

Chapter One

Introduction

1.0 Back ground

English is really the most essential and widely spoken language in the world today .It is being internationally recognized as the world's most used language in various fields for example: technology, business and Science. Therefore, the language skills are very important, specially the listening skill which is considered the heart of language and vital for education. So it is a necessary tool to any leaner who wants to get the benefits of modern education.

As the needfor Sudanese students, teachers and educators the researcher carried out this research to investigate the difficulties that face and hinder the pedagogical process of listening activities.

So this study will focus on the significance of listening skill in general and the main target, evaluating listening activities in SPINE4 in order to express the defects that are found in it. The students and teachers view points about these activities.

This study also helps the teacher provides enjoyable learning opportunities for the student.

1.1 Statement of the problem :

The listening activities may confront many problems that hinder listening skill.

A great number of students listen to different types of texts, formal or informal, but the result may be nothing. Unless they overcome these problems, the activities may be meaningless.

The problems are in:

1. Material amount :

The number of activities is not enough to enable the students to practise this skill well, so this is the one of defect in this syllabus.

The activities are on pages 104, 116 and 132.

2. Incorrect method of presenting material :

All activities are normal listening skills, but they are presented in the way of reading skill. Therefore, this is the second defect in this syllabus, because it is out of the aim.

3. Vocabulary :

There are not many new words in these texts; therefore, no benefit.

4. Pronunciation :

There is shortage in tapes for presenting the material. The material is presented by teachers voice i.e. not all teachers present correct pronunciation.

5. Non – comprehensive topics :

About the variety of texts, the writer took only one type of topics: dialogue. He neglected important parts for example: song and story.

1.2- Significance of the study:

The study is very essential for students, teachers and syllabus designers because it deals with the listening activities problems in SPINE4.

It tries to find solution to these problems, and to help the students answer the listening activities questions easily.

1.3- The objectives of the study:

This study aims at:

- 1- Finding out the effective methods at secondary schools to present listening activities in a proper way in order to meet the students' requirement.
- 2- Find out the techniques used in secondary school so as to develop the way that listening activities are presented.
- 3- Find out the material used in secondary school to motivate student to care for listening activities.

1.4- Hypotheses of the study:

This study hypothesizes that:

- 1- The methods used in secondary school do not meet the need of student to achieve the listening activities goal.
- 2- The methods used to develop the listening skill are neglected.
- 3- Materials and techniques that are carried out in secondary school; do not focus on activities problems.

1.5- Research questions

This study will answer the following questions:

- 1- To what extent do the methods used in secondary schools meet the need of students to achieve the listening activities goal?
- 2- To what extent do the materials and techniques that are carried out in secondary school focus on activities problems?
- 3- To what extent do the methods and the material used in secondary schools motivate the students practise the listening skill?

1.6- Limits of the study

This study is limited to secondary schools English syllabus SPINE4; listening activities in which the researcher will evaluate the listening activities problems.

This study will take thirty English teachers from different schools for the questionnaire and two supervisors and three senior teachers.

Also, it is limited by time that is given to finish this study.

1.7- Definition of terms

- 1- SPINE 4: it means of the English language syllabus designed for Sudanese secondary school level one.
- 4- Material: it means the listening activities in SPINE 4.
- 5- Real – life listening: it means alive listening.
- 6- Authentic: it means original and realistic.

Chapter two

Literature Review and Theoretical Framework

The main purpose of this chapter is to review some of the literature related to this topic. The chapter contains two parts:

- 1- Theoretical framework.**
- 2- Previous studies**

2.0- Introduction:

People are born with an innate ability to acquire language. Language develops in the child in just the same way that other biological functions develop.

A language is started with listening. Listening is regarded by many scholars as one of the major curricular subject that needs greater emphasis and attention especially for all students.

This chapter is meant to express everything concerned with listening, the nature of listening as well as it's essential as an indispensable component of any language.

2.1- Theoretical framework:

It includes two parts.

The first part includes: understanding spoken English, definition of listening, real-life listening, purpose and expectation, response, visibility of the speaker, environmental clues, shortness and informal speech that contains redundancy, noise colloquial language and auditory character. The second part contains planning exercises.

The first part:

2.1.1 Understanding spoken English:

Spoken English is different from written English, therefore, student, need much efforts to understand it. Here listening played a great role for that, so four aspects of the subjects the researcher will consider in part 1

- 1- Definition of listening
- 2- What kind of listening activities in real – life.
- 3- What are the particular difficulties likely to be encountered by the learner.
- 4- How teacher can help the student to master these difficulties.

2.1.2-Definition of listening

Michael Rost (1990:219): Listening is able to understand sentence-length utterances which consist of recombination of learned utterances on a variety of topics

2.1.3- Real- life listening

Penny Ur(1984:2) states that real-life listening means alive listening to subject. It's very important not only for student but also for everybody.

Here is a list of real - life listening:

- Listening to the news on TV or radio
- Discussing work / current problems
- Making arrangement / exchanging news
- Chatting for example: part, social gathering etc.
- Hearing announcements over the loud speaker
- Receiving instructions
- Attending lessons, lectures etc.
- Being interviewed / interviewing.
- Watching films

- Listening to songs
- Attending formal occasions.

2.1.4 – Purpose and expectation:

Purpose means a definite goal someone wants to know, fulfil or look for in order to achieve it for example:

- 1- Listening to the news in order to know what is happening in the world.
- 2- Listening to songs or jokes for entertainment.

2.1.5 – Expectation:

Means to put in your mind, what is coming next for example:

When you listen to the news and you will expect to hear about certain subjects of current interest in a certain kind of language.

2.1.6- Response:

Means something that is said or written as a reply example: verbal: to answer to the questions

Non – verbal: anodof head.

2.1.7- Visibility of speaker:

Means the situation of being noticed by people in general.

There are two types of visibility:

- 1- Physical presence of speaker ; areal – person
- 2- Non – physical presence of speaker; TV picture.

2.1.8- Environmental clues:

Environmental means the people and things that are around you in life.

Clues means information that help a person understand the reasons why thing happens for example: facial expression, posture, eye director etc. It's apart of the speaker him / herself.

Environmental clues are often more likely to provide information about the situation, speaker and general atmosphere than about the actual topic of discourse.

2.1.9 – Shortness (Contraction):

Another characteristic of real-life listening of the chunks into which heard discourse is usually divided. Speeches are often broken down into smaller units by the physical movement of the speaker, pause, audience reaction etc.

For example: lectures, broad cast reporters etc.

2.1.10 – Informal speech:

It means the discourse or speech that people say which does not constrain with rules, for example: family quarrels gossip, TV interviews etc .

The skills need in informal speech are:

1- Redundancy:

It's a type of good repetition which enables the speaker to work out and express what he really means as he goes along, so it helps the listener to follow him by providing an abundance of extra information and time to think, for example, I mean or you know etc.

2- Noise:

It occurs when information is not received by the listener because of inference. Also it occurs by temporary lack of attention on the part of the listener.

3- Colloquial language :

It is different from formal (or literary).

The difference between the two languages in pronunciation and words.

4- Auditory character: means the audience.

2.2 – Theoretical frame work (part2):

2.2.1 - Planning Exercises:

Penny Ur (1984:22) at listening exercises teacher should consider the following:

- 1- The real – life situation of the student.
- 2- The specific difficulties they are likely to encounter and need practice to overcome.
- 3- The nature of the class room; arrangement of the class room; number of students, use of tape recorder etc.
- 4- Motivation and reward example: good, give reward etc.
- 5- Administration of the class room and exercises
- 6- Technique of presenting material.

Listening material:

At listening material many things should be considered:

1- Producing suitable discourse :

Many listening comprehension exercises used to day in the class room are still based on formal spoken prose , inspite of the fact that most heard speech is in fact spontaneous and colloquial in character .

Certain amount of spontaneous teacher-talk in the foreign language in the course of other language learning activities .

The use of recordings of authentic and teachers imitation to native are very important in leaning listeningskill , though it's difficult for the students who don't train themselves for that.

2- Using recorders :

They are comprised audio, visual aids as cassette, DVD, mobile, TV etc...

It's very essential to train students to use these aids, from native, authentic speaker; till to training them for acquiring the original language.

3- The task :

Task reflects the understanding of the student to presenting material for example: after listening activity students response to what they hear in the lesson.

4- A pre – set purpose :

A pre - set purpose in real – life is more different than in the class room the reason for listening (to improve students' listening skill). But in real – life wehave definite non - linguistic reason for doing, so when we listen to some one talking.

5- Ongoing learner – response

It means the learner – response actions ; behavior ; conduct the listener conduct effects on response , sometimes the task itself and number of students in the class room effect on response , therefore, the task is better to change from listening task to reading task

.

6- Motivation :

Motivation means thought or feeling that makes one act. Here are some examples of motivation in listening activities.

Games playing, pictures, explaining words, drama etc...

7- Success :

The motivation plays an important role in the task of success or failure; if the motivation is strong the will of students can be strong in doing a task, that fulfills the success.

8- Simplicity:

The preparation and administration of the task should also be as simple as possible.

9- Feed back :

It means the advice, criticism or information about how good or useful something or student work is: speaking and listening, however, need to be reacted immediately. Students should be given immediate feedback on their performance of the task.

10-Contextualization

It means to consider something in relation to situation in which it happens or exists example: in the class room the environmental clues will usually be represented by different kinds of visuals: pictures, sketches on the black board or overhead projector etc... The presence of such materials is of immense value in contextualizing and bringing to life the listening situation as well as in adding comprehension of the language.

11- learning and motivation:

Visuals have an important function as aids to learning, because they attract students attention and help and encourage them to focus on the subject in hand.

In the classroom listening activities can be for perception and comprehension.

- **Perception:** This can be at:

- 1- Word- level example:
 - Reading and writing activities
 - Meaning based activities
- 2- Sentence – level example:
 - Oral activities
 - Reading and writing activities
 - Meaning based activities

3- Comprehension :

- 1- Listening and making no response example:
 - Listing to familiar text
 - Listening aided by visuals
 - Following written text
 - Informal teacher talk
 - Entertainment

2- Listening and making short response e-g

- Obeying instructions
- Tickingoff items
- True false exercise
- Detecting mistakes
- Aural cloze
- Guessing definitions
- Noting specific information
- Pictures

- Grids
- Graphs
- Maps
- Family trees

3- Listening and making longer response example:

- Repetition and dictation
- Paraphrase
- Translation
- Answering questions on text
- Answering comprehension questions on text
- Prediction
- Filling gaps
- Summarizing

4- Listening as a basis for study and discussion example:

- Problem - solving
- Jigsaw listening
- Interpretative listening
- Evaluative and stylistic analysis.

Previous Studies

Many of studies have been carried out in English language skills in Sudan . Here are some examples:

Firstly: this study was carried out by: Ismail Ahmed Mohamed, in Sudan university of Science and Technology in (2014). It is entitledInvestigating problem of learning English Speaking Skills.

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

The studyassured the essential of listening 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 . Also the study is indicated to neglecting of students and teachers to listening activities in the class room.

The study is important to both student and teacher, because it deals with difficulties facing secondary school students.

Secondly: This study wascarried out by AsadBlalMustafa , in Alzam Al-Azhary university in (2012) . It is entitle the important of four skills in teaching and learning for EFL secondary school students .

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's important for communication. Aim: to evaluate the teaching of four skills through the SPIN SEREIS, investigating the timethat allowed to the four skills.

This study helps the English teachers , students , in the class room also it helps the syllabus designer. Tool: The tool that is used for data colleting is questionnaire for both English teachers and secondary school students , third class.

Methodology: descriptive and analytic.

Thirdly: This study was carried out by: Adel JawdKhadhim Al-fatlawi , in Islamic university (2008). It's entitled:

The 'Effect of Accents on English comprehension of Students in Teachers'Training Institute.

The study shows that students may understandthe speech of their teachers but when they face any situation out – sidethe class room their tongue will be tied up and lose their ability to continue the conversationspecially when they talk with foreigners. This means that relying only on the text books is not enough to guide them to theright way of understanding the spoken English.

Aim: This study enables the researcher to find suitable solution to be shared in improving the ability of student in this skill. Also to find which level of listening comprehensions causes problems to the students and which accent is mostly difficult while listening.

Tool: Test; passage of multiple - choice items and close – test.

Methodology: Analysis and statistics method.

Fourthly: This study was carried out by Adel El- wahab Ramadan Abed El-rahman , in Neelyain university in (2006) . Its entitled.

Analysis of listening and Speaking Skills in Sudan Practical Integrated Natural English SPINE3.

Aim:

- Giving a detailed account of the listening / speaking components usage of modified version of the established check lists of materials of evaluation
- Investigating the effectiveness of the materials of SPINE BOOK 3 interm of its claims of being communicative and to see whether it serves its claimed objective or not .
- This investigation will help understand and probably discover areas of strength and weakness to help improve or even change the materials.
- The researcher explains the careless of the previous periods to the oral skills (listening and speaking)and care much with grammar translation method. Also he states that listening is the one of the best ways to teachpronuncitation because it exposes learners to the sounds, connected, speech and its features of pause, stress,rhythm and intonation.

Fifthly:

This paper was carried out by internet (2010) learning to learn English .com. it is entitled. Learn to pronounce English Quickly an Easily. step1.2

The paper explained the importance of dictation listening several times, helps the students overcome difficulties i.e listening to dictation helps you find words that are difficult for you . After listening several times those difficult words will become easy.

Listening comprehension is important to learn foreign language. Broun states that students can have ability to participate inside class room if they master listening comprehension skills (Brown 1983) .

Little wood shows that learners spend most of their time in listening to different types of language than to it (1981: 65) .

In real – life we need to listen to:

Advertisement, conversation, dialogues, plays, songs, stories, poemsetc...

This is shown clearly as Weise rider proves that approximately 45% of students time is spent in listening as compared with 30% in speaking, 16% in reading and 9% in writing (1989:19)

King (1984: 177) states that the process of listening demands more than hearing the message ; but to think about the meaning that it conveys as well as a good deal of interest and information that both speaker and listener must have in common .

Chapter three

Methodology

3.0: Introduction

This chapter will explain the methodology adopted, the instrument, the population, the samples and the procedures of data analysis.

3.1 :TheMethodology

This study is descriptive and analytical in nature. It will focus on material; listening activities in SPINE 4 and the method that used for presenting them.

The study will attempt to evaluate the material and method that used for presenting, which need attention and re-consideration on this syllabus.

3.2: population and Sampling

The geographical setting of this study is Baharilocality. The population of the study is secondary schools English teachers. There are (200) English teachers approximately in this locality.

A sample of (30) teachers was randomly selected for the questionnaire

The teachers who were included in the questionnaire involved both the government schools; model schools and ordinary ones, and private schools.

3.3: The Instrument:

One instrument utilized to collect data for this study. A questionnaire was developed to collect data from secondary school English teachers in this field.

3.4: Teachers' Questionnaire:

The researcher had acquainted and familiarized himself with great amount of the available previous studies related to the present study.

The researcher started writing questionnaire items in his mind that included the material and the method.

3.4.1: Material

The first target of the study was the listening activities in SPINE 4, from the side of amount and variety.

3.4.2: Method

The second target of the study was the way that was followed for presenting the material which expresses no variety in presenting it.

The items were restricted to (30) teachers.

The questionnaire was designed to get the secondary school teachers' opinions on the listening activities provided by the SPINE 4.

The respondents were presented with items to which they were requested to choose one of the five option from each question: Strongly (S), Agree (A) strongly Agree (SA) neutral (N) and Disagree (DA).

3.5-Content of the Questionnaire:

The questionnaire printed in (1) page , consisted of the following part see appendix (A) .

1- Instruction

First the researcher introduced himself to the respondents. Then the questionnaire explained to the respondents. The significance of listening skill among the other skills, and the negative side that, this skill , faces at schools . The material is weak, neglected and as though it disappeared in the schools. The researcher asked the respondents to tick one of the option in each item.

Finally, the researcher thanked the respondents for their good co-operation.

2- Questionnaire Sections:

The total number of items in the questionnaire was (6). The questionnaire items were in two sections .They comprised the method and material that used for presenting them.

Items (1-3) were designed to show the method that the activities were presented; was it suitable, motivating and good for students in this level.

Items (4-6) tried to inquire whether the material is sufficient for practising this skill , is it comprehensive.

3.6 - Questionnaire Validity:

Validity is defined as the quality of a data gathering instrument.What is important in the validity of questionnaire is asking the right questions,

phrased in the least ambiguous way. Also the questionnaire items should be clearly defined so that they have the same meaning to all respondents.

To realize reasonable amount of validity for this questionnaire, enjoyable discussion happened with respondents to explain to them how to deal with form; to take only one option. To explain 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 five English specialists to check the validity of the questionnaire.

Those senior teachers who had long experience in teaching English and constructing questionnaire.

As a result of the discussion between the researcher, friends colleagues, English and supervisor, some words, were changed and some items were made clear.

3.7: Questionnaire Reliability:

After checking the validity of the questionnaire, a final piloting with a similar sample of the study was carried out to throw light on:

- The general appearance of the questionnaire
- Any ambiguous wording of items
- The process of administration
- The questionnaire reliability

Thirty copies of questionnaire were distributed to thirty secondary school English teachers to respond to them and provide comments on all the questionnaire. This piloting threw light on the wording of some items, proved the clarity of the instructions and provided the researcher with the time needed for the completion of the questionnaire.

Besides, the researcher realized that his presence during the response would be of great help to respond to any respondent's inquiry.

Based on this piloting slight changes took place.

Also, the reliability of questionnaire was tested. Then questionnaire submitted to the supervisor for final perusal and he approved it.

The most essential part of this piloting was testing the questionnaire reliability. Reliability is a degree of consistency that the instrument or procedure demonstrates(Best:2000:208) .

There are many ways to check the questionnaire reliability. The reliability of the questionnaire for the present study was calculated by using SPSS.

Analyzing item 1, about (36.7) of the respondents agreed with that opinion and about (33.3) of them disagreed with it . Also, about (26.7) of the respondents were neutral to that opinion while only (3.3.%) of them strongly disagreed with it . According to analyzing item 2 about (20%) of the respondents between agreed and strongly agreed with the opinion . Also, about (40 %) of the respondents disagreed with that opinion . While (6.7) of the respondents were neutral to that opinion . Only (13.3) of them strongly disagreed with it .

Analyzing item 3, about (46.7) of the respondents agreed with that opinion , while (16.7) strongly agreed with that opinion .

Also, about (26.7) of the respondents disagreed with that opinion, and about (10%) of them were neutral to it.

For item 4 , about (36.7) of the respondents agreed with that opinion , while about (10%) of them strongly agreed with it .According to analyzing about (33.3) of the respondents were strongly agreed with that opinion , and only (20 %) of them disagreed with it .

Analyzing item 5 about (50%) of the respondents were agreed with that opinion , while about (6.7) of them disagreed with that . Also , (33.3) of the respondents strongly agreed with that opinion . About (10) of the respondents were neutral to that opinion , and about (13.3) of them disagreed with that opinion.

For analyzing item (6) which stated the texts and activities that provided by SPINE4 follow one type, therefore, about (33.3%) of the respondents strongly agreed and agreed with that opinion. Also , with returning back to SPSS analysis (10%) of the respondents were neutral and (10%)of them strongly disagreed with that opinion .While only (13.3%) of them were disagreed with that opinion .

Evaluation: An evaluation of the method and material will be given according to the teachers opinions.

To check the reliability of the questionnaire the researcher used SPSS.

The sample:

For the research facility the researcher determined the subjects and chose the suitable tool for data collecting.

The questionnaire sample for the present study, which consisted of (30) English language teachers in secondary schools was chosen on random basis.

The selection of subjects involved governmental and private schools. male and female teachers .

The population was divided into groups and random sample of appropriate size was selected from each group. Hence the random stratified sample of this study was chosen according to following criteria:

- As the secondary governmental school, the model, some privilege have given to those schools by choice out - standing teachers as opposed to the ordinary and private ones (school level).
- Historically, secondary education in Sudan was dominant by male teachers but recently female has showed advancement in number and achievement.
- Accordingly an equal number of schools represents both sexes in the locality included in the sample (gender number).

These criteria have resulted in the following sample table (3-1)

- 1- Teachers from (4+4) governmental secondary school (model + ordinary) were chosen to be included in the sample as opposed to teachers from 2 private secondary schools .
- 2- An equal number of both male and female teachers were chosen from the locality to be included in the sample.
- 3- Geographical, the distribution of sample has come according to the schools' locations in the locality.

Distribution of the sample table (3.1)

Place criterion	Bahri	shambt	Halfy	total
Governmental school method				10
Boys	2	-	3	
Girls	3	-	2	
Governmental school ordinary				10
Boys	2	1	2	
Girls	1	1	3	
Private				10
Boys	2	2	1	
Girls	2	1	2	

The choice of the sample came randomly from those who had ample teaching experience. Therefore, the choice of the sample came according to the classification, of the schools in table (3.1).

Concerning qualifications the sample was taken from those who were at least bachelor degree holders. Some of them had a post graduate TFL diploma and some of them were running to get master . The sample was taken from English teachers who were teaching in governmental and private education.

3.8: The Procedures

Procedures followed to collect the relevant data were the most time -taking and patience needed stages of the research. It wasn't less than forty - five day that the researcher managed to distribute and recover the questionnaire.

The teachers' questionnaire was handed over to each individually if he or she agreed to fill in it.

Ten teacher from models school male and female between 15-20 years experience. Ten Teachers from ordinary governmental schools male and female, their experience between (3-15) years .

Teachers from private education male and female their experience were different.

This voluntaryprocedure seemed useful for filling in the questionnaire on average, it took not more than ten minutes to fill in it.

friendly and co-operative way some senior teachers were willing to give their own view point according to their experience, but the researcher always managed to draw their attention back to the questionnaire. Quite enough time was given to each of them to answer the questionnaire.

3.9: Method of the Data Analysis:

One instrument was used to collect data for the present study. The data which gathered by this instrument was analyzed using a recognized computer package called SPSS.

Analysis the hypotheses of the study statistically in relation to the questionnaire items, categories in SPSS scale were calculated to find the categories length. The following formula was used:

$$l = \frac{r}{N}$$

L = category length

R = range

N – number of categories

The results, yielded from this data analysis, that were drawn in frequency and percentage means were tabulated for making comparison and discussion easy. This discussion included results of the instrument and discussed in relation to the hypotheses of the study.

Chapter four

Analysis and Discussion of Data

This chapter presents the analysis and discussion of the data collected by the study in instruments. The analysis of the data drawn from the teachers questionnaire is displayed and discussed in terms of the study hypotheses.

4.1: Analysis of the data in terms of hypotheses The present study used one instrument to collect data for analysis the study hypotheses.

A questionnaire was used to collect data from (30) secondary school English teachers to draw the teachers' opinions on the syllabus; material and the method.

The data drawn by this instrument was supposed to analyze the three hypotheses forwarded by the study. The data discussed and then the hypothesis was verified.

4.1.1: Hypothesis (1):

The methods used at secondary school don't meet the need of students to achieve the listening activities goal.

In the teachers' questionnaire, part one, items 1-3 tried to elicit the teachers' opinions about the method that is used in the listening activities syllabus in SPINE 4 (table 4-1) .

Table (4-1) method that is used for presenting the material

No	Items	SA		A		N		DA		SDA	
		F	%	F	%	F	%	F	%	F	%
1	The method that is used for presenting listening activities in SPINE 4 is suitable for students in this stage.	zero	zero	11	36.6	8	26.6	10	33.3	1	3.3%
2	The method that is used motivates students to practise listening skill a lot.	6	20%	6	20%	2	6.6	12	40%	4	13.3%
3	The method that is used in SPINE 4 in relation to activities is good only for class room.	5	16.6	14	46.6	3	105	8	26.6	zero	zero

From items 1, about zero of the respondents strongly agreed with the method that is used for presenting listening activities is suitable for students in this level. While (36.6%) of them agreed with that. Also (26.6%) of the respondents were neutral. (33.3%) of the respondents disagreed, while (33.3%) of them were strongly disagreed with that.

From item 2, that states the method that is used motivates students to practise listening activities a lot. About (20%) of the respondents strongly agreed, (20%) of them agreed with that opinion. About (26.6%) of the respondents were neutral while (40%) of them disagreed and (13.3%) of them were strongly disagreed.

Item 3 also, about the method that is used in SPINE 4 in relation to activities is good only for class room.

About (16.6%) of the respondents strongly agreed with that while (46.6%) of the respondents agreed with the suggestion. (10%) of the respondents were neutral to it.

Besides that (26.6%) of the respondents disagreed, while zero of them strongly disagreed.

According to SPSS analysis item 1, about (36.7%) of the respondents' opinions have agreed with the method that is used for presenting listening activities in SPINE 4 is suitable for students in this stage. And about (26%) of the respondents' opinions were neutral. While about (3.3%) of them strongly disagreed with that opinion. About the method that is used motivates students to practise listening skill a lot (20%) of the respondents have strongly agreed and agreed with that opinion. About (6.7%) of them were neutral. While (40%) of the respondents disagreed with that opinion, about (13.3%) were strongly disagreed.

From item 3, about (16.7) of the respondents stated the method that is used in SPINE 4 in relation to activities is good only for class room. Also, about (46.7) of the respondents agreed .while (26.7) of respondents disagreed with that opinion, only (10%) of them were neutral.

In the teachers' questionnaire part two, items (4-6) tried to elicit the teachers' opinions about the material that presented in the listening activities syllabus in SPINE 4 , table (4-2) .

From item 4, about (33.3 %) of the respondents strongly agreed with the number of texts is not sufficient for practising this skill, while (36.6%) agreed with that. Although zero of the respondents were neutral but (20%) of them were disagreed and (10%) strongly disagreed about that.

Item 5, stated that (33.3%) of the respondents strongly agreed with, the material doesn't involve all types of real - life listening while (50%) of them agreed with that . About (10%) of the respondents were neutral at the same time (6.6%) disagreed and (zero) of them were strongly disagreed with that.

From item 6, about (33.3%) of the respondents strongly agreed with, there is no variety in texts also (33.3%) of them agreed with that.

About (10%) of the respondents were neutral, while (13.1%) disagreed with that opinion and (10%) of them strongly disagreed with it.

Table (4-1) material that is presented:

No	Items	SA		A		N		DA		SDA	
		F	%	F	%	F	%	F	%	F	%
4	The number of texts is few i.e it is not sufficient for practising this skill.	10	33.3	11	36.6	zero	zero	6	20%	3	10%
5	The material that is used is non-comprehensive ; i.e. it doesn't , involve all types of real - life listening.	10	33.3	15	50%	3	10%	2	6.6	zero	zero
6	The text and activities follow one type ; i.e. there is no variety.	10	33.3	10	33.3	3	10%	4	13.1	3	10%

From item (4) by SPSS.about (33.3%) of respondents strongly agreed with the opinion which stated, the number of text in SPINE 4 isn't sufficient for practising this skill. Also, about (36.6%) of the respondents

agreed with that opinion. While (20%) of the respondents were neutral to that opinion only (10%) of them strongly disagreed with it.

According to analysis by SPSS item (5) about (50%) of the respondents agreed with opinion that stated, the material that is used is non-comprehensive ; it doesn't involve whole type of real – life listening . And about (33.3%) of the respondents strongly agreed with that opinion.

Also, about (10%) of the respondents were neutral, but only two of them were disagreed with that.

From item (6) which stated the texts and activities that provided by SPINE 4 follow one type. Therefore,about (33.3%) of the respondents strongly agreed and agreed with that opinion. Also, with returning back to SPSS analysis the researcher found (10%) of respondents were neutral and (10%) of them strongly disagreed with that opinion. while only (13.3%) of them disagreed with that opinion.

4.1.2: Hypothesis (2)

The methods used to develop the listeningskill are neglected.

In teachers' questionnaire, part one, items (1-3) tried to elicit the teachers' opinion about the neglect of this skill that evident through the syllabus listening activities (table 4-1)

From item 1, that stated no one (zero)of the respondents agreed with that opinion ,while (20%) of the respondentsstrongly agreed and greed with the method that is used motivatesstudents to practise this skill a lot.

From item 2,about (40%) of the respondents stated the method is used doesn't motivate students to practiselisteningskill a lot. While (20%) of the respondentsstrongly agreed with that opinion,

only, (6.6%) of the respondent were neutral to that opinion. About (13.3%) of the respondents strongly disagreed with it.

From item 3, with returning back to table (4-1) about (46.6) of the respondents agreed with the opinion that stated the method is good only for classroom .

(46.6%) is considered the highest ration, while (zero) of the respondents strongly disagreed with that.

4.1.3 Hypothesis(3):

Materials and techniques that are carried out in secondary school don't focus on activities problems.

In teachers' questionnaire, part 2, item (4-6) tried to elicit the teachers' opinions about the listening material that presented in the syllabus in SPINE4 (.4.2) .

From item 4, about (33.3%) of the respondents strongly agreed with the material that is used it is sufficient in numbers for practising this skill. Also (36.6%) of the respondents agreed with that, while zero (0), of them were neutral. About (20%) of the respondents disagreed with that opinion, and (10%) of them were strongly disagreed with it.

From item 5, about (33.3) of the respondents agreed with the opinion which stated the material that is used is non- comprehensive (50%) of the respondents agreed with that while (10%) of the respondents were neutral and (6.6%) of them disagreed, about zero (0) of the respondents strongly disagreed with that opinion.

Item 6, through analysis that stated in table (4.2) (33.3%) of the respondents which strongly agreed with the opinion states that there is no variety in text, also (33.3%) of them agreed with that.

About (10%) of the respondents were neutral to that opinion. Also (13.1%) of the respondents disagreed with that, while (10%) of them strongly disagreed with it.

Frequency tables(A)

Q4.1.1

	frequency	percent	Valid percent	Cumulative percent
A	11	36.7	36.7	36.7
N	8	26.7	26.7	63.3
Valid DA	10	33.3	33.3	96.7
SAD	1	3.3	3.3	100.0
total	30	100.0	100.0	

Q4.1.2

q.4.1.2	frequency	percent	Valid percent	Cumulative percent
SA	6	20.0	20.0	20.0
A	6	20.0	20.0	20.0
N	2	6.7	6.7	46.7
Valid	12	40.0	40.0	86.7
DA	4	13.3	13.3	100.0
SAD	30	100.0	100.0	
total				

Q.4.1.3

	frequency	percent	Valid percent	Cumulative percent
SA	5	16.7	16.7	16.7
A	14	46.7	46.7	63.3
N	3	10.0	10.0	73.3
Valid	8	26.7	26.7	100.0
DA	30	100.0	100.0	
total				

Q.4.2.4

	frequency	percent	Valid percent	Cumulative percent
SA	10	33.3	33.3	33.3
A	11	36.7	36.7	70.0
N	6	20.0	20.0	90.0
Valid	3	10.0	10.0	100.0
DA	30	100.0	100.0	
total				

Q.4.2.5

	frequency	percent	Valid percent	Cumulative percent
SA	10	33.3	33.3	33.3
A	15	50.0	50.0	83.3
N	3	10.0	10.0	93.3
Valid	2	6.7	6.7	100.0
DA	30	100.0	100.0	
total				

Q.4.2.6

	frequency	percent	Valid percent	Cumulative percent
SA	10	33.3	33.3	33.3
A	10	33.3	33.3	66.7
N	3	10.0	10.0	76.7
Valid DA	4	13.3	13.3	90.0
SDA	3	10.0	10.0	100.0
total	30	100.0	100.0	

4.1.4 : summary:

This chapter has presented the analysis and discussion of data gathered from the questionnaire. This showed that the replies of the respondents questionnaire items through the options. It also, pointed out the areas of weakness in this syllabus; listening activities, that appeared in material amount, material variety and method.

The result of this analysis and discussion will be used in chapter five to provide answers for the research questions.

Chapter five

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction:

This chapter gives a summary of the different procedures of the present study. It throws light mainly on the problem of the study, hypotheses, objectives, organization, significance and limitation of the study. Also, the methods of collecting data will be summed up and conclusion about the findings of the study will be displayed. In addition, recommendations for developing the students listening skill competence and suggestions for further studies will be provided.

5.1 Summary

This chapter presents the main findings of this study .Also , presents recommendations that contribute to developing the students listening skill competence , and suggestions for further studies .

5.2 Conclusion

The main findings of the present study can be concluded as follows:

1. The listening activities provided by the SPLNE4 are not effective since the analysis of the method that used for presenting them shows (36.6) of teachers were agreed with that opinion. And (46.6) of teachers were agreed with the method that used in SPINE4 in relation to activities is good only for class-room and the method is not motivated.
2. Also, the analysis stated about (50%) of teachers were showed the materials non-comprehensive and there is no variety in texts, besides the number of texts is not sufficient for practising this skill.
3. The conclusion is reached to the listening skills neglected from the side of ministry of education which provided the syllabus.
4. From the questionnaire that have run with many teachers, the researcher has discovered teachers don't make any effect to improve this skill.
5. This conclusion is consolidated by the English teachers' opinions which consider the opportunities given to the secondary school students to use English in the classroom are not adequate.
6. Furthermore, English teachers during the questionnaire explained that there are not any tapes at schools , hence most of the students don't listen to English tapes in their classes and a number of them

disclose that they don't have chances to listen to English outside the classroom.

7. The listening activities at secondary schools are not provided with tapes. It is revealed from the teachersquestionnaire, the listening activities are presented by teachers voice.
8. Concerning the adequacy, it is revealed from the teachers'questionnaire that most of the English teachers have problems in pronunciation and the way of presenting lessons.

5.3 Recommendations

In the light of the findings and conclusion of study, the researcher would like to forward the following recommendations to contribute to developing the students' listening skill competence through providing thorough and rich material with information about the material:

1. There should be a sufficient material in number because the material that was provided by SPINE4 was not sufficient.
2. There should be variety in topics because the material that was provided by SPINE4 was exclusive; dialogue and conversation.
3. There should be audio- material; tape or CD, instead of the book soasto make the students used to hear the original voice.

3.4 Suggestions for further studies:

In order to enrich the topic, the following areas are suggested for further investigation:

1. A study to investigate the quantity of the listening activities provided by SPINE4 to check whether it is, conducive to developing the students' listening skill competence.
2. Studies to investigate the types of listening activities are enjoyable and appealing to the students.
3. A study to investigate different ways and devices for presenting the material which develops the listening competence among the students.
4. A study to investigate the problem of the weakness in listening skill among the students.

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Appendices

Appendix (A)

Teachers' questionnaire (4-1)

About the method :

NO	ITEMS	SA		A		N		DA		SDA	
		F	%	F	%	F	%	F	%	F	%
1	The method that is used for presenting listening activities in SPINE 4 is suitable for student in this stage .										
2	The method that is used motivates students to practise listening skill a lot .										
3	The method that is used in SPINE 4 in relation to activities good for class room.										

Teachers' questionnaire(4-2)

About the material:

NO	ITEMS	SA	A	N	DA	SDA
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4	The number of texts is few i.e. it is not sufficient for practising this skill.	F	%	F	%	F	%	F	%	F	%
5	The material is used is non-Comprehensive i.e. it does not involve all types of real- life listening.										
6	The texts and activities follow one type , i.e. there is no variety.										

Appendix (B)

A Preparation lesson

Date	Time	Period	Class	Lesson
				Unit L 4 P 104

Procedure

1 – Warm up

T .P : R → meet

T .P : S → group

T .P : e.g. → to job

2 – New lesson

T .P : The title of the lesson (A good secretary)

T .P : Read the Questions

T .P : Listen to (T. S) ; you are going to listen thrice

T .P : The first listening for preparedness

 The second listening for answer the Questions .

 The Third listening for revision .

The Questions:

- 1- When did the secretary see the director ?
- 2- Who will be presented in the meeting ?The committee will be in the future .Is this true or false ?
- 3- What does the consultant do ?

Notice :

This lesson from SPINE 4 PAGE 104 .