Sudan University of Science and Technology

College of Graduate Studies

College of Languages

Department of English Language

Investigating the Difficulties Encountered by EFL learners in Listening Skill

تقصي الصعوبات التي يواجهها دارسي اللغة الانجليزية لغةً أجنبية في مهارة الاستماع

A Thesis Submitted in Partial Fulfillment for Requirements of Master Degree in English Language (Applied Linguistics)

Submitted by :

Mahmmoud Ibrahim Adam Abubaker

Supervisor Dr:

Abbas Mukhtar Mohamed Badawi

2018

Quranic Verse

بسم الله الرحمن الرحيم

قال تعالى:

(واللهُ أخْرَجكُم مِن بُطُونِ أُمَّهَاتِكُم لا تعْلَمُون شيئاً وجَعلَ لكُم السَّمعَ والأبْصارَ والأفئِدةَ لعلَّكُم تشْكُرُون)

صدق الله العظيم

(الآية 78 سورة النحل)

In the Name of Allah the Most Gracious, the Most Merciful

(It is He Who brought you Fourth from the wombs of your mother when Ye knew nothing ; and He hearing sight And intelligence and affections: That ye may give thanks (To God).

(Sorat Nahal)

(Verse 78)

Dedication

To my dear mother, father and all the family members .

Acknowledgements

Abstract

This study aims at investigating the difficulties encountered by EFL learners in listening . The researcher used descriptive and analytical approach to investigate the Issue. The tools used for gathering data were the test and questionnaire. The test was designed for 4th years students English languages at College of Languages at Sudan University of Science and Technology , academic year 2018 where as the questionnaire was designed for the teachers of the English language and College of Education at the same university. The programme of SPSS was used to compute and analyze these two sorts of test and questionnaire. The students were not able to understand native speakers, when they listened to native speaker's speech. They have simple interesting in the scope of listening skill, and the students need more practices in the listening skill. They rarely use modern education technologies to develop their listening skill ,therefore they rarely listen to native speakers. The study recommends that students should be exposed to records of native speakers.

المستخلص(Arabic version)

تهدف الدراسة إلى تقصي صعوبات مهارات الاستماع لدى دارسي اللغة الانجليزية لغة أجنبية. وقد استخدم الباحث المنهج التحليلي والوصفي. كما استخدم الباحث الاختبار والاستبيان كأدوات لجمع البيانات. تمثلت المجموعة الأولى في طلاب المستوى الرابع بجامعة السودان للعلوم والتكنولوجيا لعام 2018، وأما المجموعة الثانية تمثلت في أساتذة اللغة الانجليزية والتربية بنفس الجامعة. بينما استخدم الباحث برنامج التحليل الإحصائي لتحليل البيانات. خلصت الدراسة إلى عدد من النتائج ومن أهمها عدم مقدرة الطلاب على فهم اللغة الانجليزية عندما يستمعون إليها من الناطقين بها. كما أظهرت الدراسة وجود صعوبات لدى الطلاب في مهارات الاستماع   تتمثل في عدم قدرتهم على التفاعل بها, كما أنهم يفتقرون إلى التدريبات وقلة استماعهم للغة وندرة استخدامهم وسائل التقنية التعليمية الحديثة بالإضافة إلى عدم اشتمال منهجهم على مهارات الاستماع بطريقة أوسع. ويوصي الباحث بضرورة الاستماع لتسجيلات صوتية للناطقين بها.

Table of Contents

CHAPTER THREE

METHODOLOGY

List of Tables

List of Figures

List of Abbreviations

E F L   English as a Foreign Language

S E L   Second English Language

B B C W   British Broadcasting Corporation World news

S U S T   Sudan University of Science and Technology

S P S S   Statistical Package for Social Sciences

CHAPTER ONE

INTRODUCTION

CHAPTER ONE

INTRODUCTION

1.0 Background :

Listening is one of the language skills. For any language programme to be balanced, all the four skills have to their due weight, and listening exceptionally particular in this respect. Any negligence or undermining of listening whatever the justification for that might be – is sure to have serious and everlasting consequences on language acquisition and language use. The listening in the process of language learning cannot be completed by any other skill. Any language programme does not give listening the attention it deserves will produce learners who are deficient not only in this vital skill alone, but also in other skills – make no mistake about that.

Listening is the basic for the other skills, and it is important for learning English.

Comparison between listening and hearing. We listen carefully, but We hear nothing.

George Yule (2oo6, P: 231) states that sound change disappeared from the pronunciation of certain words, in a process simple describe as sound loss. The initial (h) of many old English words, was lost, as in hlud –loud and hlaford –Lord. Some words lost sounds, but kept the spelling resulting in " the silent letter" of contemporary written English, word initial velar stops (K) and (g) are no longer pronounced before nasals (N) , but we still write the words knee and gnaw with remnants of earlier pronunciations. Sound change give us different meaning . e.g. know , now .

The according to Raphael Ahmed there are Five essential listening skills for English learners

Raphael Ahmed (2015) states that Background noise , a lack of visual clues (such

 on the telephone) The Speaker talking quickly, Listener's limited vocabulary. A lack of knowledge of the topic and in ability to distinguish.

1.1 Statement of the Research Problem:

Howatt and Dakin (1993) state that listening comes from the emergency of the human being .It has always been a crucial part of interaction . It has not just hearing the other side but through the message having an agreement or giving the right response with help of grammatical knowledge . While listening understanding the speakers accent or pronunciation, his grammar and his vocabulary , and grasping his meaning . An able listener is capable of doing these four things simultaneously .

1.2 Objectives of the Research:

The objectives of this study can be stated briefly as follows:

1- To give the learners experience of listening to a wide variety of samples of spoken language. (as in the mother tongue)

2- To train the learners to listen flexibly e.g. for specific information, for the main idea or ideas, or to react to instructions (i.e. by doing something). The motivation for this type of listening will come from the tasks.

3- To provide, through listening, a stimulus for other activities e.g. discussion, reading and writing.

4- To give the learners opportunities to interact while listening. In the classroom this must be done largely through discussion-type activities and game, where listening forms a natural part of the activity.

1.3 Questions of the Research:

Questions concentrate on the important of the listening skill in our life.

1- To what extent can EFL Learners understand native speakers ?

2- How can EFL learners improve their listening skills?

1.4 Hypotheses of the Research:

The Researcher tries to find the best way for listening skill. 1- EFL Learners can always understand native speakers.

2- EFL Learners can improve their listening skill through context-based tasks.

1.5 Significance of the Research:

Listening is effective reading, writing and speaking. More listening, Students will improve their language. More listening, They can differentiate the features of English language. Researcher tries to find out the way which motivate students to concentrate on listening skill.

1.6 The Methodology of the Research:

Researcher used descriptive analytic, analytical method and collected a data from references. The researcher designed test for 4th year English language students who study at Sudan University of Science and Technology, college of languages and then the researcher used teacher's questionnaire for teachers of English language

and teachers of education who teach at Sudan University of Science and Technology. The researcher marks student's test and teacher's questionnaire.

1.7 Limitations of the Research:

This study investigated the problems of listening skills encountered by EFL learners at Sudan University of Science and Technology. It was carried out in 2018.

CHAPTER TWO

LITERATURE REVIEW AND PREVIOUS STUDIES

CHAPTER TWO

LITERATURE REVIEW AND PREVIOUS STUDIES

2.0 Introduction

This chapter concentrates on two parts; literature review and previous studies. Literature review relates the research topic while previous study shows scientific papers.

People were listening sounds since they were born, and they can speak to each other.

Houghton . M (2010) states that language is a system of communication which consists of a set of sound and written symbols which are used by people of a particular country or region for talking or writing.

E .K (2014 P: 3) states that a language can be described as a series of simple syntactic rules . For instance, English is a language defined with some simple rules , which are more loose than strict.

2.1 Definition of Listening

The Listening is one of the four language skills .People can do a lot of things through listening. For instance They can learn, follow instructions and speak to each other.

The listening is receiving language through the ears. Listening involves indentifying the sounds of speech and processing them into words and sentences .When we listen, we use our ears to receive individual sounds [letters, stress,

rhythm and pauses] and we use our brain to convert these into messages that mean something to us .

2.0 The First Part: Literature Review

2.1 Listening to English as a foreign language

Penny Ur (2001 P : 11) states that some aspects of listening comprehension are easier for the foreign-language learner than others . Most learners need intensive practice in some skills and seem to pick up others intuitively.

(Hearing the sound, Understanding intonation and stress , Coping with redundancy and noise, Predicting, Understanding colloquial vocabulary, Fatigue, Understanding different accents, Using visual and aural environmental clues, Filling gap).

2.2 Hearing the Sounds

Penny Ur (2001 P : 11) state that , as a young teacher it took me some time to realize that my students actually did not perceive certain English sounds with any accuracy because these did not exist (at all , or as separate phonemes) in their own language . These sounds, J, G, Q, V do not exist in Arabic Language, and these sounds , ض , ق ,غ ,خ ,ح do not exist in English Language .

Speaker has difficulty in perceiving this difference as significant to meaning in English and It takes a considerable amount of practice before he gets used to distinguishing between ' ship' and 'sheep' or ' fit' and ' feet '.

Sometimes The foreign Learners of English may have difficulty with the sequences and juxtapositions of sound typical of English words. Many students find the consonant clusters particularly difficult to cope with . They may get consonants in

the wrong order ' hearing' parts for ' past' or omit sounds (' crip ' for' crisps') or hear a vowel that is not in fact pronounced (' littel' for little) .

Another reason why sounds may be misheard is that the student is not used to the stress and intonation patterns of English and the way these influence both the realization of certain phonemes .

The number of homophones and homonyms (such as the noun bear and the verb bear)

in English is small , while the number of words which can be confused or misunderstood by in accurate perception is relatively large .

2.3 Listening to Make Predications

Jami Ferrer- Handreddy (1996 P : 5) states that part of the nature of life is that we can be absolutely sure what will happen next. Surprise can be nice in everyday life, but if they occur frequently when we listen to a lecture, the lecture may seem difficult to understand. In order not to be surprised too often, it is useful to stay one step ahead of the instructor and anticipate what the instructor will say next in the lecture. Here are two guidelines to help you make predication.

1 - Before you listen to the lecture, think about what you already know and what you want to know about the topic.

a - What do you already know about the topic learning to speak to some one ELS's language ?

b - What do you think the speaker will discuss ?

c - What questions do you think have on the topic ?

2 - As you listen to the lecture, you can make predictions about what the speaker will say. The pattern goes like this :

a - The lecture makes a statement.

b - You predict what she or he will say next.

c -You judge quickly whether you were right or wrong.

d - If you were right , move on to your next prediction.

e - If you were wrong , do not worry about it or you will miss what's coming next. Just try to understand as much as you can, put a question mark in your notes for clarification later, and move on to the next prediction.

2.3.1 Listening for the Main Ideas

Jami Farrer- Handreddy (1996 . P: 21) states that most lectures have a single main idea. It is the one idea that you can state briefly when a classmate ask you," what was the lecture about?" In most cases, there are several other main ideas in addition to the overall. These main ideas are the message that the lecture most wants you to remember.

2.4 Understanding the Constraints

Tim McNamara (2000 P : 24) states that test of listening delivered in language laboratories , or test delivered via computer are not practical options where the technology is not available .

2.5 Listening and Taking Notes

Partricia A. P (1939 . P 37) states that as your instructor gives a short speech, listen and take notes on the point that seem important to you. Try to look up at

instructor from time to during the speech. Be prepared to compare your notes with those of your classmates and to discuss why you selected particular points. Discuss how taking notes helped or hindered your ability to be an active listener.

2.6 Listening for Key Terms

Jami Ferrer- Hanreddy (1996 . P: 32) states terms that an instructor defines in a lecture are called key terms :

a - Usually new to most student or used in a new way in the course.

b - Often used to describe the most important concepts in a lecture .

c - Usually defined at the beginning of a lecture or when the instructor begin a new topic.

d - Often appears as test items on the exams .

2.7 Coping with Redundancy and 'Noise'

Penny Ur (2001 P : 13 and 14) states that when listening to someone speaking, we usually have to put up with a certain amount of ' noise ' , some words may be drowned by outside interference , others indistinctly pronounced .

The Sheer number of gaps is much larger: There are some item, he can not understand simply because he does not know them, many others which he is not sufficiently familiar with to grasp during rapid speech .

Someone is not familiar enough with second combinations, lexis and collocation of the language to make predictions or retroactive guesses as to what was missing. A native speaker for instance who hears only /sprin/ can guess that the final

phoneme will be /t/, making the word 'sprint'.

It is problem- the apparent need of the foreign language learner to perceive and comprehend everything he hears even though he would not do so in his native language whose significance is not always realized . In the early stages of foreign-language learning , when the learner hears usually only single words or short sentences , he has to understand them all.

2.8 Listen for Analogies

Jami Ferrer- Hanreddy (1996 . P: 45) states when instructors explain a new concept to their students, they often compare the new idea to something that is already familiar to them. For example, the human is said to be like a machine, and the eye may be said to be like a camera, these comparisons are called analogies.

2.9 Predicting

Penny Ur (2001 P : 16) states that if the listener can make a guess as to the of thing that is going to be said next , he will be much more likely to perceive it and understand well.

Prediction is difficult for the foreign-language learner for various reasons. Intonation and stress patterns play an important part in supplying ground for certain kind of expectations . If one word in an introductory phrase is emphasized For instance , we may usually expect some sort of explanation.

Other prediction may depend on total familiarity with clichés , collocations, idioms and proverbs .

Most predictions do not depend on such subtleties but on more obvious choices of vocabulary or grammar for instance, the use of 'but ' or 'however' make us expect something contrasting with or opposing what went before .

2.9.1 Listening for Signal Words

Jami Ferrer- Hanreddy (1996 . P : 92) states that in speaking and writing, we often use signal words to prepare our audience for what is to come, what our next idea will be. This will allows the audience to listen more effectively. Listening for signal word is especially important when attending a lecture because it aides us in taking notes. If an instructor says, "Now I'm going to outline today's subject for you," we know to prepare ourselves to do outlining. If the instructor says, "Now I'm going to review yesterday's material," we know to think about the topic covered the day before and perhaps too look back over our previous notes. Signal words prepare us for what is going to happen next and what we need to do in response.

2.9.2 Understanding Colloquial Vocabulary

Penny Ur (2001 P : 17 . 19) states that much of the vocabulary used in colloquial speech may already be known to the foreign listener but does not mean that he is familiar with it .

The Learner also needs to know that certain expressions are common in colloquial English and more or less taboo in formal style . It is necessary to draw a distinction between formal speech or 'spoken prose ' and the informal speech used in most spontaneous conversation colloquial language .

When a student learns a new word or expression , he usually learns both it's written and spoken form his recognition of it is linked to his knowledge of what it looks like on paper and what it sounds like when carefully pronounced , whether in isolation or – usually well ' fore grounded' – in context .

Some words may disappear completely. ' Where are you going ? may quite acceptably be pronounced exactly like ' Where you going ? without a grammatical mistake being either made or heard.

 Longer words too may be pronounced differently from the foreign listener's expectation not because of their placing in utterance, but because their normal colloquial pronunciation does not accord with their spelling,

Colloquial collocations are most confusing of all. There are certain pairs or groups of word which tend to occur together and become so merged that both speaker and native listener relate to them as a single item .

A moment hesitation the delay may be fatal enough to make someone miss the next few sounds lose the thread of message .

2.9.3 What is a language test ?

Tim McNamara (2000 P : 3) state that testing is universal feature of social life, throughout history people have been put to the test to prove their capabilities or to establish their credential.

2.9.4 Filling Gap

Penny Ur (2001 P : 142) states that in these exercises students are asked to fill in missing phrases or sentences using hints given both before and after the gap .They must not only predict but also reconstruct in retrospect.

2.0 The Second Part: Previous studies

It shows scientific papers that are related to the study.

Study one

In connecting vocabulary knowledge to listening, some research was done in this area . Stahr (2009) conducted a research on the role of vocabulary knowledge in listening comprehension , with one hundred and fifteen advanced E F L learners in Denmark . The dimensions of depth and breadth of vocabulary knowledge [measured by Vocabulary Level Test and the World Associates test were found to be significantly (P < 0.01) correlated with listening comprehension (measured by a listening test from the combridge certificate of proficiency in English) producing a co efficient of 0.70 and 0.65 , respectively . This findings was slightly higher than the findings from previous research . Moreover , Vocabulary knowledge could predict half of the variance in the listening scores .

Comment

This study proves vocabulary knowledge . It is so important to understand learning listening skill. This gives us a good way for teaching listening skill. Teachers try to use that style . Vocabulary knowledge enables E F L students to master listening skill .

Study two

In a research conducted by Brinton and Gaskil (1978), the effect of listening to T V and radio news on improving E F L students listening comprehension was studied . They argue that using T V and radio news utterances as a teaching material has proved effective on improving comprehension of E F L learners having difficulty in dealing with comprehending news utterances .

A similar study which focused on using T V news to improve listening proficiency was also conducted by Poon (1992). In addition to the above

mentioned studies , Baker (1996) also focused on the pedagogical value or T V news classes and listening comprehension. According to him and radio news can help E F L students improve their listening comprehension.

Comment

These studies have two types of speeches , on radio, T V , and inside the classroom that effective on listening skill .

Speech on T V and radio is faster than speech inside the classroom. At the beginning E F L students encounter difficulties but they try to diminish between them. E F L students can improve their language by listening to T V and radio .

Study three

Kashghari , (2003) conducted a study aimed at examining the effect of visual cues on listening comprehension skill . The sample of the study was 29 female L 2 students in the English department at umm AL-Quran university . They are assigned to groups : 14 students in the Audio group and 15 students in the Visual group. All subjects listened to two lectures . The lectures were presented to the Audio group using an audiotape , and to the Visual group using an audiotape and pictures related to the content of the lectures Visual group completed five tasks : the ESL test , a demographic profile , writing a summary for each lecture , comprehension questions , and a questionnaire.

comment

This study has two groups that represent in Audio group learners and Visual group learners . Both of them help in developing listening skill , but visual group learners are-- more interesting than audio group learners in it.

Study four

This study was done by Ismail Mohamed in Sudan University of Science and Technology (SUST) in (2014).

To find out effectiveness methods at secondary schools to the learner requirement to speak fluently, techniques to develop students speaking skill which is related to listening skill.

The essential of listening skill activities in learning language by giving some evidence : the listening skill is the most used in student daily life , a good way of enlarging the vocabulary and helping the listener to improve the listening comprehension.

Comment

Speaking is related by listening . It helps learners to developing their listening skill through communication , but some teachers neglect listening activities in the classroom.

Study five

This study was done by Adeljawd Khadhim AL-fatlawi , In Islamic university (2008)**.**

It shows that students may understand the speech of their teachers but when they encounter any situation outside the classroom their tongue will be tied up and lose their ability to continue the conversation specially when they talk with foreigners . This means that relying only the text book is not enough to guide them to the right of understanding the spoken .

Comment

Researcher draws designer's attention to make syllabus that has enough listening activities and related with real life . Teachers do not neglect the listening activities in the classroom

Study six

This study was carried out by Asad Blal Mustafa , In Alzaeem Al-[Azhary university in (2012).

The study states the listening skill as basis of learning foreign language and acquiring the first language . Also listening is essential to achieve oral fluency and accuracy and it is important for communication .

Comment

Listening is so important . Because it is using in learning language and in real life. Learners can acquire the language and they can use it . learners can communicate in real life .

Final comment

The result of the study show us , EFL learners cannot listen to native speakers through the test that the researcher designs for fourth year of English language, college of languages at Sudan University of Science and Technology, but The questionnaire is designed by researcher to show us , EFL learners can improve their listening skills through Modern Education Technology and Mass Media. The filling gaps are very effective to develop listen skills for EFL learners.

CHAPTER THREE

METHODOLOGY

CHAPTER THREE

METHODOLOGY

3.0 Introduction:

This chapter provides a comprehensive description of the methodology that was adopted in collecting data for the present study. The Chapter identifies the population responding to the test and questionnaire . A thorough description of their properties is given. It also presents the instruments used to collect the data. Beside these, It gives a detailed account of the procedures that were followed to validity and reliability of the research instruments.

3.1 Method

The researcher uses the descriptive analytical, to analyze data collected . To achieve the objectives , of the study and verify , statistical method uses the following .

1 \ Graphical figure .

2 \ Frequency distribution .

3 \ Mean .

4 \ Non-parametric Chi-square test by using SPSS and EXSEL .

3.2 Data collection tool :

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

The second target of the study was the way that was followed for present the material.

The Test was restricted to (30) students, and questionnaire restricted to (20) teachers .

The students were presented with test to which they were requested to choose one of the multiple answers from each question that has nine questions, and questionnaire ,requested to choose one of the eight option from each question, (Strongly Agree), (Agree), (Neutral), (Disagree) (Strongly Disagree)

3.3 Population

The population of this study is the fourth year EFL students and the teachers at Sudan University by the present study occurs in two groups. They represent in students and teachers. The First group, Students are studying English language as a foreign language at the college of English language, Sudan university of science and technology for the academic year (2017 , 2018) .

The Second group represents in the teachers 'questionnaire at Sudan university of science and technology, Teachers 'English language. They are about twenty.

3.4 Instrument

Two instruments were used to collect data for the present study .The first instrument was learners' test. The Second one was teachers' questionnaire. There are many steps for the test and questionnaire such as .

1\ They are designed by researcher .

2\ They are approved by the supervisor .

3\ They refer to the experts for judgment.

4\ They are piloted by being completed by four teachers.

3.5 Content of the Test and Questionnaire

The Test printed in two pages and the questionnaire in two pages, consisted in following part see appendix .

3.5.1 Instruction

The researcher introduces himself to the respondents, then the test clarifies to the respondents, questionnaire explains to them, and the significance of listening skill.

3.6 Test and Questionnaire Validity:

Validity is defined as the quality of a data gathering instrument, what is important in the validity of test and questionnaire are asking the right questions phrased in the least ambiguous way. Also the test and questionnaire should be clearly defined so that have the same meaning to any respondents.

To realize reasonable amount of validity for these test and questionnaire, enjoyable discussion happened with respondents to clarify them how to deal with form, to take only one option . To explain to them the importance of this study to the education field and for the teachers and students . Also the researcher consulted a panel of senior teachers that consisted of four English specialist to check the validity of test and questionnaire ,those senior teachers who had long experience in teaching English language and constructing test and questionnaire.

As result of the discussion between the researcher , friends, colleagues , English teachers and supervisor, Some words were modified ,and some questions and items were made clear.

3.7 Reliability for Students' test

Thirty copies of the test were distributed to the fourth year students of English language at SUST. The researcher provides them with all comments , they need.

The researcher analyses the first question shown that there are (8) students in the study's sample with percentage (30) have the correct answer to the question, There are (22) persons with percentage (70) have the wrong answer. The second one,(13) students with percentage (43.3) have the correct answer to the question.

There are (17) persons with percentage (56.7) have the wrong answer. The third one,(2) students with percentage(6.7) have the correct answer to the question. There are (28) persons with percentage (93.3) have the wrong answer. The fourth one, (4) students with percentage (13.3) have the correct answer to the question. There are (26) persons with percentage (28.7) have the wrong answer. The fifth one,(8) students with percentage (26.7) have the correct answer to the question. There are (22) persons with percentage (73.3) have the wrong answer .The sixth one, (7) students with percentage (23.3) have the correct answer to the question. There are (23) persons with percentage (76.7) have the wrong answer. The seventh one, (11) students with percentage (36.6) have the correct answer to the question. There are (19) persons with percentage (63.3) have the wrong answer . The eighth one, (4) students with percentage (16.7) have the correct answer to the question. There are (25) persons with percentage (83.3) have the wrong answer . Ninth one, (9) students with percentage (30) have the correct answer to the question. There are (21) person with percentage (70) have the wrong answer .

3.8 Reliability for Teachers' questionnaire

The researcher distributed the questionnaire on determined study sample (20) teachers of English, and constructed the required tables for collected data. This step consists transformation of qualitative (norminal) variables (strongly agree, agree, uncertain, disagree, and strongly disagree) to quantitative variables (5,4,3,2,1)

The reliability coefficient was calculated for the measurement, which was used in the questionnaire using Alpha-Cronbach coefficient Equation .

The calculated value of chi-square for the significances of the differences for the respondent's in the 1st statement was(22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level(5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents , and also the calculated mean is (2.8) which is greater than the hypothesized mean (2.3) supports the respondents who agreed with the statement "Modern education technologies motivate EFL learners to acquire listening skills.

The calculated value of chi-square of for the significance of the differences for the respondent's responses in the 2nd statement was (19) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level(5%) which was (11.7) This indicates that, there are statistically significant differences at the level(5%) among the responses of the respondents, and also the calculated mean is (2.6) which is greater than the hypothesized mean (2.3) which supports the respondents who agreed with the statement "Filling gabs question improve listening skills for EFL learners.

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 3rd statements was (31) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that , there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.5) which is greater than the hypothesized mean (2.3) which supports respondents who agreed with statement "The dictation improve listening skill for EFL learners.

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 4th statement was (22) which is greater than the calculated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.9), which is greater than the hypothesized mean (2.3) which supports the respondents who agreed with the statement "There are enough material to improve listening skill to EFL learner.

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 5th statement was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that , there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.8) which is greater than the hypothesized mean(2.3) which supports the respondents who agreed with statement "Teachers need more training course in the scope of listening skill.

The calculated value of chi-square for the significance of the differences for the respondent's responses in 6th statement was (29) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level(5%) among the responses of the respondents, and also the calculated mean is (2.7) which is greater than the hypothesized mean (2.3) which supports the respondents who agreed with the statement "Syllabus are motivating for EFL learners in the field of listening skills .

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 7th statement was (34) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that , there statistically significant differences at the level (5%) among the responses of the respondents, and also the calculate mean is (2.6) which is greater than the hypothesized mean (2.3) which supports respondents who agreed with the statement "EFL learners have enough skills in the field of listening.

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 8th statement was (27) which is greater than the tabulated value of chi-square at the degree of freedom(4) and the significant value level (5%) which was (11.7). This indicate that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.4) which is greater than the hypothesized mean (2.3) which supports the respondents who agreed with the statement "EFL learners can improve listening skill through mass media.

Table No (3-1): The Frequency Distribution and decisions for the Respondent's Answers of all questions test.

Questions	Correct		Wrong		Decision
	frequency	*Percentage*	*frequency*	*Percentage*	
Question 1	8	30	22	70	**Accept**
Question 2	13	43.3	17	56.7	**Accept**
Question 3	2	6.7	28	93.3	**Accept**
Question 4	4	13.3	26	86.7	**Accept**
Question 5	8	26.7	22	73.3	**Accept**
Question 6	7	23.3	23	76.7	**Accept**
Question 7	11	36.6	19	63.3	**Accept**
Question 8	5	16.7	25	83.3	**Accept**
Question 9	9	30	21	70	**Accept**

Table (3-2) one sample T-TEST for the questions of the study

Question s	N	Mean	SD	t-value	DF	p-value
For all	30	11.33	3.00	15.51	29	0.00

Table (3-3) Chi-Square Test for Hypothesis NO. (2):

EFL Learners can improve their listening skill through context-based tasks.

No	Statement	mean	SD	Chi square	p-value
1	Modern education technologies motivate EFL learners to acquire listening skills.	2.7	4.1	22	0.000
2	The filling gabs question improve	2.6	0.5	19	0.000

	listing skills for EFL learners				
3	The dictation improve listening skill for EFL learners	2.5	0.9	31	0.000
4	There are enough material to improve listening skill to EFL learners	2.9	1.6	22	0.000
5	Teachers need more training course in the scope of listening skill .	2.8	2.1	27	0.000
6	Syllabus are motivating for EFL learners in the field of listening skills	2.7	1.5	29	0.000
7	EFL learners have enough skills in the field of listening .	2.6	0.5	34	0.000
8	EFL learners can improve listening skill through mass media	2.4	1.6	27	0.000

3.9 Summary

This chapter concentrate on the methodology which was used to diagnostic test and teacher's questionnaire in investigating the problems of listening skills encountered by EFL learners. This chapter gives detail about the result of study and instruments to collect data that the ways to get validity and reliability were examined . Using statistics in dealing with this chapter , and analysis result, discussion .

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSION

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSION

4.0 Introduction:

This chapter provides data analysis for the study and tests its hypotheses. All questions are analyzed referring to the hypotheses they represent.

4.1 Statistical Reliability for student's test:

The reliability coefficient was calculated for the measurement, which was used in the test using Alpha - Cronbach coefficient Equation as the following:

For calculating the validity and the reliability of the test from the above equation, the researcher distributed the attest to respondents to calculate the reliability coefficient using the Alpha-Cronbach coefficient the results have been showed in the following table:

Cronbach's Alpha	Number of questions
.86	9

4.2 The Student's test

1- The best answer which Choose complete the meaning

Table No (4-1) The Frequency Distribution for the Respondent's Answers of question number (1)

1. From where did dogs get out?

A) Cageds ☐

B) Cadges ☐

C) Cages ☐

Answers	Frequencies	Percentage
Correct	8	30
Wrong	22	70
Total	30	100

from the above table No.(4-1) it is appeared that there are (8) students in the study's sample with percentage (30%)   have the correct answer to the question ,There are (22) persons with percentage (70 %) have the wrong answer.

Table No (4-2) The Frequency Distribution for the Respondent's Answers of question number (2)

2. What did they have ?

    A) Lots of food and drinks

    B) Lots of fun and games

    C) All answers correct

Answers	Frequencies	Percentage
Correct	13	43.3
Wrong	17	56.7
Total	30	100

This table No.(4-2) it is shown that there are (13) students in the study's sample with percentage (43.3%) have the correct answer to the question ,There are (17) persons with percentage (56.7 %) have the wrong answer.

Table No (4-3) The Frequency Distribution for the Respondent's Answers of question number (3)

3. What does word mystery mean?

    A) Ambiguity   ☐

    B) Myth   ☐

    C) Legend   ☐

Answers	Frequencies	Percentage
Correct	2	6.7
Wrong	28	93.3
Total	30	100

Table refers to No.(4-3) it is appeared that there are (2) students in the study's sample with percentage (6.7%) have the correct answer to the question ,There are (28) persons with percentage (93.3%) have the wrong answer.

Table No (4-4) The Frequency Distribution for the Respondent's Answers of question number (4)

4. Who thought of the ghost Mary Tealby ?

    A) Reporters   ☐

    B) Staff   ☐

    C) Amy Watson   ☐

Answers	Frequencies	Percentage
Correct	4	13.3
Wrong	26	86.7
Total	30	100

from the above table No.(4-4) it is shown that there are (4) students in the study's sample with percentage (13.3%) have the correct answer to the question ,There are (26) persons with percentage (86.7%) have the wrong answer.

Table No (4-5) The Frequency Distribution for the Respondent's Answers of question number (5)

5. Who let the dogs out ?
   A) Woof
   B) Open door
   C) Amy Watson

Answers	Frequencies	Percentage
Correct	8	26.7
Wrong	22	73.3
Total	30	100

This table No.(4-5) it is appeared that there are (8) students in the study's sample with percentage (26.7%) have the correct answer to the question ,There are (22) persons with percentage (73.3%) have the wrong answer.

Table No (4-6) The Frequency Distribution for the Respondent's Answers of question number (6)

6. Where did reporters come from ?

   A) Germany, USA, Japan   ☐

   B) Japan, London, Germany ☐

   C) All answers correct   ☐

Answers	Frequencies	Percentage
Correct	7	23.3
Wrong	23	76.7
Total	30	100

Table refers to No.(4-6) it is shown that there are (7) students in the study's sample with percentage (23.3%) have the correct answer to the question ,There are (23) persons with percentage (76.7%) have the wrong answer.

Table No (4-7) The Frequency Distribution for the Respondent's Answers of question number (7)

7. When did ghost Mary Tealby start ?

   A) Last month   ☐

   B) 1860   ☐

   C) 1816   ☐

Answers	Frequencies	Percentage
Correct	11	36.6
Wrong	19	63.3
Total	30	100

from the above table No.(4-7) it is appeared that there are (11) students in the study's sample with percentage (36.6%) have the correct answer to the question ,There are (19) persons with percentage (63.3%) have the wrong answer.

Table No (4-8) The Frequency Distribution for the Respondent's Answers of question number (8)

8. What did word celebrity mean ?

   A) Wasting time

    B) time- consuming

    C) interesting time

Answers	Frequencies	Percentage
Correct	5	16.7
Wrong	25	83.3
Total	30	100

Table refers to No.(4-8) it is shown that there are (4) students in the study's sample with percentage (16.7%) have the correct answer to the question ,There are (25) persons with percentage (83.3%) have the wrong answer .

Table No (4-9) The Frequency Distribution for the Respondent's Answers of question number (9)

9. What is the suitable title for this passage?

    A) Woof

    B) Wolf

    C) Wool

Answers	Frequencies	Percentage
Correct	9	30
Wrong	21	70
Total	30	100

This table No.(4-9   ) it is appeared   that there are (9) students   in the study's sample with percentage (30%) have the correct answer to the question ,There are (21) persons with percentage (70%) have the wrong answer.

Table No (4-10) The Frequency Distribution and decisions for the Respondent's Answers of all questions.

Questions	Correct		Wrong		Decision
	frequency	*Percentage*	*frequency*	*Percentage*	
Question 1	8	30	22	70	**Accept**
Question 2	13	43.3	17	56.7	**Accept**
Question 3	2	6.7	28	93.3	**Accept**
Question 4	4	13.3	26	86.7	**Accept**
Question 5	8	26.7	22	73.3	**Accept**
Question 6	7	23.3	23	76.7	**Accept**
Question 7	11	36.6	19	63.3	**Accept**
Question 8	5	16.7	25	83.3	**Accept**
Question 9	9	30	21	70	**Accept**

This table No.(4-10) its shown the summery of the results . for the **test** its clear that the mean of students who having the correct answers (8) with percentage (30) which is smaller than the number of wrong answers (22) with percent (70%) so we accept the hypothesis

Table (4-11) one sample T-TEST for the questions of the study

Question s	N	Mean	SD	t-value	DF	p-value
For all	30	11.33	3.00	15.51	29	0.00

The calculated value of T – TEST for the significance of the differences for the respondent's answers in the test was (15.51) which is greater than the tabulated value of T – TEST at the degree of freedom (29) and the significant value level (0.05%) which was (2.34). this indicates that, there is no statistically significant differences at the level (0.05 %) among the answers of the respondents . this mean that our hypothesis is accepted .

4.3 Teacher's Questionnaire

The study concentrate on questionnaire and its hypotheses. All statements are analyzed referring to the hypotheses they represent.

4.4 Analysis of the Tool: Teachers' Questionnaire:

After the step of checking questionnaire's reliability and validity, the researcher distributed the questionnaire on determined study sample (20) teachers of English, and constructed the required tables for collected data. This step consists transformation of the qualitative (nominal) variables (strongly agree, agree,

uncertain, disagree, and strongly disagree) to quantitative variables (5, 4, 3, 2, 1) respectively, also the graphical representations were used for this purpose.

4.5 Statistical Reliability

Reliability refers to the reliability of any test, to obtaining the same results if the same measurement is used more than one time under the same conditions. In addition, the reliability means when a certain test was applied on a number of individuals and the marks of every one were counted; then the same test applied another time on the same group and the same marks were obtained; then we can describe this test as reliable. In addition, reliability is defined as the degree of the accuracy of the data that the test measures. Here are some of the most used methods for calculating the reliability:

 Alpha-Cranbach coefficient.

On the other hand, validity also is a measure used to identify the validity degree among the respondents according to their responses on certain criterion. The validity is counted by a number of methods, among them is the validity using the square root of the (reliability coefficient). The value of the reliability and the validity lies in the range between (0-1). The validity of the questionnaire is that the tool should measure the exact aim, which it has been designed for. In this study the validity calculated by using the following equation:

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

The reliability coefficient was calculated for the measurement, which was used in the questionnaire using Alpha-Cronbach coefficient Equation as the following:

For calculating the validity and the reliability of the questionnaire from the above equation, the researcher distributed (20) questionnaires to respondents to calculate the reliability coefficient using the Alpha-Cronbach coefficient; the results have been shown in the following table:

Alpha-Cronbach	Reliability	Validity
Overall	0.86	0.93

Source: The researcher from applied study, 2018

It is noticed from the results of the above table that all reliability and validity coefficients for the sample individuals about each questionnaire's theme, for overall questionnaire, are greater than (50%), some of them are nearest to one. This indicates the high validity and reliability of the responses, so, the study questionnaire is valid and reliable, and that will give correct and acceptable statistical analysis.

4.6 Statistical Instruments:

In order to satisfy the study objectives and to test its hypotheses, the following statistical instruments were used:

1**.** Graphical figures.

2. Frequency distribution.

3. Mean .

4. Non-parametric Chi-square test by using SPSS and EXSEL

Hypotheses (2)

Statement (1): Modern education technologies motivate EFL learners to acquire listening skills.

Table No. (4-12) The Frequency Distribution for the Respondents' Responses of Statement No.(1)

Valid	Frequencies	Percentage
strongly agree	6	30
Agree	9	45
Uncertain	2	10
Disagree	3	15
strongly disagree	0	0
Total	**20**	**100**

Figure (4-1)
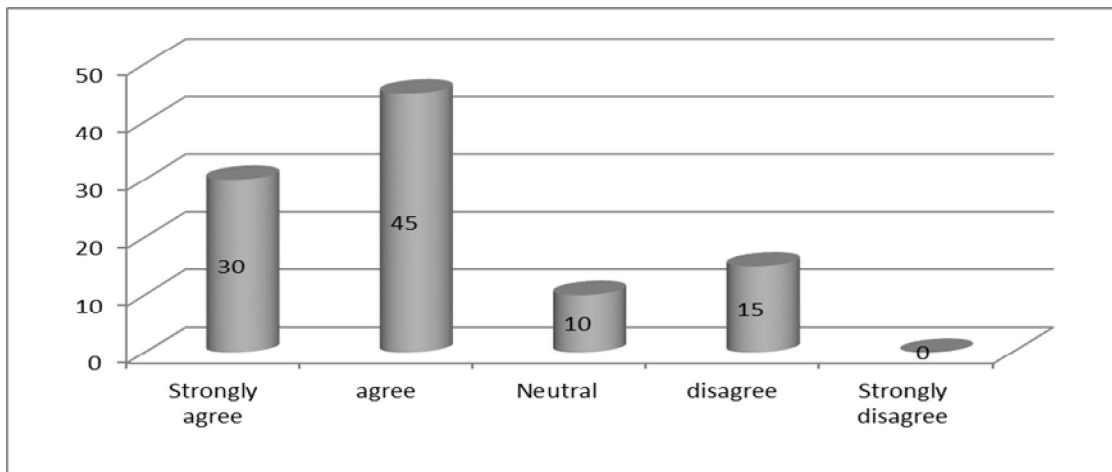
The above table No. (4-12) and figure No. (4-1) show that there are (6) persons in the study's sample with percentage (30%) strongly agreed with that " Modern education technologies motivate EFL learners to acquire listening skills. There are (9) persons with percentage (45%) agreed with that, and (2) persons with percentage (10%) were not sure that, and (3) persons with percentage (15%) disagreed, and (0) person with percentage (00%) strongly disagreed".

Statement(2): The filling gabs question improve listing skills for EFL learners

Table No. (4-13)The Frequency Distribution for the Respondents' Responses of Statement No.(2)

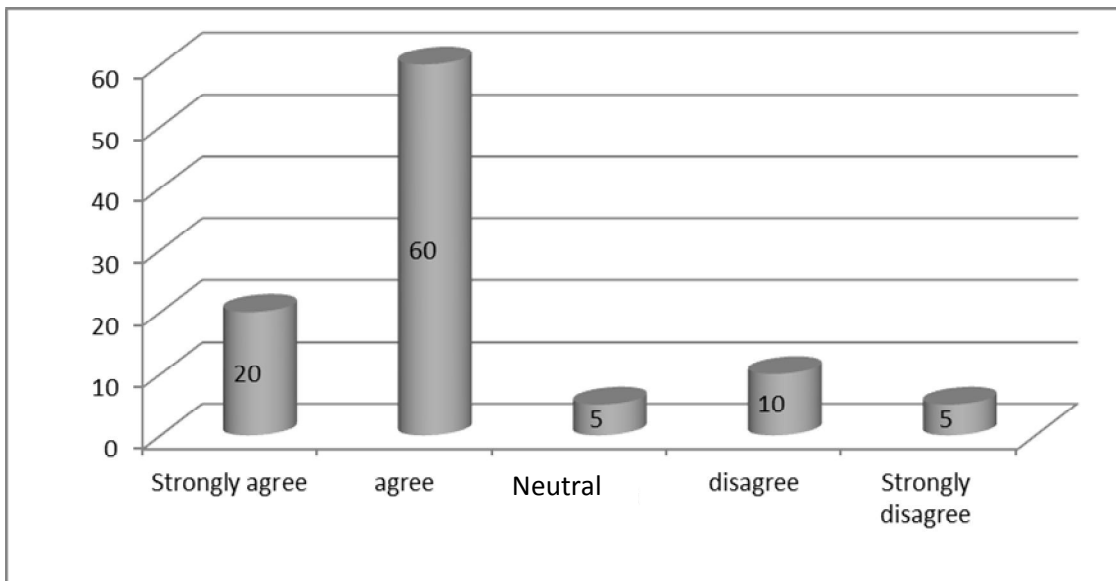| Valid	Frequencies	Percentage
strongly agree	4	20
Agree	12	60
Uncertain	1	5
Disagree	2	10
strongly disagree	1	5
Total	**20**	**100**

Figure (4-2)

The above table No.(4-13) and figure No.(4-2) show that there are (4) persons in the study's sample with percentage (20%) strongly agreed with that **"** The filling gabs question improve listing skills for   EFL learners .**"** There are (12) persons with percentage (60%) agreed with that, and (1) person with percentage (5%) were not sure that, and (2) persons with percentage (10%) disagreed, and (1) person with percentage (5%) strongly disagreed.

Statement (3): The dictation improve listening skill for EFL learners

Table No. (4-14) The Frequency Distribution for the Respondents' Responses of Statement No.(3)

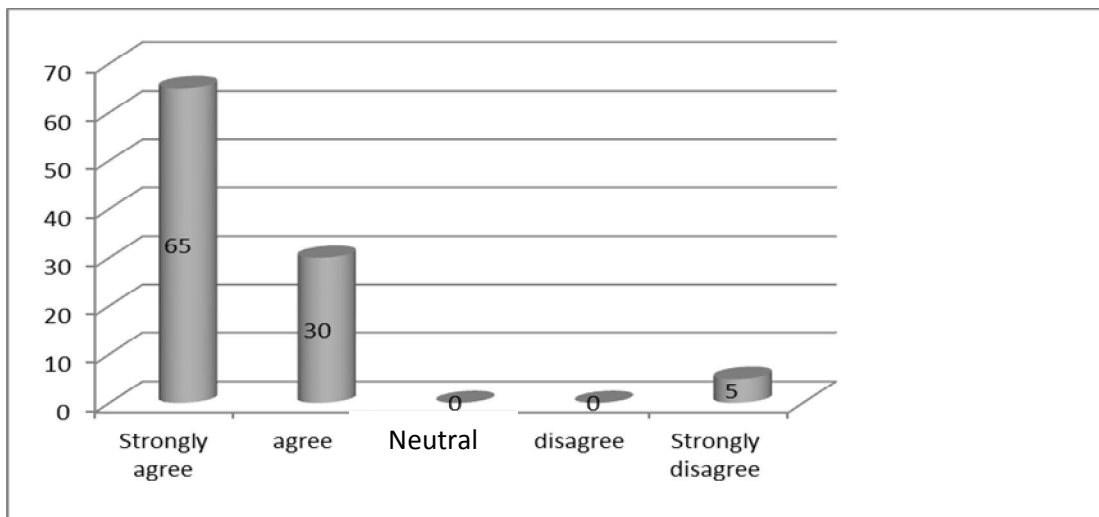| Valid	Frequencies	Percentage
strongly agree	13	65
Agree	6	30
Uncertain	0	0
Disagree	0	0
strongly disagree	1	5
Total	**20**	**100**

Figure (4-3)

The above table No.(4-14) and figure No. (4-3) show that there are (13) persons in the study's sample with percentage (65%) strongly agreed with that " The dictation improve listening skill for EFL learners "There are (6) persons with percentage (30%) agreed with that, and (0) person with percentage (0%) was not sure that, and (0) person with percentage (0%) disagreed, and (1) person with percentage (5%) strongly disagreed.

Statement (4): There is enough material to improve listening skill to EFL learners

Table No. (4-15)The Frequency Distribution for the Respondents' Responses of Statement No.(4)

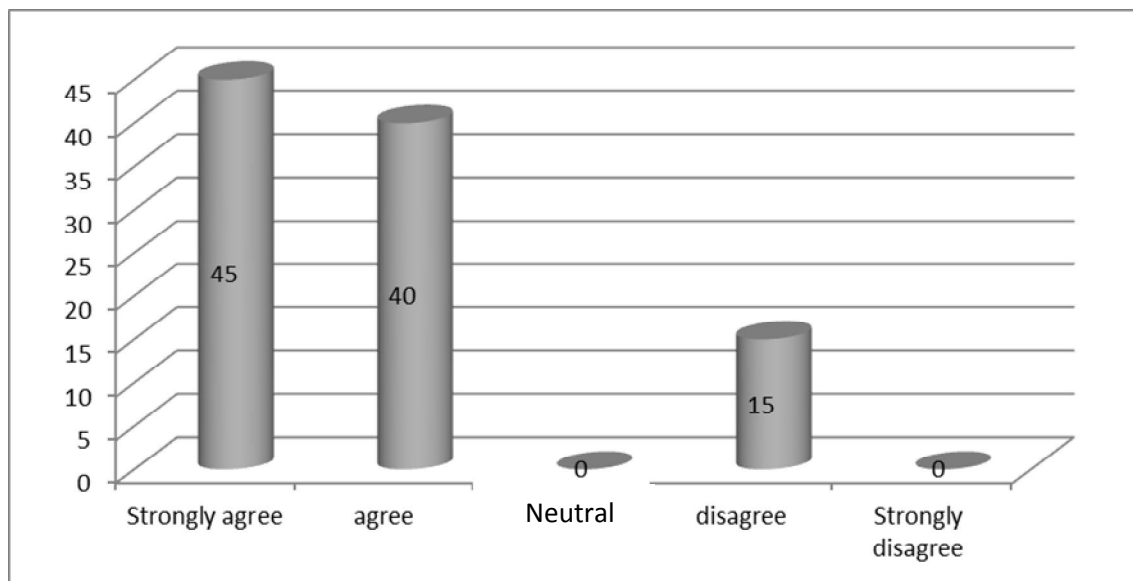| Valid	Frequencies	Percentage
strongly agree	9	45
Agree	8	40
Uncertain	0	0
Disagree	3	15
strongly disagree	0	0
Total	**20**	**100**

Figure (4-4)

The above table No.(4-15) and figure No.(4-4) show that there are (9) persons in the study's sample with percentage (45%) strongly agreed with that " There are enough material to improve listening skill to EFL learners ." There are (8) persons with percentage (40%) agreed with that, and (0) person with percentage (0%) was not sure that, and (3) persons with percentage (15%) disagreed, and (0) person with percentage (0%) strongly disagreed

Statement (5): Teachers need more training course in the scope of listening skill .

Table No. (4-16)The Frequency Distribution for the Respondents' Responses of Statement No.(5)

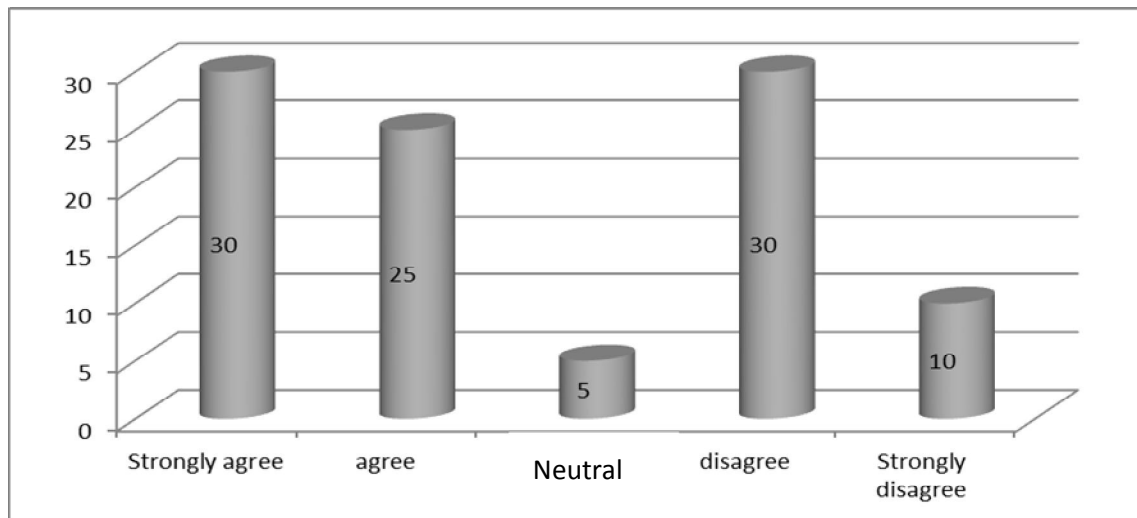| Valid	Frequencies	Percentage
strongly agree	6	30
Agree	5	25
Uncertain	1	5
Disagree	6	30
strongly disagree	2	10
Total	**20**	**100**

Figure (4-5)

The above table No.(4-16) and figure No.(4-5) show that there are (6) persons in the study's sample with percentage (30%) strongly agreed with that **"** Teachers need more training course in the scope of listening skill . .**"**There are (5) persons with percentage (25%) agreed with that, and (1) person with percentage (5%) was not sure that, and (6) persons with percentage (30%) disagreed, and (2) persons with percentage (10%) strongly disagreed.

Statement (6): Syllabus are motivating for EFL learners in the field of listening skills .

Table No. (4-17)The Frequency Distribution for the Respondents' Responses of Statement No.(6)

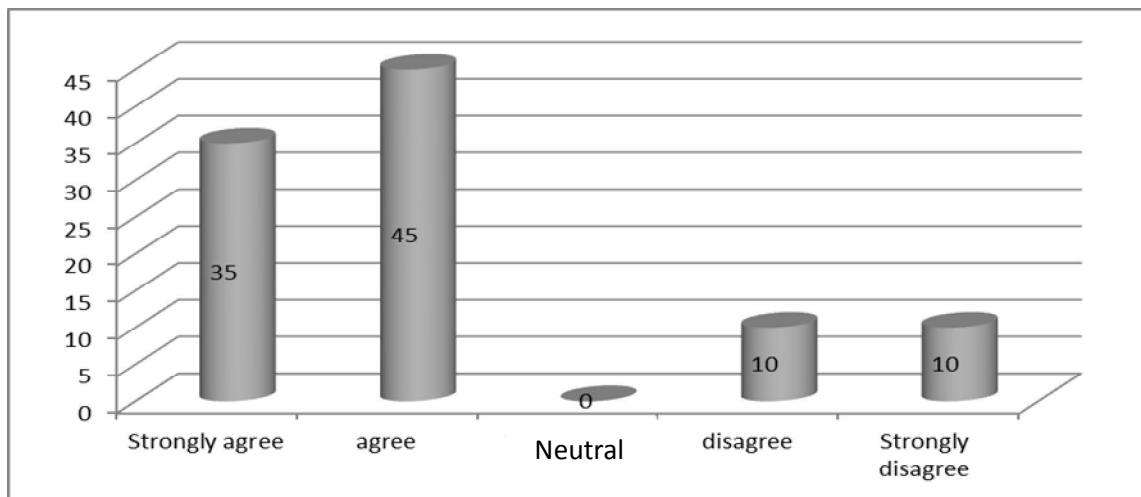| Valid	Frequencies	Percentage
strongly agree	7	35
Agree	9	45
Uncertain	0	0
Disagree	2	10
strongly disagree	2	10
Total	**20**	**100**

Figure (4-6)

The above table No.(4-17) and figure No.(4-6) show that there are (7) persons in the study's sample with percentage (35%) strongly agreed with that **"** Syllabus are motivating for EFL learners in the field of listening skills.**"** There are (9) persons with percentage (45%) agreed with that, and (0) person with percentage (0%) was not sure that, and (2) persons with percentage (10%) disagreed, and (2) persons with percentage (10%) strongly disagreed.

Statement (7): EFL learners have enough skills in the field of listening .

Table No. (4-18)The Frequency Distribution for the Respondents' Responses of Statement No.(7)

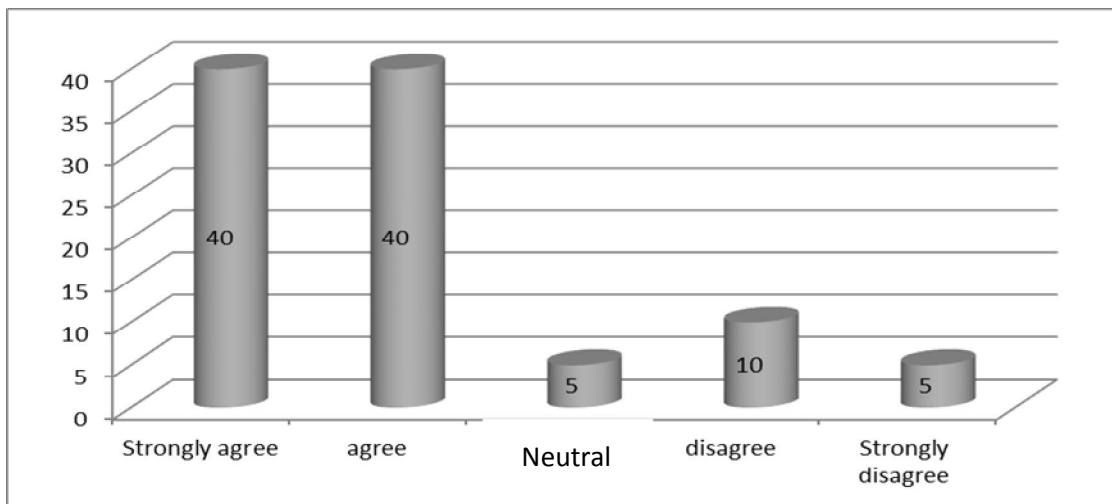| Valid	Frequencies	Percentage
strongly agree	8	40
Agree	8	40
Uncertain	1	5
Disagree	2	10
strongly disagree	1	5
Total	**20**	**100**

Figure (4-7)

The above table No.(4-18) and figure No.(4-7) show that there are (8) persons in the study's sample with percentage (40%) strongly agreed with that **"** EFL learners have enough skills in the field of listening . ."**There are (8) persons with percentage (40%) agreed with that, and (1) person with percentage (5%) was not sure that, and (2) persons with percentage (10%) disagreed, and (1) person with percentage (5%) strongly disagreed.

Statement (8): EFL learners can improve listening skill through mass media

Table No. (4-19)The Frequency Distribution for the Respondents' Responses of Statement No.(8)

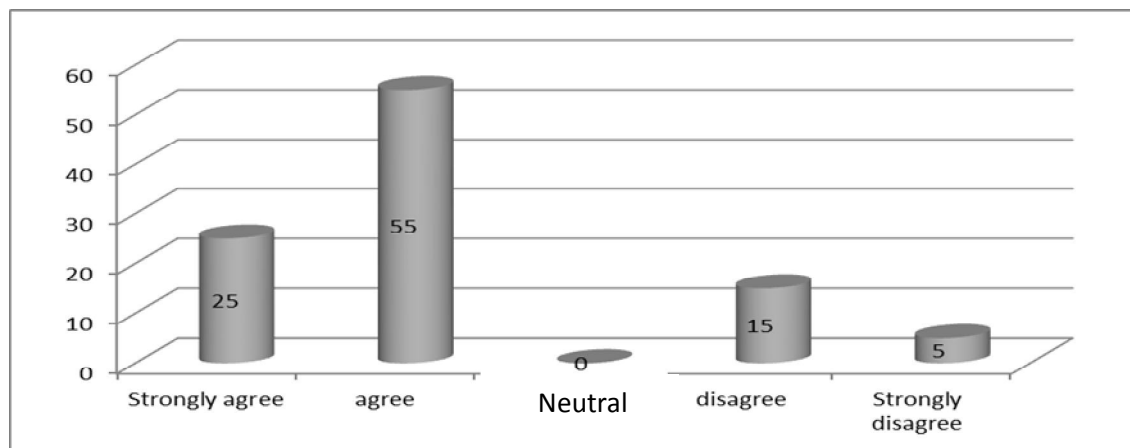| Valid	Frequencies	Percentage
strongly agree	5	25
Agree	11	55
Uncertain	0	0
Disagree	3	15
strongly disagree	1	5
Total	**20**	**100**

Figure (4-8)

The above table No.(4-19) and figure No.(4-8) show that there are (5) persons in the study's sample with percentage (25%) strongly agreed with that " EFL learners can improve listening skill through mass media ."There are (11) persons with percentage (55%) agreed with that, and (0) person with percentage (0%) was not sure that, and (3) persons with percentage (15%) disagreed, and (1) person with percentage (5%) strongly disagreed. To answer the study questions and check its hypotheses, the mean and standard deviation will be computed for each statement from the questionnaire that shows the opinions of the study respondents about the

problems .To do that, the researcher will give five degrees for each response "strongly agree", four degrees for each response "agree", three degrees for each response" uncertain", two degrees with each response "disagree", and one degree for each response with " strongly disagree ". This means, in accordance with the statistical analysis requirements, transformation of nominal variables to quantitative variables. After that, the non-parametric chi-square test will be used to know if there are statistical differences amongst the respondents' responses about the study's hypotheses.

4.7 Verification of Hypotheses:

Table (4-20) Chi –Square Test for Hypothesis NO. (2):

EFL Learners can improve their listening skill through context-based tasks.

No	Statement	mean	SD	Chi square	p-value
1	Modern education technologies motivate EFL learners to acquire listening skills.	2.7	4.1	22	0.000
2	The filling gabs question improve listing skills for EFL learners	2.6	0.5	19	0.000
3	The dictation improve listening skill for EFL learners	2.5	0.9	31	0.000
4	There are enough material to improve listening skill to EFL learners	2.9	1.6	22	0.000
5	Teachers need more training course in the scope of listening skill .	2.8	2.1	27	0.000
6	Syllabus are motivating for EFL learners in the field of listening skills	2.7	1.5	29	0.000
7	EFL learners have enough skills in the field of listening .	2.6	0.5	34	0.000
8	EFL learners can improve listening skill through mass media	2.4	1.6	27	0.000

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 1st statement was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.8) which is greater than the hypothesized mean (2.3) which supportsthe respondents who agreed with the statement "Modern education technologies motivate EFL learners to acquire listening skills."

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 2nd statement was (19) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.6) which is greater than the hypothesized mean (2.3) which supports the respondents who agreed with the statement "e filling gabs question improve listing skills for EFL learners."

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 3rd statement was (31) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.5) which is greater than the hypothesized mean (2.3) which supports the respondents who agreed with the statement "The dictation improve listening skill for EFL learners ."

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 4th statement was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.9) whichis greater than the hypothesized mean (2.3) which supportsthe respondents who agreed with the statement "There are enough material to improve listening skill to EFL learners

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 5th statement was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.8) which is greater than the hypothesized mean (2.3) which supports the respondents who agreed with the statement "Teachers need more training course in the scope of listening skill .

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 6th statement was (29) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.7) which is greater than the hypothesized mean (2.3) which supports the respondents who agreed with the statement "Syllabus are motivating for EFL learners in the field of listening skills

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 7th statement was (34) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.6) which is greater than the hypothesized mean (2.3) which supportsthe respondents who agreed with the statement "EFL learners have enough skills in the field of listening . ".

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 8th statement was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.4) which is greater than the hypothesized mean (2.3) which supports the respondents who agreed with the statement "EFL learners can improve listening skill through mass media"

According to the previous results, the hypothesis is accepted.

4.7.1 The Study of Hypotheses: (1)

The test of study prove that EFL learners were not able to listen to native speakers and they rarely listen to native speakers . A result of test was appeared to be that have problems in listening skills so they need more practices in the field of listening skills. They have simple interesting in the scope of listening skill. They can understand to their teachers, but difficult with native speakers. EFL learners rarely use modern education technologies to develop their listening skills . A few of them listen to mass media to acquire listening skill.

4.7.2 The Study of Hypotheses (2)

Teacher's questionnaire support modern Education technologies to develop listening skills, and the filling gaps to improve listening skills for EFL learners, when they use them continuously. They also agree about majority of teachers need more the training course in field of listening skills in teaching EFL learners, and the students can acquire the knowledge through Modern Education Technologies , mass media to develop their listening skills .

CHAPTER FIVE

FINDING, CONCLUSION, RECOMMENDATIONS AND SUGGESTION

CHAPTER FIVE

FINDING, CONCLUSION, RECOMMENDATIONS AND SUGGESTION FOR FURTHER STUDIES

5.0 Introduction:

This chapter gives a brief of the many ways procedures of the present study. It appears around the problems of the study, hypotheses, objectives, significance and limitation of the study. The methods of collected data will sum up and conclusion about the findings of the study will display. In addition recommendation for further studies.

5.1 Finding of the Research:

The students of the 4th year English language at college of languages at Sudan University of Science and Technology failed to listen to native speaker with percentage 75.2 %.

1- The 4th year EFL students were not able to listen to native   speaker in the first question with Percentage 70 %.

2- EFL learners were not able to understand native speaker in the second question with percentage 56.7 % .

3- EFL students were not able to know the meaning of word through the listening in the third question with percentage 93.3 .

4- They were not understanding recording in the fourth question with percentage 86.7 % .

5- Modern Education Technologies are very important to develop listening skills for EFL learners.

6- EFL learners try to listen continuously, that improve their listening skills and they can acquire the knowledge.

5.2 Conclusion

EFL learners were not able to understand recordings, when they listen to them. EFL learners can differentiate the sounds of English language through listening to native speaker's words continuously, and understands them. There are available materials that EFL learners can use them to develop their listening skills, so teachers who have training course in the scope of listening skills can develop listening skill for EFL learners through syllabus or adapt it. The designer tries to put the interested syllabus for EFL learners and suitable level for them in the scope of listening skill, and EFL learners can practice more listening skills in order to understand words and passage. The mass media helps EFL learners to develop listening skill and attract them to listen to it.

5.3 Recommendations

In the light of findings and conclusion of study, the researcher want to contribute to developing the students listening skill comprehension through providing by Headway.

1- The listening skills should be taught from preschool for EFL learners and available modern education technologies in schools, and then motivate them through competition.

2- It should be provided the differences material in the listening skills for EFL learners of English language.

3- It should be created co operation between native speakers and EFL learners in the scope of listening skills.

4- EFL learners need more practices in the field of listening skills, and listen more to mass media

5- It should be taught the listening skill in the quiet place and the sound must be clear.

5.4 Suggestion for further studies

1- The students need the quantity of listening skill provided by Headway (Pre-Intermediate) to developing the students in listening skill at college of English languages at Sudan University of science and technology.

2- The students needs to use modern education technologies that make them to develop their listening skills.

3- The students need the syllabus that has listening skills to develop listening for EFL learners.

4- The students need to listen to native speakers in order to improve their listening skills.

REFERENCES

References

Adel . K H (2008), Analysis of listening and speaking skills in Sudan practical integrated national English SPINE BOOK 3 . M . A thesis , Islamic university .

Asd , B . M . (2012) . the importance of four skills in teaching and learning for EFL secondary school M . A thesis , AL-Zain AL- AL- Ezahry university .

Baker, N. (1996). Using the T V News in the EFL classroom . Zielsprache Vol .(26) No. (2) pp. 30 -33 .

Brinton , D . and Gaskill, w. (1987) Using News Broadcasts in the ESL/ EFL classroom. TESOL Quarterly vol.(12) No .(4) pp .403 – 413.

E . K .(2014) . Natural language processing semantic Aspects. Faculty of science and technology . London , U K .

G . Y .(2006) The study of language . Cambridge university press.

H . D . (1993) publication https:// www.researchgate.net

H . M . (2010) www.collinsdictionary.com

Ismail , M A . (2014). Investigating problem of learning English speaking skill . M. A thesis Sudan university of science and technology.

J . H . (1996) A listening / Speaking Skills Book with learning strategies and language functions.

Kashgari , B . (2003) . The Effect of visual cues on the listening comprehension skills of female Saudi EFL learners at Umm Al-Quran university . unpublished M . A .thesis , Umm Al-Quran university.

P . U (1984).Teaching listening comprehension. Cambridge University Press.

Poon , A . (1992). Action Research. A study on using T V News to Improve Listening Proficiency Vol. (14) pp. 1. 70 .

P   . M . (1939) Communicating Effectively in English .San Francisco State University .

R . A . (2015). https://www . britishcouncil.org

Stahr , L . S . (2009). Vocabulary Knowledge and Advanced listening comprehension in English as a foreign Language. Studies in second language Acquisition Vol.(31) No . (4) PP . 577 – 605 .

T . M (2000) . Language Testing . Oxford University Press.

Y . A . (1946). THE HOLY QURAN.

APPENDIXES

Appendix (1)

Sudan University of Science and Technology

Subject: Listening

College Of Graduate Studies

College of Languages

Diagnostic Test

Time: Ten minutes

Dear Student,

This test will attempt to collect data about learning of English as a foreign language at Sudan University of Science and Technology, College of Language .You are kindly requested to answer the following questions concerning Investigating the Difficulties encountered by EFL Learners in Listening .This is a research paper. I am interested in your personal opinion, please give your answer sincerely.

Question One:

Listen and answer these questions

1. From Where did dogs get out?

  A) Cageds

  B) Cadges

  C) Cages

2. What did they have ?

  A) Lots of food and drinks

  B) Lots of fun and games

  C) All answers correct

3. What does word mystery mean?

  A) Ambiguity

B) Myth

C) Legend

4. Who thought of the ghost Mary Tealby ?

A) Reporters

B) Staff

C) Amy Watson

5. Who let the dogs out ?

A) Woof

B) Open door

C) Amy Watson

6. Where did reporters come from ?

A) Germany , USA , Japan

B) Japan , London , Germany

C) All answers correct

7. When did ghost Mary Tealby start ?

A) Last month

B) 1860

C) 1816

8. What did word celebrity mean ?

A) Wasting time

B) time- consuming

C) interesting time

9. What is the suitable title for this passage ?

A) Woof

B) Wolf

C) Wool

Appendix (2)

Sudan University of Science and Technology

College of Graduate Studies

College of Languages

Research Questionnaire

This questionnaire will attempt to collect data of English teacher s' opinion. It is planned to collect data in investigating the difficulties encountered by EFL learners in listening. This is a research paper. I am interested in your personal opinion.

No	Items	Strongly Agree	agree	Neutral	Dis Agree	Strongly Dis Agree
1	Modern Education Technologies motivate EFL learners to acquire listening skills.					
2	The filling gaps questions improve listening skill for EFL learners.					
3	The Dictation improves listening skill for EFL learners.					
4	There are enough materials to improve listening skill for EFL learners.					

5	Teachers need more training courses in the scope of listening skill.					
6	Syllabus are motivating for EFL learners in the field of listening skill.					
7	EFL learners have enough skills in the field of listening.					
8	EFL learners can improve listening skill through mass media.					