

Chapter One

Introduction

1.0 Overview

The nature and importance of general education (basic and secondary schools) is that it prepares young learners for higher education and for life in a changing society to enable them to contribute to the development process in different sectors and fields of the society.

One of the key elements for preparing those students, is that it helps them to use and speak international languages, or at least one international language. We all know that recently, English Language has become the first language in the world. It's the language of technology, sciences, computer, conferences,etc. It's important to raise the awareness of the stakeholders to qualify and train English Language secondary school teachers so as to master and then to impart the skills that make them able to achieve the following:

1. To develop their learning experiences that can be adapted to different learning situations.
2. To be able to use educational technology effectively so as to help the students develop their listening skills, and accordingly develop the other three skills.
3. To improve students capabilities to enable them to reveal their talents in listening skills, and accordingly, the other three skills of English Language.

Obviously, the implementation of this kind of teaching requires good qualification and suitable training which continue

throughout the career. This means that teachers are always in need of continuous professional development so as to be able to help secondary school students acquire all English Language skills in general, and listening skills in particular.

Children learn to speak any language without textbooks, vocabulary lists, or grammar rules. They all learn naturally- from listening, real conversations and real stories. We all know that children learn English easily.

Students can speak English powerfully and correctly too. They don't need to be a child, they simply need to learn as a child does. J. Marvin Brown states: "If you want to become like a native speaker, you don't need to learn when you are a child. You need to use the same methods as a child". Cited in Kwanjira Pupairoj. (2009. P. 2).

Debate on practicing English by learners ought to focus on how learners can practice the aspects of using and developing all the four English skills. So it is important to take into consideration the aids, methods, activities, exercises and tasks for practicing and developing these skills. Certainly, this is based on English phonetics, grammar and vocabulary skills. Moreover, learning English with the help of a teacher is necessary but it's only a small part of the whole learning process.

While teachers are teaching these four skills, they'd better make full use of their teaching instrument and use varieties of ways to stimulate the students' interests. Different teaching methods meet the needs of different students' abilities (individual differences).

To help all students learn more about languages, teachers must help students learn and remember new words. So if teachers been using old, boring, unsuccessful methods to learn English,

they should change their learning method to change learning outcomes.

Generally speaking these four skills can't be separated. Teachers can ask students to read the text in advance, and do some exercises connected with the text. They can also ask the students questions about the text so as to encourage them to speak, do some discussion, and written homework. All These activities help students raise their ability of listening, speaking, reading and writing. They also help to understand or comprehend the text and the sentences. Listening and speaking are the major ways while teaching the new lesson. Teachers must let the lesson go on in a foreign language situation.

Teachers should use positive strategies such as:

- a. Correcting grammatical errors by modeling, not direct teaching.
- b. Focusing on the three Rs: repetition, rewarding, reinforcement.
- c. Teaching and supporting the students in a friendly way.

It is well known that motivation and needs for learning English are a driving force for interest and success in learning English.

All teachers agree that learning better ways to listen, speak and understand real English in addition to learning English words and grammar, help students being confident about their language proficiency.

Of course everyday long-term practice, talking, and listening to native English speakers on a multitude of topics is a top priority and an important factor for developing good English listening and speaking skills by learners of English. However, in addition to this, self-study and practicing English on one's own are very important, and accelerate success in English. Communication

with native English speakers can't involve all aspects of mastering English adequately and thoroughly, especially vocabulary, grammar, potential in-depth content of conversations. It's possible and effective to practice English (including listening comprehension and speaking) on one's own through self-check using transcripts, books, audio and video aids. Moreover, Learning English must not be boring. Audio vocabulary lessons are important. The best way to learn vocabulary is by listening to it.

Reciprocal (shared) teaching is another effective small group strategy that involves four steps: summarizing, questioning, clarifying, and predicting. "Reciprocal teaching can be used systematically across subject areas to improve listening comprehension and to support comprehension monitoring: (Palincsar and Brown, 1985, P.23).

"When devoting classroom time to listening strategies, teachers need to slow down to focus on depth ,not breadth, in teaching" (Beebe et al, 2000, P.58). Listening effectively requires practice. Systematic and explicit instruction in listening for a variety of purposes is required with a wide range of materials.

The Importance of Teachers' Continuous Professional Development (CPD)

Great teachers help create great students. In fact, an informed teacher is the most important school-related factor influencing student achievement. So it is very important to pay close attention to how we train and support both new and experienced educators.

The best teacher-preparation programs emphasize subject-matter mastery and provide many opportunities for the student

teachers to spend time in real classrooms under the supervision of an experienced mentor.

It is a must for all teachers to have ongoing and regular opportunities to learn from each other. Ongoing professional development keeps teachers up-to-date on new research, on how children learn, how to emerge technology tools for the classroom, how to use new curriculum resources, and more. The best professional development is ongoing, experiential, collaborative, connected to and derived from working with students, and understanding their culture.

Teachers teach the same course year in year out for decades without any change, despite changes everywhere—in subject matter, in their students and in the needs the course is supposed to address. So it is commonly said that teachers who cease to learn should stop teaching because continuous research and in-service training are crucial to professional development.

(Peyton 1997, P.81) describes the professional state of foreign language teaching as follows: "The foreign language teaching profession today is faced with the increasing enrolment of students and the shortage of qualified teachers".

(Peyton, 1997, *ibid*) goes further to describe the competencies that good teachers need, not only in the general area of education, but also in interpersonal skills and professional education. These are:

- knowledge of the various technologies and how to integrate them into their instruction, experiences needed for developing competencies, and resources to aid professional development.
- maintaining proficiency in the target language and having up-to-date knowledge of current issues related to the target culture.

- continuing to acquire new teaching skills and accumulating academic credits in order to keep their teaching licenses up to date.

No doubt that the quality of teaching is a key determinant of student learning, and teachers are required to have knowledge of both subject matter and effective approaches to teaching and learning. "The quality of teaching has been identified as potentially the greatest school-based determinant of student learning" (Dembélé & Lefoka, 2007, P.17).

In the drive to improve the quality of education in all countries, the professional development of teachers is fundamental. This has been recognized in research and policies regarding primary-level schooling following the introduction of the "Education for All" agenda at the "World Conference for Education for All" in Jomtien, Thailand, in 1990, and re-affirmed at the "World Education Forum" in Dakar, Senegal, in 2000 (UNESCO, 2000).

"Quality education in the context of English language teaching (ELT) is the context teachers operate within, has been shown to impact on their practice. This includes both contextual and perceptual factors" . (V. D. Rust & P. Dalin) cited in (Guthrie, 1990, p. 219)

Students have different objectives in learning English, including their institutions, levels, individual interests and ambitions. "There is a perception among some teachers that the students' obsession is how to pass the examination, not how to achieve any development in the language field". (Ibrahim, 2009, P. 6).

This is followed by consideration of the skills and knowledge that teachers require to deliver quality teaching and then the forms in which teachers can be supported to develop the quality of their teaching. So it is very important to provide relevant

continuous in-service professional development programs for general education teachers.

Reading is one of the four language skills. It is an important way of gaining information in foreign language learning. It is a basic skill for a foreign language learner. There is a lot of reading exercises in an examination today. So students are asked to read them correctly and with a certain speed. To do this, teachers should change students' bad reading habit and raise their reading efficiency.

Writing is another language skill. It is one way of providing variety in classroom procedures. It provides students with physical evidence of their achievements and can measure their improvement. It helps to consolidate the students' grasp of vocabulary and structure, and complements the other language skills.

To get good at writing, students have to do it over and over and over. Students can keep it all in one place. Having a notebook will keep them organized and motivated. The better they get, the easier it will be to see their progress. They can look back and marvel at how bad they used to be and how awesome they are now. They have to check and correct their writing. So in this way their notebook is a whole collection of more and more perfect work.

Speaking can't be taught separately. It is often connected with listening. So we often speak of listening and speaking. The traditional way of listening and speaking is aural-oral method. Now, the new method of two-way communication is very popular.

As we all know that any teaching method has its psychological base. The aural-oral method began in the 1940's. It is based on

behaviourism. One of its psychological theory is that learning a language is forming a set of new language habit.

The process of speaking has a broad concept that is not less in its conception from the listening. And if the language - as mentioned above-is audio system that achieves the communication between people, so paying attention to the speaking skills in the basic education, in particular, and then the secondary stage, is more important. It should precede writing where the learner starts practicing audio system to decode the code he listens to, prior to writing it.

Many studies has proven that learning reading and writing comes through speaking, so we have to pay attention to speaking skills in the first stages of education. Moreover, teachers should develop the students' ability to orally express themselves before expecting them to learn how to read and understand the oral or written ideas of others. So, as a result of the importance of speaking skills, teachers should take care and train students on how to listen in an effective way in order to be able to speak.

Listening Skills

Listening is one of the four language skills. It comes first before speaking, reading and writing. If the process of reading represents the collection of ideas from the written words through the eye, listening focuses on the collection of ideas from the audio word through the ear. Some educators consider listening as a kind of reading.

Listening does not mean hearing because hearing is simply the act of perceiving sounds by the ear. If you are not hearing-impaired, hearing simply happens. Listening, however, is

something you consciously choose to do. It requires concentration so that your brain processes meaning from words and sentences. Moreover, listening leads to learning. If you want to understand and learn knowledge, always use your ears to listen and not just to hear words. It is a process of listening to the uttered symbols then to interpret these symbols according to what the listener perceives. Then we can say that listening is a deliberate process aims at the acquisition of knowledge using the listeners ears to analyze the sounds and understand their meaning from the context with the help of the listeners prior knowledge and experiences. So listening is an important skills in our life because it is the most important means to increase the person's culture and to develop his experience in the community.

We notice that any child listens to the speech and understands the significance of some words before he could pronounce them. He expresses this understanding using signals, body, eyes or gestures. So we must train the student before he can speak and develop his skills of listening because of its importance in the learning process and in the other life's activities.

In the past when the communication and education were depending mainly on the spoken word, listening played a great role in the learning process. Nowadays, listening plays a vital role in the process of education as an important factor in the student achievement in all levels of education, so teaching it in a proper way is essential, because the learner receives a great deal of knowledge and information through the audio-visual aids and media in order to understand, criticize and analyze them.

Another very important factor in learning and teaching listening is to help the students knowing the correct pronunciation of English language sounds. Linda Lane (2010, P.1) states that: "Pronunciation is ,intimately, to other oral/aural skills, both influencing and influenced by listening comprehension and fluency".

Despite the importance of listening in our life and our education, it rarely finds attention in teaching it which makes students complain from the lack of understanding. Whatever the reasons are, teaching and developing listening skill are very important in the educational process and in knowing the other arts of language.

1.1 The Statement of the Problem

Although some secondary school students are good at English Language, according to the degrees that they obtain in the English Language tests, the researcher noticed that they lack the comprehension of the spoken language in English classes. It's a fact that the lack of comprehension affects mastering language proficiency. Moreover, most of the students who have a reasonable comprehension at the words and sentences level, have difficulty in understanding the main idea of the spoken language. This means that students know English in its written form better than having knowledge of listening to the spoken language. And as they listen to the words in a connected speech, and as there are differences between the sounds of English and their mother tongue (Arabic Language in our case), this affect their listening and though the comprehension of the spoken speech.

“Studies of comprehensibility (ease of understanding) show that listeners' judgment depends on both segmental (consonants and vowels) and supra segmental (stress, rhythm and intonation) errors”. (Derwing and Munro 1997, P.90). And in addition to errors in pronunciation, many other factors have an effect on comprehensibility as it is stated by (Hinfotis and Baily 1981, Anderson-Hsieh and Koehler 1988, , Gass and selinker 2001, Flege et al. 1995): "Speaking rate, errors in grammar, word choice, discourse markers, the age at which English is learned, the amount of exposure the learner has had to natively spoken English, the extent to which the learners use English, and the listeners' familiarity with the topic of conversation have all been shown to affect comprehensibility”

Hence, this study intends to investigate the effective ways of developing listening skills among secondary school students in Khartoum State.

1.2 Objectives of the Study

This study aims at:

1. Highlighting the content, the goals and the standards of the current secondary schools English Language syllabus and its suitability for the acquisition and development of the students' listening skills.
2. Identifying the real factors behind the deterioration of the listening skills among secondary school students in terms of the teachers' qualifications and specialization, level of the students in different types of schools (model , geographic, private), large number of the students in the class, differences between L1 and L2, time allocated for teaching,etc.

3. Knowing the teaching methods and educational technology used to teach and assess secondary school students' listening skills.
4. Highlighting the importance of developing listening skills, in addition to knowing the problems and difficulties that face teachers and the reasons behind the poor listening skills among students.
5. Investigating the continuous professional development (CPD) , in terms of the quality, the number of the training courses, their availability, suitability, and duration on the performance of the teachers and ,in turn, on the development of the listening skill among secondary school.

1.3 Questions of the Study

1. To what extent does the content, the goals and the standards of the current English Language syllabus appropriate for acquiring and developing listening skills of the secondary school students?
2. How are the teachers' qualifications, specialization, level of the students' English Language in different types of schools, number of students in the class, differences between L1 and L2, time allocated for teaching, the subject ... etc, affect the proficiency of secondary school students' listening skills?
3. What are the suitable teaching methods and educational technology that can develop listening skills among secondary school students?.
4. To what extent do the difficulties that face teachers and students cause the lack of the proficient listening skills and thus their ability to master the other English Language skills?

5. How does the quality and effective teacher training programs affect the proficiency and the performance of the English Language teacher, and thus help students learn and develop their listening skills?

1.4 Hypotheses of the Study

1. The content of the secondary school English Language syllabus is appropriate for the students' acquisition and the development of listening skills.

2. The real factors behind the deterioration of the listening skills among secondary school are the teachers' qualifications, the level of the students in English Language, the large number of students in the class, the differences between the grammar rules and the sounds of the two languages (Arabic Language and English),etc.

3. The teaching methods and the lack of educational technology used to teach English Language hinder the development and the proficiency of listening skills of the students.

4. Developing proficient listening skills is very important for developing the other three skills.

5. The lack of the quality and suitable training programs of the secondary school teachers in general, and the alternatives (the teachers from the faculties other than education) in particular, is one of the most important factors that cause poor listening skills of the students.

1.5 Significance of the Study

This study is significant because it is:

1. a field study which investigates the importance of listening skills and the problems that face the secondary school students in mastering it.

2. based on a scientific analysis which, the researcher hopes, to contribute to the ways that help secondary school students to develop and master listening skills.

3. expected to contribute in knowing the needs, and solving the problems that face secondary schools students being good at English Language in general, and listening skills in particular.

4. expected to be helpful for those who are responsible for developing the curricula, in addition to propose effective ways and methods of teaching and using the latest teaching techniques to develop teachers abilities to take the responsibility of the preparation of the new generations on the basis of quality education.

5. supposed to be a step in the reform of teaching L2 that should be based on communicative approach which concentrates on developing the four skills of the language.

6. of great value for both teachers and students. For teachers, they would benefit from being aware of the importance of listening skills and its role in understanding and developing the other skills. For students they would benefit from being taught listening skills in a good way that helps them to learn it effectively.

1.6 Limits of the Study

The study is carried out with respect to the following limitations:

1. The study is restricted by the area investigated which represents ways of developing proficient listening skills among secondary schools students in Khartoum State.

2. It is limited by its statistical population that consists of the Sudanese secondary school supervisors and teachers of English Language.

3. Teachers and supervisors in Khartoum State and not other states. The difficulty of covering other states is due to the time, effort and cost.

1.7 Methodology and Data Collection

1. In order to carry out such a study, to answer the research questions, and seek to develop research tools on a scientific basis, the researcher is going to conduct this study by using descriptive analytical method. This method will help to know the reality, the needs and the problems that face secondary school students being good at English Language in general and listening skills in particular.

2. The researcher will also use the questionnaire as a tool for data collection. She aims to reach to a set of results in the light of the existing syllabus, ways and methods of teaching and teacher training programs.

3. Taking into account the classification of the teachers who teach English language in secondary schools (Education, arts, and Alternatives), the researcher is going to design a questionnaire. This questionnaire will be for the sample of the teachers who teach English Language at the secondary schools, and the supervisors who work in the field of English Language supervision in the education offices-Khartoum State.

1. Answering the questionnaire will help the researcher to:

a. study the status of English language syllabus in terms of its objectives, components, effective ways to support teaching/ learning and developing listening skills.

b. know the teacher training programs, ways and methods of teaching, teachers' attitudes and nature of their use of

education technology, and problems that face them when teaching listening skills, then put hands on the pitfalls.

1.8 Population/Sample of the Study

The population of this study are:

1. English language teachers who teach English Language at the secondary schools – Khartoum State.
2. Officials represented by English Language technical mentors and supervisors of English language at secondary schools in Khartoum State.

The sample of this study consists of:

- a. 100 English language teachers who teach English Language at the secondary schools – Khartoum State.
- b. 20 officials represented by English Language technical supervisors of secondary schools- Khartoum State.

Summary of the Chapter

To sum up , chapter one explains the statements of the problem, the significance, the hypotheses, the limits, the population, the way of data collection and procedures followed to achieve the aims of the study.

Chapter two will be devoted to the literature review.

Definition of the Abbreviations

CPD Continuous Professional Development

EFL English as a Foreign Language

ESL English as a Second Language

ELL English Language Learner

L1 First Language

L2 Second Language

SLA Second Language Acquisition

TEFL Teaching English To Foreign Learners

TESL Teaching English as a Second Language

Chapter Two

Literature Review

2.1 Theoretical Background

2. 1.0. Overview

One of the goals of education should be to make all general education graduates able to speak, at least, one or two languages in addition to their first language (L1). What this means is that every student should have two or three language varieties. The informal, more private speech they use with family and friends, and the formal, the language of the business world and formal occasions.

For ESL students, their private speech at home is an entirely different language from formal language and English language. So their challenge in mastering two or more sets of language skills is more complex than it is for native English speakers. And For teachers, this goal makes their task more complex as well. It is their duty, as educators, to use every resource available to help their students communicate in a perfect way. Moreover, motivation and needs for learning English are a driving force for interest and success in learning English.

This chapter provides description of two parts Literature Review and Previous Studies.

In this part the researcher is going to provide a review of literature related to the current study.

2.1. 1. The Importance of English Language

Nowadays English has become the first language for the majority of the population in most of the countries. English learners opt to take English to cultivate ground for communication with others and to become part of a global economy.

In an increasingly globalized and interconnected world, and for high ranking officials and diplomats in major countries the importance of English cannot be overstated. For immigrants by the millions that come to the English-speaking countries, learning how to communicate in English is important. Shopping, tourism, business, ...etc is often made easier by speaking English. Many opportunities of job employment in international regions, markets and companies are created when people have working knowledge of English.

Multilateral agencies and institutions recruit multilingual-skilled professionals. English is also the communication medium in the colleges, higher- learning institutions' and universities in the fields such as science, medicine and aviation.

Most technical periodicals and peer-reviewed journals in the fields of technology, engineering, science,...etc are printed in English.

Most international business, including emails, memos, reports, and contracts are written in English. In computer, most software programs are written in English.

In teaching / learning, it's the system and a method of giving instructions, and the processes of getting knowledge, skills, analyzing, understanding and practicing any given information.

All what have been mentioned above agree with what (Graddol, 2006, P. 71) states : "English language has become the language

of technology, science, internet and communication worldwide. It has become an international and a global language. Improving national proficiency in English forms a key part of the educational strategy in most countries”

In the past, the Sudanese teachers were known for their proficiency in English. Due to their high professionalism, and standard of training they were highly demanded in the Arab and African neighbouring countries. Nowadays many Sudanese students complain that they are ‘victims’ because they graduate from secondary schools, and then from universities with a very poor level of English language. Most of them find it very difficult to study at universities, do higher studies , use the internet or even compete in the job market.

This leads to the question: Who are now the real victims – the English language teachers or the students?. Of course both are victims. The students graduate from secondary schools and enter universities with very poor levels of English, and teachers cannot do much for them, because they need more qualification and more training and the only thing that they can do to their students, is to allow them graduate with this poor level in English language. So it is important to ask why do Sudanese students lack the basic skills of reading, writing, speaking and listening , and the reason behind not preparing them well for today’s world , and why are they left behind?.

A Historical Background of English Syllabuses in Sudan

It is important to shed the light on the English language syllabuses which were used in different times in Sudan. So the researcher is going to give a brief background of these syllabuses.

i. The first used books were:

1-The Egyptian Reader (Parts 1,11,111,1V,). 2- The Literary Reader - 2nd Primer. 3- Century Infant Reader. 4- New Library Reader-Book 1. 5- Royal Reader- No. 11-1st series. 6- The primary Grammar. 7- English Poetry for Schools - Book 1 Primary. 8- Arabic - English and English - Arabic Dictionary. (Arbab, Sayed H. 1989).

ii. The Michael West series of New Method Readers and composition was adopted. "Those series of readers continued to be used in Sudan schools for almost half a century before they were replaced by other texts. They also created a good reputation among Intermediate school teachers as well as pupils". Stated by Abu Shunab, M. H. (1982).

iii. Other accompanying books were supplementary readers which were intended for reading for pleasure.

The teaching method was the Grammar Translation Method. Then The New Method Readers were introduced and the Direct Method was adopted.

Students were motivated to learn English, as with English language they could get governmental jobs.

iii. After that and by the early 1980s, the Nile Course was introduced as a book written specially for Sudanese learners. It adopted the Communicative Approach. Arbab, Sayed H. (1989). So if we look to these syllabuses, the teachers' qualifications, quality of the teacher training and students' motivation we will realize the reasons behind the high standard of our teachers and students at that time.

Then in September 1990, the General Educational Conference came up with recommendations to make radical changes in all curricula so as to be in conformity with the radical change in the

new Educational Ladder (the system of 8+3). Therefore the English language syllabus was changed and for the first time, a national syllabus [SPINE] was introduced.

2.1.2. Reasons Behind the Deterioration of English in Sudan

There are so many factors caused the deterioration of English Language in Sudan. Here are some of the major causes:

Arabization

One of the reasons of the of deterioration of English Language in Sudan is Arabization. We all agree that Arabic is very important, but it is well known that although Arabic is the first official language, it has also deteriorated significantly in the last few years. It is a fact that the deterioration in L1 will definitely lead to deterioration in L2.

Economic and Social factors and Teachers' migration

Many qualified language teachers deserted the country due to economic and social factors which were, and still are, behind this severe brain drain.

English Language Syllabus at Schools

The English syllabus witnessed much change from the Readers of Michael West, to the Nile Course, up to Spine Series. Some experts criticized most of these syllabi, but most criticism was directed to the Spine Series and the abolish of the supplementary readers. Experts believe that any language courses should be of practical use to the learners and secure their daily practical needs in addition to positive communication with people.

Poor School Environment

Most of our schools lack the basic infra-structure from the teaching aids and sanitary needs. Also shortage of textbooks,

educational aids, ...etc all affect the quality of teaching/ learning. In addition to the large number of students in the small unconditioned classes which makes it difficult for the teacher to provide the students with needed advice and guidance.

English Syllabuses at Sudanese Faculties of Education

In our faculties of education there is too much focusing on literature from the old ages, to the 20th century writings. Out of the total credit hours there are many hours for university and faculty requirements which are not directly associated with teaching English. The little remaining credit hours are allotted to English, and for teaching methods. Also for these students there is no introduction to the schools' syllabus, and the first time for them to see the syllabus is when they graduate and go to schools.

Acceptance to the Faculties of Education

Most of the students who come to these faculties come to it unwillingly. They had been there because their achievements in the Secondary School Certificate Examinations did not qualify them for medicine, engineering , economics, ...etc. So education is not their first, second or even the 10th choice.

Change of Teacher Training Policy

The Higher Teacher Training Institute in Omdurman was established in 1961. It was meant to provide training for secondary school. It was a four year course after which the student-teachers were to be given higher diploma as licensed teachers. (Babiker, Ahmed Ali. 1999).

In 1994 the system of training teachers in intermediate and higher institutes was abolished. Then students were to follow their education in the faculties of education. English language in

Sudan, by applying such kind of training, was expected to witness development, but deterioration continued.

Reduction of the Time Allocated to Teach ESL in Our Classes

Teaching English in the basic and secondary schools was reduced to just (4) forty-minute sessions per week instead of (9) forty-minute sessions per week used to be in the past. And the problem and the challenge are that the teacher is asked to teach all the language skills and sub-skills in these four sessions.

2.1.3. The Differences Between Arabic and English

Arabic is the official language in Sudan. There are many dialects, but there is one version that is taught in schools. Arabic differs from English in terms of sentence structure, word order, and the sounds. So many students who speak Arabic wonder why they have difficulty learning in the classes of English as a Second Language (ESL) . The biggest reason is because of the differences between English and Arabic. (Lane, Edward W, 1836, P 29) states: " In Arabic, texts are read from right to left and written in a cursive script. No distinction is made between upper and lower case".

These differences significantly increases the effort they must make to acquire English word store, and causes difficulty of comprehending what students hear and read.

- Arabic Language grammar is very different from English. This also causes errors of interference in the written or spoken English.

- "Arabic words are generally based on a "root" which uses three consonants to define the underlying meaning of the word. Various vowels, prefixes and suffixes are used with the root letters to create the desired inflection of meaning".(Edward W.Lane, 1836).

E.g. the root (k-t-b) (writes):

kataba	"he wrote"
katabū	"they wrote"
katabat	"she wrote"
katabnā	"we wrote"

- Arabic has no verb to be in the present tense, and no auxiliary "do". These differences result in errors such as:

She good teacher. When you come to Germany

- Arabic requires the inclusion of the pronoun in relative clauses, unlike English, in which the pronoun is omitted. E.g. Where is the pen which I gave it to you yesterday?. (J.M. Cowan 1999)

- Plurals are another issue that becomes difficult because of the way that Arabic or English uses them. E.g:

Door: doors (2 or more). baby : babies (2 or more).

Child : children(2or more). wife : wives (2 or more).

- Regardless of the similarities between languages, there indeed, must be some differences. (Back Walter& Tim, 2004,P. 96) stated: "Arabic language has a system of its own" Some problems resulted from these differences are outlined below:

- Problems in pronouncing consonants include the swapping of /b/ and /p/, e.g. /bicture/ instead of / picture/ and the substitution of / f / for / v /.

- Arabic does not have any initial three-consonant clusters. So Arabic speakers often insert a short vowel sound to break up consonant clusters. E.g. they might say "nexist" instead of "next", "ispilit" instead of "spilit" or "lengthes" instead of "lengths".

- Arabic has a straight forward understanding of how sounds are made, depending on whether they have a Dhama, Fatha or Kasra.

- Fatha is a diagonal stroke written above the consonant. It's pronounced like "a" in English. E.g. the Arabic consonant "بَ".
- Damma is an apostrophe-like shape written above the consonant. It's pronounced like "o" or "u" in English. For example, "بُ".
- Kasra is a diagonal stroke written below the consonant. It's pronounced like "i" in English. For example "بِ".
- English has about three times as many vowel sounds as Arabic, so learners may fail to distinguish between some of the words they hear, such as "ship / sheep" or "bad / bed".
- In English, word stress changes and can alter the meaning and lexical category of a word. For example, "object" is a verb but "ob'ject" is a noun. In Arabic, a change in stress is never used to change the meaning of a word. (Odisho, p, 49).

2.1.4 Brief Review of the Various Theories of Learning

Learning is one of the most important activities in which humans engage. For thousands of years, philosophers and psychologists have sought to understand the nature of learning.

In this part of this study the researcher is going to give examples of some learning theories.

-The behaviourist approach to learning, views learning as "any more or less permanent change in behaviour which is a result of experience". (Sotto, 1994, p. 21). In education, the behaviourist approach to learning believes that learning could be improved by making explicit what to learn and tasks should be broken down into small sequential steps (Williams & Burden 1997,P.7–9).

The behaviorist theory believes that "infants learn oral language from other human role models through a process involving

imitation, rewards, and practice. Human role models in an infant's environment provide the stimuli and rewards," (Cooter & Reutzel, 2004). Then its usual process is: Stimulus-Response-Reinforcement.

The weakness of this view led to the cognitive or constructivist theory of learning.

- The cognitive or constructivist theory of learning sees learning as mentally constructed by the child and is governed by age. In education, their view is, as (Williams & Burden, 1997, p.49) Cited in Sotto, (1994, p.21), "The teacher cannot tell students what concept to construct or how to construct, but by judicious use of language they can be prevented from constructing in directions which the teacher considers futile but which as he knows from experience are likely to be tried".

This view is also proved to be weak because it considers learning as an entirely individual mental process. Criticism of this led to the social constructivist theory of learning.

- The social constructivists believe that learning has a social dimension. They believe that one learns through contact with others and that successful learning is dependent on the type of social contacts between people with diverse "levels of skills and knowledge" (Williams & Burden, 1997, P.7-9). This approach, therefore, recognizes both the mental and social aspects of learning and emphasizes the importance of interaction in a social context through communication with others.

In the teaching-learning extracts analyzed above, learning is viewed as transmission of knowledge. "The teacher's role is to transfer facts about language and the student's role is to receive, store and digest the information about language" (Van Lier, 2001, p. 309). Also (Howe 1998, p. 10) explains: "learning refers

not only to one kind of activity, but a whole family of process and mental event that allow people to add to their knowledge and increase their skills and capabilities”.

2.1.5. Second Language Acquisition

We know the largest differences between learning mother language and learning foreign language. A child can soon learn his mother language well because he, of course, has heard a lot before he can even say any word. But for a foreign language, students can meet it only in formal places or classes, otherwise, they can hardly have a chance to meet it. So teachers should try to let the students be in a language environment.

The purpose of teaching English Language in our schools is to develop the students' four skills with the base of necessary phonetics, large vocabulary and good grammar, but the important and final purpose is to let students be able to use the language.

Teaching English as a Second Language

In our schools students range from those who enter the basic schools with no English at all, to those who studied a little English in pre-school. Unless the teachers have been trained in teaching English as a second language (TESL), they probably will not know much about how to address the needs of these students.

In this part of this chapter the researcher will consider the following questions:

- What do we need to know about our ESL students?.
- What is the student's level in the four skills of English?.
- Is the student exposed to English Language?.

- What general strategies are helpful with ESL students?.
- How closely is the student's native language related to English?.

To work with students who are learning the English language, our English language teachers ,as ESL specialists, should evaluate the English proficiency of our students and have an accurate report about them.

Anything we can do to encourage exposing our student to English would be helpful. Schools should arrange for social opportunities such as English societies and invitations to events. Teachers also should express an active interest in improving students' ability to be good at all skills in general and listening skills in particular. They offer them opportunities to practice communication and make sure everyone in the class knows how to pronounce the sounds and the words correctly as a first step for understanding the language.

Affective factors play an important role in (L2) learning. Teachers must help the ESL students feel they can learn English language and be good at it. They are advised to create a friendly and attractive environment for teaching and learning English.

2.1.6 How to Help Students Learn English

To help students learn English, teachers have to:

- a. begin by teaching ways of pronouncing and writing each letter.
- b. explain that Arabic uses diacritical marks instead of vowels.
- c. create practice exercises that focus on word order in English. This is because Arabic students are likely to place words in a sentence in a very different order than one would see in English.

d. know potential pronunciation difficulties that students will have when using English words. By doing that teachers can develop their students listening and help them produce correct pronunciation.

2.1.7 Ways of Developing the (L2) Listening, Speaking, Reading and Writing Skills

- If a student is only good at listening and speaking, can we say that he is good at English? No.

- If a student is only good at reading and writing, can we say that he is good at the language? No.

- If a student is good at English, he should be good at the four skills of the language listening, speaking, reading and writing.

Now most of the students do better in reading and writing English than in listening and speaking. They can read and write, but they can hardly communicate. This is because of our teaching method, and examination system. If we are not able to change the examination system, we must improve our teaching method.

Most of the all teachers like to provide the students with a lot of knowledge, words, phrases, grammar, and so on. We all agree that students do need these, but many teachers forget to teach them how to study and use English.

-For developing speaking skills it is important to use a recorded material by native English speakers and talking to actual native speakers if this is available. Also watching people in TV movies, how their mouths form the words, where the emphasis goes on certain sentences. Moreover, recording themselves though they hear themselves all the time will help them know what are the

weak and strong points they hear in their speech. Reading books aloud also can help a lot developing speaking skills.

- Reading is an important way of gaining information in foreign language learning. It is a basic skill for a foreign language learner. There is a lot of reading exercises in our examinations today. So students are asked to read them correctly and with a certain speed. To do this, teachers should change students' bad reading habit, raise their reading efficiency and try to help them knowing the problems that affect their ability and speed of reading. For the students to read fast, teachers are asked to:

a. help them to overcome the problem of knowing the new words, and one way to do so is to guess the meaning.

b. help them learn to read phrase by phrase not word by word. They can omit some sentences, even sometimes, a whole paragraph, which have nothing to do with the questions.

- Writing is one way of providing variety in classroom procedures. It helps to consolidate the students' grasp of vocabulary and structure, and complements the other language skills. Sentence is the base of an article. So students should be asked to express with sentences, then to write short articles.

Students whose native language is not English don't automatically realize how much English depends on word order for meaning. English is a subject-verb-object "SVO" language. Arabic is a verb-subject-object, or "VSO", language.

2.1.8 Listening Skills

Teachers often speak of all the four skills . That means each of them is important. No one can say that a student has mastered the language without any one of them.

Listening is a skill that lets the sounds a people hear go through their brain to process the meaning of it. It also means observing what they hear, like the speaker's behaviour and body language, in order to better understand what the speaker is talking about. Hearing is an involuntary act where people simply receive vibrations through their ears. It's a form of a communication technique that lets the students understand, interpret and put meaning to what they hear.

- Listening, as one of the means of language communication, is used most widely in people's daily lives. They spend a long time listening to the music, to the radio and listening to each other.

Some ways of developing student's listening skills are:

a. Listening to the radio English materials is helpful to keep their minds in the English zone.

b. Watching TV English shows helps them get used to native speaker's speech.

c. Students can record some materials and listen or watch them more than once, this help them see and assess their progress.

d. Passive listening is good, but interacting is even better. To get good at listening, teachers have to encourage students listen to native speakers. This helps understanding native speakers' speech.

We often speak of listening and speaking together because they are connected together.

2.1.9 What Is Listening?

Listening and speaking are at the heart of student learning. (James Britton 1970, P. 295) wrote: "Reading and writing float on a sea of talk" The sea of talk, which includes both listening and speaking; is a way of thinking, co-constructing and re-

constructing meaning; and the foundation for reading and writing. Listening to understand requires more than decoding what is heard. As (Lundsteen ,1979, P.36) notes, “the crucial difference between hearing and listening is thinking”. As is the case for reading and writing, the complex, active process of listening requires prior knowledge, attention and intentional cognitive activity before, during and after listening. So, “while listening involves the physiological activity of hearing, it also involves predicting, hypothesizing, checking, revising, and generalizing skills” (Ronald and Roskelly, 1985), “holding information in memory, focusing attention, forming images, interpreting, comparing, and evaluating” (Grunkemeyer, 1992; Lundsteen, 1979). To listen well, listeners must have the ability to decode the message, the ability to apply a variety of strategies and interactive processes to make meaning, and the ability to respond to what is said in a variety of ways, depending on the purpose of the communication. Listening involves listening for thoughts, feelings, and intentions. Doing so requires active involvement, effort and practice (Shen, Guizhou, Wichura, Kiattichai, 2007, P. 55). And “like all literacy processes, listening is contextual: we use our knowledge and experience to make sense of what we listen to” (Emmert,1994; ILA,1995,).

2.1.10 Differences Between Listening and Hearing

People sometimes make the mistake of thinking listening and hearing are the same thing, but they're not. Hearing is a physiological process, If you HEAR something it is because you have ears and are not deaf. Whereas listening is a cognitive process. If you listen to something, then you are paying particular attention to what you can hear. “Listening is the

process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages” (Brownell, 2002, p. 48).

E.g :- Listen or listen to cannot be replaced by hear:

- She does all the talking , I just sit and listen.
- You haven't listened to a word I've said!-
- She heard a noise outside.
- You'll have to speak up, I can't hear you.

We would say that just because we have two ears on the side of our head, this doesn't mean we automatically know how to listen. We strongly feel that listening skills need to be taught and practiced. Effective listening is something that needs to be learned. In order to be a successful listener students must be physically and mentally prepared to do that.

If they are not hearing-impaired, hearing simply happens. Listening, however, is something they consciously choose to do. It requires concentration so that their brain processes meaning from words and sentences. Listening leads to learning. Listening means paying attention and making effort to process what they hear.

Differences Between Listening and Hearing

No.	Hearing	Listening
1	It is using your ears only	It uses both your ears in addition to different senses, like the sense of hearing or seeing.
2	It is receiving vibration of sound waves on eardrums.	It is paying close attention to what we hear, and observe other's behavior that can add meaning to the message.
3	It is part of the Five senses	It is a choice to hear and analyze what you hear.
4	It is receiving sound waves through your ears.	It means hearing and understanding what you've heard.
5	It is just merely receiving sounds through ears.	It can build better relationships with others.
6	It is the ability to hear, and it is typically Innate.	It is the ability to listen well, and a skill that must be developed and practiced.

2.1.11. Types of Listening

In order to be an effective listener in different situations, people must first consider their purpose for listening. Scholars have identified five types of listening based on five different purposes:

- 1- Appreciative Listening.
- 2- Discriminative Listening.
- 3- Comprehensive Listening.
4. Empathic Listening .
5. Critical listening.

Appreciative Listening

- Listening for pleasure or enjoyment.
- Its goal is to simply enjoy the thoughts and experiences of others by listening to what they are saying.
- With appreciative listening, we do not have to focus as closely or as carefully on specifics as we do in other listening situations.
- We might use it during a casual social conversation. Most people listen to music in this way.

Discriminative Listening

- Listening to understand the meaning of a message.
- At times this involves listening “between the lines” for meaning conveyed in other ways than the words themselves.
- Discriminative listening concerns with the basic function of hearing sound and distinguishing between different sounds.
- In human communication, this includes picking up on shifts in a speaker's voice such as speed, emphasis, and pitch.
- This listening skill allows the listener to recognize nuances in the speaker's message such as pleased or anger.

Comprehensive Listening

Also known as: content listening, informative listening and full listening.

In comprehensive listening situation, our goal is to understand the speaker's message as well as to learn, remember, be able to recall what has been said.

- In communication, some words are more important and some are less so, and comprehension often benefits from extraction of key facts and items from a long talk.

- We have to know the words and all the rules of grammar in order to understand what others are saying.

- We have to know the syntax, to understand the components of communication, so as to know what the messages really mean.

- It is important to pay close attention to all the information, the words spoken, the tone of the voice, the body language and the situation in which the conversation is taking place.

- In comprehensive listening, the speaker must make his words understandable, and the listener must let them know if they don't understand.

Empathic Listening

- Empathic Listening is a way of listening and responding to another person that improves mutual understanding and trust.

- It is an essential skill for third parties and disputants alike, as it enables the listener to receive and accurately interpret the speaker's message, and then provide an appropriate response.

- It is also called active listening or reflective listening.

- It builds trust and respect, reduces tensions, and creates a safe environment for sharing information and problem solving.

The Process of Empathic Listening:

- Give the person you are connecting with your full attention.
- Do not speak when the other person is in the middle of communicating their issue.
- Offer a summary of what you have heard to the speaker.

Critical Listening

- It is the listening to evaluate message to accept or reject it.
- It requires careful observation, judgment, and trustworthiness of the speaker. E.g.: persuasive communications includes politicians, news, salespeople, etc.
- Critical listening skills understand person and context. Many arguments do not stand alone and understand what the person is saying. What they are saying can help in the understanding and consequently evaluation of their message.
- Critical listening skills Probe: asking questions to add useful information and help them develop their argument. E.g. how, what, why, when, where and who.
- It helps separating one thing from another, understand differences and get to important details.

2.1.12. Causes of Poor Listening

- Not concentrating.
- Listening too hard.
- Jumping to conclusions.
- Focusing on delivery, personal appearance.

There are many difficulties that face students in Listening:

Some students think that the most difficult thing is listening comprehension, and even some of them have difficulty in understanding their teacher who gives lessons in English. Of

course, it is difficult for some of secondary school students to understand the listening material, if they haven't enough vocabulary or the ability of using the grammar construction.

Some students, when asked to listen to a dialogue in which the words and grammar have already been learned, they often think it is too difficult to understand it. Then, using the same dialogue as a reading comprehension material, most of them think that it is a little difficult.

It is clear that the reading speed of a material also affects. Some students think that they can not understand the material because they think that it is read too fast and they can't follow.

Some students often try to understand each word or each sentence. They will think hard when they meet some difficult words or sentences. Many students could understand the material directly. They often translate the English into their language in their heart (Arabic in our case), thinking that only in this way the sentence can be understood. This is also a reason, trying to understand each word is difficult, and it is not necessary at all. Students should learn to catch the most important points.

Some students with low listening comprehension think that this is because they don't understand or know the knowledge about linguistics, they are not able to tell the meaning of what they have heard.

2.1.13. Why Learn to Listen Well?

Listening is important for effective communication because 50 percent or more of the time we spend communicating is spent in listening . When we try to listen carefully, most of us remember only about 50 percent of what we hear shortly after hearing it

and only about 20 percent two days later. Listening is one of the most important skills needed in the corporate environment.

Most of us spend most of our day speaking and listening (Rankin, 1926; Hyslop and Tone, 1988) and it is estimated that 80% or more of what we know is acquired through listening (ILA, Hunsaker, 1995). Research has demonstrated that adults spend 40-50% of communication time listening, 25-30% speaking, 11-16% reading, and about 9% writing (Vandergrift, 1999).

So we can say that listening:

- e. provides information.
- f. provides us with other points of view.
- g. connects us to other people.
- h. exercises the imagination.
- i. expands powers of concentration.
- j. develops and extends vocabulary.
- k. confirms or modifies personal positions.
- l. reinforces or contradicts visual information.
- m. provides starting points for further investigations and discussions.

Because listening is often used in conjunction with the skills of speaking, reading, and writing, it is agreed that strong listening skills enable students to succeed more easily in these other communication processes. But despite the benefits and amount of time spent in listening, only a small amount of what we hear actually registers. Consequently, the development of active listening skills needs explicit teaching, modeling, and practice in every subject.

2.1.14. Why Teach Listening?

1. In all subject classrooms, students' ability to listen with attention and reflection is often assumed and expected; however, oral communication can be demanding. "Although listening seems natural and automatic, active listening must be taught. Listening has an important role in second language acquisition as well" (Nunan [online]; Krashen, 1982). Receptive language abilities (listening) precede expressive language abilities (speaking), so English language learners need to spend a great deal of time listening while developing their speaking abilities. However, all students benefit from hearing language spoken in meaningful constructions, and in multiple contexts.

2. Listening is more than hearing; comprehending spoken language involves process-oriented thinking skills. Because listening involves language and thought, the ability to listen effectively develops as students' language abilities develop.

Since there is a strong correlation between listening skills and literacy skills (Smith, 2003. p. 221), the explicit instruction in listening skills and strategies should be embedded in all subject areas. Explicit instruction in listening is necessary for some, but good for all.

2.1.15. Developing Listening Skills

Listening is a key to all effective communication, without the ability to listen effectively messages are easily misunderstood – communication breaks down and the sender of the message can easily be frustrated. If there is one skill we should aim to master then listening is it.

No doubt, giving the students a lot of listening activities is a good way of enlarging their vocabulary.

On the other hand, it also helps the students develop their listening comprehension.

Listening is a skill that support all positive human relationships. It is the building blocks of success.

Active listening is a skill that can be acquired and developed with practice. However, active listening can be difficult to master and will, therefore, take time and patience to develop.

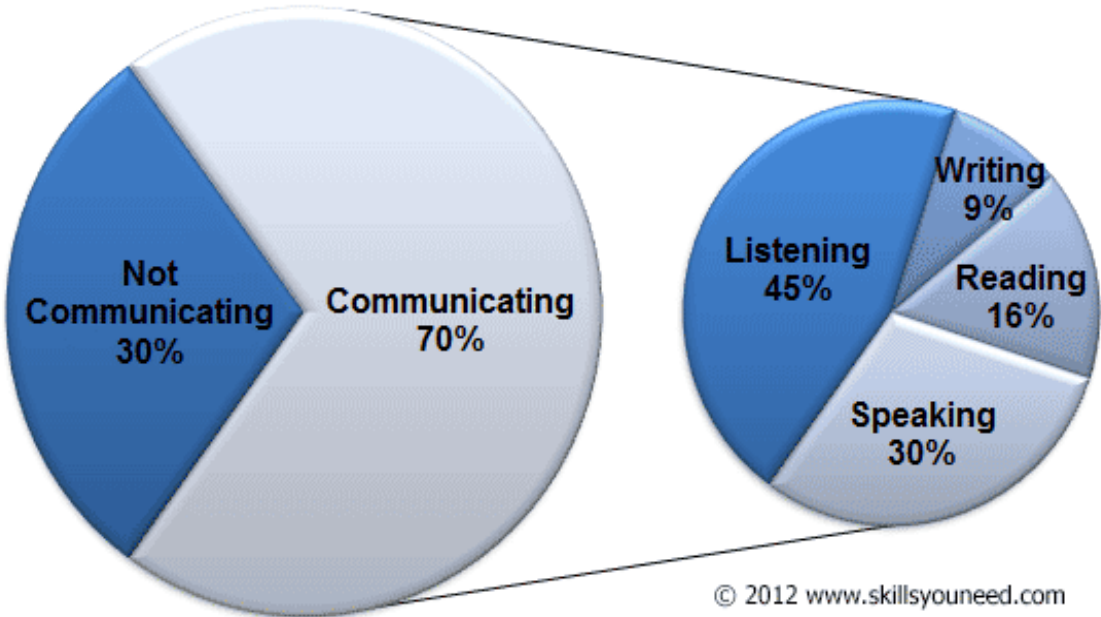
'Active listening' means, as its name suggests, actively listening. That is fully concentrating on what is being said rather than just passively 'hearing' the message of the speaker.

Many successful leaders credit their success to effective listening skills.

2.1.16. Time Spent communicating

We Spend a lot of Time Listening. Adults spend an average of 70% of their time engaged in some sort of communication, of this an average of 45% is spent listening compared to 30% speaking , 16% reading and 9% writing. (Adler. R.et al. 2001,P. 3).

Time Spent Communicating



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2.1.17 Basic Steps for Real Listening

Real listening is an active process that has three basic steps:

a. Hearing

Hearing just means listening enough to catch what the speaker is saying. For example, say students were listening to a report on 'water', and the teacher mentioned that there are different sources of water. If the students can repeat the fact, then they have heard what has been said.

b. Understanding

The next part of listening happens when students take what the teacher has said and understand it in their own way. Let's go back to that report on 'water'. When they hear that there are different sources of water, think about what that might mean. Students might think, "Maybe this means that the sources differ according to different countries or different areas".

c. Judging

After the students are sure they understand what the speaker has said, they will think about whether it makes sense. Do they believe what the teacher has said? they might think, "How could the water sources to be different"?. But then again, they are going to judge this fact from their own knowledge and experience about different sources of water in their country or areas.

There some ways for being a good listener:

1. Students must give their full attention on the teacher when speaking.
2. Students must make sure their minds are focused, too. They should also concentrate on the teacher's words.
3. Teach your students how to listen for main ideas. The main ideas are the important points that help them understand.

4. Encourage your students to ask questions. It is a good idea to repeat in their own words what you say so that you can be sure their understanding is correct.

5. Ask your students to give feedback. At appropriate points you may also smile and encourage them to give feedback. These are all ways let teachers know that students are really listening.

2.1.18 Purpose for Listening

1. Listening means paying attention and making a conscious effort to process what we hear. It is one of our most important skills and it is also one of the most overlooked. It plays a major role in good communication.

2. Effective listening is only accomplished through constant effort. We might spend more energy on this skill if we realize its importance.

3. Are we listening for enjoyment, to discriminate between ideas or approaches, to learn information, to act as a sounding-board to a friend, or to critically evaluate and judge? All of these are good reasons to listen but will require different listening attitudes. Our purpose will usually be determined by our priorities at the time.

4. Although there are many reasons for ineffective listening, there's one major reason for it, poor listening habits. We acquire most of these habits through daily casual conversation where habits of critical and comprehensive listening aren't required. On the other hand, if our teachers understand that effective listening is acquired and not inherited, they may help students acquire certain techniques that offer development.

2.1.19 What Are Listening Strategies and Skills?.

A strategy might be thought of as an intentionally executed means to achieve a purpose, whereas a skill is a strategy that is automatically and effectively executed. Still, the distinction between skills and strategies is not always clear.

As teachers are also Listeners, they can learn to recognize the range of learning styles and thinking processes that individual students bring to the classroom by developing their own active listening skills.

Active listening helps “read through” students’ individual forms of expression (Henderson, 1996) and construct an empathetic understanding (Nathan and Petrosinol 2003).

Teachers can also self monitor that they balance “evaluative” listening (i.e., listening for how closely the student approximates the right response) with “attentive” listening (i.e., listening for the student’s pattern of thinking and for the learning potential in the student’s response (Davis, 1997, Smith, 2003). (Ellen Oliver Keene 2007 pp.27-38.) suggests that “students need to learn to listen to themselves as well as to others”.

2.1.20 Ways of Developing Listening Skills

It is a false assumption that a person through an act of will can listen and absorb the message on a special occasion, just as effectively as a person who has trained himself or herself in this area. Some subjects are indeed sufficiently gripping to cause one to desire to comprehend all, but good listening is a learned behavior, and can be summoned up to its fullest extent for use only after it has been developed through practice and application.

So, how is this listening ability developed? First, by realizing its importance, and then by practice. So teachers should train their students to review what they learned and remembered from their lessons. It helps to review with a partner and with whom they can practice.

Failure to listen brings unfortunate results. The sound of words reach the eardrum, but much of the time the hearer does not translate it into a message to be understood by the brain because listening is very different from hearing. Although much is being said about the importance of communication, most of the emphasis is on the effectiveness of the speaker's reaching the listener. Not sufficient recognition is devoted to a person's ability to listen to others, to comprehend as much as possible, not just facts but intent and emotional overtones as well.

Good listening has important value and can be learned, and developed, to yield enormous benefits. The process is called "active listening." It takes effort, but everyone can and should learn to do it. With a little effort on the part of participants, active listening can make conversations more meaningful.

To help students develop listening skills, teachers have to:

- a. enlarge the students' knowledge about English. Encourage the students to read supplementary readers in their spare time.
- b. know that both listening test and listening practice are necessary, but practice is more important. So through the practice the students can develop their listening comprehension.
- c. develop listening skill ,which seems like the easiest skill, but they have to know that it can be very difficult. Because the way students are taught English in schools is practically the opposite of how native speakers actually speak. So it is better to do their best to help students develop this skill.

d. encourage students to find some friends who all want to practice their English. This is another good way to learn. They'll be less nervous speaking it in front of them and they can learn from each others' strengths.

e. make sure that students practice daily. Because if they don't practice, they'll forget.

f. ask students to pay attention to the oral reading skill, It includes stress, strong form, weak form, intonation, consonant, syllable and so on. Training and practicing the oral reading is not a day's work. Oral reading after a radio or a teacher is a good way at the beginning.

g. let the students grasp all the subfields of linguistics because phonetic symbol is the base. Linguistics is the scientific study of human language. The part of linguistics that is concerned with the structure of language is divided into a number of subfields:

Phonetics - the study of speech sounds in their physical aspects.

Phonology - the study of speech sounds in their cognitive aspects.

Morphology - the study of the formation of words.

Syntax - the study of the formation of sentences.

Semantics - the study of meaning.

Pragmatics - the study of language use.

So knowing these aspects help the student master the language.

2.1.21 The Important Steps for Good Listening

-The first step is to face the speaker and maintain eye contact, giving him/her your attention in order to understand what you've just heard.

-The second step is to pay attention to the meaning of the words to interpret what a person heard and observed. He has to decide what it all means.

-The third step is to know the sounds of the words.

2.1.22 Using Authentic Listening Material

One way to develop students skills, is to collect as much authentic listening material as the teacher can find and, of course, focus on topics that the students are interested in or have some knowledge of. Source materials might be anything from favourite material (e.g. a film) with a sound track in English available on video to radio or TV programs of interest that the teacher can make a recording of. It is important that the material should be not more than a little above their current level of understanding.

The advantage of having a recording of at least some of the material is that it offers the possibility of playing the tape a second (or even third or fourth) time and thus having another chance to process the information once more. It is important, of course, not to overdo this, otherwise the objective of the exercise - attentive listening and processing the information as efficiently as possible - will be defeated.

It is important that most of the listening material that you work with should be:

- at, or slightly above, your students' level of language difficulty;
- well contextualized so that it enables them to make predictions about the development of the topic.

If teachers can ensure this, listening will become so much easier.

2.1.23 Practicing English Listening Comprehension Skills

In order to have good skills in listening comprehension in English and to speak it fluently, learners should practice listening to audio and video aids in English (dialogues, thematic texts and narrative stories). It is preferable to have English transcripts of

audio and video material. Learners must practice listening comprehension with subsequent speaking in the following sequence:

- a. Listening to each sentence several times. At the same time see each sentence in the transcript.
- b. Making sure they understand everything clearly in each sentence in terms of pronunciation, vocabulary and grammar.
- c. Without looking into the transcript, encourage them try to repeat each sentence (saying it aloud) exactly as they heard it. Without being able to repeat a sentence, learners cannot understand it.
- d. Listening to that particular conversation or text (story) in short paragraphs or chunks, saying each paragraph aloud, and compare to the transcript is helpful.
- e. Listening to the whole conversation or story several times- without interruption-, and trying to tell the content of the whole conversation or text (story) they heard.
- f. Writing key words and phrases, or main ideas as a plan, or questions on that particular dialogue or text to make easier for them to convey the content in English. It is important to compare what they said to the transcript.
- g. By listening to mini-stories every day by native speakers, students will hear English spoken and used naturally. And with this new type of lesson, they learn to speak and understand English more easily and more quickly.
- h. Forget the same old boring lessons. Listening to recorded material by real native speakers, and real correct pronunciation are the key to the learners perfect speaking, listening and understanding.

2.1.24 Ways of Teaching Listening

“Listening is arguably the most important skill required for obtaining comprehensible input in one’s first and any subsequent languages. It is a pervasive communicative event: we listen considerably more than we read, write, or speak.” (Decker, 2004; Omaggio Hadley, 2001; Wilt, 1950) cited in (Hyslop & Tone, 1988).

All students can be taught to be better listeners. Teachers can encourage, teach, and help students develop accurate and efficient listening skills. As (Kingen 2000, P. 71) notes, “Almost any speech activity provides an opportunity for assisting students to develop better listening skills if the teacher takes the time to discuss the matter before or after the activity.” Teachers can create a supportive environment for listening by: establishing norms that reflect how attentive listening is valued. Moreover by using body language to indicate attending fully to the speaker, or paraphrasing what is heard to confirm understanding, stressing the importance of the audience in a speaking-listening situation, i.e., the interactive relationship, modeling good listening behaviours, ensuring that students understand the purpose of their oral activities.

Teachers can design a range of activities that engage students in opportunities for listening such as:

- a. Read aloud.
- b. Listening and speaking in pairs, small or large groups.
- c. Listening for a variety of purposes, such as for information or for pleasure.
- d. Listening to formal, informal, and interactive situations.
- e. Participating in productive talk to clarify understanding.

As they do for reading instruction, teachers can model, explicitly teach, and give students opportunities to practice before, during, and after listening strategies.

When students determine what strategies to use while listening and reflect on their strategy use, they are using their meta-cognitive skills. Students need to know which listening strategies best serve a particular situation and learn to monitor the effectiveness of the strategies they've selected. They can self-assess by determining whether they have achieved their listening comprehension goals. Many literacy strategies are structured to provide opportunities for engaging in the authentic listening and speaking in the co-construction of understanding. easily integrated strategies also provide opportunities for a quick focus on listening. Role-play helps students develop effective communication skills. According to (Johnson, Sutton and Harris 2001, P.38):

“students perceive role-playing, introduced after there has been an opportunity to explore and discuss the situation, characters, and issues, as one of the most important techniques for learning communication skills. Since learning improves when a student is motivated and engaged, role-play can be valuable part of the teacher’s repertoire”.

2.1.25 Are Listening Skills Assessed?

Listening tests typically resemble reading comprehension tests except that the student listens to a passage instead of reading it. The student then answers multiple-choice questions that address various levels of literal and inferential comprehension. Important elements in all listening tests are:

1. The listening stimuli, (2) the questions, and (3) the test environment.
 - a. The listening stimuli should represent typical oral language, and not consist of simply the oral reading of passages designed to be written material.
 - b. The material should model the language that students might typically be expected to hear in the classroom, in various media, or in conversations.
 - c. Since listening performance is strongly influenced by motivation and memory, the passages should be interesting and relatively short.
 - d. To ensure fairness, topics should be grounded in experience common to all students, irrespective of sex and geographic, socioeconomic, or racial/ethnic background.
 - e. In regard to questions, multiple-choice items should focus on the most important aspects of the passage – not trivial details – and should measure skills from a particular domain.
 - f. Answers designated as correct should be derived from the passage, without reliance on the student's prior knowledge or experience.
 - g. Questions and response choices should meet accepted psychometric standards for multiple-choice questions.

h. An alternative to the multiple-choice test is a performance test that requires students to select a picture or actually perform a task based on oral instruction.

For example, students might hear a description of several figures and choose pictures that match the description, or they might be given a map and instructed to trace a route that is described orally. The testing environment for listening assessment should be free of external distractions. If stimuli are presented from a tape, the sound quality should be excellent. If stimuli are presented by a test administrator, the material should be presented clearly, with appropriate volume and rate of speaking.

2.1.26 Assessment of Listening Skills

Even though many students have mastered basic listening and speaking skills, some students are much more effective in their oral communication than others. And those who are more effective communicators experience more success in school and in other areas of their lives. So we can say that these skills can be taught, practiced, and developed.

The method used for assessing oral communication skills depends on the purpose of the assessment. However, any assessment method should adhere to the measurement principles of reliability, validity, and fairness. The instrument must be accurate and consistent, it must represent the abilities we wish to measure, and it must operate in the same way with a wide range of students.

Defining the domain of knowledge, skills, or attitudes to be measured is at the core of any assessment. Listening, like

reading comprehension, is usually defined as a receptive skill comprising both a physical process and an interpretive, analytical process. However, this definition is often expanded to include critical listening skills (higher-order skills such as analysis and synthesis) and nonverbal listening (comprehending the meaning of tone of voice, facial expressions, gestures, and other nonverbal cues.) The expanded definition of listening also emphasizes the relationship between listening and speaking.

(Shiken: p. 6 – 7) states: “Despite the fact that many EFL classes taught by native speakers of English concentrate exclusively on speaking and listening skills, it is surprising that students' in those classes are still likely to be assessed through reading comprehension or written tasks”.

Since teachers cannot get into the heads of the students, it is a challenge to assess what students are hearing and how well they are listening. Overall, assessment must focus on students' response to the material that has been listened to. While responses can be oral, kinesthetic, written, graphic, and so on, the challenge for teachers is to assess listening skills, strategies, and comprehension, and not oral, kinesthetic, writing, or graphic skills. A variety of assessment strategies, and tools can provide information and opportunities for giving constructive feedback to students. So teachers can:

- a. use observation checklists during discussion.
- b. Break down the listening skills into sub-skills of spoken texts such as stress and intonation.
- c. make notes on student's question, inferences.
- d. use predictions, conclusions make mental notes on students' answers to oral questions.
- e. schedule teacher-student and student-led conferences.

f. use directed listening activities.

g. give listening comprehension quizzes, e.g., identify four main ideas after listening to a text.

“Frequent checking for understanding in the classroom is essential; otherwise, teachers may remain unaware of what students know and have understood” (Edwards-Groves, 2002). Students should also learn to self-assess, e.g., using rating scales and rubrics.

It can be difficult to assess listening skills. When students listen to a text, teacher can listen to what they say or read what they write. However, when they listen to English, it is difficult to know what they understand. The following table shows some activities that teacher can do to collect information about what their students have understood

2.1.26.1 Using Post-listening Activities to Assess Listening

-Teacher can use post-listening activities to check comprehension, and evaluate listening skills and the use of listening strategies.

-Teacher can use post-listening activities to extend the knowledge gained to other contexts.

-A post-listening activity may relate to a pre-listening activity, such as predicting, or may transfer what has been learned to reading, speaking, or writing activities.

-Post-listening activity must reflect the real-life uses to which students might put information they have gained through listening. This helps providing authentic assessment of students' listening proficiency.

-A post-listening activity can be used after listening to a weather report, one might decide what to wear the next day;

after listening to a set of instructions, one might repeat them to someone else; after watching and listening to a play or video, one might discuss the story with friends.

2.1.26.2 Developing Authentic Assessment Activities

- To develop authentic assessment activities, consider the type of response that listening to a particular selection would elicit in a non-classroom situation.

- Use this response type as a base for selecting appropriate post-listening tasks.

- Develop a checklist or rubric that will allow you to evaluate each student's comprehension of specific parts of the aural text.

- For listening practice teacher has students listen to a weather report. Their purpose for listening is to be able to advise a friend what to wear the next day.

- As a post-listening activity, teacher asks students to select appropriate items of clothing from a collection he has assembled, or write a note telling the friend what to wear, or provide oral advice to another student (who has not heard the weather report).

Assessing What Students Understand in English

Activity	Example
comprehension questions	<p>Students listen to a passage in English, And answer questions about it. Teachers can use questions from the textbook, write their own, or even ask students to write questions. It can be useful for students to review questions before they start listening so that they know what they need to listen out for.</p>
Writing summaries	<p>Students listen to a passage in English and write a summary about what they have understood. This can be written in the home language so that you are not assessing the students' writing skills but whether they have understood what they have listen to. They can encourage student to take notes as they listen. They can use these notes to write the summaries.</p>
Discussions	<p>Students can talk or write about what they found interesting or enjoyable in a text. This can be particularly useful with texts listened to from the supplementary reader. They can discuss and give feed back in English so as to find out what they have understood.</p>

To get a sense of the students' listening abilities, it is better to make a plan to use a variety of activities, with as many different texts as we can. These texts can be from the textbook, the supplementary reader or any other text (such as a story or newspaper article). For listening, teacher could read a short section of any of these. If the teachers have access to a radio or a mobile phone with a speaker, they could play an audio recording. Whenever they do an activity like this, they give students plenty of time to read a text, and let students listen to passages more than once.

After they have followed their plan, they have to answer these questions:

- What were the different ways in which they assessed their students' listening skills? Were they able to assess the listening skills of their all students?.
- How did their observations and notes help them to support their students' learning and progress in listening?.
- Did they provide feedback to the students? Did this feedback help students to improve?.
- Did they assess their all students, over the course of a month, for example?. their diary will help them to see which students they haven't observed. They have to make sure that they don't focus on the same students each time. It may also be possible to involve students in assessing one another in paired or group work and also in self-assessment.

These observations will help them to see which students need help, and they can plan their teaching accordingly. For example, perhaps some students didn't perform very well in the dictation. It is important to communicate their observations to their students in the form of clear feedback, so that they can have a

good sense of their strengths and weaknesses. Teachers should make sure to let their students know what they are doing well, as well as about the areas where they can improve and give them clear tips about what they can do to improve.

Assessing students is easier if teachers make a plan. That way, they can see what they are going to do, and when and how they are going to do it. If their plan hasn't worked, they have to make another one and try some different techniques and to see what works for them and their class. The important thing is to keep trying.

Break down the listening skills into sub-skills of spoken texts such as stress and intonation.

2.1.27 How should listening assessment instruction be selected or designed?

1- Identifying an appropriate instrument depends upon the purpose for assessment and the availability of existing instruments.

2- If the purpose is to assess a specific set of skills, for instance, diagnosing strengths and weaknesses or assessing mastery of an objective, the test should match those skills.

3- If appropriate tests are not available, it makes sense to design listening assessment instrument to reflect specific needs. These tests should measure progress over time.

2.2. Previous Studies

2.2.0. overview

The researcher believes that this study has its own significance as it has looked into the importance of developing listening skills among the secondary school students so as to find out the reasons behind the poor level of the students in listening skills.

This part of this chapter will deal with some previous studies from, Arab and other different countries, which in a way or another have contributed to the present study.

2. 2.1. A Correlation Study between EFL Strategic Listening and Listening Comprehension Skills among Secondary School Students -By Dr. Iman Abdul-Reheem Amin Dr. Mahsoub Abdul-Sadeq ALy - Dr. Magdy Mohammad Amin- Faculty of Education, Benha University - Benha, Egypt 20 December 2011

Aims of the study

The present study aimed at investigating the correlation between strategic listening and EFL listening comprehension skills among secondary school students.

Participants:

The subjects of the present study consisted of 80 female secondary school students. They were drawn from first year secondary school students at El-Shimaa Secondary School for Girls, Benha, Qalyoubiya Governorate, Egypt.

Tools of the study

The tools of the present study were:

1. An EFL listening comprehension test.
2. A Strategic Listening Interview (SLI).
3. A Strategic Listening Questionnaire (SLQ).
4. A Strategic Listening Checklist with thinking-aloud protocol.

Procedures

To investigate the relationship between EFL strategic listening and listening comprehension, the following procedures were followed:

- 1-Reviewing literature and studies related to listening comprehension and strategic listening.
- 2-Using a strategic listening interview, a strategic listening questionnaire, a strategic listening checklist with thinking-aloud protocol, and an EFL listening comprehension test.
- 3- Administering the previous tools to a sample of first year secondary school students.
- 4- Treating the data statistically by using SPSS software.
5. Interpreting the findings of the study.
- 5- Introducing the suggestions and recommendations of the study.

Findings of the study

In analyzing the data, certain statistical procedures were carried out in this study:

- (1) descriptive statistics including minimum and maximum scores, means and standard deviations computed to summarize the students' responses to the strategic listening interview, the strategic listening questionnaire, the strategic listening checklist with think-aloud protocol and the EFL listening comprehension test.
- (2) Pearson correlation was conducted to examine the relationship between the students' strategic listening and listening comprehension.

2. 2.2 Listening Skill Requires a Further Look into Second/ Foreign Language Learning, Hossein Bozorgian – Faculty of Education, Queensland University of Technology, Brisbane, QLD 4059, Australia- July 2012

Objectives of the study

The aim of this study is to investigate the role of each of four skills in EFL learning and their existing interrelationships in an EFL setting. The outcome of Iranian applicants undertaking International English Language Testing System (IELTS) in Tehran demonstrates that all communicative macro skills have varied correlations from moderate (reading and writing) to high (listening and reading). The findings also show that the applicants' reading history assisted them in better performing at high stakes tests, and what is more, listening skill was strongly correlated with the overall language proficiency.

Participants

The participants in the study were 701 (English for speakers of other languages) ESOL male and female applicants, with an age range of 24–37 in the capital of Iran, Tehran, who were planning for continuing their college education in an English speaking country. All applicants were Iranian speakers of Persian who were literate in their first language as evidenced by the courses they had passed at schools which lasted for twelve years. To test the research assumptions, all the applicants undertook the academic training IELTS.

Instruments

An academic training of International English Language Testing System (IELTS) was the only research instrument for measuring the three research assumptions. IELTS provides a profile of an

applicant's ability to use English language. Applicants receive scores on a band from 1 (nonuser) to 9 (expert user). Applicants receive a score for each test component: (The 4 skills) The individual scores are then averaged and rounded to produce an overall band Score. All applicants took the same listening and speaking modules but different reading and writing modules.

The Findings

Findings demonstrated that:

- applicants had the highest mean score in reading and writing comparing with other communicative macro skills, for example, oral/aural. In contrast, listening and speaking skills received the least attainment. One basic reason might be the pedagogy cycle focusing on grammar translation method (GTM) used during middle and high schools in Iran.
- The premise of the traditional approach was to foster reading and writing skills in learning EFL so that students would be able to read the literature in the target language.
- The reading strategies applied in classrooms that assisted the applicants in performing better in reading/writing than speaking/listening in IELTS, whilst listening and speaking were overlooked in the pedagogy during school period.
- Listening skill is the basic bricks of language acquisition. Based on the results of the study, the correlation coefficients confirmed this prediction. The correlation between listening skill and the other three language skills: as well as overall IELTS scores is large. Despite a close relationship between aural/oral skills in nature, the correlation between listening and reading attainment, however, was stronger than the attainment of listening, and speaking skills.

2. 2.3 The Impact of Digital Audio Listening on Saudi Arabian English Language Learners' Speaking and Comprehension, Nawal Alotaibi. A Thesis Submitted to the Graduate College of Bowling Green State University in partial fulfillment of the requirements for the degree of Master of Education, May 2014

Objectives of the Study

The aim of this study is to examine the impact of listening to authentic educational radio programs for English learners. The major points of this examination are to determine the educational topics that participants prefer, the amount of time that participants feel comfortable to listen to such educational radio programs, the English skills that radio programs strengthen.

Participants

The participants in this study were six non-native English speakers from Bowling Green State University. All the participants came to the United States from Saudi Arabia to study English and then to obtain academic degrees from American universities.

Procedure

A listening practice session with comprehension questions and interviews was designed to ask six international students' preferences in using educational radio programs on the NPR station as a listening tool. The data was collected during the listening practice session, comprehensive question, and interview. The interviews responses were analyzed using coding methods described by Erickson (1986).

Instruments

There were two main instruments used in this study, the comprehension questions from the listening sessions and the structured interview protocol.

Comprehension questions

One of the methods used to collect data for this study was the comprehension questions that followed each of the National Performance Review (NPR) programs. The main goal of these questions was to evaluate the students' English listening skills, and help them know their level of understanding for each program.

Interview Protocol

After participating in the listening training session and answering the comprehension questions, an interview was conducted by the researcher and included only one participant at a time. This was to gather more information than the responses given during the listening practice session. There were eight open-ended questions that encouraged the participants to expand their thoughts and provide further reflection on the listening training session.

The researcher took notes during the interview, and the interview was recorded with a Digital Voice Recorder (DVR)

Findings

- listening to educational radio programs positively impacts English learners' language skills. It influences participants' listening to English words and sentences.
- Participants feel that there is no gap between the English they listen to on the radio and the actual English they encounter in their daily lives as they communicate with native English speakers.

- The study results suggest that the radio can be an educational tool that promotes L2 learning. Also, people who want to improve their second language skills without attending formal classes can benefit from listening to language programs on the radio in the target language. All participants strongly support the assertion that NPR helps English language learners to become familiar with conversations between native English speakers.

2. 2.4 Strategies for Improving English Language Listening Skills (The Case of District Bannu) Ihsan Ullah Khan Lecturer, English Department, University of Science & Technology Bannu. Dr. Asim Karim Assistant Professor, English Department, Gomal University, Dera Ismail Khan

Objective of the study

This study aims to provide some innovative strategies for improving listening skills of English Language of secondary level students at district Bannu. Effective listening in English language, guiding the students towards effective oral communication, is the problem with all the ESL students at secondary level and as such it creates problem for English language teachers.

It also aims to help the English language teachers and students to overcome this problem by showing the results of application of innovative strategies for improving English language listening skill. Specifically, this study aims to guide the teachers of district Bannu to bring innovation in their teaching and thus enable their students to overcome their listening problem.

Methodology

A. Research Design

For this purpose, data was collected from English Language teachers of secondary level in order to know about the steps taken for the improvement of listening skills of their students. The data was collected through rating scale questionnaire.

After that an experimental study was carried out for which a 10th grade class was selected. For the collection of data t-test was used. Results indicated that a visible change occurred in the listening skill of the treatment group, after the application of innovative strategies on this group. Hence it proved that the

application of innovative strategies for improving listening skill had a very positive impact on the students.

The research design adopted in this study was experimental research design. Leedy and Ormrod (2010) defined experimental research simply as a study in which participants are placed in groups randomly. They undergo various treatments imposed on them by the researcher. In order to assess the effects of the treatments, observations are then followed (p. 108). The most commonly used experimental design is the pretest-posttest design with control group.

Participants

For the collection of data 10th grade class of a government high school was selected and its 40 students were divided into two groups randomly on the bases of pre-test. These groups were termed as Treatment group and Control group respectively. The Treatment group was taught for one month by applying the strategies suggested by Joan Morley (2002) and Miller (2003). The Control group, on the other hand, was taught by using the method which was traditionally used in the classrooms. After a month both the groups were re-examined with the help of posttests. In order to check the improvement in the listening skill of treatment and Control groups, their pre and post-tests were compared and the final result was calculated using t-test.

Research Instruments

In order to get knowledge about teachers' practices inside the classroom for improving listening skill of the students; rating scale questionnaire was used. This research tool was developed under the supervision of research and language experts.

A questionnaire was distributed among the teachers, two teachers from each school. Thus out of the population 32

teachers, 16 male and 16 female, were taken as a sample in this study. For this purpose stratified sample followed by proportion allocation technique was followed. As experimental study was conducted in the second part of the study, a sample of 40 students was taken which was randomly divided into Treatment group and Control group.

Findings

- Students of secondary level at district Bannu are not in a position to communicate satisfactorily in English language.
- As teachers' practices for improving listening skill of the students is concerned, no systematic strategies are applied by them. Some of the teachers assign the task to students to listen to English news and watch English plays and movies, but majority of the teachers do not assign this task.
- Majority of the teachers give instructions to students either in native language or in National language and very few teachers give instructions in the target language.
- No teacher makes use of electronic media in the classroom.
- In order to concentrate on improving listening skill of the students, no proper selection of lessons for listening purposes is made by the teachers.
- Teachers agree that mother tongue creates great hurdles in improving listening skill of the students.
- The results of the experimental study showed that a significant change in the listening skill of the students could be brought if innovative strategies were applied in the classroom.

2. 2.5 Teaching listening: Methods for the classroom Eunkyong Lee Yook: Application of NCA Standards on Speaking, Listening, and Media Literacy ,University of Mary Washington 2012

Keywords

Listening Training, Listening Education, K-12 (National Communication Association) NCA Standards.

Introduction

The National Communication Association was mandated to provide a set of guidelines for state and local educators, resulting in the release of the NCA Speaking, Listening, and Media Literacy Standards for Education in 1996.

Aims of the study

- The purpose of this paper is to focus on one key of particular importance to the communication process, listening.
- The paper reviews the literature on the importance of listening for everyone, including K-12 students. It also reviews some of the current problems in listening competencies of these students.
- Then, the paper proposes one specific method of implementing some of the standards suggested by the NCA, through the use of an exercise called the “Listening Stick”.

- Procedures

The students sat in a circle on the floor. I introduced this activity to them by providing a brief explanation of the cultural origin of the exercise and by stating the three rules:

- 1) speak honestly,
- 2) be brief,
- 3) listen from the heart.

The stick was referred to as a “magical listening stick” to elevate the appeal of the exercise for the students.

I then explained the procedures to be followed:

- The holder of the Listening Stick is to be the only one who speaks, and then the stick is to be passed to the person to the left.
- To induce active listening skills and paraphrasing skills, I requested that the statement that was made by one student to be paraphrased by the other student prior to the statement of his/her own view.
- After making the round of the entire circle, I asked them to take a sheet of paper and to write down how they felt about that activity.
- I asked them not to indicate their names on the sheets to provide anonymity.
- All the students who participated in the activity stated that they liked the exercise. Although the reasons for liking it were varied.

Findings

- Communication is vital to the future of our young students and listening is an integral part of that communication process.
- Lack of competency in the listening skills can lead to dire consequences in terms of career, family life and well-being.
- This study suggests one specific listening activity to improve listening skills. So, most thought that it taught them to pay attention, and taught them how to be good listeners. In addition to
- implementing speaking skills, too.
- All the students in the circle can practice effective listening skills by being silent and paying attention to the speaker.

-Because of the requirement for participants in the Listening Stick to paraphrase the previous speakers comments before beginning one's own, students can also practice clear paraphrasing of ideas.

-The Listening Stick exercise is beneficial to students and that it can help them to achieve the standards as prescribed by the Speaking, Listening and Media Literacy Standards.

**2.2.6 Aspect of listening in focus -Public Speaking,
Introduction to Communication as Performance,
Interpersonal Communication Undergraduate, secondary,
primary**

**Chris McRae, Ph.D. University of South Florida Department of
Communication USA Type**

Aims

This exercise uses a performative mode of engagement to generate a discussion about the awareness of listening as a fully embodied communicative act.

Students will:

- (1) gain awareness of the body during the act of listening.
- (2) develop their ability to generate and use descriptive language.
- (3) understand listening as a practice that shapes experience.

Description

- How do we use our bodies when we listen, and what does this teach us about our listening practices?.
- this exercise asks students to consider the function of their bodies as they listen, and offers opportunities for students to develop descriptive language about their listening practices.
- Focusing on the functions of the body in listening reveals insights about the ways the body shapes and is shaped by the listening experience.
- This activity can generate a conversation about the different ways our bodies work while listening. It might also generate a conversation about the performative aspects of listening.

- In addition to asking students to actively explore the function of their bodies as they listen, this exercise also asks students to develop descriptions about their listening based on the activity.

Procedures:

Stage 1: Class Preparation

First, create an open space in your classroom and clear chairs and desks. This activity works well after listening in the introductory public speaking courses.

Stage 2: Body Awareness (2-3 minutes).

Proceed in an exercise about body awareness. Ask students to stand and walk around the space. Encourage them to “fill the space.”, but not to follow one another or walk in one direction. As they walk, ask them to pay attention to their bodies. Ask them to pay attention to the way they place their feet on the ground and what they are doing with their hands.

Stage 3: Exploring Listening (3-5 minutes).

As students become aware of their bodies, tell them that you are going to give them further instructions in which they simulate body reactions to types of listening and sounds. Tell them that the following activity involves “freezing” in an embodied listening position. Ask them to freeze in place in response to a variety of imagined sounds. For example in the following directions:

-Freeze as if you hear someone screaming.

-Freeze as if you hear a low flying airplane.

-Freeze as if you hear your favorite band or musician.

After each direction to freeze is given, ask them to hold their pose and to observe the way they are holding their bodies. Direct them to pay attention to any tension in their bodies. After each “freeze as if” moment, ask one student to stay frozen. Have

the remaining students describe what they see. Have them describe the position of the body and compare the models body to what they felt in their body when they were frozen. After that ask them to repeat it by directing students to freeze in response to another sound.

Stage 4: Discussion (10-15 minutes).

Debrief the activity using the following discussion questions:

- How does your embodied response impact your understanding of these imagined sounds?.
- How does this relate to your experience as a listener?.
- What does this activity teach us about being “good” listeners?.

Tips and Debriefing:

- Students develop an awareness of their embodied practices while listening during this activity. They also develop their use of descriptive language to account for the use of their bodies while responding to the imagined sounds.
- Students typically make remarks about the way their bodies leaned either toward or away from the imagined sounds.

Findings

- This performative engagement generates a conversation about listening that acknowledges the fully embodied nature of listening.
- The experiential approach of this exercise asks students to reflectively call on pre-existing embodied knowledge they have about listening as a site for knowing and making sense of an otherwise taken for granted practice.
- This emphasis on listening as embodied also functions to frame discussions of other approaches to listening as a fully embodied sensory experience, as opposed to just a conceptual practice

-This activity is effective in generating a discussion about listening and embodiment, and students generally also come to an understanding or recognition about the ways listening functions as a cultural practice.

Summary of the Chapter

This chapter dealt with providing theoretical background and reviewing literature related to the study.

The relationship between the current study and the previous studies is that all studies tried to investigate the ways of developing listening skills among ESL students. And to discover the difficulties and factors which influence developing this skill.

To sum up, the previous studies came up with the following findings:

- Listening skill is the basic bricks of language acquisition.
- Lack of competency in the listening skills can lead to serious consequences in terms of learning, career, family life and well-being.
- The teaching strategies applied in classrooms assists the students in performing better in reading/writing than speaking/listening.
- listening to educational radio programs positively impacts English learners' language skills. It influences participants' listening to English words and sentences.
- In order to concentrate on developing listening skill of the students, no proper selection of lessons for listening purposes is made by the teachers.
- Teachers agree that mother tongue creates great difficulty in improving listening skill of the students.
- Significant change in the listening skill of the students could be brought if innovative strategies were applied in the classroom.

Chapter Three

Methodology of the Study

3.0 Overview

The major objective of this study is to investigate the effective ways of developing listening skills among secondary school students. This chapter will deal with the methodology of the study.

3.1 Methodology of the Study

The study adopted a descriptive analytical method as stated by Herbert and Shohamy "Descriptive research involves a collection of techniques used to specify, delineate or describe naturally occurring phenomena without experimental manipulation. (Herbert and Shohamy, 2001, P. 142).

3.2 Tools of the Study

The researcher used a questionnaire as a tool of collecting data.

3.3 Population of the Study

The population of the study are the secondary schools teachers and supervisors in Khartoum State

3.4 Sample of the Study

The sample of the study consisted of 100 teachers and 20 supervisors of secondary schools teachers in Khartoum State.

3.5 Building of the questionnaire

The questionnaire consisted of two parts. The first part concerned with the personal data which includes: gender, experience in teaching English, number of the students per class, type of the school , qualifications, specialization, and training courses.

The second part consisted of six axes each axis contained a number of statements which total is 43, as follows:

1. The first axis (Level of the students in the 4 language skills) consisted of (4) statements.
2. The second axis (The methodology used in teaching listening skills) consisted of (8) statements.
3. The third axis (Types of education technology effective for developing listening skills) consisted of (6) statements.
4. The fourth axis (Techniques / ways to develop listening skills) consisted of (12) statements.
5. The fifth axis (Reasons For Not Teaching Listening Skills) consisted of (9) statements.
6. The sixth axis (Fields of teaching / assessing listening skills in university study) consisted of (4) statements.

3.6 Assessment the questionnaire

The researcher has distributed the questionnaire to a number of education experts for assessment. Their valuable suggestions and recommendations were incorporated. (Appendix No. 1).

3.7 Reliability and validity of the questionnaire

Reliability

To ensure the reliability of the questionnaire ,which means that if we repeat the procedure in the measurement process we'll get consistent results for the respondents, the researcher used Alpha Cronbach's method to calculate the questionnaire reliability to a sample of (30) subjects. Then the answers were calculated and analyzed.

Cronbach's alpha coefficient was calculated according to the equation:

$$A = \frac{k}{k-1} \left(1 - \frac{\sum S_i^2}{S^2} \right)$$

Validity of the questionnaire

Validity refers to whether the tools used could investigate the objectives which it is meant to be investigated. It was piloted to a sample of 30 teachers then to the whole sample.

Reliability Rate

Table (3.1): Reliability Statistics

Cronbach's Alpha	No. of Items
.824	30

Since the reliability coefficient (0.824) is high, (approximately 82%), therefore the questionnaire can be distributed to the whole respondents for data collection.

Identical Validity

Self-honesty is equal to the square of the reliability rate = (0.908) i.e. 91%, this indicates high identical-validity, so we can distribute the questionnaire to the respondents.

Coding

The answers of the respondents were coded, so they were easily entered into the computer system for the statistical analysis.

3.8 Statistical Method

The (SPSS) (statistical package for social sciences) was used to statistically process the data. The method used in the analysis of the data is the frequencies and percentages of the respondent's answers, in addition to the arithmetic mean and standard deviation of the weights of the respondents answers. Moreover, Chi-square test was used to test the hypotheses of the study.

The arithmetic mean was used to describe the data so as to explain the direction of the respondents answers of the phrase whether positive or negative. If the arithmetic mean increased to a central premise (2.5), this means that the direction of any positive answers respondents agrees with the statement.

Also chi square test was used to test the frequencies of the respondents' answers whether in the positive or the negative direction. It was used because it is the best suited to test the hypotheses of this study.

The frequencies obtained from the respondents' answers were distributed in equal proportions (regular expressions):

For example if the answers are distributed in equal proportions by chi square test, we will have a neutral result. But if the distribution is unequal, this means that the respondents' answers tend to be positive or negative, as it can be determined by the arithmetic mean whether larger or smaller than the arithmetic mean premise.

Chi-square test:

We get it on the value of Chi-square

$$\chi^2 = \sum_{i=1}^n \frac{(O_i - E)^2}{E_i}$$

Where:

O_i Stands for the Observed frequencies (obtained from the sample).

E_i Stands for expected frequencies.

$\sum_{i=1}^n$ Stands for summation.

$i = 1, 2, 3, \dots$

$n =$ Respondents of the sample.

In addition to, we get the degree of freedom = (number of responses in question - 1).

Probability value (p-value) determines if there are significant differences between the expected frequencies and the observed frequencies by comparing the potential value significance level (0.05). If it is less than 0.05 this indicates that there are differences between the observed and the expected frequencies.

Table (3.2): Case Processing Summary

Item		No.	%
Cases	Valid	120	100.0
	Excluded ^a	0	.0
	Total	120	100.0

a. Listwise deletion based on all variables in the procedure.

Table (3.3): State Frequency

State	Frequency	Percentage
Khartoum	120	100
Total	120	100

Table (3) and figure (1) show that all the respondent, which consists of 100 English Language teachers and 20 supervisors, are from Khartoum state.

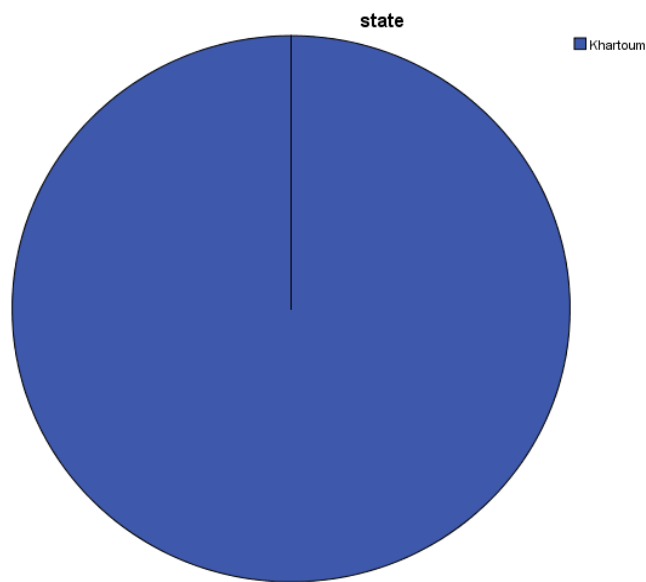


Figure (3.1) shows that all the sample are from Khartoum State

Table (3.4): Localities

Locality	Frequency	Percentage
Sharq Al-neel	21	18.3
Bahri	18	14.8
Khartoum	17	13.9
Karari	17	13.9
Ombadda	17	13.9
Omdurman	16	13.0
Jabal Awliaa	14	12.2
Total	120	100

Table (3.4) and figure (3.2) show that 18.3 % of the sample are from Sharq Al-neel (East of the Nile) locality, 14.8 % are from Bahri, 13.9 % are from (Khartoum, Karari and Ombadda,), 13.0 % are from Omdurman, and 12.2 % are from Jabal Awliaa, while 4.2% are missing values.

Figure 3.2 : The Localities

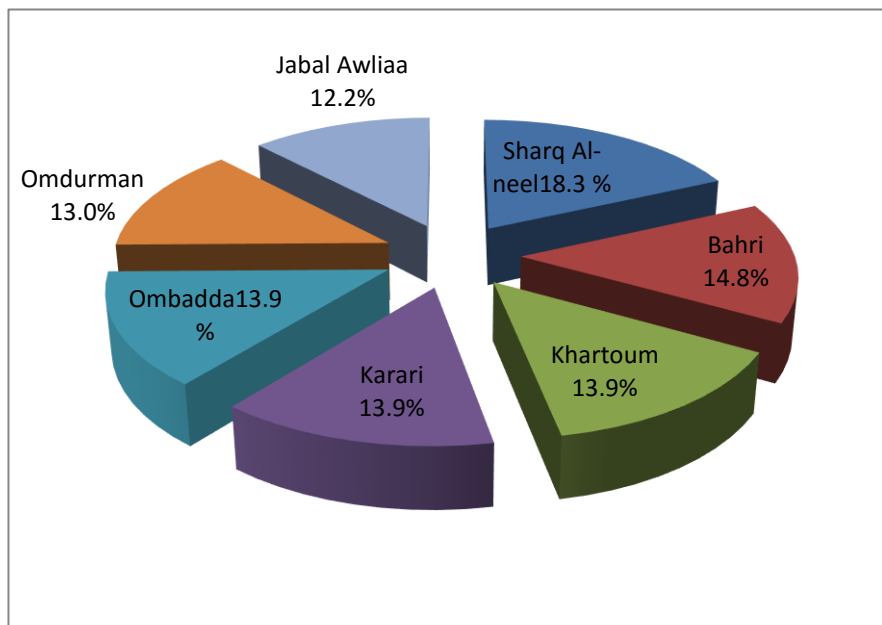


Figure 2 shows the respondents are from all the localities

Table (3.5): The Gender

Gender	Frequency	Percentage
Male	72	60.3
Female	48	39.7
Total	120	100

Table (5) and figure (3) show that 60.34 % of the sample are males, and 39.66% are females. This means that the percentage of males is greater than the percentage of females.

Figure 3.3: the Gender

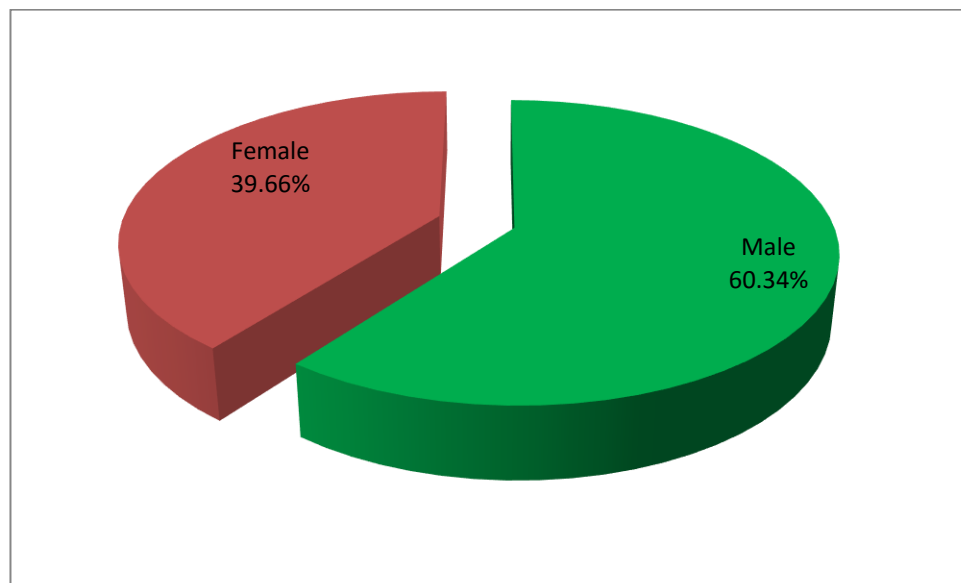


Figure (3.3) shows that the number of males is greater than the number of females.

Table (3.6): Job Type

	Frequency	Percentage
Teachers	100	83.3
Supervisors	20	16.7
Total	120	100

Table (6) and figure (4) show that 83.3% of the sample are teachers and 16.7% are supervisors.

Figure (3.4): Job Type

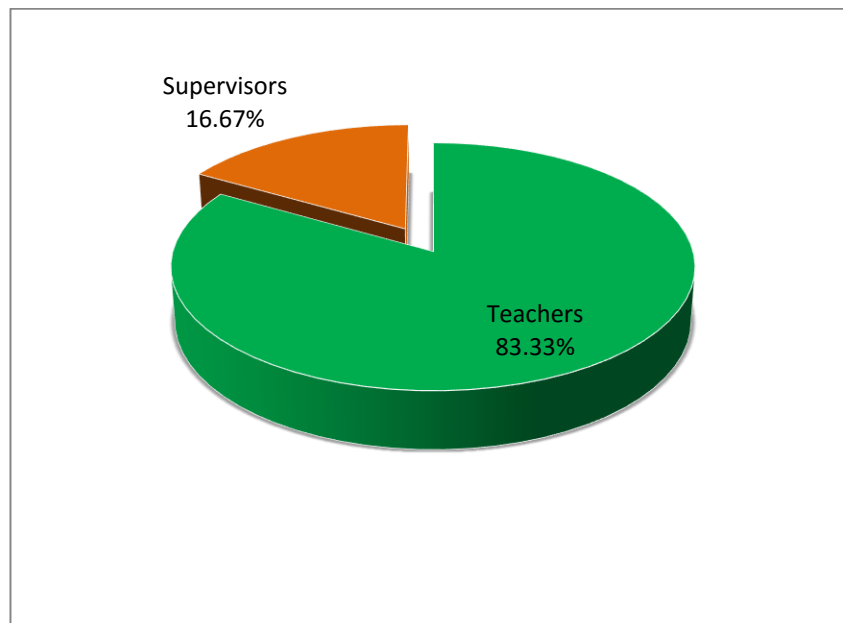


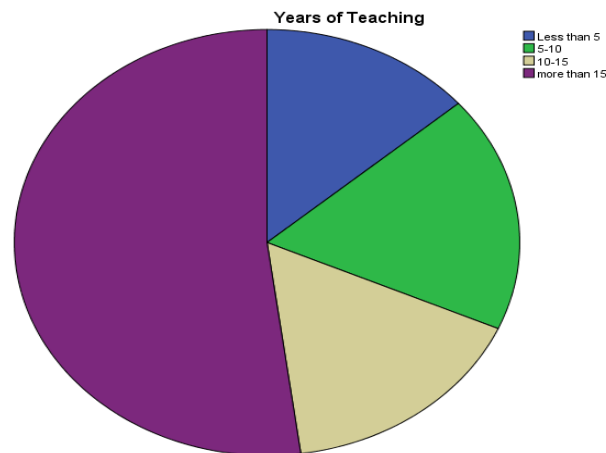
Figure (3. 4) shows that the majority of the sample are teachers

Table (3.7): Years of Experience

Years of Teaching	Frequency	Percentage
Less than 5	12	10.0
5-10	18	15.0
10-15	28	23.3
More than 15	61	51.6
No Response	1	00.8
Total	120	100

Table (7) and figure (5) show that 51.6 % of the sample have an experience of more than 15 years, 23.3 % of them in the range between (10-15) years, 15.0 % have in the range between (5-10) years, and 10.0 % have an experience of less than 5 years, while 00.8 % is missing value.

Figure (3.5): Years of Experience



This table indicates that those teachers are experienced teachers, and the information given can be taken into consideration.

Summary of the Chapter

This chapter has discussed the methodology of the study and the questionnaire as a tool of data collection.

Chapter Four

Analysis, Interpretation and Discussion of the Results

4.0 Overview

In this chapter, the researcher will analyze, interpret and discuss the data collected by the questionnaire.

Table (4.8): Number of Students in the Class

No. of Students Per Class	Frequency	Percentage
Less than 40	25	20.8
50-60	51	42.5
60-70	20	16.7
More than 70	23	19.2
No Response	1	00.8
Total	120	100

Table (4.8) and figure (4.6) show that 42.5 % of the sample's number of the students in the class is between (50-60), 20.8% is less than 40, 19.2% is more than 70, and 16.7% of the sample's number of students in the class is between (60-70), while 00.8 % is missing value.

Figure (4.6): Number of the Students in the Class

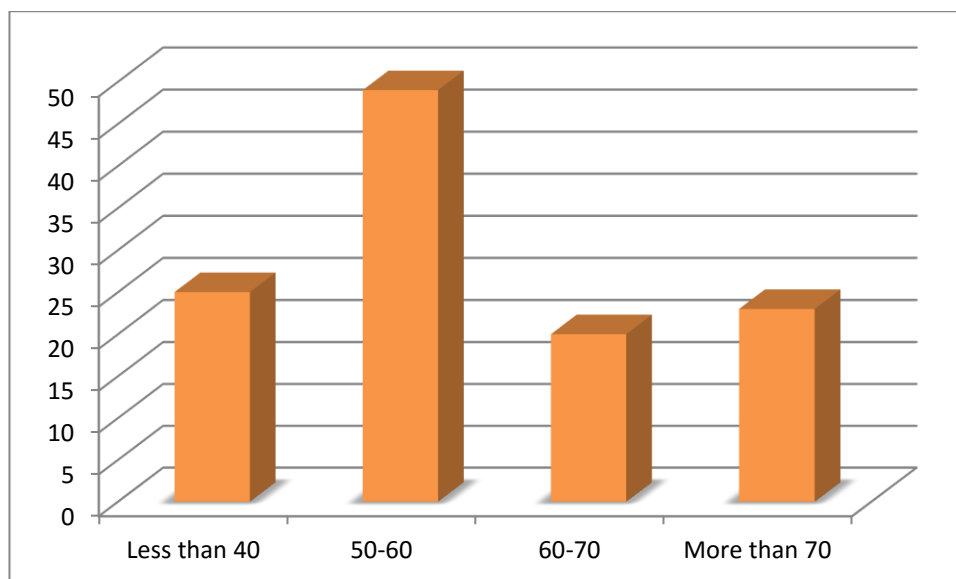


Figure (4.6) shows number of the students in the class

We all agree that students ought to be helped and encouraged to practice the language. For as (Mercer 1995,P.72) argues: “Class size further determines the amount of follow-up of the learners’ learning by the teacher”. Shamim (1996, p. 128), commenting on the interaction pattern in large class sizes, points out that the degree of participation in any classroom activities is greatly related to student location, as only those in the front rows actively participate in the lesson. Furthermore, as (Wright 2005, p. 68) remarks, “the crowdedness of classrooms, combined with shortage of material and time, forces teachers to adopt particular management practices to make the task easier”. From this table we can see that only (25%) of the sample's class have less than 40 students, while (75%) of them have more than 60 students.

This result agrees with the hypotheses which states that one of the real factors behind the deterioration of the listening

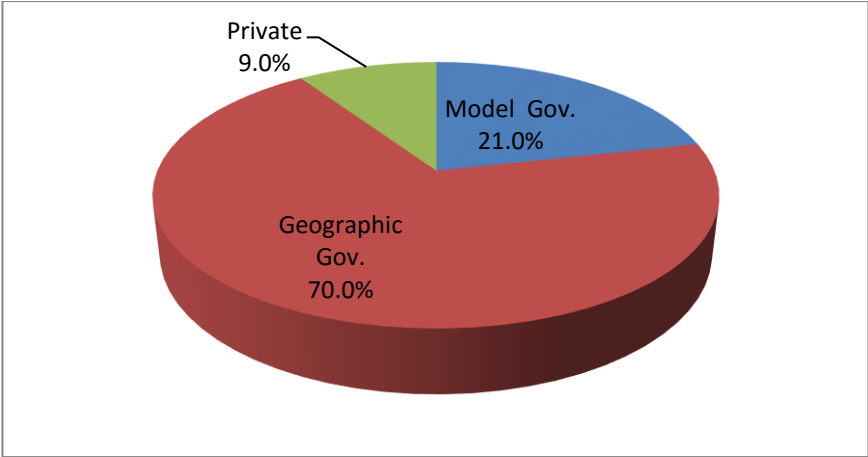
skills among students is the large number of students in the class. This also agrees with K.U. Qian (P .34) who States: " In large classes, the classroom is necessarily very big so it is not easy to communicate with individual students. The students have comparatively few chance to speech and to answer questions".

Table (4.9): Types of Schools

Type of School	Frequency	Percentage
Geographic Gov.	85	70.0
Model Gov.	25	21.0
Private	10	9.0
Total	120	100

Table (9) and figure (7) show that 70.0 % of the sample’s type of school is Geographic Gov., 21.0 % is Model Gov., and 9.0 % is private.

Figure (4.7): Types of School



Three types of schools are represented in the study.

Table (4.10): Qualification

Qualification	Frequency	Percentage
3 years Diploma	8	6.7
4 years Bachelor	63	52.5
Higher Diploma	21	17.5
Master	27	22.5
PHD	00	00.0
No Response	1	0.8
Total	120	100

Table (10) and figure (8) show that the qualification of 52.5% of the sample is 4 years Bachelor, the qualification of 22.5% is master degree, the qualification of 17.5% is higher diploma degree, the qualification of 6.7% is 3 years diploma, and no one of them is PHD holder, while 0.8% is missing value.

Figure (4.8): Qualification

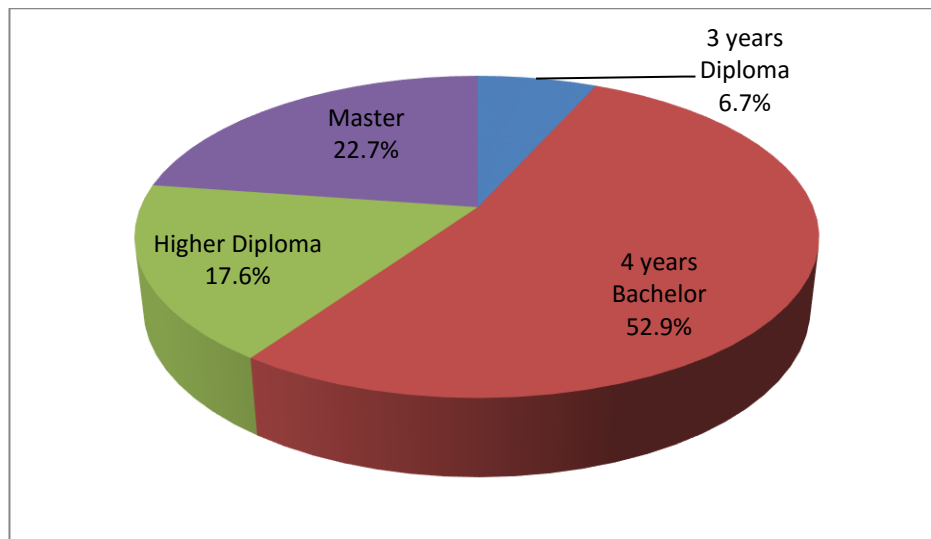


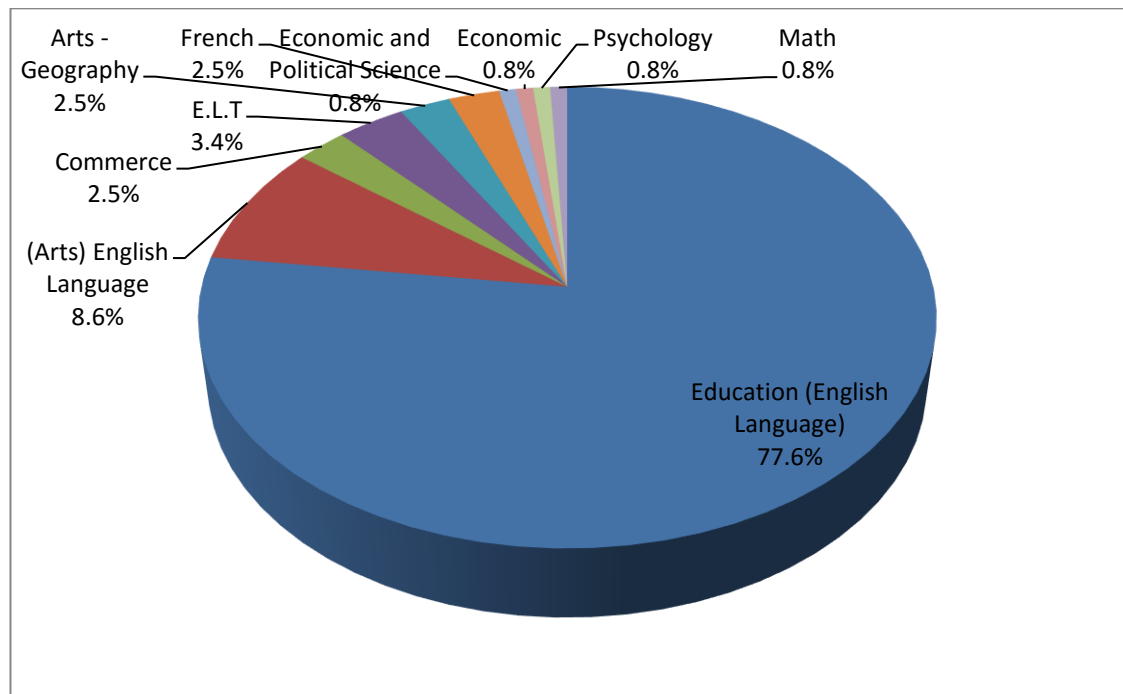
Figure (4.8) shows the teachers' qualification

Table (4.11): Specialization

Specialization	Frequency	Percentage
Education (English Language)	91	77.6
(Arts) English Language	10	8.4
Arts - Geography	3	2.5
E.L.T	4	3.3
Commerce	3	2.5
French	3	2.5
Economic and Political Science	1	0.8
Economic	1	0.8
Psychology	1	0.8
Math	1	0.8
Total	120	100

Table (4.11) and figure (4.9) show that 77.6 % of the sample's specialization is Education (English Language), 8.4% is (Arts) English Language, 3.3% is (ELT), 2.5% is (commerce, French and Geography), and 0.8% is (Economic, Psychology and Math).

Figure (4.9): Specialization



From these result we can notice that there are so many specializations other than Education-English language among these teachers. These are the teachers who we call the (alternatives).

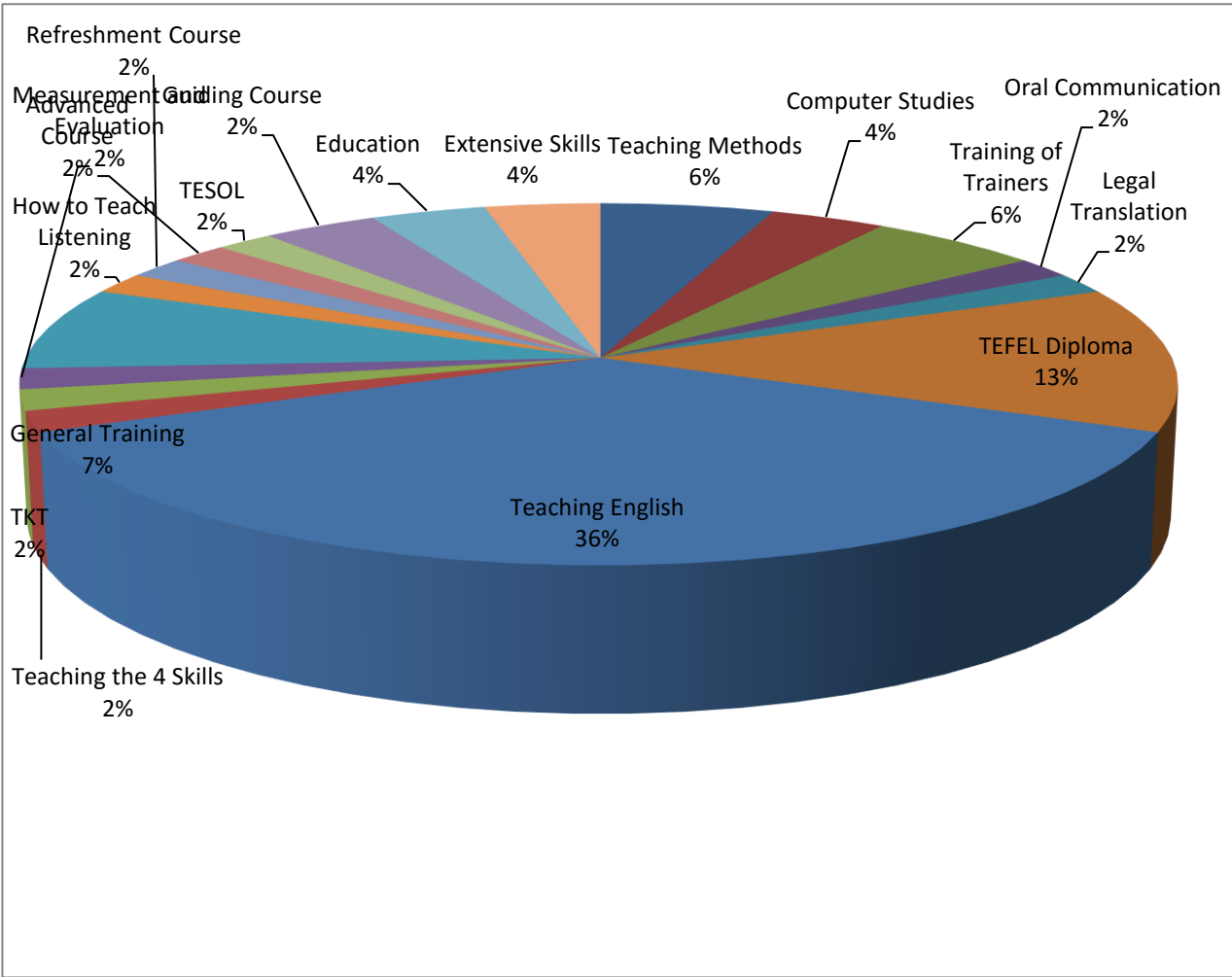
Table (4.12): Names of the Courses No. 1

Name of Course No. 1	Frequency	Percentage From the total Sample	Percentage of the Trained sample (53 teachers)
Teaching Methods	3	2.5	6
Computer Studies	2	1.7	4
Training of Trainers	3	2.5	6
Oral Communication	1	0.8	2
Legal Translation	1	0.8	2
TEFEL Diploma	7	5.8	13
Teaching English	20	16.7	36
Teaching the 4 Skills	1	0.8	2
TKT	1	0.8	2
Measurement and Evaluation	1	0.8	2
General Training	4	3.3	7
How to Teach Listening	1	0.8	2
Refreshment Course	1	0.8	2
Advanced Course	1	0.8	2
TESOL	1	0.8	2
Guiding Course	1	0.8	2
Education	2	1.7	4
Extensive Skills	2	1.7	4
Total	53	43.9 %	100 %

Table (4.12) and figure (4.10) show that only (53) teachers ,which represent (43.9 %) of the sample, have received the first training courses on different fields. 36 % of them on Teaching English, 13% of them on TEFEL Diploma, 7% of them on General Training, 6% of them on (Teaching Methods or Training of Trainers), 4% of them on (Computer Studies, Education or Extensive Skills), 2% of them on (Oral Communication, Legal

Translation, Teaching English, Teaching 4 Skills, TKT, Measurement and Evaluation, How to Teach Listening, Refreshment Course, Advanced Course, TESOL or Guiding Course).

Figure (4.10): Names of the Courses No. 1



We can see here the high percentage (56.1%) of the teachers who haven't received any training course. Also, there are some courses which have no relation to teaching methods or education, e.g (Legal Translation).

Table (4.13):Duration of the Courses No. 1

Duration	Frequency
Less Than a week	1
2 weeks	16
3 weeks	2
4 weeks	3
2 months	5
120 hours	2
3 months	5
6 months	1
7 months	1
10 months	1
one year	11
2 years	2
Total	50

Table (4.13) and figure (4.11) show that 16 teachers have received the first training course in a duration of 2 weeks, 11 teachers have received it in a duration of one year, 5 teachers have received it in a duration of (3 months or 2 months), 5 teachers have received it in a duration of (120 hours or 2 years), and only one teacher from 4 teachers has received a training course in a duration of (less than a week, 6 months, 7 months, or 10 months).

Figure (4.11): Duration of the Courses No. 1

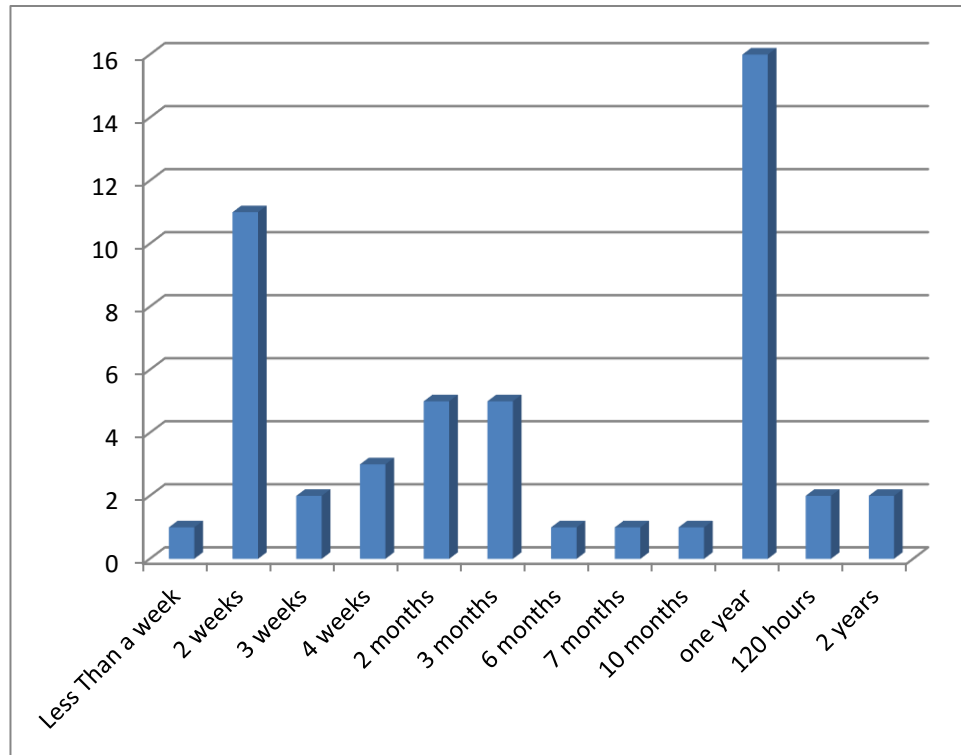


Figure (4.11) shows the duration of the course No. 1

These results reveals the short time allocated for the first training courses. This indicates that in addition to the lack of these course even if they available their duration is very short.

Table (4.14): Names of the Courses No. 2

Name of Course No. 2	Frequency	Percentage From the Total Sample	Percentage of the Trained Sample (22)
Training of Trainers	3	2.5	13.8
Oral Communication	1	0.8	4.5
Legal Translation	1	0.8	4.5
TEFEL Diploma	1	0.8	4.5
Teaching English	6	5	27.7
Teaching the 4 Skills	1	0.8	4.5
Teaching the Lower Classes	1	0.8	4.5
How to Teach Literature	1	0.8	4.5
Aids	1	0.8	4.5
TESOL	1	0.8	4.5
Assessment and Evaluation	1	0.8	4.5
Education	2	1.7	9.0
Head of Departments	1	0.8	4.5
Lesson Planning and Methods	1	0.8	4.5
Total	22	18.3	100

Table (4.14) and figure (4.12) show that 27.7% of the teachers have received the second training courses on Teaching English, 13.8% have received it on Training of Trainers, 9.0% have received it on Education, and 4.5% have received it on (Oral Communication, Legal Translation, TEFEL Diploma, Teaching the 4 Skills, Teaching the Lower Classes, How to Teach Literature, Aids, TESOL, Assessment and Evaluation, Head of Departments or Lesson Planning and Methods).

We can see also the high percentage of the teachers (81.7%), who haven't received any second training course.

Figure (4.12): Names of the Courses No. 2

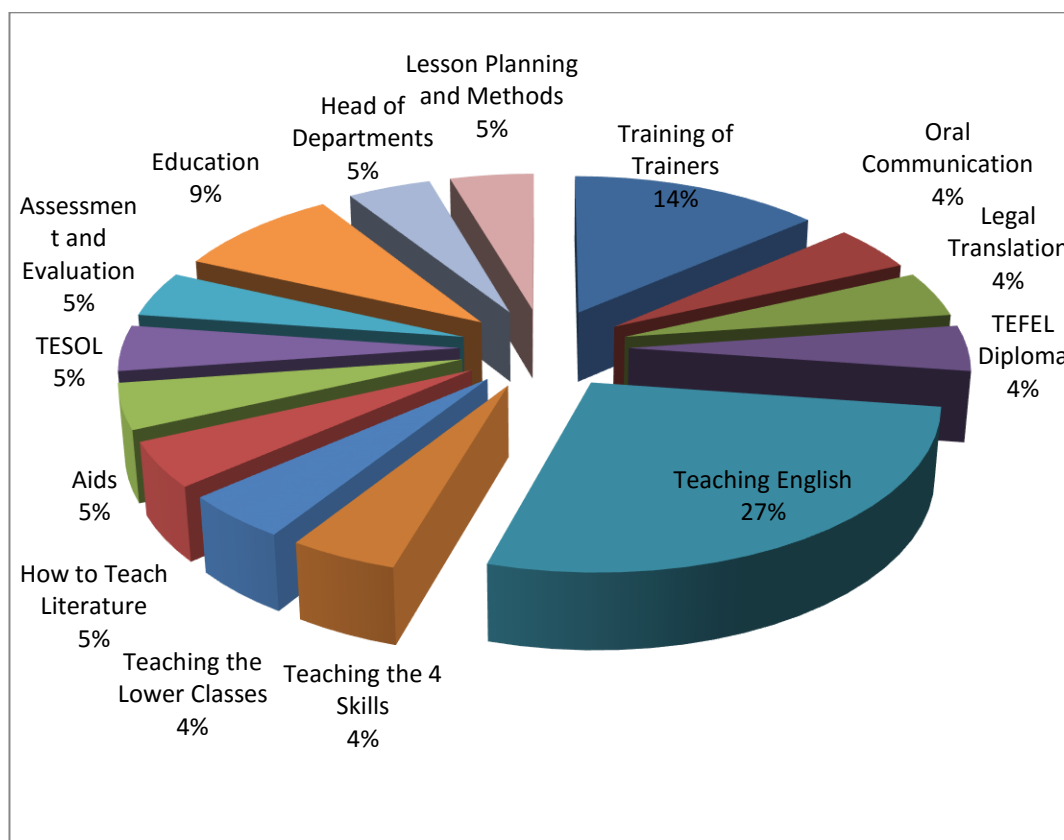


Figure (4.12) shows the names of the courses No. 2

We can see here the high percentage (81.7%) of the teachers who haven't received any second training course. Also, there are some courses which have no relation to teaching methods or education, e.g (Legal Translation and Aids).

Table (4.15): Duration of the Courses No. 2

Duration	Frequency
Less than a week	2
2 weeks	4
3 weeks	3
4 weeks	2
150 hours	1
2 months	3
4 months	2
6 months	1
one year	1
2 years	1
Total	20
Missing	2

Table (4.15) above and figure (4.13) show that 4 teachers have received the second training course in a duration of two weeks, 3 teachers have received them in a duration of (3 weeks and 2 months) for each, 2 teachers have received them in a duration of (4 months, 4 weeks and less than a week), and only one teacher has received them in a duration of (2 years, one year, 6 months or 150 hours).

Figure (4.13): Duration of the Courses No. 2

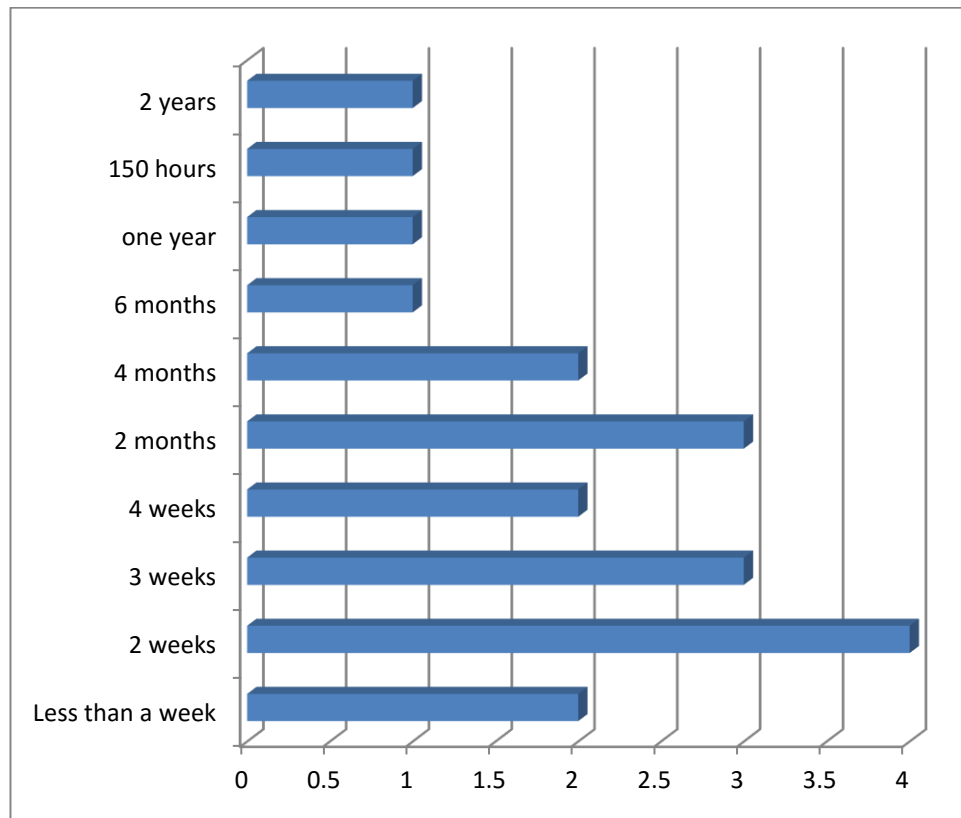


Figure (4.13) shows the duration of the courses No. 2

These results shows the short time allocated for the second training courses. This indicates that in addition to the lack of these course even if they available their duration is very short.

Table (4.16): Names of the Courses No. 3

Name of Course No. 3	Frequency	Percentage From the Total Sample	Percentage of the Trained Sample (10)
Training of Trainers	1	0.8	10
General Translation	1	0.8	10
Developing 4 Language Skills	1	0.8	10
Phonetics	1	0.8	10
Teaching Upper Classes	1	0.8	10
TKT	1	0.8	10
Supervision Course	1	0.8	10
Teaching Literature	1	0.8	10
Education	1	0.8	10
Teaching English for Technicians	1	0.8	10
Total	10	8	100

Table (4.16) above and figure (4.14) show that only (10) teachers ,which represents (8.0 %) of the sample, have received a second training course. And only one teacher from the 10 teachers has received a training course on one of the following courses (Training of Trainers, General Translation, Developing 4 Language Skills, Phonetics, Teaching Upper Classes, TKT, Supervision Course, Teaching Literature, Education, or Teaching English for Technicians.

Figure (4.14): Names of the Courses No. 3

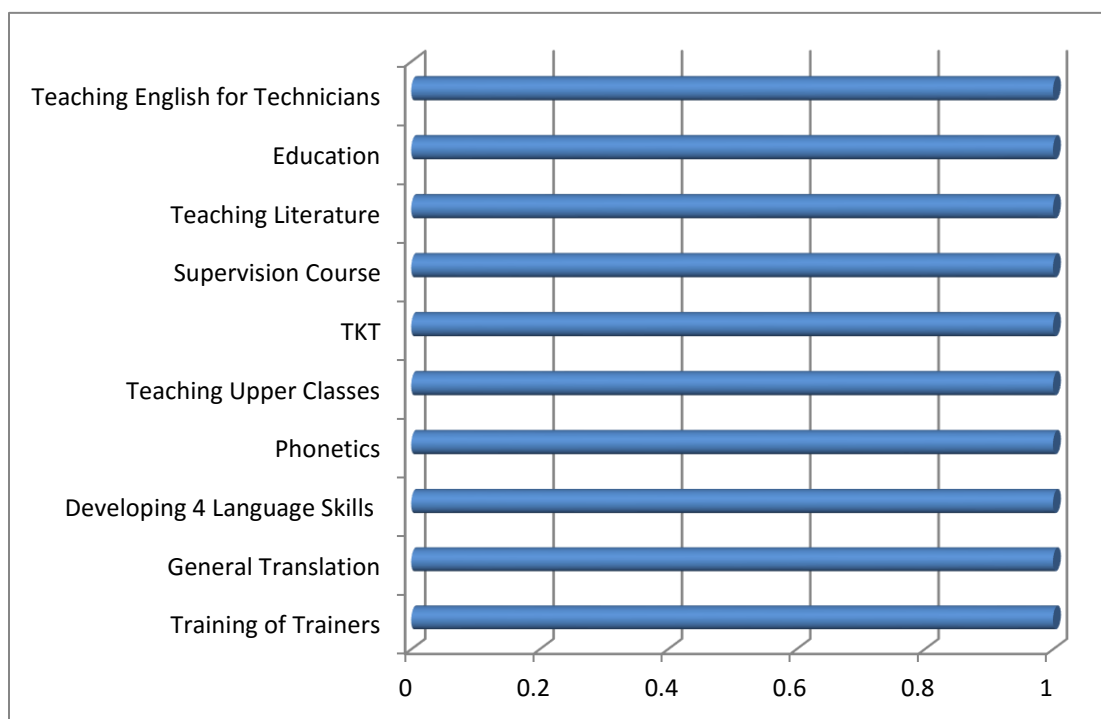


Figure (4.14) shows the names of the courses No. 3

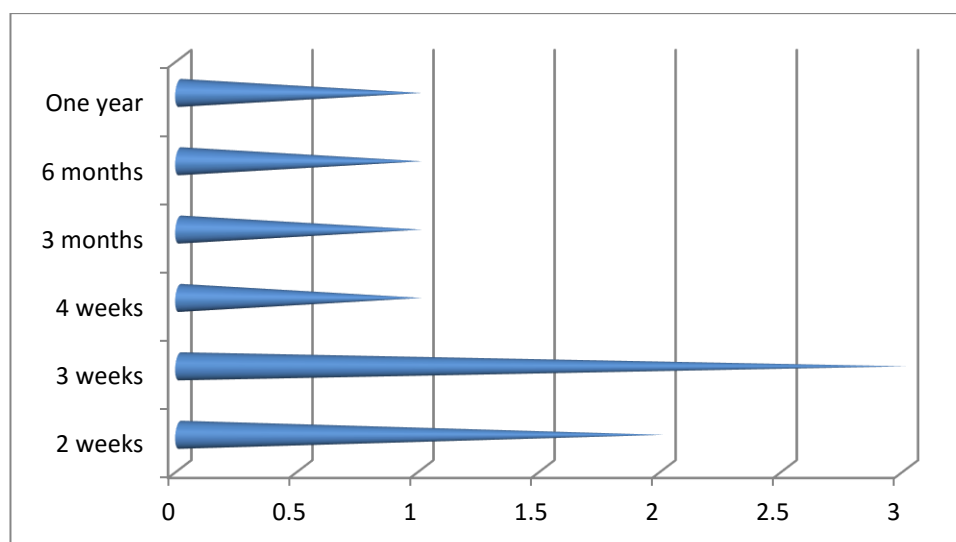
We can see here the high percentage (92 %) of the teachers who haven't received any training course. Also, there are some courses which have no relation to teaching methods or education, e.g (Legal Translation and Aids).

Table (4.17): Duration of the Course No. 3

Duration	Frequency
2 weeks	2
3 weeks	3
4 weeks	1
3 months	1
6 months	1
One year	1
Total	9

Table (4.17) and figure (4.15) show that 3 teachers have received the third training course in a duration of (three weeks), 2 teachers have received it in a duration of (2 weeks), and only one teacher of the 4 teachers has received it in (one year, 6 months, 3 months, or 4 weeks).

Figure (4.15): The Duration of the Course No. 3



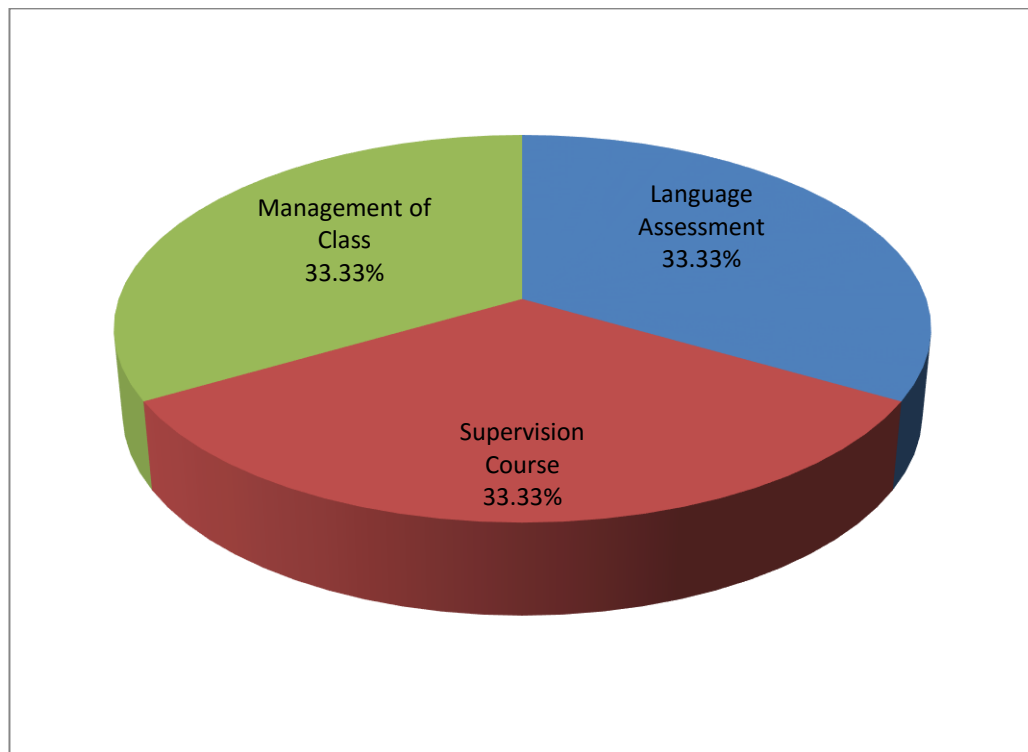
These results shows the short time allocated for the third training courses. This is just the same as in the first and second courses.

Table (4.18): Names of the Course No. 4

Name of Course No. 4	Frequency	Percentage From the Total Sample	Percentage of the Trained Sample (3)
Language Assessment	1	0.8	33.3
Supervision Course	1	0.8	33.3
Management of Class	1	0.8	33.3
Total	3	2.5	99.9

Table (4.18) and figure (4.16) show that .8% of the sample have received a training course on (Language assessment, Supervision or classroom manangement).

Figure (4.16): Name of the Course No. 4



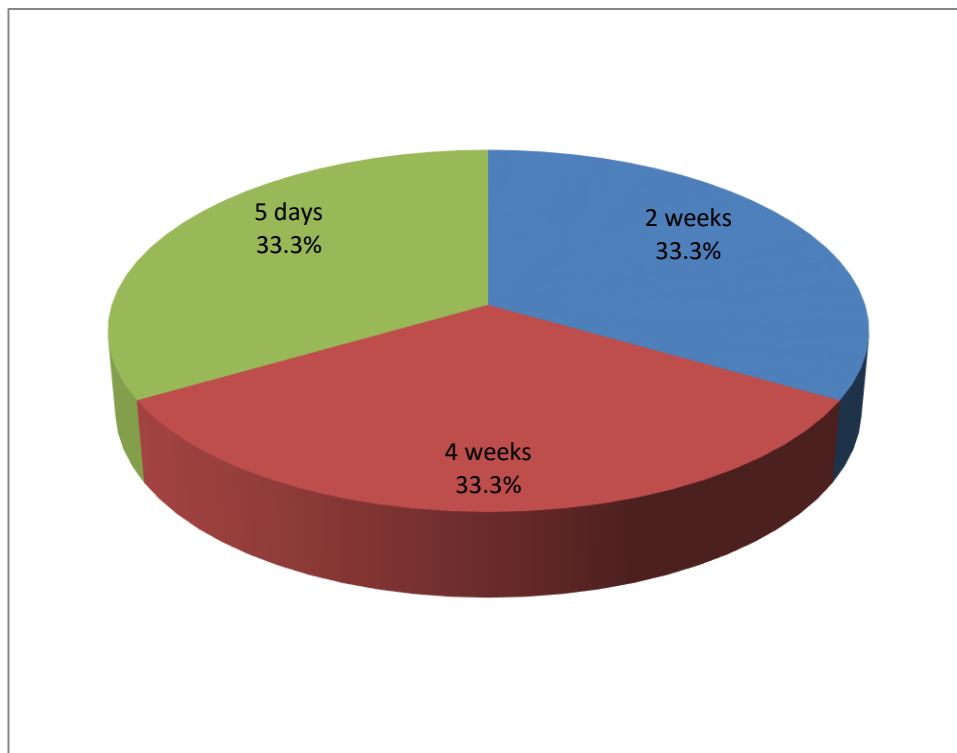
We can see here the high percentage (97.5%) of the teachers who haven't received any training course.

Table (4.19): Duration of Course No. 4

Duration	Frequency
4 weeks	1
2 weeks	1
5 days	1
Total	3

Table (4.19) and figure (4.17) show that 3 teachers have received a training course in the duration of (4 weeks, 2 weeks or 5 days).

Figure (4.17): Duration of Course No. 4



These results shows the short time allocated for the fourth training courses. This is just the same as in the first, second and third courses.

Table (4.20): Summary of the 4 Training Courses

The Training course	Percentage of the Teachers who have received the course	Percentage of teachers who haven't received the course
The First	43.9 %	56.1 %
The Second	18.3 %	81.7 %
The Third	8 %	92 %
The Fourth	2.5 %	97.5 %

1. Concerning the number of the teachers who haven't received the first, second, third, fourth or even any training course, We can see here the high percentage of these teachers. In addition to the courses that have no relation to teaching methods or even education.

2. Concerning the type and duration of the training courses we can also see that most of the teachers have the training courses in a duration of a time which is not sufficient or effective to help them to gain enough information or qualification in the field of teaching, e.g . sometimes (Less Than a week) .

3. Both 1 and 2 agree with hypothesis which states:

"The lack of the enough quality, suitable and available training programs of the secondary school teachers in general and, the alternatives (teachers from the faculties other than education) in particular, is one of the most important factors that causes poor listening skills of the students".

Section Two

Table (4.21): Level of the students in the 4 language skills

No.	Skill	Good	Average	Poor
1.	Listening	18	33	69
2.	Speaking	16	29	73
3.	Reading	30	49	41
4.	Writing	21	39	60

The above table reveals the following:

- 1- The level of the students in the listening, speaking and writing is poor.
- 2- The level of the students in reading skills is average.

Table (4.22): The methodology used to develop listening skills

No.	Method	Always	Some-times	Never
1.	I read aloud to my students	62	41	17
2.	I ask my students to read aloud.	23	32	65
3.	I use a cassette player (Recorder).	4	27	89
4.	I use my mobile phone	1	17	102
5.	I use audio visual aids (Videos).	5	30	85
6.	I use computer	5	18	97
7.	I use more than one method according to the lesson	45	42	33
8.	I assess my students' listening skills	13	36	71

The above table reveals the following:

- 1-There is a teachers' domination inside the classroom. This can be noticed in their way of teaching the language, (62) of them read aloud, and (65) of them never ask students to read.
- 2- In using technology, it is well noticed that there are very few teachers using technology.
- 3- For the students' assessment, only 13 teachers always assess students, while 71 teachers never assess students.

Table (4.23): Types of education technology effective for developing listening skills

No.	Type of Education Technology	Disagree	Agree	Strongly Agree
1.	Computer.	35	60	25
2.	Educational TV.	11	30	79
3.	Educational films.	10	65	45
4.	Mobile phone.	27	51	42
5.	Cassette player (Recorder)	8	54	58
6.	Web cites.	80	30	10

The above table displays the following:

- 1- Although most of the teachers agree on the effective use of technology, they have different agreement on using different types of technology.
- 2- Discussing with some of them the effectiveness of using technology they said that despite their agreement to use it, there are so many concerns about the students misuse of technology.

Table (4.24): Reasons for Not Teaching Listening Skills

No.	Reason	Disagree	Agree	Strongly Agree
1.	I don't think teaching listening skills is important.	105	15	0
2.	I don't have suitable devices to teach listening skills.	17	61	42
3.	I don't have time to teach listening skills.	11	35	74
4.	I don't know how to teach listening skills.	84	26	10
5.	I don't know how to assess my student's listening skills.	66	37	17
6.	My students are very weak to understand the spoken language.	26	58	36
7.	My students are very weak to respond to the spoken language.	37	70	13
8.	There are no sufficient listening skills activities in the student's books.	12	30	78
9.	There is a big number of students in my class.	20	18	82

The above table shows the following:

- 1- No one agreed on the lack of the listening skills importance.
- 2- Most of them agreed on the following:
 - a. Lack of the suitable devices.
 - b. Insufficient time for teaching listening skills.
 - c. Lack of teacher training that helps them to teach and assess students' listening skills.
 - d. Low level of the students.
 - e. Few listening activities in the textbooks.
 - f. Large number of students per class.

Table (4.25): Techniques / ways to develop listening skills

No.	Technique / Way	Disagree	Agree	Strongly Agree
1	Train the teachers on how to teach listening skills.	0	25	95
2	Train the teachers on how to use the education technology for teaching listening skills.	0	36	84
3	Train the teachers on how to assess listening skills.	0	39	81
4	Providing schools with education technology to teach listening skills.	8	50	62
5	Encourage teachers to teach listening skills.	15	47	58
6	Encourage teachers to use technology in teaching listening skills.	2	39	79
7	Encourage students to use technology to develop their listening skills.	18	38	64
8	Encourage students to listen to English language outside the class.	17	29	74
9	Include more listening activities in the syllabus.	5	44	71
10	Change the methods of teaching listening skills.	0	42	78
11	Using different ways of teaching listening skills.	0	15	105
12	Include testing listening skills in the exams.	20	41	59

The above table displays the ways that the teachers believe it can develop listening skills among secondary school students.

Most of the teachers agreed on the following:

- 1- The importance of the teacher training programs on the fields of teaching, assessing and using and providing schools with educational technology to teach listening skills.
- 2- The importance of encouraging teachers to teach and to use educational technology to teach listening skills.
- 3- The importance of encouraging students to develop their listening skills by using technology and practice listening skills outside the class.
- 4- To change the recent methods of teaching listening skills, using different ways of teaching, in addition to providing textbooks with sufficient listening activities.
- 5- To include testing listening skills in the exams.

Table (4.26): Courses on Teaching / Assessing Listening Skills in the University Study

No.	Type of Studies	Always	Some-times	Never
1.	Theoretical courses on teaching listening skills.	4	50	66
2.	Practical courses on teaching listening skills.	4	31	85
3.	Theoretical courses on assessing listening skills.	3	43	74
4.	Practical courses on assessing listening skills.	1	22	97

The above table displays the following results:

1-The insufficient courses on theoretical and practical teaching listening skills in the university studies for most of the teachers.

2-The insufficient courses on theoretical and practical listening skills assessment in the university studies for most of the teachers.

These results shows that in addition to the lack of teacher training programs there is also lack in the theoretical and practical courses in the university studies.

Verification of the Hypotheses

The second part of the questionnaire consisted of six axes each axis contained a number of statements which total is 43, as follows:

1. The first axis (Level of the students in the 4 language skills) consisted of (4) statements.
2. The second axis (The methodology used in teaching listening skills) consisted of (8) statements.
3. The third axis (Types of education technology effective for developing listening skills) consisted of (6) statements.
4. The fourth axis (Techniques / ways to develop listening skills) consisted of (12) statements.
5. The fifth axis (Reasons For Not Teaching Listening Skills) consisted of (9) statements.
7. The sixth axis (Fields of teaching / assessing listening skills in university study) consisted of (4) statements.

Reliability

Reliability Statistics

Cronbach's Alpha	No. of Items
.991	43

Table (4.27): The First Axis

Level of the students in the 4 language skills

Skill	Chi-square	df	Asymp. Sig.	result
Listening	24.950 ^a	2	.000	significant
Speaking	37.050 ^a	2	.000	significant
Reading	4.550 ^a	2	.103	insignificant
Writing	15.050 ^a	2	.001	significant

The above results show that the first hypothesis is statistically significant as all P-value except only one, in the table are less than (0.5). This means that there are statistically significant differences in the statements of the first hypothesis. The following is the result of first hypothesis:

Since all the phrases in the first axis “Level of your students in the language skills” ,except in reading, are less than (0.05), this indicates that there is a statistically significant difference for each one of the other three phrases. Therefore, we can conclude that the first axis has been achieved.

**Table (4.28): The Second Axis
The Methodology Teachers Use to Teach Listening Skills**

Methodology	Chi-square	df	Asym p. Sig.	Result
I read aloud to my students.	24.350 ^a	2	.000	significant
I ask my students to read aloud.	24.450 ^a	2	.000	significant
I use a cassette player (Recorder)	96.650 ^a	2	.000	significant
I use my mobile phone.	147.350 ^a	2	.000	significant
I use audio visual aids (Videos).	83.750 ^a	2	.000	significant
I use computer.	123.950 ^a	2	.000	significant
I sometimes use more than one method according to the lesson.	1.950 ^a	2	.377	insignificant
I assess my students' listening skills.	42.650 ^a	2	.000	significant

The above results reveal that the second hypothesis "The Method used in Teaching Listening Skills" is statistically significant as all P-value in the table are less than (0.5). This means that there are statistically significant differences in the statements of the second hypothesis. The following is the result of the second hypothesis:

Since all the phrases in this axis, except the seventh one, are less than (0.05), this indicates that there is a statistically significant difference for each one of the seven phrases. Therefore, we can conclude that the second axis has been achieved.

Table (4.29) :The Third Axis

**Type of Education Technology Effective for Developing
Listening Skills**

Type of Education Technology	Chi-square	df	Asymp. Sig.	result
Computer.	16.250 ^a	2	.000	significant
Educational TV.	61.550 ^a	2	.000	significant
Educational films.	38.750 ^a	2	.000	significant
Mobile phone	7.350 ^a	2	.025	significant
Cassette player (Recorder)	38.600 ^a	2	.000	significant
Web cites	65.000 ^a	2	.000	significant

The above results show that the third hypothesis “Type of Education Technology Effective for Developing Listening Skills”

is statistically significant as all P-value in the table are less than (0.5). This leads us to accept that there is statistically significant difference in most of the statements of the third hypothesis. The following is the result of third hypothesis: Since all the phrases are less than (0.05), this indicates that there is a statistically significant difference for each axis of the phrases. Therefore, we can conclude that the third pivot has been achieved.

Table (4.30): The Fourth Axis**The Reasons Behind Not Teaching Listening Skills**

Reason	Chi-square	df	Asym p. Sig.	result
I don't think teaching listening skills is important.	45.633 ^a	1	.000	significant
I don't have suitable devices to teach listening skills.	24.350 ^b	2	.000	significant
I don't have time to teach listening skills.	50.550 ^b	2	.000	significant
I don't know how to teach listening skills.	75.800 ^b	2	.000	significant
I don't know how to assess my student's listening skills.	30.350 ^b	2	.000	significant
My students are very weak to understand the spoken language.	13.400 ^b	2	.001	significant
My students are very weak to respond to the spoken language.	40.950 ^b	2	.000	significant
There are no sufficient listening skills activities in the student's books.	58.200 ^b	2	.000	significant
There is a big number of students in my class.	66.200 ^b	2	.000	significant

The above results display that the fourth hypothesis "Reasons Behind Not Teaching Listening Skills" is statistically significant as all P-value in the table ,except for the phrase "There are no listening skills activities in the student's books", are less than (0.5). This leads us to accept that there is statistically significant difference in most of the statements of the fourth hypothesis. The following is the result of fourth hypothesis: Since most of the phrases are less than (0.05), this indicates that there is a statistically significant difference for each axis of the phrases. Therefore, we can conclude that the fourth axis has been achieved.

Table (4.31): The Fifth Axis**Techniques / Ways That Help Developing Listening Skills**

Techniques	Chi-square	df	Asymp. Sig.	Result
Train the teachers on how to teach listening skills.	40.833 ^a	1	.000	significant
Train the teachers on how to use the education technology to teach listening skills.	19.200 ^a	1	.000	significant
Train teachers on how to assess listening skills.	14.700 ^a	1	.000	significant
Providing schools with education technology to teach listening skills.	40.200 ^b	2	.000	significant
Encourage teachers to teach listening skills.	24.950 ^b	2	.000	significant
Encourage teachers to use technology in teaching listening skills.	74.150 ^b	2	.000	significant
Encourage students to use technology to develop their listening skills.	26.600 ^b	2	.000	significant
Encourage students to listen to English language outside the class.	45.150 ^b	2	.000	significant
Include more listening activities in the syllabus.	55.050 ^b	2	.000	significant
Change the methods of teaching listening skills.	10.800 ^a	1	.001	significant
Using different ways of teaching listening skills.	67.500 ^a	1	.000	significant
Include testing listening skills in the exams.	19.050 ^b	2	.000	significant

The above results reveal that the fifth hypothesis "Techniques / Ways That Help Developing Listening Skills" is statistically significant as all P-value in the table are less than (0.5). This leads us to accept that there is statistically significant difference in most of the statements of the fifth hypothesis. The following is the result of first hypothesis:

Since all of the phrases are less than (0.05), this indicates that there is a statistically significance difference for each axis of the phrases and, Therefore, we can conclude that the fifth axis has been achieved.

Table (4.32): The Sixth Axis
Courses on Teaching / Assessing Listening Skills in the
University Study

Course	Chi-square	df	Asymp. Sig.	Result
Theoretical Courses on Teaching listening skills.	49.650 ^a	2	.000	significant
Practical Courses on Teaching listening skills.	48.050 ^a	2	.000	significant
Theoretical Courses on Assessing listening skills.	52.350 ^a	2	.000	significant
Practical Courses on Assessing listening skills.	103.550 ^a	2	.000	significant

These results display that the sixth hypothesis "Courses on Teaching/Assessing Listening Skills in University Study" is statistically significant as all P-value in the table are less than (0.5). This leads us to say that there is statistically significant difference in most of the statements of the sixth hypothesis. Therefore, we can conclude that the sixth axis has been achieved.

Summary of the Chapter

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

Chapter five is going to display the summary, conclusions, recommendations, and suggestions for further studies.

Chapter Five

Summary, conclusions, Recommendations, and suggestions for further studies

5.0 Summary

This study investigates ways of developing a proficient listening skills among secondary school students. The study consists of five chapters.

Chapter one represents the general framework of the study which includes introduction to the problem of the study, questions, hypotheses of the study, significance of the study, limitations of the study, population/sample, methodology of the study and the definitions of some important terms.

Chapter two deals with the review of the related literature to the study which includes: the literature related to the questions of the study, in addition to some previous studies which in a way or another contribute to the present study.

Chapter Three describes the methodology of the study. The researcher adopted a descriptive analytical method. The tool of the study was the questionnaire. It was directed to the supervisors and teachers of English language in secondary schools.

Chapter Four deals with the statistical analysis of the data collected by the questionnaire. The chapter then interprets and discusses the results.

Chapter Five reviews a summary to the whole thesis. It gives the conclusions which the study came up with, the recommendations and the suggestions for further studies.

5.1 Conclusions

In the light of the analysis of the data collected by the questionnaire and the interview, the researcher obtained some findings and raised some recommendations.

5.1.1 The Findings:

1-The content of the current secondary schools English Language syllabus (SPINE) does not - sufficiently - contribute to the achievement of the objectives of teaching English Language. This is because we notice that , by the end of the stage, students are not able to communicate well in English, while the main objective of learning a foreign language is to do that. The communicative ability needs many tasks and activities in order to be developed, but there is no enough of them in the books.

2-Although the abilities to listen and to express oneself clearly and effectively contribute to the student's success in school and later in life, most of the content of the textbooks concentrates on reading and writing, while listening and speaking are the least practiced skills.

3-A syllabus alone can not be a reason for a low standard in English in general, and listening skills in particular. Other factors are the time allotted to English, large number of students per class, students' little exposure to the English Language, insufficient training in developing listening skills, in addition to the teachers of the specializations other than English Language (The alternatives) .

4-Although teachers are responsible for developing the students' listening skills, most of them follow the technique of reading aloud or ask the students to read aloud.

5-Very few teachers use educational technology to teach listening skills. A number of teachers agree on using technology, but some of them said that it is not available in their schools, others said that there are so many concerns about the students misuse of technology.

6-The students' listening skills assessment is not included in the classroom assessment or exam system. Most of the teachers agreed on the importance of including it in the classroom and exam system.

7-The teachers' competency and level of training are the corner stone in the teaching/learning process. The quality continuous professional development (CPD) is very important so as to help the teachers in general, and the alternatives in particular, to create their own ways of developing students' listening skills.

8-Secondary school teacher training programs should be continuous , available, suitable and in long duration so as to make the teachers able to perform well and plan activities that help students to develop listening skills.

5.2 The Recommendations

1- There should be an appropriate balance of the four skills in the secondary school textbooks.

2- Sufficient listening exercises and activities should be included in the textbooks in order to give the students opportunity to practice all the language skills.

3-The textbooks should be interesting, up- to- date, suitable to the students' age, and appropriate to their cognitive domain so as to motivate them to practice and develop listening skills.

1- Time allotted to English should be increased so as to allow the teacher and the students to practice the four skills.

2-The books should be accompanied with educational technology like videos, cassettes ...etc. which make teaching listening skills effective and enjoyable.

3- It is very important to include listening skills assessment in the exam system. Standardized testing and appropriate techniques is very important to assess students' progress.

4-English clubs and exposure to the language are important factor to develop students' listening skills.

5.3 The Suggestions for Further Studies

1- A study about equally integrating the four skills in each lesson with activities so as to relate listening and speaking to reading and writing.

2- Further study about increasing the time allotted to English Language which is one of the obstacle in the whole teaching / learning process.

3-A study about the whole problems and difficulties that cause the students' poor listening achievement, which is caused as a result of poor school environment and availability of education technology.

4-Further study about the great importance of the quality and the content of the continuous professional development (CPD) of the secondary teacher training programs.

5- A study about the importance of designing a special training programs for the alternative teachers.

6-The English Language textbooks should be improved and revised every year.

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Appendix No. 1

The Questionnaire

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

In the Name of Allah the Most Gracious Most Merciful
Dear Mr. / Ms

Peace, mercy and blessings of the Almighty God

In this research, the researcher is conducting a study for PhD
in Applied Linguistics degree entitled:

Developing Proficient Listening Skills Amongst Secondary School Students

The study is focused on the development of listening skills in
English Language among secondary school students, as
supportive and important factor on the development of all the
language skills, through the teaching and the assessment this
skill.

And because of the great role that you play in the educational
field, the researcher hopes to ,kindly, answer the questions of
the questionnaire. And she knows that this will ,of course, help
in reaching to the findings which will serve the scientific
research and the development of the listening skill among our
students, and for the whole educational process of teaching /
learning English Language. Note that your answers will be of
complete confidentiality and will be used for the purposes of
this study only.

Thank you for your great response and for your cooperation.

The Researcher

The Questionnaire

Section One: Personal Information:

1- Name (Optional).....

2- State..... Locality.....

3- Gender: Male Female

4- Job: Teacher Supervisor

5-Years of Teaching / supervision (Experience) :

Less than 5 5-10 11-15 more than 15

6- Number of Students (Teaching/Supervision) in the class:

Less than 40 50-60 60-70 More than 70

7- Type of your School (For Teachers):

Model Gov. Geographic Gov. Private

8- Qualifications:

No.	Degree	Specialization
1	Bachelor	
2	Higher Diploma	
3	Master	
	Ph.D	

9- Training Courses (If Any):

No.	Name of the Course	Duration
1.		
2.		
3.		
4.		

Section Two

First Axis: Level of the students in language skills

Your students' level in English language skills is:

No.	Skill	Good	Average	Poor
1.	Listening			
2.	Speaking			
3.	Reading			
3.	Writing			

Second Axis: The methodology used in teaching to develop listening skills

What are the techniques / methods you use for developing your students' listening skills? (you can select more than one):

No.	Method	Always	Some-times	Never
1	I read aloud to my students			
2.	I ask my students to read aloud.			
3.	I use a cassette player			
4.	I use my mobile phone			
5.	I use audio visual aids (Videos)			
6.	I use computer			
7.	I use more than one method according to the lesson			
8.	I assess my students' listening skills			

Third Axis: Types of education technology effective for developing listening skills

What do you think are the best type of education technology that it is effective for developing listening skills of the secondary schools students is (You can select more than one):

No.	Type of Education Technology	Disagree	Agree	Strongly Agree
1.	Computer.			
2.	Educational TV.			
3.	Educational films.			
4.	Mobile phone.			
5.	Recorder.			
6.	Web cites			

Fourth Axis: Reasons For Not Teaching Listening Skills

What do you think are the reasons behind not teaching listening skills to the secondary school students? (you can select more than one):

No.	Reason	Disagree	Agree	Strongly Agree
1	I don't think teaching listening skills is important.			
2.	I don't have suitable equipment to teach listening skills.			
3.	I don't have time to teach listening skills.			
4.	I don't know how to teach listening skills			
5.	I don't know how to assess my student's listening skills			

6.	My students are very weak to understand the spoken language			
7.	My students are very weak to respond to the spoken language			
8.	There are no sufficient listening skills activities in the student's books.			
9.	There is a big number of students in my class.			

Fifth Axis: Techniques / ways to develop listening skills

What do you think are the best techniques / ways of improving listening skills among secondary school students?
(you can select more than one):

No.	Technique / Way	Disagree	Agree	Strongly Agree
1.	Train the teachers on how to teach listening skills.			
2.	Train the teacher on how to use the education technology to teach listening skills.			
3.	Train teachers on how to assess listening skills.			
4.	Providing schools with education technology for teaching listening skills.			
5.	Encourage teachers to teach listening skills.			
6.	Encourage teachers to use technology in teaching listening skills.			

7.	Encourage students to use technology to improve their listening skills.			
8.	Encourage students to listen to English language outside the class.			
9.	Include more listening activities in the syllabus.			
10	Change the methods and procedures of teaching listening skills.			
11	Using different ways of teaching listening skills			
12	Include testing listening skills in the exams.			

Sixth Axis: Courses on teaching / assessing listening skills in university study

What are the courses on teaching / assessing listening skills in your university study:

No.	Type of Studies	Always	Some-times	Never
1	Theoretical Courses on Teaching listening skills.			
2.	Practical Courses on Teaching listening skills.			
3.	Theoretical Courses on Assessing listening skills.			
4.	Practical Courses on Assessing listening skills .			

Thank You Very Much

Appendix No. 2

Name of the Referees who Assessed the Questionnaire

No.	Name	Address
1.	Dr. Mahmoud Ali Ahmed	Sudan University of Science and Technology
2.	Dr. Hala Salih Mohammed	University of Khartoum
3.	Dr. Mohamed Hamad Alneel	University of Holy Quran
4.	Dr. Yasir Hassan Hussein	Omdurman Islamic University
5.	Dr. Fayza Alsayid Khalaf Allah	Federal Ministry of Education
6.	Dr. Gamar Qism Alseed	Federal Ministry of Education
7.	Dr. Imad Khatmi	Alneelain University