Sudan University of Science and Technology

College of Graduate Studies

Investigating the Listening Comprehension Difficulties Encountered by

EFL Learners in Sudanese Secondary Schools

(A Case Study of Nadir Atta Secondary School, Jebel Aulia Municipality)

تقصي صعوبات الإستيعاب عند الإستماع لدي طلاب اللغة الإنجليزية لغة أجنبية بالمدارس الثانوية السودانية

A Thesis Submitted in Partial Fulfillment of the Requirements of M.A Degree in English Language (Applied Linguistics)

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Preface

Dedication

To my lovely Parents who always encourage me to continue my achievements.

To my Dearest Wife who stands beside me days and nights exerting all her efforts for me to achieve my goals.

To my beloved Daughters and beloved Son GOD bless them all.

Acknowledgements

Abstract

This study aims to investigate the listening comprehension difficulties Encountered the EFL learners in Sudanese secondary schools, the study took place in Nadir Atta secondary school in Jebel Aulia locality in academic year (2017_ 2018). This study adopted analytical descriptive method; data for this research is collected through two tools, diagnostic test for (40) forty students in Nadir Atta Secondary School third level, another tool is questionnaire for (40) forty teachers all of them teach more than five years to seek the causes and how to overcome. The results obviously showed that the students of Sudanese secondary schools have difficulties when they listening to EFL comprehensively, the syllabus does not include enough listening materials, most of Sudanese secondary schools doesn't have language labs and the teachers need more training specifically to teach EFL listening skill strategies. Due to main findings the researcher states following recommendations; students should build their vocabularies and other linguistics features (pronunciation and grammar) to comprehend EFL easily and accurately and to develop theirs lestining skill. Syllabus need to give more attention to listing skill; listening materials; enhance the schools with language labs and well trained teachers .Teachers need to raise students awareness about listening comprehension techniques and strategies and encourage students to participate in English clubs and use internet to improve their listening skill.

المستخلص

تهدف هذه الدراسة لتقصي صعوبات الأستيعاب عند الأستماع للغة الانجليزية لغة اجنبية عند طلاب المدارس الثانوية السودانية ؛ اجريت هذه الدراسة بمدارس نادر عطا الثانوية بمحلية جبل اولياء للعام الدراسي (2017-2018).استخدم الباحث للدراسة طريقة الوصف التحليلي وجمع البيانات الخاصة بالدراسة بأداتين هما الأختبار التشخيصي والذي أجري لعدد(40), اربعين طالباً وطالبة(21طالبا و19 طالبة) في المستوي الثالث بالمدرسة أختيروا عشوائياً والاداة الاخري هي الاستبيان وأجري لعدد (40) اربعين معلماً للغة الانجليزية بالمدارس الثانوية بالمحلية بغية التحقق من المشكلة ووضع الحلول لها.اظهرت النتائج بوضوح ان هنالك صعوبات تواجه الطلاب في الاستيعاب عند الاستماع للغة الانجليزية وان المنهج الدراسي لايحتوي علي مواد سمعية كافية وان معظم المدارس الثانوية لاتحتوي علي معامل لتدريس اللغة الانجليزية وعلي ضوء تلك النتائج فان الباحث يوصي بما يلي: علي الطلاب بناء حصيلة لغوية كافية من المفردات الانجليزية والعناية بالنطق الصحيح لها والالمام التام بقواعد اللغة الانجليزية حتي يتمكنوا بسهولة من تطوير مهارة الاستماع لديهم وبجودة عالية. ايضاً علي ادارة المناهج بالمدارس الثانوية زيادة الاهتمام بمهارة الاستماع وزيادة المواد السمعية ودعم المدارس بمعامل لتدريس مهارة الاستماع.وايضاً علي معلمي اللغة الانجليزية زيادة الوعي لدي الطلاب باهمية مهارة الاستماع الاستيعابي وتدعيم الطلاب بمهارات وادوات تحفيز الاستيعاب عند الاستماع للغة الانجليزية كالمشاركة في نوادي المخاطبة واستحدام الشبكة العنكبوتية (الانترنت) لتطوير مهارة الاستماع الاستيعابي لديهم.

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CHAPTER ONE

Introduction

CHAPTER ONE

Introduction

1.0. Background:

Listening is one of the most important skills in English language learning. When students listen to English language, they face a lot of listening difficulties. Students have critical difficulties in listening comprehension because schools pay more attention to writing, reading, and vocabulary. Listening is not an important part of many course books and most teachers do not pay attention to this important skill in their classes. In this research, the researcher is going to review the terms Listening, Listening Comprehension, and Listening Difficulties. When teachers are aware of students' learning difficulties they can help them develop their abilities to understands listening texts and finally solve their difficulties in listening and improve their listening comprehension abilities.

There are a lot of definitions of the term "Listening". Chastain, (1971) stated that the goal of Listening Comprehension is to comprehend the language at normal speed in an automatic condition. Hamouda, (2013) said that Listening Skill is very important in acquiring understandable input. Learning does not occur if there will not be any input. PourhoseinGilakjani and MohammadrezaAhmadi, (2011) expressed that Listening has an important role in the communication process. According to PourhoseinGilakjani and SeyedehMasoumehAhmadi, (2011) out the four main areas of communication skills called Listening, Speaking, Reading, and Writing;Listeningis the most important of all. Steinberg, (2007) and AzmiBingol, Celik, Yidliz, and Tugrul Mart, (2014) defined Listening Comprehension as one's ability torecognize another through sense, aural organs and allocate a meaning to the message to understand it. According to Richards, John Platt, and Heidi Platt, (2000) and PourhoseinGilakjani and SeyedehMasoumehAhmadi, (2011), Listening Comprehension is the process of understanding speech and it concentrates on role of linguistic units such as phonemes, words, and grammatical structures and the role of listener's anticipations, the situation and context, previous knowledge, and the subject. According to Morley, (2001) and Rost ,(2001), listening is the most important skill for language learning because it can be mostly used in normal daily life and

develops faster than the other language skills which indicate that it makes easy the development of the other language skills.

1.1. Statement of the Problem:

Although The students of Sudanese secondary schools third level studied English language for (7) seven years they still have problems in listening comprehension and that is due to many factors; the students' lack of vocabularies, their poor knowledge about linguistics features (phonetics and grammar),the syllabus does not give listening skill attention and there are not enough material for listening in the syllabus also the language labs are not exist in most schools in addition to the most of the English teachers are not trained to teach English language listening skill.

1.2. Objectives of the Study:

This study tries to realize the following objectives:

1. To shed light on listening comprehension difficulties encountered by the learners of EFL in Sudanese secondary schools.
2. To find out the causes of the problems to the learners of EFL in Sudanese secondary schools.
3. To suggest recipes to overcome listening comprehension difficulties for both teachers and learners of EFL in Sudanese secondary schools.

1.3. The Research Questions:

This study addresses the following questions:

1. To what extent do the students of secondary schools have difficulties when listening to EFL?
2. What are the causes of listening comprehension difficulties for the learners of EFL in secondary schools?
3. How can teachers develop secondary schools students listening skills?

1.4. Research Hypotheses:

The study has the following hypotheses:

1. The secondary schools students in Sudan have difficulties when listened to EFL.

2. The listening comprehension difficulties in secondary schools attributed to many factors such as, teachers do not use listening approaches and strategies, lack of listening material and labs in most of Sudanese schools.

3. Teachers can develop secondary schools students listening skill by raising students' awareness about the usefulness of listening techniques.

1.5. Significance of the Study:

This study is considered significant for the following reasons:

1. Its usefulness to EFL learners and English teachers at secondary schools to know the key points to achieve listening comprehension.
2. It shows the nature of these techniques and how they enhance listening comprehension.
3. The study can benefit both teachers and learners of EFL.

1.6. Methodology:

This study adopts a descriptive analytical method; the researcher will describe and evaluates the achievements of the students when exposed to listening texts (Test). The researcher conducted Listening test for (40) students to investigate theirs listening problems and Questionnaire which distributed to (40) teachers. The data will be analyzed statistically by statistical package for social science (SPSS).

1.7. Limit of the Study:

This study limits to investigate the listening comprehensions problems encountered by the learners of EFL in Jabel Awlia locality's secondary schools in the year (2017-2018).

CHAPTER TWO

Literature Review & Previous Studies

CHAPTER TWO

Literature Review &Previous Studies

2.1. Introduction:

"Listening as we know is skill of understanding language. Listening is   an essential skill, it is one of receptive skills, it involves students in capturing and understanding the input of English; reading is the other receptive skill, listening is probably more difficult than reading because the students often recognize the written words more easily than the spoken words,…".(Pollard,L,2008,P.39).

"People sometimes think of listening as a passive skill but listening is very active, as people listen they process not only what they hear but also connect it to other information they already know. Since listeners combine what they hear with their own ideas and experiences in a very real sense they are creating the meaning in their own minds, so, listening is meaning based. When we listen we are normally doing so for purpose. You might even say we don't listen to words, we listening to the meaning behind the words,.." (Nunnan,2003,P,24).The researcher agreed completely with their viewpoints which prove the treatments for listening as passive skill in English learning process and at the same time listening has very important role in language learning process and this study try shed light about that.

2.2. Definition of Listening:

Listening has been defined by many researchers. Chastain ,(1971) defines listening as the ability to understand native speech at normal speed. According to Postovsky, (1975), listening differs in meaning from sound discrimination to aural comprehension. According to Rost, (1993:5), defines listening as a complex process of interpretation in which listeners match what they hear with what they already know. According to Rost, (2009), listening helps us to understand the world around us and is one of the necessary elements in creating successful communication.

2.3. Definition of Listening Comprehension:

The term "listening comprehension" has been defined by different authors. According to Brown and Yule, (1983), listening comprehension means that a person understands what he/she has heard. If he/she learns the text through hearing

it, he/she will understand it. Rost, (2002), and Hamouda, (2013), define listening comprehension as an interactive process in which listeners are involved in constructing meaning. Listeners comprehend the oral input through sound discrimination, previous knowledge, grammatical structures, stress and intonation, and the other linguistic or non-linguistic clues.

2.4. Listening strategies:

Different studies about the use of Listening Strategies by learners have been carried out. Vandergrift, (1999), says that Metacognitive Strategies lead to listening achievement when they deal with Cognitive Strategies. Less efficient learners utilized cognitive and Memory Strategies most frequently and Social Strategies least frequently. The more efficient learners often applied strategies. They used Top-Down and Metacognitive Strategies which are related to the learners' listening skill. The less efficient didn't use Top-Down Strategies but utilized Bottom-Up Strategies.

A structured interview was done by Vandergrift, (1997), to examine the Listening Strategies of high school French students at different course levels. Students at all levels used Metacognitive, Cognitive, and Socio-Affective Strategies. The results obtained from this study indicated that Cognitive Strategies were the largest percentage of strategies followed by Metacognitive Strategies which increased by proficiency level. Females were more interested in Metacognitive Strategies than Males. Socio-Affective Strategies also increased by level course. The importance of Metacognitive awareness in Listening Comprehension has been repeatedly emphasized. According to Vandergrift and Goh, students with high levels of Metacognitive Consciousness are better at processing and keeping new information and learners can practice and strengthen what they have learned. Anderson, (1991), states that Metacognitive Strategies have a substantial role in developing learners' skills. Anderson, (2003), represents that Metacognitive Strategies activate thinking and can guide and improve the learners' learning performance.

Goh, (2006), emphasizes the positive effect of Listening Strategies on the learners' listening performance. Yang, (2009), stresses the significant role of Metacognitive Strategies in helping learners to undertake the listening activity more effectively and to distinguish successful listeners from unsuccessful ones.

According to Yesilyurt, (2013), declares that Metacognitive Strategies are strong predictors of L2 proficiency. According to Vandergrift and Goh ,(2006),

Metacognitive Strategies help language learners to understand the awareness levels of strategies and to organize and manage the listening comprehension processes. Vandergrift, (2003), states that the use of Metacognitive Strategies results in better listening performance. Goh, (2002), stresses that more skilled listeners showed a higher level of consciousness of their listening difficulties. Vandergrift, (2007), finds an important relationship between Metacognitive instruction and listening performance.

2.5. Listening Comprehension strategies:

Goh, (2000), says that it is very important to teach listening strategies to students and before doing this; teachers should increase learners' knowledge of vocabulary, grammar, and phonology. According to Vandergrift, (1999), the development of strategy is significant for the training of listening and learners can guide and assess their own understanding and answers. Many researchers such as Conrad (1985), O'Mallay and Chamot,(1990), and Rost and Ross ,(1991), and AzmiBingol, Celik, Yidliz, and Tugrul Mart, (2014), express that there are three types of strategies in listening comprehension. They are Cognitive, Meta Cognitive, and Socio-Affective. These strategies can change based on the level of learners.

2.6. Cognitive Strategies:

Cognitive Strategies are related to understanding and gathering input in short term memory or long-term memory for later use. Comprehension begins with the received data that is examined as consecutive levels of formation and a process of decoding. Cognitive strategy is a problem-solving method that learners apply to deal with the learning activity and facilitate the learning of knowledge (AzmiBingol, Celik, Yidliz, &Tugrul Mart, 2014). Derry defines cognitive strategies as problem-solving techniques that learners use for the acquisition of knowledge or skill. Brown, (1982), and O'Malley and Chamot (1990) and Abdalhamid ,(2012), express that cognitive strategies are related to the learning activities and include direct utilization or change of the learning materials. According to Goh, (1998), learners utilize Cognitive Strategies to assist them process, keep, and remember new information.

There are two kinds of Cognitive Strategies in listening: Bottom- Up and Top-Down.

2.6. 1.Bottom-Up Strategies:

Are word-for-word translation, arranging the rate of speech, repeating the oral text, and concentrating on prosodic characteristics of the text. Bottom-up Strategies defined in Rutledge Dictionary of Language and Linguistics, as "Hypothesis about analytical strategies in language processing". In the bottom-up process, language comprehension commences with the identification of individual words (Asstimuli) that are analyzed according to possible meanings and syntactic functions and categories and are used as the basis for the construction of possible underlying Propositions." .

2.6.2. Top-Down Strategies:

Involve forecasting, guessing, explaining, and visualization. Advanced learners use more Top-down Strategies than beginners (Conrad, 1985; Tsui& Fullilove, 1998; O'Malley, Chamot, &Kupper, 1989; Abdalhamid, (2012). A think-aloud procedure was used to examine the listening strategies of university students learning Spanish. The results of quantitative study showed that participants utilized more Cognitive than Metacognitive Strategies and those females applied more Metacognitive Strategies than males. The findings of qualitative study indicated that success in listening was related to factors like the application of many strategies, ability and flexibility in modifying strategies, stimulation, self-control, and sufficient use of prior knowledge, (Abdalhamid, 2012). Top-Down Strategies defined in Rutledge Dictionary of Language and Linguistics as "The top-down process attempts to circumvent problems that arise particularly in polysemic expressions: here, the analysis is based on pre-expectations of the hearer/receiver regarding the grammatical function of an expression dependent on its immediate context"; thus, in SOV languages (Word Order) a verb is expected after a noun phrase at the beginning of a sentence. Provided the corresponding expression occurs as a verb in the lexicon, all other possible readings are thereby simultaneously excluded .In Computational Linguistics, it has been shown in parsing that both strategies must be implemented for speech recognition. The same thing appears to be the case for human language processing. (*also (Psycholinguistics))*".

2.7. Metacognitive Strategies:

According to AzmiBingol, Celik, Yidliz, and Tugrul Mart, (2014), state that in this strategy students are aware when listening to the text. In this strategy, learners learn how to plan, monitor, and evaluate the collected information from the listening part. According to Abdalhamid, (2012),there are two kinds of Metacognitive skill: Knowledge of Cognition and Regulation of Cognition. Knowledge of Cognition, deals with the learners' consciousness of what is going on and Regulation of Cognition which deals with what learners should do to listen effectively. O'Malley and Chamot, (1990), Goh, (2000), Vandergrift, (2003), and Abdalhamid, (2012), indicate that the difference between skilled and less skilled listeners can be understood through their application of Metacognitive Strategies. O'Malley et al., (1989), demonstrates that skilled listeners utilize more repair strategies to redirect their attention back to the activity when there is a comprehension failure, while less skilled listeners cease listening. Vandergrift, (2003), and Abdalhamid, (2012), showed that skilled listeners applied twice as many Meta cognitive Strategies as their less-skilled learners. According to Henner Stanchina, (1987), Metacognitive Strategies plays an important role in listening comprehension. She mentioned that skilled listeners can permanently explain and what they hear through:

(1) Utilizing their prior knowledge and predictions to create theories on the text.

(2) Connecting new information with their continuing predictions.

(3) Making deductions to fill comprehension breaks.

(4) Assessing their predictions.

(5) Improving their theories.

2.8. Socio-affective Strategies:

Vandergrift, (2003), and Abdalhamid, (2012), express that Socio-Affective Strategies are techniques that listeners use to cooperate with others, to check their comprehension, and to reduce their apprehension. O'Malley and Chamot, (1987), represent that among the four strategies of listening comprehension, social and affective strategies had the most effect on the learning context. Habte-Gabr, (2006), says that in Socio-Affective Strategy, students should know how to decrease anxiety, feel confident during listening activities, and raise motivation in improving listening skill.

2.9. Listening Processing:

The listening process is the continuing construction of interpretation to the spoken input, and thus the ability to adjust the interpretation to response new information is especially crucial in the L2/FL listening (Buck, 2001). First language listeners may process the listening input automatically without much conscious attention to word-by-word input. In contrast, most L2/FL listeners need to consciously decode the details and construct the meaning of the listening input; comprehension usually breaks down easily primarily due to listeners' limited working memory and linguistic knowledge (Vandergrift, 2004).Therefore, it is crucial to consider the complex cognitive process in L2/FL listening instruction, and more intervention is necessary in assisting listeners to achieve successful comprehension. Based on this premise, this study takes the cognitive processing perspective as the main theoretical basis for examining the L2/FL listening process. The most widely acknowledged information processing model in the listening process is probably drawn from Anderson's (1985, 2000) three-stage comprehension model Perception, Parsing and Utilization each of which is interrelated, recursive and overlapping. This model has probably been the dominant paradigm adopted in the listening process; for example, it has been applied in many research studies to the use of listening strategies at different stages (Goh, 2000; O'Malley et al., 1989).

Furthermore, Rost's, (2002), listening processing phases of Decoding, Comprehending, and Interpreting also provide a comprehensive understanding of how listeners process Decoding, Comprehending, and Interpreting the multiple levels of knowledge to react to the appropriate responses to incoming information. This may incorporate the characteristics of linear steps and parallel processing, with both Bottoms-Up and Top-Down processing interacting simultaneously. There are two directions to approach listening input, Bottom-Up and Top-Down processing. Anderson and Lynch, (1988), describe Bottom-Up processing as "listener as tape-recorder" that involves a decoding or text-based process and Top-Down processing as "listener as active model builder" that involves a knowledge-based process. However, the issue of whether there is more Bottom-Up

Or Top-Down processing to comprehend input among listeners of different proficiency levels has attracted contradictory views in various studies (Field, 2004; O'Malley et al., 1989; Osada, 2001; Tsui& Fullilove, 1998; Vogely, 1995). It is suggested that successful listening comprehension relies on the integration of and

the balance between both bottom-up and top-down strategies (Flowerdew& Miller, 2005; Vandergrift, 2007), while the nature of that balance may vary depending on a number of different factors (e.g., the text, task, speaker, listener and input processing factors). Hence, it is imperative to probe these factors and identify possible problems learners may encounter during their input processing, with the aim of helping learners find the best ways to solve these obstacles and arrive at comprehension successfully

2.10. Listening sub skills:

Listening can be divided to many types of sub skills associated with listening comprehensions such as:

2.10.1. Listening for Gist:

This is where somebody listens in order to get the main idea of what is being said without hesitating over unknown words .For example, a native English speaker "would you like to join us for dinner one evening?"In this instance, it is important that the listener to understand every word. If the words 'join us' are new to the listener, we would hope that he/she can still recognize the statement as invitation, i.e. S/he is listening for gist.

Students are often reluctant to practice listening for gist; many of them think it is essential to understand every word that is said. Many would argue that this is so, but it is essential for students to master the listening for the gist, if not, they will find it very difficult to converse with the native speakers of English .Gist listening prepares students for real live situations. Gist listening activities includes: asking students to listen to recording and tell you whether the speakers are generally in agreement or not or to tell you whether the speakers' opinion is negative or positive. Students can merely listen to recording and tell the teacher what the main topic is.

2.10.2. Extensive Listening:

This involves students listening for long periods and usually for pleasure. If student chooses to watch film in English or to listen a recording of novel being read, this would be extensive listening. This type of listening is rarely practiced in the classroom. The teaching goal of this extensive listening practice is to provide students with a number of exercises to help them develop their listening skills as natural as possible.

2.10.3. Intensive Listening:

It is the practiced in everyday situations the ability to listen intensively is considered to be an essential part of listening proficiency. It refers to "the process of listening for practice sounds, words, phrases, grammatical units and pragmatic units". Rost, (2002, P.131).

Harmer, (1994), state that intensive listening invites the learner's to meet difficult characters especially when real people are taking in real live situations, interact speakers, interrupt them and why not asking for clarification this is what is named 'Live Listening'.

'Live Listening' is among the good way to carry out intensive listening. It can take many forms: such as teachers' reading loud to classroom, students dealing with this task listen to a natural spoken languages of written passage, in addition to other enjoyable activities like storytelling, conversations and interviews.

2.10.4. Listening for Specific information:

This is where we listen to specific information and disregard the rest. "It is one of the most common listening exercises. Students should see the question or tasks they are going to answer before listening to the text. This process focusing on specific information that learners are looking for" .Pollard, (2008, P.40).

2.10.5. Listening for Detailed Information:

This is the type of listening students engage in when listening to direction in street. Students are listening intensively in order to understand all information given.

2.10.6. Predicting Listening:

When we are listening in our mother tongue, we are constantly predicting what is going to come next. This action of predict help us understand the thread the discourse .Start encouraging your students to practice. "You can even do this in low levels. For example, if you are about to listen to recording of Richard Branson taking about his live, before listening you can ask students what things they think he will mention .Possibilities include: sport, ballooning, …, etc. Students can listen to check whether their predictions are correct". Pollard. L (2008.P.40).

2.11 .Listening Problems:

According to AzmiBingol, Celik, Yidliz, and Tugrul Mart (2014), there are a lot of difficulties that learners may encounter in the listening comprehension processes

and the purpose is to be aware of these problems and try to solve them. Some of these problems are as follows:

2.11.1. Quality of Recorded Materials:

The very important thing in the listening skill is the quality of the input (the listening sources), the sound of the speaker should be very clear to the listeners. As stated by (Azmi Bingol, Celik, Yidliz, &Tugrul Mart, 2014)some classes, teachers use some recorded materials that do not have high quality. The quality of sound system can impact the comprehending of learners' listening.

2.11.2. Cultural Differences:

Each Language has its culture and can be defer from other Languages, so it very important for the learners of EFL to be aware of that. A general understanding of the country's culture and its history can facilitate listening processes. Vandergrift, (2007), declare that listeners can use pragmatic knowledge to make inferences and identify speakers' implied meaning that these should be specifically considered by teachers when teaching listening comprehension. (Azmi, Celik, Yidliz, &Tugrul, 2014), say that learners should be familiar with the cultural knowledge of language that has a significant effect on the learners' understanding. If the listening task involves completely different cultural materials then the learners may have critical problems in their comprehension. It is the responsibility of teachers to give background knowledge about the listening activities in advance.

2.11.3. Accent:

According to Goh, (1999), 66% of learners mentioned a speaker's accent as one of the most significant factors that affect listener comprehension. Unfamiliar accents both native and non-native can cause serious problems in Listening Comprehension and familiarity with an accent helps learners' Listening Comprehension. Buck, (2001), indicate that when listeners hear an unfamiliar accent such as Indian English for the first time after studying only American English will encounter critical difficulties in listening. This will certainly interrupt the whole Listening Comprehension process and at the same time an unfamiliar accent makes comprehension impossible for the listeners. Listening needs immediate processing to access the spoken input again, making the skill more complex than reading. Students' cultural background knowledge can have an important role in their listening comprehension. Bloomfield et al., (2010), tells that regional accents can impact the spoken message that is understood by the listeners and familiar accents are easier to understand than unfamiliar accents.

2.11.4. Unfamiliar Vocabulary:

According to Azmi Bingol, Celik, Yidliz, and Tugrul Mart, (2014), when listening to texts contain known words it would be very easy for students to comprehend. If students know the meaning of words this can arouse their interest and motivation and can have a positive impact on the students' listening comprehension ability. A lot of words have more than one meaning and if they are not used appropriately in their appropriate contexts students will get confused.

2.11.5. Length and Speed of Listening:

Azmi Bingol, Celik, Yidliz, and Tugrul, (Mart 2014), state that the level of students can have a significant role when they listen to long parts and keep all information in their mind. It is very difficult for lower level students to listen more than three minutes long and complete the listening tasks. Short listening passages make easy listening comprehension for learners and reduce their tiredness. According to Underwood, (1989), speed can make listening passage difficult. If the speakers speak too fast students may have serious problems to understand L2 words. In this situation, listeners are not able to control the speed of speakers and this can create critical problems with listening comprehension. According to Underwood, (1989), there are some barriers to effective Listening Comprehension process.

Firstly, listeners cannot control the speed of speech. The biggest problem with listening comprehension is that listeners are not able to control how quickly speakers talk.

Secondly, listeners cannot have words repeated and this can cause critical difficulties for them. Students cannot replay a recording section. Teachers decide what and when to repeat listening texts and it is very difficult for teachers to know whether or not their learners understood what they have heard.

Thirdly, listeners do not have high vocabulary knowledge. Speakers may select words that listeners do not know them. Listeners may face an unfamiliar word which can stop them and think about the meaning of that word for a while and miss the next part of the speech.

Fourthly, listeners may lack contextual knowledge. Mutual knowledge and familiar texts can make communication easier for listeners. Listeners can sometimes comprehend the surface meaning of a passage but they can have substantial problems in understanding the whole meaning of a passage unless they are familiar with it.

Fifthly, it is not very easy for listeners to concentrate on the listening text. Sometimes a shortest break in attention can prevent comprehension. If the listening passage is interesting for listeners, concentration will be easy for them. Graham (2006) said that there are some other factors that increase learners' Listening Comprehension problems such as:

Restricted Vocabulary, Poor Grammar, and misinterpretations about listening tasks. The researchers emphasized that listening is not of great importance and teachers do not teach Listening Strategies to their learners. Bloomfield et al., (2010), and Walker, (2014), express that one of the serious problems of Listening Comprehension is related to the pronunciation of words that is different from the way they appear in print. Due to the fact that the spoken language varies to the form of the written language, the recognition of words that make the oral speech can create some difficulties for students. According to Vandergrift, (2007), and Walker, (2014), in addition to identify the words despite their unfamiliar pronunciation, students should try to decide which linguistic part belongs to which word. Prosodic features of spoken language like where the stress falls, weak forms and strong forms of words, and intonation also impact the comprehension of oral text. Vandergrift, (2004), and Walker, (2014), indicate that oral passages exist in real time and should be processed rapidly and when the passage is over, only a mental representation remains. Buck, (2001), mentions a lot of problems in listening activities like unknown vocabularies, unfamiliar topics, fast speech rate, and unfamiliar accents. Hasan, (2000), indicates that unfamiliar words, difficult grammatical structures, and the length of the spoken passages are the most important factors that cause problems for learners' listening comprehension. He continued that clarity, lack of interest, and the demand for complete answers to listening comprehension questions are the serious difficulties of students' listening comprehension. Yagang, (1994), says that there are Four Sources for listening comprehension problems. They are The Message, The Speaker, The Listener, and the Physical Environment. According to Teng, (2002), there are Four Factors called Listener Factors, Speaker Factors, Stimulus Factors, and Context Factors that impact students' listening comprehension.

As Listening Comprehension is a complex ongoing process which involves the interaction of various factors, many learners find it difficult to comprehend spoken input and have little awareness of why that happens. Some studies further clarify the L2/FL listening problems encountered by listeners. Goh, (2000), examines real-time listening problems of ESL learners within Anderson's, (1985),

three-phase model of language comprehension – Perception, Parsing and Utilization. Most problems reported by learners were associated with perceptual (low-level) processing, such as word recognition and attention failure, while relatively few problems were linked to inefficient parsing and failure in utilization (high-level processing). Goh, (2000), Also point out that less proficient listeners have more problems with low-level processing. Meanwhile, Hasan, (2000), investigates how Arabic EFL learners perceived their problems in listening. Although a range of listening problems pertinent to the factors of task, text, speaker and listener were identified, the most frequently reported problems were limited to text factors or bottom-up processing, such as fast speech rate and new vocabulary.

2.12. Previous Studies:

In this part, the researcher referred to previous studies that conducted in same field to compare with current one.

The First Study:

Titled (Difficulties of Teaching Listening Skill in Large Classes), by Sufian Eltaib Ahmed, the research took place in Sudan University of science and technology, academic year, (2011),the objectives of the study is to investigate the difficulties of teaching listening skills to large classes .teachers find it difficult to teach lestining in large classes and also the researcher notices that listening problems that face large classes students' listening comprehension is ignored by the Universities compared to other skills besides the fact that teaching large classes make the process of teaching and listening is very difficult.

The researcher uses descriptive analytical method, the case studied in Sudanese University of Science and Technology and Canadian Sudanese College. The tools of the research are questionnaire for teachers and test for the students. the main results is that the curriculum has negative impact on teaching listening as depicted in the result of the teacher's questionnaire and the students test, that is to say the poor quality of curriculum affect the students negatively in their listening comprehension achievement. The students test also shows that the large classes also has negative effect in achievement and that means the large classes are not suitable for listening skill teaching .The main recommendations of the study is: listening need quite places and small number of students to ensure good quality of teaching for listening skill.

The Second Study:

Awadalla Ibrahim El domain his research Titled (Listening Skill Difficulties Encountered Sudanese University Students) **.**The research took place in Sudan university of science and Technology academic year, (2012),the objective of the study is to investigate the difficulties of EFL listening to students at Sudanese Universities, to test the effectiveness of the techniques of teaching listening to EFL at Sudanese Universities and focus on the importance of listening role in Sudanese Universities.

The researcher adopted the descriptive empirical and analytical approach, the data collected by using test for the students and questionnaire for teachers. The result of this study is that the Universities' students find some difficulties in listening to English Language comprehensively, there are no effective techniques of teaching listening to improve listening skill and teachers do not use proper equipments or tools for teaching listening skill because there are not available.

The research main finding is: the reasons behind the listening problems is the lack of using Audio –Visuals Aids such as (Video tapes, recorders ,DVDs ,T.Vs and Radio) and the other listening materials such as Relia and Wall papers and these material are considered of great importance and effective means in improving students listening skill. His recommendations is: Teachers should encourage students to interact freely in the classroom, teacher should be aware of importance of manipulating modern techniques in teaching listening and teachers should encourage students to practice listening skill through extra materials such as songs, films ….etc to develop their listening skill.

The Third Study:

This study is Titled (The Difficulties Encountered by EFL Learners in Listening Comprehension as Perceive by ELC Students at the Arab American University-Jenin). This research is carried out by Ahkam Hasan Assaf at An-Najah National university-Palestine in the year, (2015). The objective of the study is to identify the difficulties students face in listening comprehension and to study the relationship of the difficulties encountered by EFL students with the students' academic level, academic year, gender, type of school and number of school years studying English.

The researcher adopted descriptive analytical method and used a questionnaire and interview as tools to collect data. The results of the study showed the disability of word recognition, lacking of background information about the topic, surrounding noises, poor quality of listening equipments and speed rate of speech are affect the students listening comprehension, in addition to academic years of studying English and academic level.

The researcher recommendation is: Listening comprehension need to be given a great attention in curriculum, listening strategies and teachers need to help in improving students listening comprehension.

The similarities between the above studies and the current study all the studies agreed on the problems encountered by the students when they were listening to EFL comprehensively at universities and secondary schools, and the previous studies approach the problems from different perspective than the current one and attributed the problems to different reasons. The current study is about the listening comprehension difficulties at Sudanese secondary school, what is the causes and tried to give remedies. The previous ones is related the problems to large classes , the lack of awareness of listing strategies by the teachers , ignoring the listening skill compared to other language skills in curriculum.

CHAPTER THREE:

Research Methodology

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Research Methodology

3.1. Introduction:

This chapter is devoted to methodology of the study, the tools of the study, reliability and the validity of the study. The method adopted in this research is descriptive analytical approach, the tools used to collect data and information for this study is diagnostic test for (40) students and questionnaire for (40) teachers. All the data will be analyzed later on through SPSS (Statistics Package for Social Science).

3.2. Population of The Study:

This study has two tools; diagnostic test and questionnaire, so, the Population of the study compose of secondary school students in Jebel Awlia locality to whom the test is given and teachers of EFL in Sudanese secondary schools who participate in the questionnaire.

3.3. Sample of The Study:

The researcher conduct the test in Nadir Atta secondary school in Jabel Awlia locality the sample represented by the students of the third year (2017-2018), (40) forty students participated voluntarily (21) males and (19) females. The sample of the questionnaire is (40) forty English teachers who serve more than five years in teaching English in Sudanese secondary schools.

3.4. Tools of The Study:

The researcher used two tools to collect the data for this study diagnostic test for, (40), forty students participated voluntarily,, (21), Male and (19), Female and selected randomly at third year in Nadir Atta Secondary School, (Jebel Awlia locality) and questionnaire for, (40), forty English teachers in Sudanese Secondary Schools.

3.4.1. The Test:

The researcher first tool is diagnostic test which is given to the students to investigate their listening comprehension problems, the test composes of two parts the first part is for vocabulary test and the second is for sentence construction. The students listened to text recorded in (CD) and they asked to answer the question related to what they heard.

3.4.2. The Validity of The Test:

The test is taken from British council web site (http:// www.Biritish council.org/learn English teens) it is already designated for listening purpose,(Appendix, (2)) ,it already prepares in, , (CD)for listening skill test, it consists of audio text and it's answers. The researcher consulted the English Language Experts; Table, (1), below about the test and they agreed about it is validity.

3.4. 3.The Questionnaire:

The researcher is designed the questionnaire appendix, (5), for the teachers of Sudanese secondary schools to gather the information about their views regarding the listening skill in Sudanese secondary schools. The questionnaire consists of two parts, part one to investigate the causes of the students listening difficulties from teachers' point of view and the second is for how to overcome those difficulties.

3.4.4 The Validity of The Questionnaire:

The researcher consults experts in the field of English language teaching to judge the visibility of the questionnaire for gaining valid information and the questionnaire is amended according to their advice and comments.

Table (3.1)

English Language Experts

S/N	Name	Degree	Occupation
1	Hillarry Marino P	PhD in Linguistics	Assist Professor
2	Alsadig Osman	PhD	Assist Professor
3	Abass Mukhtar	PhD	Assist Professor

3.5. Statistical Reliability and Validity:

Reliability refers to the reliability of any test, to obtain 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 marks of everyone 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. Furthermore, 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-Cranach coefficient

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

$$Validity = \sqrt{Reliability}$$

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 (40) questionnaire to respondents to calculated the reliability coefficient using the Alpha- Coefficient; the results have been showed in the following table:

Reliability Statistic:

Case Processing Summary			
		N	
Cases	Valid	40	
	Excluded	0	
	Total	40	

Reliability Statistics
Cronbach Alpha
0.872962227

CHAPTER FOUR:

4.0. Data Analysis and Discussion of Result

CHAPTER FOUR

4.0. Data Analysis and Discussion of Result

4.1. Introduction:

In this chapter, the researcher analyzes the obtained data from the students' test and teachers' questionnaire. The statistical part of the analysis is done by, (SPSS) program where frequencies and percentages are charted; each chart is given brief comments for further demonstrations.

4.2. The Test Responses and Analysis:

The test is consist s of two parts, part one which has, (8), eight questions to test students vocabularies through listening and the second part consists of, (10), questions for sentences comprehension. The test is given to forty, (40), students, (21), Male and, (19), Female.

Table No, (4.1), and Figure No, (4.1) Represent the frequency distribution for the test respondents according to sex.

Table No, (4.1)

Type	Frequency	Percent
Male	21	%52.5
Female	19	%47.5
Total	40	%100
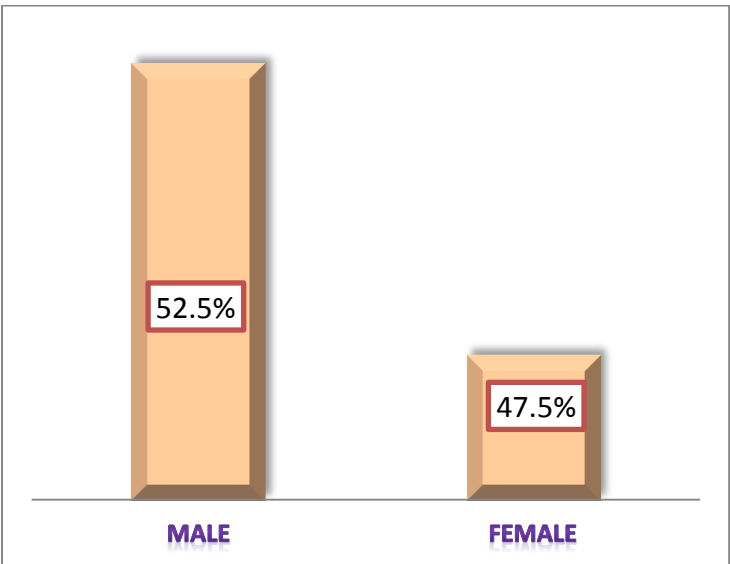
Figure, No (4.1.1) Sex.

4.2.1 The Test Part One, (Vocabulary Test):

The First Hypothesis: (The secondary schools students in Sudan have difficulties when listened to EFL.)

Table (4.2.1): Students' Vocabulary Test Result Analysis:

	N		Mean	Std. Deviation	Mode	Minimum	Maximum	Difficulty Coefficient	Type of Difficulty
	Valid	Missing							
Q1	40	0	1.5	0.87	2	0	2	70.0	Moderate
Q2	40	0	0	0	0	0	0	0	Difficult
Q3	40	0	0.1	0.44	0	0	2	5.0	Difficult
Q4	40	0	0.08	0.53	0	0	2	7.5	Difficult
Q5	40	0	0.05	0.31	0	0	2	2.5	Difficult
Q6	40	0	0	0	0	0	2	0	Difficult
Q7	40	0	0.07	0.19	0	0	2	5.0	Difficult
Q8	40	0	0.15	0.53	0	0	2	7.5	Difficult

4.2.2. The Test Part Two Sentences Comprehension Test: First Hypothesis (The secondary schools students in Sudan have difficulties when listened to EFL.)

Table(4.2.2) Students' Sentences Comprehensions Test Result
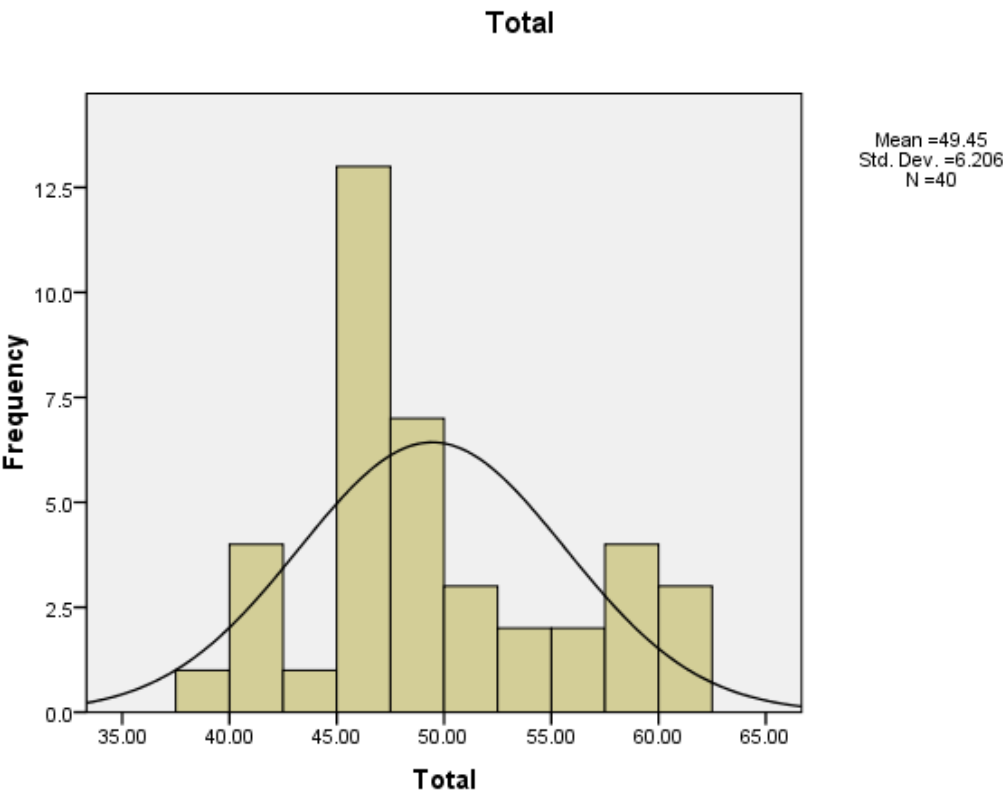
	N		Mean	Std.Deviation	Mode	Minimum	Maximum	Difficulty Coefficient	Type of Difficulty
	Valid	Missing							
Q1	40	0	1.08	1.01	2	0	2	54.0	Moderate
Q2	40	0	0.6	0.92	0	0	2	30.0	V.Difficult
Q3	40	0	1.7	0.72	2	0	2	85.0	Easy
Q4	40	0	1	1.0	0	0	2	50.0	Moderate
Q5	40	0	0.95	1.00	0	0	2	47.5	Difficult
Q6	40	0	0.9	1.01	0	0	2	45.0	Difficult
Q7	40	0	1	1.01	0	0	2	50	Moderate
Q8	40	0	0.9	1.39	0	0	2	30.0	V. Difficult
Q9	40	0	1.4	1.5	0	0	2	47.5	Difficult
Q10	40	0	1.8	1.4	3	0	2	62.7	Moderate

Analysis:

Table (4.2.2)

Table (4.2.3) Corrected Item-Total Correlation:

Corrected Item-Total Correlation		
Part One Vocabularies		
Question No	Corrected Item	Total Correlation
Q.1	0.019	V. Weak
Q.2	0.320	V. Weak
Q.3	0.137-	V. Weak
Q.4	0.016	V. Weak
Q.5	0.096-	V. Weak
Q.6	0.534	V. Weak
Q7	0.155-	V. Weak
Q.8	0.027-	V. Weak
Part Two Sentences		
Question No	Corrected Item	Total Correlation
Q.1	0.402	Weak
Q.2	0.746	V. Good
Q.3	0.234	V. Weak
Q.4	0.281	V. Weak
Q.5	0.529	Good
Q.6	0.594	Good
Q.7	0.397	Weak
Q.8	0.578	Good
Q.9	0.577	Good
Q.10	0.443	Weak

Total

Mean =49.45
Std. Dev. =6.206
N =40

Corrected Item-Total Correlation
Figure (4.1.2)

The Table No (4.2.1) Shows that only two participants answer (7) questions out of (8)perfectly and all the student fail to answer question No (2),and the vocabularies seem to be difficult to the most of the participants students on (7) questions, while moderate in only one question. The Table No (4.2.2)Shows that although there are (2) students succeed two answer all questions in this part but only one question seems to be easy for all students and (4) questions are moderate, while there are (3) difficult questions and that will be very clear in the Table No (4.2.3) and Figure (4.2) which represent Total Correlation and in which it becomes crystal clear that most questions seems to be very difficult to the students and more than half, they are very good on only one question and good on (4)question out of the (18) question of the test.

The above analysis justifies the First hypothesis of this study that the secondary schools students in Sudan have difficulties when listened to EFL.

4.3. The Questionnaire Analysis:

The Questionnaire also consists of two parts, part one to guess the reasons caused the difficulties that hinder the students' listening comprehension to EFL and the second part is for estimation to the ways(Techniques and strategies) used by the teachers in teaching listing skills and to development students listening comprehensions. The questionnaire is distributed to (40) English teachers all of them serve more than five years in the field of EFL teaching.

Table No (4.2.4). Represents the frequency distribution for the respondents according the years of experience.

Table No (4.2.4)

Experiences	Frequency	Percent
(5-10)	10	%25
(11-15)	14	%35
(Over 15)	16	%40
Total	40	%100
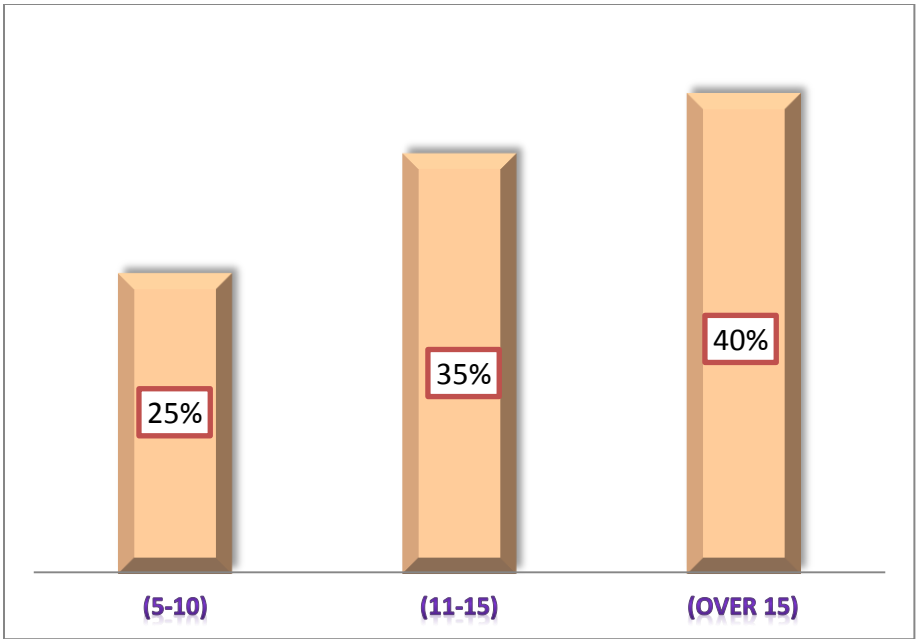
Figure (4.2)

4.4 .Questionnaire Part one: The difficulties that Hinder The Students' Listening Comprehension:

The Second Hypothesis: (The listening comprehension difficulties in secondary schools attributed to many factors such as, teachers do not use listening approaches and strategies, lack of listening material and labs in most of Sudanese schools.)

Statement(1): The curriculum doesn't give enough chances to listening skill in Sudanese secondary schools.

Table No (4.3)

Valid	Frequency	Percent	Statistic Value	
Strongly Agree	33	82.5%	**Type**	**percent**
Agree	3	7.5%	Mean	4.7
Not Sure	2	5%	Std	0.7
Disagree	2	5%	Chi-square	70.6
Strongly Disagree	0	0	P-Value	0

Figure (4.3)

Table No(4.3) and Figure No(4.3)show that (82.5%) Strongly agreed and (7.5%) agreed with the statement No (1), (The curriculum doesn't give enough chances to listening skill in Sudanese secondary schools.), whereas only (10%) are not sure, disagree and strongly disagree with (70.6) calculating value for chi-square.

Statement (2): There are no English labs for English Language teaching in most of Sudanese secondary schools.

Table No (4.4)

Valid	Frequency	Percent	Statistic Value	
Strongly Agree	17	42.5%	**Type**	**percent**
Agree	23	57.5%	Mean	4.4
Not Sure	0	0%	Std	0.5
Disagree	0	0%	Chi-square	0.9
Strongly Disagree	0	0	P-Value	0.4
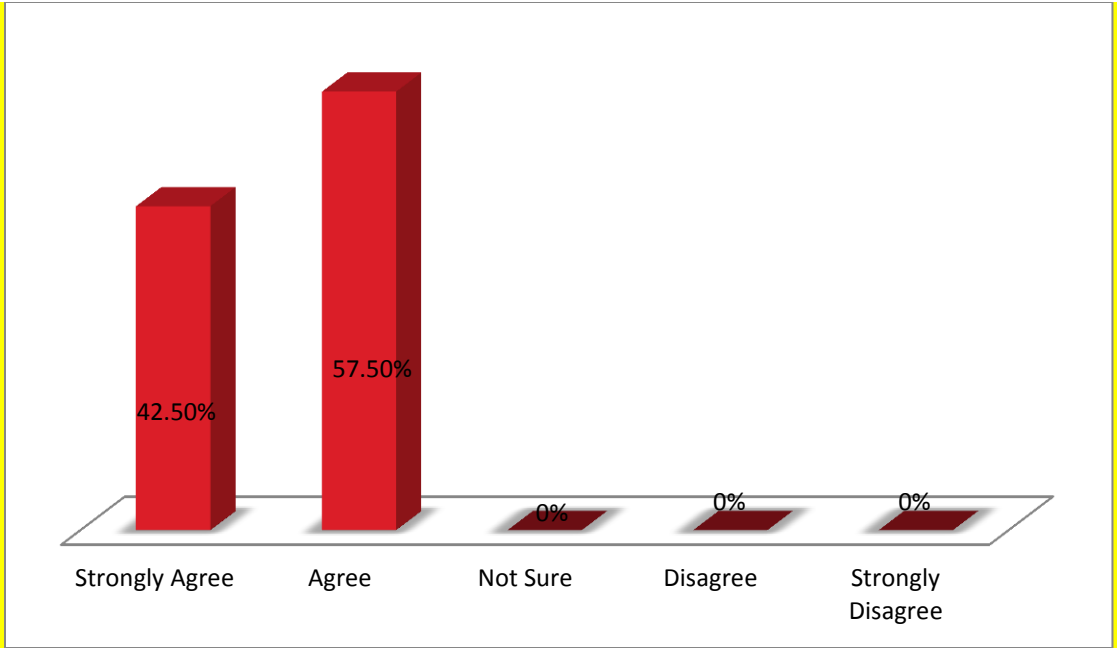
Figure (4.4)

Table No(4.4) and Figure No(4.4)show that (42.5%) Strongly agreed and (57.5%) agreed with the statement No (2), (There are no English labs for English language teaching in most of Sudanese secondary schools.), whereas non (0%) are not sure, disagree and strongly disagree with (0.9) calculating value for chi-square.

Statement (3): The accessibility to internet to enhance students' listening comprehension is limited due to Sudanese culture and economical reasons.

Table No (4.5)

Valid	Frequency	Percent	Statistic Value	
Strongly Agree	21	52.5%	**Type**	**percent**
Agree	10	25%	Mean	4.2
Not Sure	6	15%	Std	0.97
Disagree	3	7.5%	Chi-square	18.6
Strongly Disagree	0	0	P-Value	0.0

52.5%

25%

15%

7.5%

0

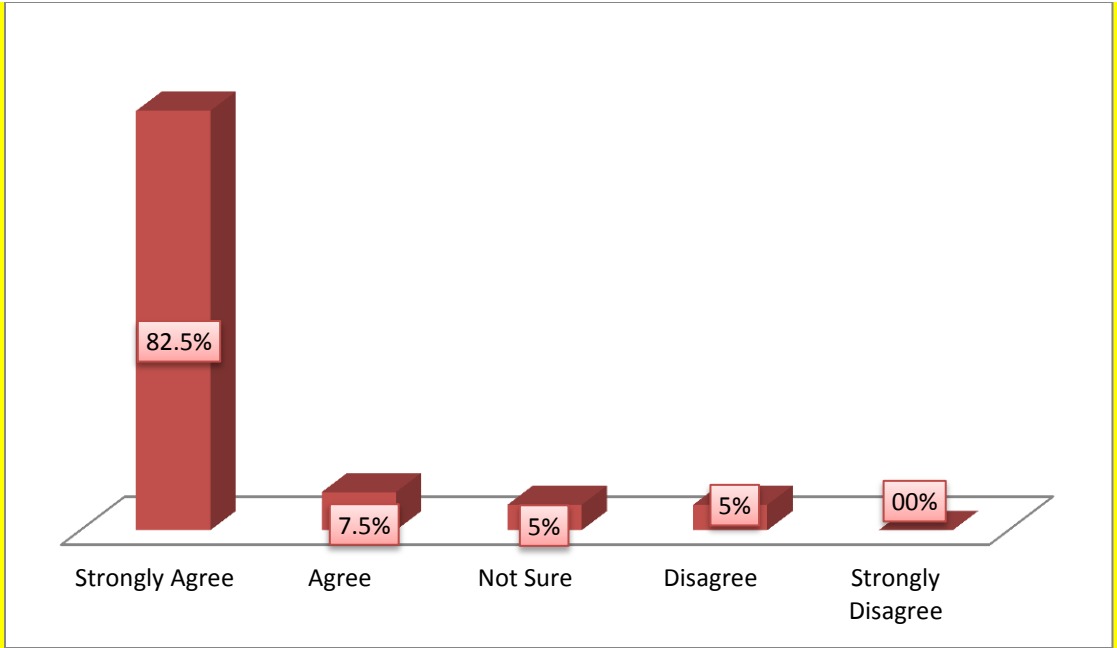Strongly Agree   Agree   Not Sure   Disagree   Strongly Disagree

Figure (4.5)

Table No(4.5) and Figure No(4.5)show that (52.5%) Strongly agreed and (25%) agreed with the statement No (3), (The accessibility to internet to enhance students' listening comprehension is limited due to Sudanese culture and economical reasons.), whereas (22.5%) are not sure, disagree and strongly disagree with (18.6) calculating value for chi-square.

Statement (4): Most of the Sudanese secondary schools are not suitable for English Language listening skill teaching due to poor infrastructure.

Table No (4.6)

| Valid	Frequency	Percent	Statistic Value	
Strongly Agree	25	62%	**Type**	**percent**
Agree	7	17.5%	Mean	4.3
Not Sure	5	12.5%	Std	0.97
Disagree	3	7.5%	Chi-square	30.8
Strongly Disagree	0	0	P-Value	0.0
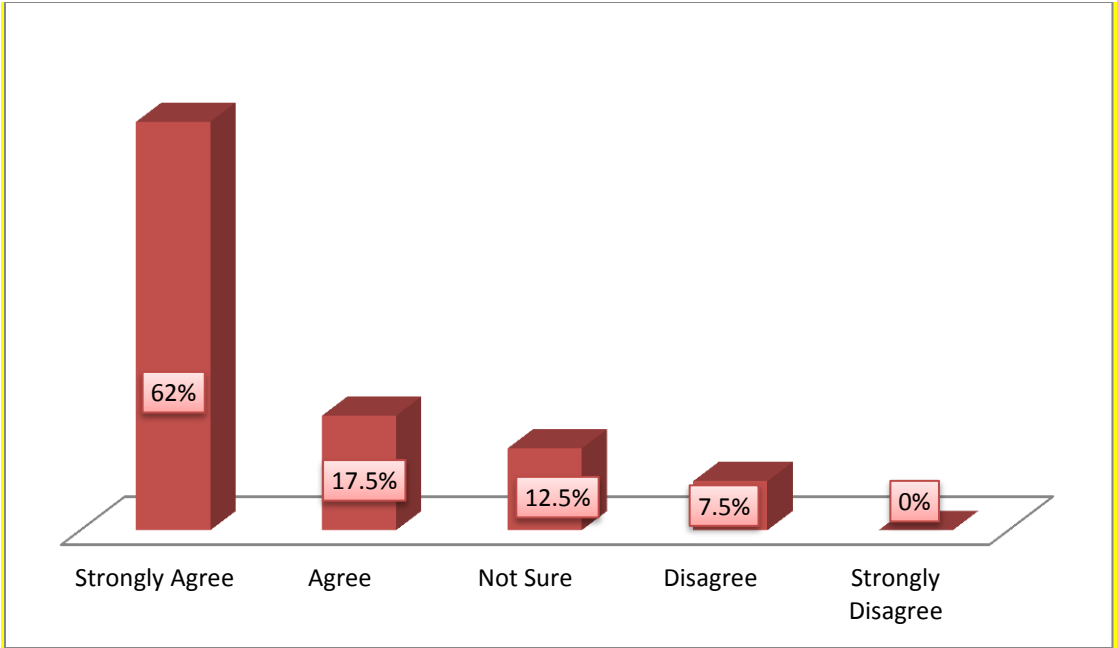
Figure (4.6)

Table No(4.6) and Figure No(4.6)show that (62%) Strongly agreed and (17.5%) agreed with the statement No (4), (Most of the Sudanese secondary schools are not suitable for English language listening skill teaching due to poor infrastructure..), whereas (20.5%) are not sure, disagree and strongly disagree with (30.8) calculating value for chi-square.

Statement (5): The English teachers at Sudanese secondary schools are not well trained in teaching listening skill.

Table No (4.7)

Valid	Frequency	Percent	Statistic Value	
Strongly Agree	24	60%	**Type**	**percent**
Agree	12	30%	Mean	4.4
Not Sure	2	5%	Std	0.81
Disagree	2	5%	Chi-square	32.8
Strongly Disagree	0	0	P-Value	0.0

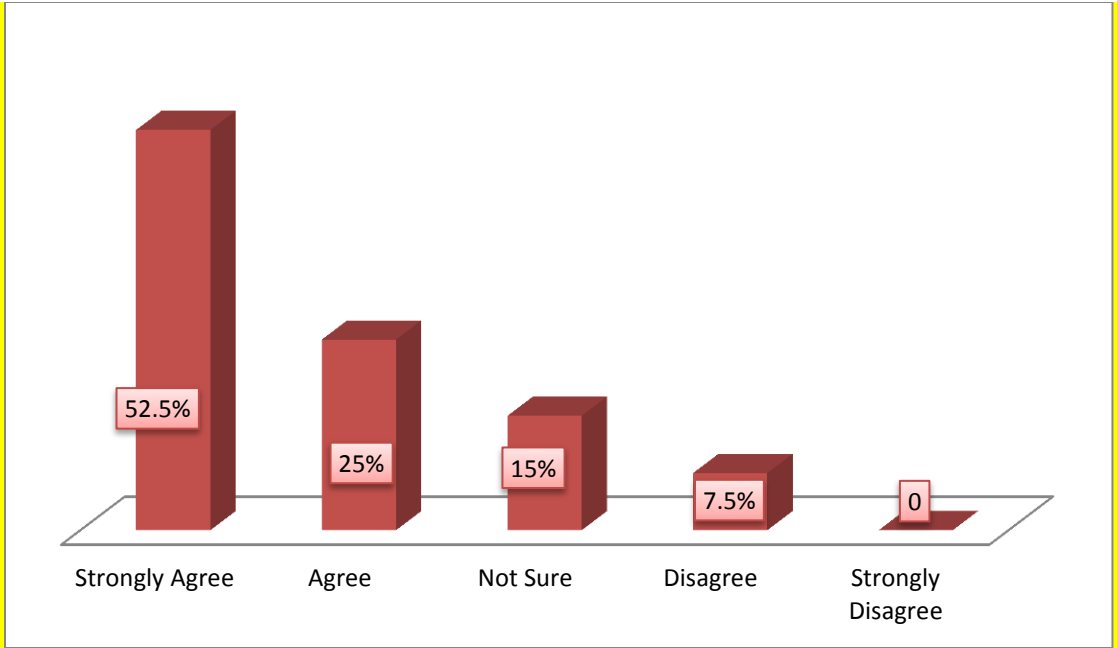**Figure (4.7)**

Table No (4.7) and Figure No(4.7)show that (60%) Strongly agreed and (30%) agreed with the statement No (5), (The English teachers at Sudanese secondary schools are not well trained in teaching listening skill.), whereas (10%) are not sure strongly disagree and disagree with (0) calculating value for chi-square.

Statement (6): The listening skill techniques are not included in the curriculum to the lack of language labs most schools.

Table No (4.8)

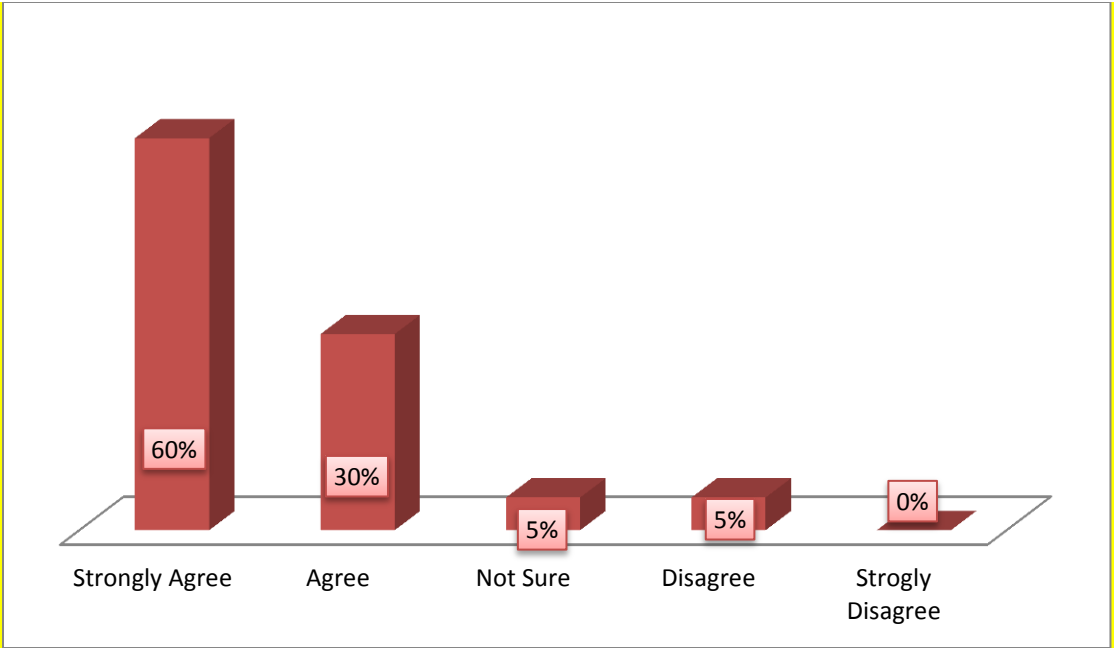| Valid	Frequency	Percent	Statistic Value	
Strongly Agree	26	65%	**Type**	**percent**
Agree	10	25%	Mean	4.4
Not Sure	1	2.5%	Std	0.87
Disagree	3	7.5%	Chi-square	38.6
Strongly Disagree	0	0	P-Value	0.0
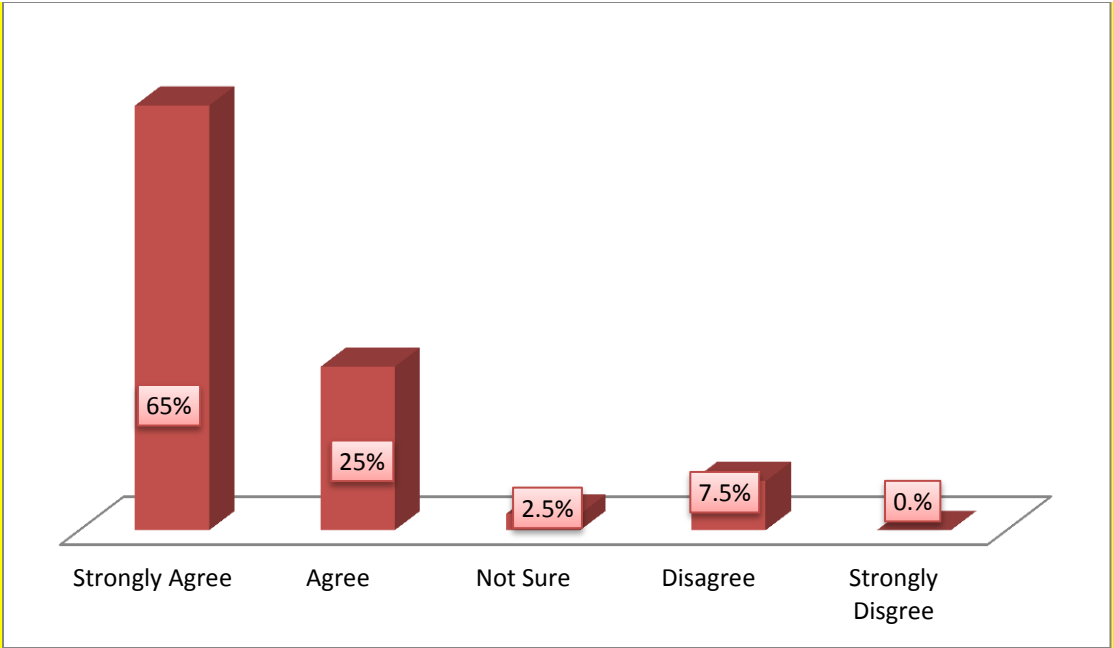
Figure (4.8)

Table No (4.8) and Figure No (4.8)show that (65%) Strongly agreed and (25%) agreed with the statement No (6), (The English teachers at Sudanese secondary schools are not well trained in teaching listening skill.), whereas (10%) are not sure, strongly disagree and disagree with (0) calculating value for chi-square.

The Statistic Analysis for The Statements From,(1 to 6) Make The Second Hypothesis : (The listening comprehension difficulties in secondary schools attributed to many factors such as, teachers do not use listening approaches and strategies, lack of listening material and labs in most of Sudanese schools.),obviously accepted.

4.5. Questionnaire Part Two: Estimating The Ways Techniques and Strategies Used by The Teachers.

The Third Hypothesis: (Teachers can develop secondary schools students listening skill by raising students' awareness about the usefulness of listening techniques.)

Statement No (7): I encourage the students to practice their listening throughout the lessons.

Table No (4.9).

Valid	Frequency	Percent	Statistic Value	
Always	20	50%	**Type**	**percent**
Often	4	10%	Mean	4.1
Some Times	16	40%	Std	0.95
Seldom	0	0%	Chi-square	10.4
Never	0	0	P-Value	0.0
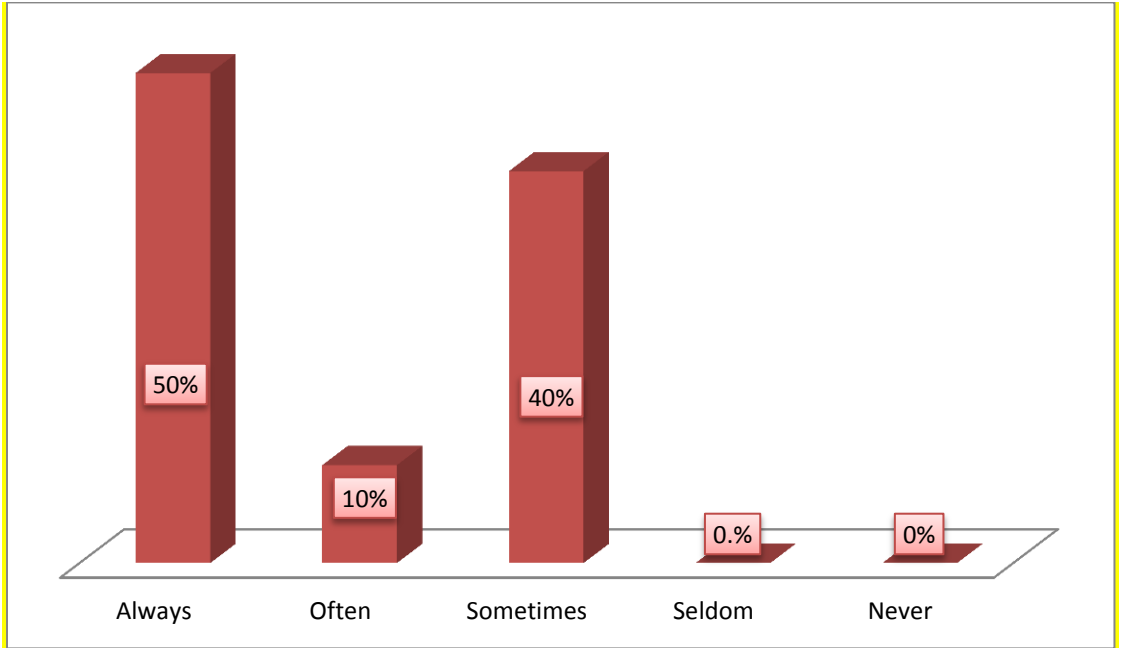
Figure No (4.9).

Table No (4.9) and Figure No (4.9) show that (50%) Are always (encourage the students to practice their listening throughout the lessons); as stated in statement No (7),while (10%) are often do that and (40%) sometimes do that, whereas No one does not do that ,with (10.4) calculating value for chi-square.

Statement No (8): I let all the students practice the new vocabularies and new expressions until the class master the proper pronunciations and listening skill.

Table No (4.10)

Valid	Frequency	Percent	Statistic Value	
Always	15	37.5%	**Type**	**percent**
Often	6	15%	Mean	3.7
Some Times	12	30%	Std	1.24
Seldom	5	12.5%	Chi-square	14.2
Never	2	5%	P-Value	0.0
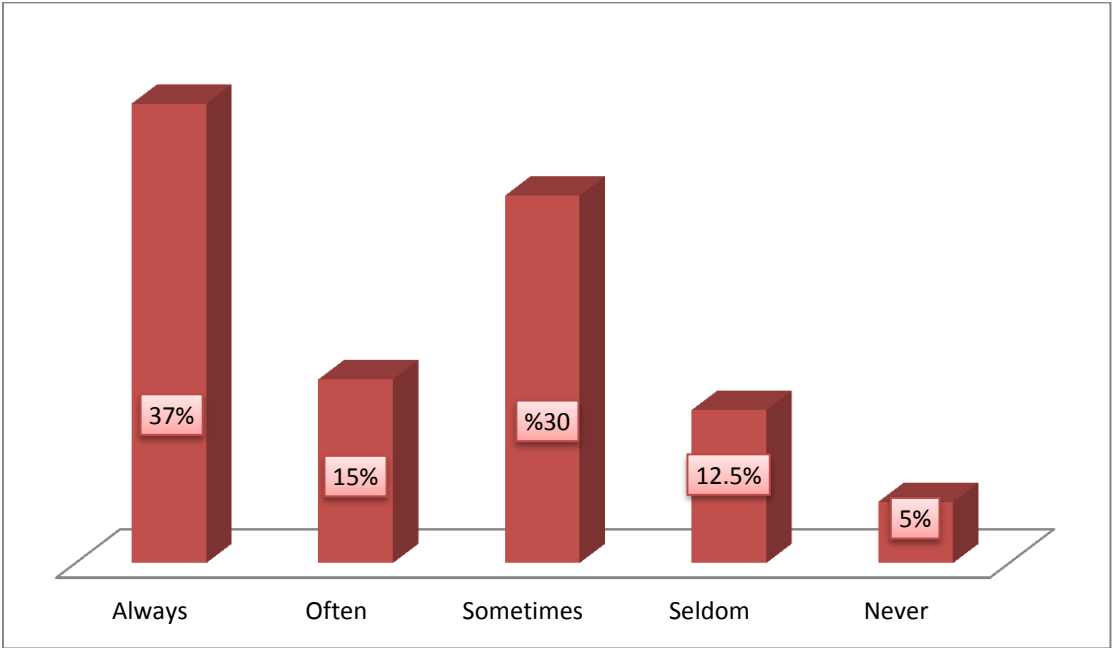
Figure No (4.10)

Table No (4.10) and Figure No (4.10) show that (37%) Are always (let all the students practice the new vocabularies and new expressions until the class master the proper pronunciations).; as stated in statement   No (8),while (15%) are often do that and (30%) sometimes do that, whereas (12.5) do that seldom and (5%) never, with (10.4) calculating value for chi-square.

Statement No (9): I encourage the students to make English clubs to practice their oral communication and listening skill.

Table No (4.11)

Valid	Frequency	Percent	Statistic Value	
Always	17	42.5%	**Type**	**percent**
Often	6	15%	Mean	3.6
Some Times	6	15%	Std	1.5
Seldom	5	12.5%	Chi-square	12.5
Never	6	15%	P-Value	0.01
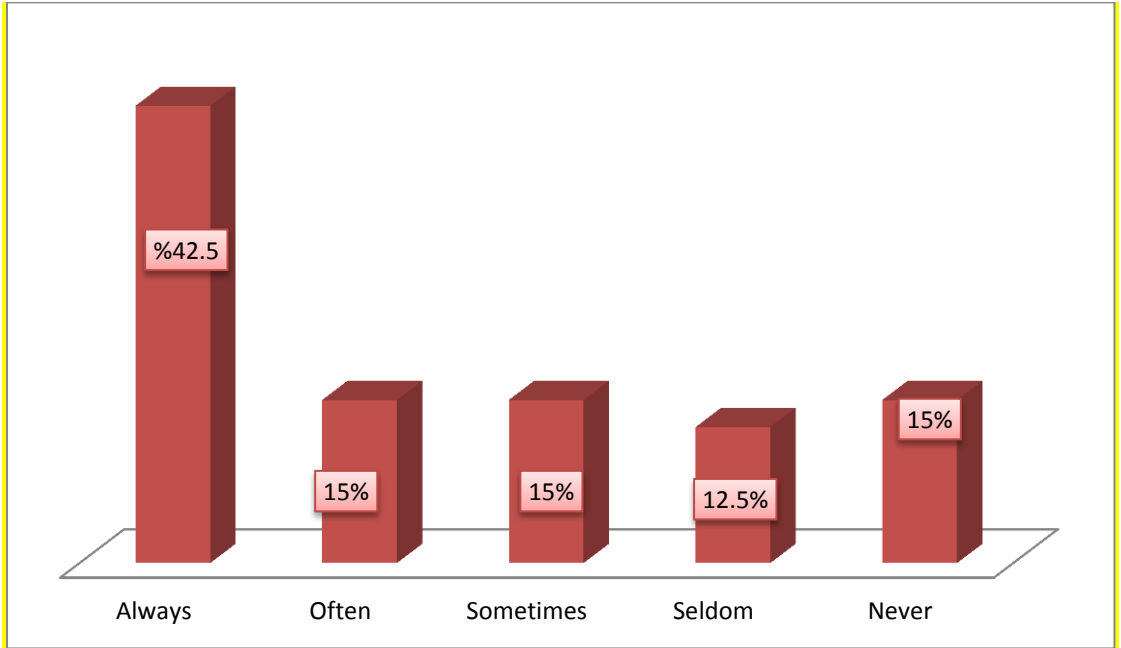
Figure No (4.11)

Table No (4.11) and Figure No (4.11) show that (42.5%) Are always(encourage the students to make English clubs to practice their oral communication and listening skill); as stated in statement   No (9),while (15%) are often do that and (15%) sometimes do that, whereas (12.5) do that seldom and (15%) never, with (0.01) calculating value for chi-square.

Statement No (10): I use materials from outside the syllabus (Video and Audio) in the classroom to enhance the students' listening skill.

Table No (4.12)

Valid	Frequency	Percent	Statistic Value	
Always	9	22.5%	**Type**	**percent**
Often	6	15%	Mean	3.05
Some Times	5	12.5%	Std	1.3
Seldom	18	45%	Chi-square	18.7
Never	2	5%	P-Value	0.0
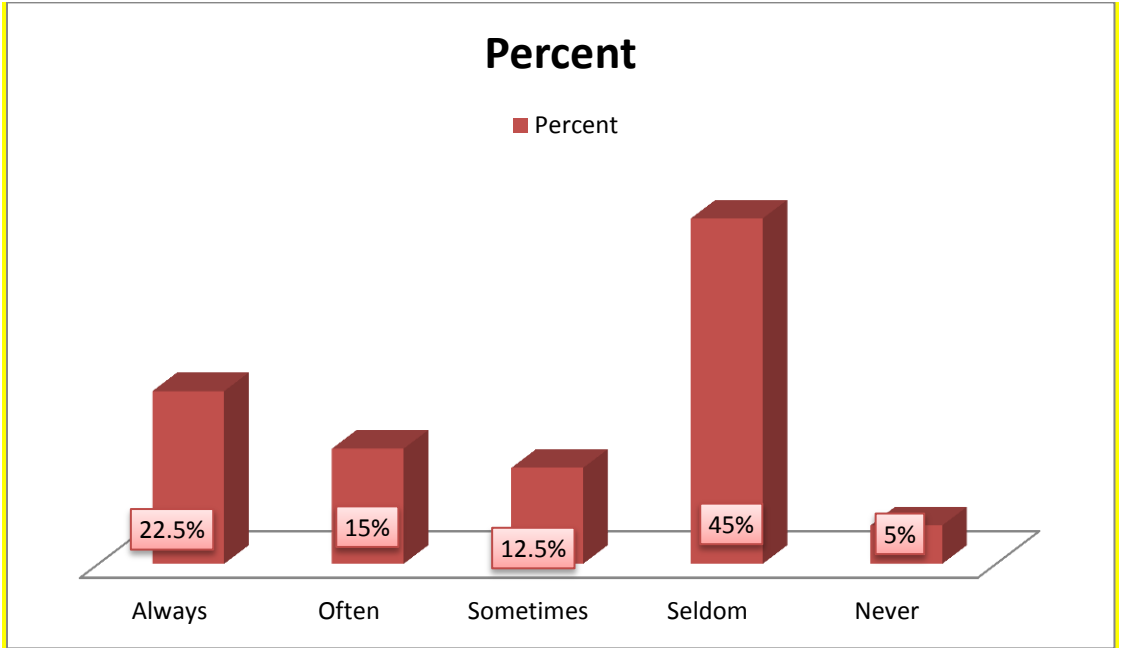
Figure No (4.12)

Table No (4.12) and Figure No (4.12) show that (22.5%) Are always; (as stated in statement   No (10) use materials from outside the syllabus (Video and Audio) in the classroom to enhance the students' listening skill).,while (15%) are often do that and (12.5%) sometimes do that, whereas (45.5) do that seldom and (5%) never, with (18.7) calculating value for chi-square.

Statement No (11): I raise the students' awareness about listening comprehension techniques (vocabularies, pronunciation and English sentences structure).

Table No (4.13)

Valid	Frequency	Percent	Statistic Value	
Always	15	37.5%	**Type**	**percent**
Often	7	17.5%	Mean	3.6
Some Times	2	5%	Std	1.4
Seldom	13	32.5%	Chi-square	17
Never	3	7.5%	P-Value	0.0
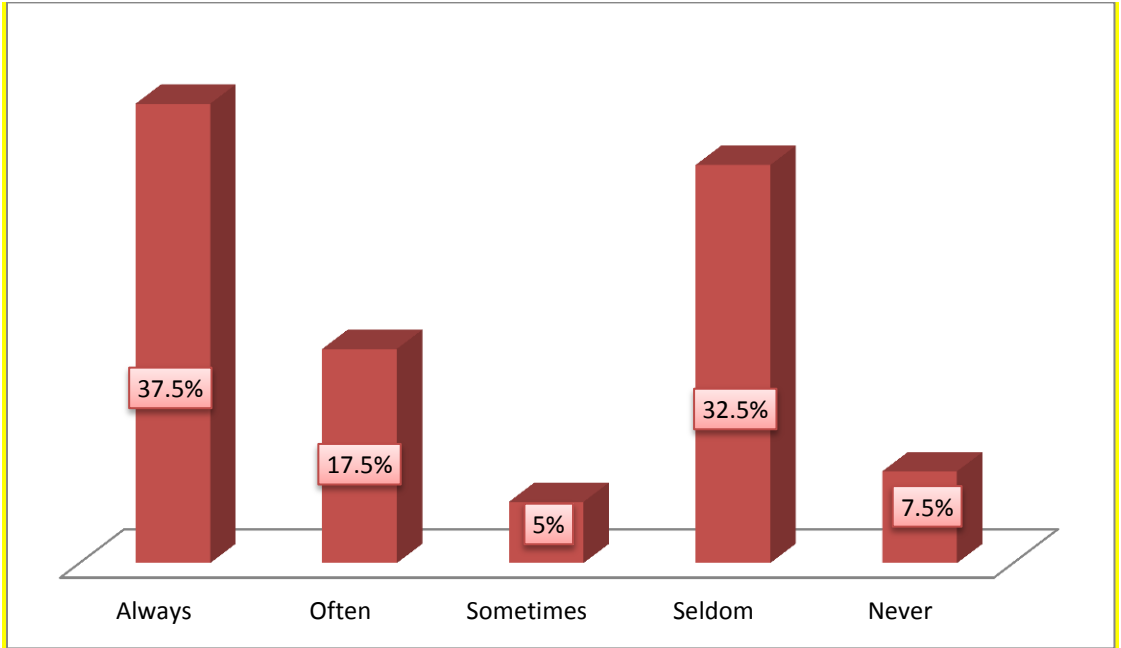
Figure No (4.13)

Table No (4.13) and Figure No (4.13) show that (37.5%) Are (raise the students' awareness about listening comprehension techniques (Vocabularies, pronunciation and English sentences structure).); as stated in statement   No (11),while (17.5%) are often do that and (5%) sometimes do that, whereas (32.5) do that seldom and (7.5%) never, with (0.0) calculating value for chi-square.

Statement No (12): I use listening strategies in my teaching (Bottom up and Top down) and review the students' listening comprehension.

Table No (4.14)

Valid	Frequency	Percent	Statistic Value	
Always	10	25%	**Type**	**percent**
Often	12	30%	Mean	3.6
Some Times	12	30%	Std	1.07
Seldom	5	12.5%	Chi-square	12
Never	1	2.5%	P-Value	0.1
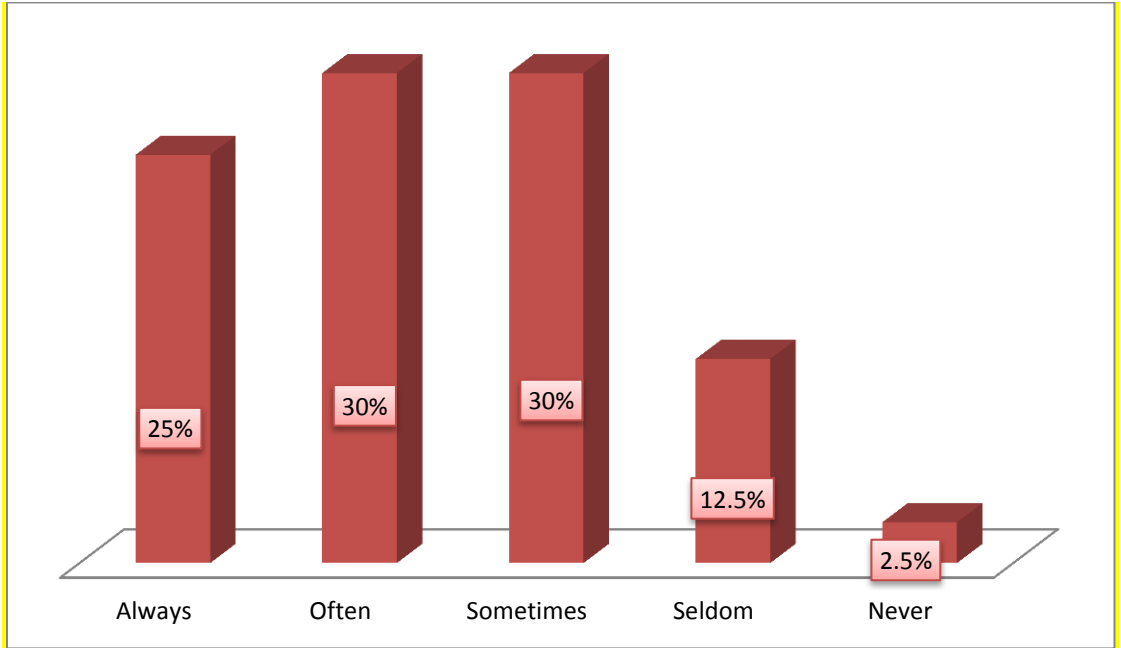
Figure No (4.14)

Table No (4.14) and Figure No (4.14) show that (25%) Are always (use listening strategies in my teaching (Bottom up and top down) and review the students' listening comprehension); as stated in statement   No (12),while (30%) are often do that and (30%) sometimes do that, whereas (12.5) do that seldom and (2.5%) never, with (0.1) calculating value for chi-square.

The statistic analysis for the statements (7, 8 ,9,11 and 12) Show the majority of participant teacher on the questionnaire are practicing listening and new expressions in the class rooms and encouraging students participating in English clubs and using techniques and strategies to some extent; whereas statements No (10) which related to materials from outside the syllabus has the lower percentage in use and that is related to language labs in schools. And it becomes crystal clear that **(The Third Hypothesis is accepted)**

CHAPTER FIVE:

5.0. Introduction, Summary of Results, Recommendations and Suggestions for Further studies.

CHAPTER FIVE

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5.1. Introduction:

Listening plays an important role in EFL, although the teaching of listening comprehension has long been neglected and poorly taught aspect of English in many EFL programs. Listening is now regarded as much more important in both EFL classrooms and SLA research. Listening involves an active process of deciphering and constructing meaning from both verbal and non-verbal messages, the label of passive skill applied to listening is a misnomer. This misunderstanding may stem from the fact that superficially learners seem to only sit in a language lab quietly, listen to pre-recorded dialogues, and write the answers to some questions related to the oral stimulus. It is evident, then, that listening is not as passive as it has been claimed to be as it demands a number of complicated processes on the part of the learners. So in this study the researcher shed light on the listening difficulties encountered by Sudanese secondary schools students, the researcher used diagnostic test and questionnaire to fulfill the purpose of the study. The analysis of collected data revealed the findings below and accordingly the researcher has a recommendations and suggestions for further study in this field, also the researcher given a conclusion to this chapter at the end.

5.2. Summary of the Results:

The review of literature in this study presents the importance role of listening comprehension for the learners of EFL, and the analysis of the collected data in this study shows that the listening skill is neglected in the curriculum and poorly taught in Sudanese secondary schools. This study arrived at the following findings and results:

1- The Sudanese secondary schools' EFL learners have difficulties in listening comprehension due to lack of vocabularies and poor in other linguistic features.

2- The curriculum doesn't give enough chances to listening skill in Sudanese secondary schools.

3- The curriculum doesn't have authentic material to enhance listening comprehension.

4- There are no labs for English language teaching in most of Sudanese secondary schools.

5- The accessibility to internet to enhance students' listening comprehension is limited in Sudanese secondary schools.

6- Most of the Sudanese secondary schools are not suitable for English language listening skill teaching due to poor infrastructure.

7- The English teachers at Sudanese secondary schools are not well trained in teaching listening skill.

8- The listening skill techniques are not included in the curriculum due to the lack of language labs in most schools.

9- Teachers do not encouraging students to create English clubs in schools to improve their listening comprehension.

10- Teachers do not applying listening strategies and listening techniques to improve students' listening comprehension.

5.3. Recommendations:

Based on the findings of this study, the researcher recommends the following points:

1. Students should encourage building their vocabulary for best listening comprehension performance.

2. Students practice the new vocabularies and new expressions until they master the proper pronunciations.

3. Students encourage creating and participating in English clubs in their school.

4. Teachers advised to bring materials from outside the syllabus (Video and Audio) in the classroom to enhance the students' listening skill.

5. Teachers advised to use listening strategies in their teaching (Bottom up and top down) and review the students' listening comprehension.

6. Creation of English language clubs will enhance the students listening comprehensions.

7. Teachers advised to raise the awareness of the importance of listening comprehension strategies.

8. The use of new technology (internet, smart phones applications) will enhance listening comprehension.
9. The curriculum should pay attention to listening comprehension materials, equipments and teachers training.
10. Schools should prepare language labs ; (classrooms and equipments) to enhance students' listening skill.

5.4. Suggestions for Further Studies:

Throughout this study, the researcher has noticed that the following areas need to be studied:

1- The Role of English Club in Developing Students Listening Skill.
2- The effect of Applying Smart phones and Knew technology to Enhance Listening Comprehensions.
3- The Effect of Including Listening Strategies in Secondary School Syllabus.

5.5. Conclusion:

As we have seen above this study is shed light in the listening which is consider of greater important in the field of SLL. This skill in the light of this study's recommendations and suggestions need to be aware of it is importance by the learners and to have additional concern from both teachers and syllabus makers.

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Appendices

Appendix (1)

Listening Skills Practice: Advice for Exams – Transcript

Transcript (Advice for Exams)

Morning, everyone. Quiet, please. OK, I'm going to give you some advice to help you prepare for the exams next week. So make notes as I'm talking. Are you ready? While you are studying, eat food that gives you energy. Don't be tempted to eat sweets or drink cola. Sugar won't help you study but fruit and cereals will. Apples are especially good. Find a comfortable place with plenty of light when you study. But not 'too' comfortable or you'll fall asleep! Try and keep a positive mind. It is easier to study when you are positive and relaxed. If you start feeling anxious, have a break. Go out for a stroll around the block. Don't try to learn everything. There isn't time. Choose the 'important' things, the things that will get you most points in an exam. If you aren't sure about this, ask me. First learn the main ideas and don't worry too much about the details. If you have time, you can come back later and read the details. Make notes of these key points and read them, then cover them up and try to remember all the points. It might be boring, but repetition helps you to remember. Use past exam papers to study. They will help you understand what kind of questions come up. There are plenty of past exam papers in the library. You can photocopy them and take them home. Take regular breaks while you are studying. A five-minute break every half hour is usually enough. Get some fresh air and stretch your arms and legs. Drink a glass of water too. It's important to keep hydrated. And, last but not least, good luck! I'm sure you will all do your best.

. (http//.www.Biritish council.org/learn English teens)

(CD) appendix (2)
 LearnEnglish%20Teens%20-%20Listening%20skills%20practice%20-%20B1%20-%20Advfor%20exams.mp3

. (http// www.Biritish council.org/learn English teens)

Appendix (3)

Listening skills practice: Advice for exams – exercises
Part One (Vocabulary)

Listen to the teacher giving students advice for exams and do the exercises to practice and improve your listening skills.

Preparation: Matching

Match the vocabulary with the correct definition and write a–h next to the numbers 1–8.

1…….. advice   a. very worried

2…….. last but not least   b. be attracted to doing something

3…….. be tempted to   c. a good or full amount of

4…….. anxious   d. the act of doing something again

5,..plenty ofe. an opinion or recommendation about what someone should do

6…….. repetitionf. a short walk around your small section of the city

7… a stroll around the block   g. to put something over something so that you can't see it

8…..to cover something up   h. an expression used before the last thing in a list,to say that it is equally as important

Part Two Sentences Structures

1. Check Your Understanding: Multiple Choice

Circle the best answer to these questions.

1. The teacher wants the students to …

a. take notes after she has finished speaking.

b. take notes while she is speaking.

c. forget about taking notes.

2. The teacher suggests eating …

a. sugary snacks.

b. only apples.

c. fruit and cereals.

3. The teacher suggests finding a study place with a lot of

a. light.

b. space.

c. books.

Listening Skills Practice: Advice for Exams – Exercises

4. If students feel stressed they should …

a. go to bed.

b. go out for a walk.

c. drink some water.

5. Students are advised to …

a. select the important things to learn.

b. read through everything once.

c. make notes about every topic.

6. The teacher understands that repeating things can be …

a. difficult.

b. uninteresting.

c. tiring.

7. Students can do past exam papers …

a. in the library only.

b. at home if they take photocopies.

c. in the after-school study group.

8. The teacher recommends a break of five minutes every …

a. hour.

b. two hours.

c. thirty minutes.

9. It's important to …

a. eat regularly.

b. sleep when you feel tired.

c. keep hydrated.

10. The teacher is sure that the students will …

a. pass their exams.

b. fail their exams.

c. do their best.

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Appendix (4)

Listening Skills Practice: Advice for Exams – Answers

Answers to Advice for Exams – Exercises

Preparation

1. e

2. h

3. b

4. a

5. c

6. d

7. f

8. g

1. Check Your Understanding: Multiple Choices.

1. b

2. c

3. a

4. b

5. a

6. b

7. b

8. c

9. c

10. c

(http// www.Biritish council.org/learn English teens).

Appendix (5)

The Questionnaire

Dear Teachers,

This is a questionnaire to fulfill the MA in linguistics; this study is about the EFL listening skill at Sudanese secondary schools. So, your answer to these statements according to your experience in this field is highly appreciated.

Great Thanks.

Name, (Optional):…………………….   Academic Degree:

…………………

Years of Experiences:………………...

Pleas Tick (√) The Statement That You Feel Suitable:

S/N	Statement	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1	The curriculum doesn't give enough chances to listening skill in Sudanese secondary schools.					
2	There are no English labs for English language teaching in most of Sudanese secondary schools.					
3	The accessibility to internet to enhance students' listening comprehension is limited due to Sudanese culture					

S/N	Statement	Always	Often	Sometimes	Seldom	Never
	and economical reasons.					
4	Most of the Sudanese secondary schools are not suitable for English language listening skill teaching due to poor infrastructure.					
5	The English teachers at Sudanese secondary schools are not well trained in teaching listening skill.					
6	The listening skill techniques are not included in the curriculum due to the lack of language labs in most schools.					

Pleas tick (√) the statement that you feel suitable :

S/N	Statement	Always	Often	Sometimes	Seldom	Never
1	I encourage the students to practice their listening throughout the lessons.					
2	I let all the students practice the new vocabularies and new expressions until the class master the proper					

	pronunciations.					
3	I encourage the students to make English clubs to practice their oral communication and listening skill.	54				
4	I use materials from outside the syllabus(Video and Audio) in the classroom to enhance the students' listening skill.					
5	I raise the students' awareness about listening comprehension techniques (Vocabularies, pronunciation and English sentences structure).					
6	I use listening strategies in my teaching (Bottom up and top down) and review the students' listening comprehension.					