



## **Difficulties face basic school pupils in acquiring listening skill with special reference to spine one**

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### **Abstract**

In this research the study reaffirm that effective learning should be built on a great concentration upon the listening skill. The main objective of this research is to find out the various listening problems which face basic school pupils and to suggest ways to overcome these problems. So through these chapters, the researcher maintained to find out the solution for problematic areas in utilizing this skill. To achieve this aim, the researcher used the tool of collecting data through questionnaire which applied on a group of English language teachers at basic level.

The basic hypothesis of the study assumes that this problem due to the lack of audio methods (tapes, CD, videos, songs) and also limited time of lesson beside the four factors: teacher, pupil, teaching environment and text book. These hypothesis were tested by using data collected through questionnaire. The samples reflects the difficulties in acquiring this skill in language learning process. The findings obtained through data analysis shown the following:

- The sample respondents agree upon the importance of this skill as basic skill in teaching English for beginners.
- Most of the questionnaire respondents confirm that he pupils are ready to participate in listening skill exercises.
- The teacher needs to use the authentic materials such as:  
Tape recorder, videos, films, etc. To make it more attractive. These findings have supported the hypothesis of the study. Moreover the researcher recommended the following:
- The Ministry of Education should provide each pupil the current new edition that adapted from the National Centre for Curriculum and Educational Research (NCC&ER)
- There should be enough well trained teachers in the schools.
- Try to get benefit from the Nile Course curriculum advantages and mix it with spine curriculum.  
The listening skill must be examined in basic school certificate.

**Keywords:** research, acquiring listening, reference, spine

### **1. Introduction**

Today English is very important all over the world, particularly in the field of science, technology and commerce. It dominates the world and mass media. It is the language of politics, trade, security, amusement, press and above all science and education.

Accordingly, it can be said that mastering English and its culture will facilitate communication with spectrum of people all over the world. So like it or not, English has become the world's language and it is growing in importance every day. Globalization and developments in communication are fuelling demand for the language around the world.

By 2050, it is estimated that half of the world's population will be competent users of English. This learning frenzy will not take place, because of some love of the language, but due to the realization that people will be left behind in work and in social situations unless they can communicate with the rest of the world.

The status of the English language in the Sudan passed through several stages, from being a second language to its current status as a foreign language. Since the independence of Sudan, the status of English language in Sudan have not been constant due to changing educational policies and lack

of well repaired teachers. English language in Sudan has been taught for numbers of decades as a foreign language. Even it is the medium of instruction in some universities and colleges, the most prevailing approach was through reading and writing, little attention was paid to the spoken and listened language as a result the learner's listening and speaking competence is poorer than their writing and reading.

Listening is considered the most important skill everyone needs for success in his life and studies. But teaching listening is not an easy task due to the complex nature of the listening process – Dehear, (1973:133), emphasizes the importance of listening skill ability by saying,

*"The ability to listen is the most important for listening is the primary source of language. It is the base on which all the other language skills develop. Language comes first through the ear, people listen then speak and later learn to read and write.*

Therefore, all these things bring a sense of urgency to listening research. In the present study, the researcher is going to investigate the reasons behind the weaknesses in acquiring this skill at basic level schools.

## Review of Literature

This chapter deals with the literature review. It contains many topics that related to the area of listening.

### 2.1 What is listening?

(Anderson, A. and Lynch-T., "1988"-listening)<sup>[3]</sup>

In order to define listening, there are two basic questions. What are the component skills in listening? And what does a listener do?

In terms of the necessary components, the following can be listed?

- Discriminating between sounds.
- Recognizing words.
- Identifying grammatical grouping of words.
- Identifying "pragmatic units"... expressions and sets of utterances which function as whole units to create meaning.
- Connecting linguistic cues to paralinguistic cues (intonation and stress) and to non-linguistic cues (gestures and relevant objects in the situation) in order to construct meaning.
- Using background knowledge (what somebody already know about the contents and the form) and context (what has already been said) to predict and then to confirm meaning.
- Recalling important words and ideas.

Successful listening involves an integration of these components skills. In this sense, listening is a coordination of the component skills, not the individual skills themselves. This integration of these perception skills analysis skills, and the synthesis skills what is called a person's listening ability.

### 2.2 The importance of listening.

(Anderson, A., and Lynch.T., "1988"listening)<sup>[3]</sup>

Dehear, (1973:133), emphasizes the importance of listening skill ability by saying,

*"The ability to listen is the most important, for listening is the primary source of language. It is the base on which all the other language skills develop language comes first through the ear. People listen then speak and later learn to read and write."*

He moves further and says,

*"Listening is an integral part of all language activities. Whether the activity is speaking, reading or writing. It is somehow related to listening. For example learning to read is learning to associate the spoken sounds of language with the written symbols on a page and responding in the same ways that one would to spoken language."*

Learners can't develop speaking skills unless they develop listening skills, to have a successful conversation, listeners must understand what is said to them. Amin,(1995:7).

*"Listening is an essential part of communication which can't be defined solely in terms of the speaking skill. Even the individuals fluent verbal behaviour, according to lesson, (1975: 171), cannot be evaluated only on the basis of the productive*

*performance of the speaker, but must take account of the competence of the individual as hearer of the message"*

*"Developing listening comprehension, helps make the listener emancipated and able to cope on their own, by using tape and radio, thus text books or on particular teachers, pronunciation." "(Hay, 1973:107).*

Listening is an integrative, not passive process, requiring much effort and practice on the part of the student. Yes it's integrative skill, because the use of listening skill may lead on quiet naturally to the use of speaking or any other skill. So, there is a connected series of speaking listening writing and reading. There is a difference between hearing and listening. Hearing is the physical ability to receive sound waves in the brain. Listening is the mental ability to pay attention to the message carried by those sound waves. Hearing in other word is mostly the matter of the ear; Listening; of the ear and mind.

Listening can also be defined in several ways: first it has been said that listening is not passive, but an active process of perceiving and contrasting a message from a stream of sounds.

This process depends on what one knows about the phonological grammatical, lexical and cultural systems of a language. Listening skill is the major and fundamental skill for teaching which considered as the main and the most important skill for teaching English language. Listening can be seen and noticed clearly as a basic role in the communication process, effective contribution in teaching and learning other parts of the language. Natural easiness, which make it interesting amusing, motivating, and a variable process. It is aim which put it at the top of other skills, different and a variable procedure that makes it's teaching as an easy task for teachers. Furthermore listening skills stand by themselves, as a means for understanding and comprehending.

Listening is a major activity of paying attention, taking the sound from the air, trying to get the meaning in to the mind and this complete the communication process.

### 2.3 Listening in Real Life.

(Matthews, A., Spratt, M., and Danger, f., L., "1985". At the chalk face practical Techniques in Language Teaching)<sup>[1]</sup>

In real life, there are two ways in which a person listen.

#### 1. Casual Listening

Is to listen to something with no particular purpose in mind, and often without much concentration. Examples of this kind of listening are: Listening to the radio while doing some housework; chatting to a friend. Usually a person do not listen very closely, unless he/she hears something that particularly interests him/her, and after wards may not remember much of what he/she heard.

#### 2. Focused Listening

Is to listen for a particular purpose, to find out information which some one need to know. Example of this kind of listening are: Listening to a piece of important news on the radio, listening to someone explaining how to operate a machine. In these situations, one can listen much more closely; but do not listen to everything with equal concentration, i.e. to listen for the most important points or

for particular information.

#### **2.4 The acquisition of Listening skill in childhood. (Murcia, c., and Melintosh"1986", teaching English as a foreign language or second language)<sup>[3]</sup>**

How babies and children learn to listen their own language effectively? They are listeners long before they are speaker. Babies as young as three days old have been shown to prefer listening to speech to listening to other sounds (Butter Field and Siperstein cited in 1974). By about eight weeks they have developed some sensitivity as listeners, being able to distinguish the emotional quantities of voice, they respond differently to angry voices. Which tend to make them cry, and to friendly ones, which produce smiles and crows (Kapan and Kaplan cited in 1970). By four months they seem to differentiate male and female voices, and by six to eight months, it's claimed, they can imitate the intonation of statements and question (Nakazima 1962; Kaplan 1969). Most babies gain their first experience of being a listener through their participation in "Conversation" with their parents. These begin long before the baby is able to participate by speaking. Instead, the parents respond to a wide range of a non-linguistic behaviours as if these were the baby's replies or conversational turns. Perfectly rational adult treat gestures as expressions of interest or comments on the current topic of conversation Snow cited in (1977). As the baby grows older, the adult become more demanding about what they will accept as in appropriate conversational response to so at three months almost any physical sign of interest or attention will do, but by eight months a vocal response such as babbling is usually required; by the time the child is one year old he or she is expected to produce a word in response to the parent's prompting.

It is believed that this parental behaviour is an unconscious attempt to provide the baby with training in the art of conversation, children are presented with many opportunities to absorb what is expected of speaker and listeners, even before they are able to produce the required response. By the time they can really talk, they have already assimilated many of the basic conversational skills, such as paying attention, and taking turns to speak. Children as young as two years old display some of the relevant listening skill in conversation with adults, e.g.: they reply to the adults, questions about 50 percent of the time.

Researchers have used a technique known as the "referential communication paradigm" to study how well young listeners (and speaker) cope with the information content of messages The children are given a task that involves the speaker looking at a set of cards with simple pictures or diagrams, one of which is marked as the "target". The speaker has to give a clear enough description to enable the hearer, who has an identical set of cards, to identify the target from the unmarked set.

Three ways in which listeners can aid successful communication in referential tasks have been suggested Glucksberg, Kraws, and Higgins cited in 1975). First, they have to judge their confidence in having understood what the speaker has said; in other words, they need to be able to recognize ambiguous, or uninformative messages. Second, if they identify just such a problem they have to be able to specify what additional or alternative information the speaker should supply in order to clarify the message.

Recent research has emphasized the importance of the listener's contribution to communicative success and has

highlighted the problems faced by young listeners. These have been shown to be three main types:

(1) Many children (up to the age of seven) do not realize the importance of message quality. In referential tasks the listeners blame themselves, rather than the quality of the message, even if this was highly ambiguous message was adequate they maintain this view, even when the experimenter stresses the fact that they have guessed. By the age of eight, most children have overcome these difficulties (Robinson and Robinson 1977 a \_ 1977 b, Singer and Flavell 1981).

(2) Young listeners have problems assessing message quality that is, recognizing when input is ambiguous or uninformative.

(3) Unlike adults, young listeners rarely provide feedback for speaker, in spontaneous conversation and in communication tasks children do not usually confirm that they have understood when the message is clear and simple. More seriously, even when speaker's message is highly ambiguous or unclear young listeners (up to the age of ten or eleven) also fail to comment, query, or request more information (Dittman 1922, Cosgrove and Patterson 1977, Gallagher cited in (1977)). However, when the content of their responses is analysed, they show themselves to be less than fully proficient, e.g. they may recognize that a "yes/no" question demands a response, but the semantic content of that reply maybe questionable (Steffenson and Horgan cited in (1978).

Research in to children's conversational skills high lights those listeners' skills which very young children have not yet fully mastered, but also indicates the considerable abilities they do possess, particularly in the social aspects of listening. So, although two – year – olds have been found to be imperfect turn takers (e.g. leaving excessively long gaps between speaking turns), by the age of five or six some children can explicitly discuss turn – taking and attempt to remedy over happing speech in a conversation by stopping and remembering what they want to say while simultaneously monitoring others' on going talk Ervin – Tripp cited in (1979). Listeners as young as two year old have been found to be quite competent in their interpretation of indirect as well as direct requests from their mother Shatz cited in (1978). The picture that emerges from such studies is that, in spontaneous conversation in a familiar context, usually with a familiar partner, young native listeners demonstrate a quite considerable range of communicative competence.

One characteristic of such studies is that the information content of the listening material is not very demanding – which is hardly surprising, since this is the norm for casual conversation, even among adult. However, it's important to hear it in mind when someone consider the results of another type of research, which has focused on the listener's ability to deal effectively with inputs that are novel and informative, rather than familiar and interact ional. This kind of input demands the deployment of skill that are less social than cognitive. Although the experiments which focus on novel and informative inputs may seem less, natural, than those concerned in the familiar and interact ional kinds, they tap abilities which are just as essential for complete competence and which the adult native listeners need to have mastered.

Ironsmith and White Hurst 1978; Patterson and Kister 1981). These studies of how young children perform in the

role of listener have provided valuable insights into the wide range of component skills involved in effective listening. In supportive and familiar conversational contexts even very young listeners are competent in the social skills involved in listening.

Experimental research has now focused more on the difficulties experienced by the child when faced with more novel, information – oriented listening tasks. In both these types of study, there is a gradual developmental progression towards competent listening performances. The age at which this competence is achieved varies with the difficulty of the listening task.

Task difficulty is a constant and critical feature of all these studies and is an issue by the age of six or seven young native speakers have a fair mastery of language, but they are less than effective communicators. This is partly because their listening skill are not yet fully developed.

Their linguistic competence does not automatically lead to successfully listening or communication.

### **2.5 The problems of listening in language teaching. (Byrne, D., "1976" Teaching oral English) [5]**

L1 and L2 comprehension studies have tended to focus on syntactic issues, concentrating on the problems presented by the language rather than on the processes of comprehension. But one branch of second language acquisition research has given more explicit consideration to what is involved in L2 listening processes: discourse analysis studies have examined how L2 learners cope when conversing with native speakers.

One of the principles skills which listener's must develop if they are to participate successfully in conversation is the ability to identify the topics of conversation, so that they can make a relevant response. In the early stages of language learning, identifying the topic accurately enough to make an immediate relevant reply is apparently a very hard task.

To get clarification of a topic, foreign learners have to develop strategies to make their difficulties plain to their native partner. This essential conversational skill is of course, one that used in L1, thoughtless frequently than in an L2. Hatch illustrated how learners dealt with this problem of topic clarification by using stock responses, such as 'huh?' excuse me? Or "I don't understand" or by echoing part of the preceding utterance, as indications that the learner is having difficulties in knowing how to respond. The importance of such strategies in getting a simpler or alternative formulation of the topic from the native speaker was strikingly demonstrated in a telephone exercise. When foreign listener's did not make use of these responses, the native speakers they were calling hang up more frequently before the learners had achieved their aim in making the call, w learner's persevered and kept showing that they were trying, but having problems, the native speakers were more willing to let the call continue.

Hatch's conclusion was that students might need to reconsider the traditional view of what it is the foreign listener has to do in listening comprehension, at least in the case of face to face conversation. The successful (lower level) L2 listeners does not seem to proceed by finely discriminating between all the phonological, syntactic and semantic information in the natives speech, as some conversational approaches to training listening would seem to assume.

Three main skills emerge from the discourse analysis

studies as being of prime importance for the L2 listener:

1. The ability to recognize the topic of conversation from the native speaker's initial remarks.
2. The ability to make predictions about likely developments of the topic to which he will have to respond.
3. The ability to recognize and signal when he has not understood enough of the input to make a prediction or a response. The explicit signals are crucial, as they usually elicit a repetition or reformulation by the native speaker, and so give the listeners another chance to make a relevant response.

In using these skills, the listeners may exploit any or all of the various information sources. The implication for developing the skills necessary for successful L2 listening which emerges from a wide range of research studies in L1 and L2 contexts is that teaching programmes should not over-emphasize comprehension as a process of identifying sound and matching them against the learner's store of known words, not only is this not all that native speakers or proficient L2 learners do when they listen, but such an a caustically based approach likely to handicap, rather than help, elementary level L2 learners.

Especially in the early stages of L2 learning, learners need to utilize the other types of data (knowledge of the discourse content of the context and any available knowledge of the L2 linguistic system, e.g. it's grammar to help them make predictions about the identifying of incoming words, so as to make up for their natural short coming in a caustic processing.

The importance of guiding and encouraging L2 learners to realize the extent to which they can, as it were, help themselves to understand by using their own internal knowledge resources when they have problems in processing incoming spoken language is something that has recently been stressed by Faerch and Kasper make the following claim:

Even though somehow –level processing will take place in any comprehension task, the decisive operations in comprehension for communication (rather than in laboratory experiments) involve higher – level processes of meaning reconstruction. (Faerch and Kasper 1986:264). This is a hold claim, and perhaps an over statement, in the present state of research. However, teachers would agree that in the past these higher –level process have been somewhat neglected in the language classroom. Some results based research support the idea that language teachers should be helping listeners by encouraging them to use their internal resources as a support in listening.

### **2.6 What makes listening easy or difficult?**

**(Anderson. A., and-lynch.T., "1988-listening) [3]**

Everyday experience tell that listening is sometimes hard and sometimes easy, but people are normally unaware which factors are contributing to that variation. Most people would probably agree that listening to a radio broadcast of a parliamentary debate is relatively demanding if someone is trying to follow the event closely, while listening to a child reading from a book of fairly stories is much easier. What influences these intuitive assessments? Although a large number of factors are involved, they fall into three principle categories, related to:

1. The type of language that someone is listening to.
2. The task or purpose in listening.
3. The context in which listening occurs.

In these terms, the parliamentary debate is difficult under the first and third headings. The language inputs is hard to follow: the content of what is said may be fairly unpredictable; it may be abstract in nature, it may deal with arrange of complex topic, and it will be probably expressed in quite involved linguistic form, there will be a number of different speakers, with different voices and accents. As far as context is concerned, there may be a varying level of background noise; and of course the radio provides with no visual support for interpreting what is being said or who is speaking. In short, the language input is as demanding as any might envisage.

But the effect of the input interacts with the purpose in listening; if someone have switched on the radio simple to determine whether the debate has finished or whether now a days instatement of favourite radio serial has started yet, then the listening experience, despite that long list of difficult input features, is not a demanding one, For some listeners, however, the broadcast debate from Westminster will involve a much more difficult task or set of task. A business executive: e.g. will be paying close attention to what is said in the annual Budget debate because she needs to remember it, either to pass the information on to her colleagues straight away, or to use it at alter-stage.

So what makes her task more difficult to her attempt to remember the details of what is said, especially given the type of language in question? As a listener, she is probably consciously going beyond the spoken words and trying to interpret what they imply for her in particular, she is there for engaging in a great deal of interpretative work, partly because of the language itself, and partly because she has set herself a number of relating demanding tasks, since she wishes to use the information in a variety of ways. In contrast, when a mother listen to her child reading a fairy story. Both the language input and the listener's likely purpose combine to make the experience for less difficult.

## 2.7 Types of Listening Comprehension.

(Harman, J., "1983". *The practice of English language teaching*)<sup>[7]</sup>

### 1. Intensive Listening

Two possible types of intensive listening exercises can be distinguished.

1. Exercises which focus on detailed comprehension of meaning. This can be done through:

- a. Comprehension questions

As with reading comprehension questions, these can be:

1. Factual: (Where the answer is clearly stated somewhere in the passage);
  2. Inferential (where the student has to make some sort of connection for himself. This can be a connection between two parts of the passage or between something in the passage and student knowledge of the outside world);
  3. Personal: (where the question is related to the student own experience or opinion).
- b. Summary questions, where the student listens to a passage and then has to summarize what he has heard. One possibility is that the student takes notes as he listens. The summary could be written up in the form of

letter or newspaper report.

- c. Logical problems, e.g.:

"All French men speak French, but not everybody that speaks French is a French man".

Question based on sentences such as above should encourage every careful intensive listening.

1. Intensive listening for language, teachers often do more detailed work on language once the student can understand what they are listening to. It is usually more effective if the linguistics exercises are somehow related to each other and to the passage and are not just unconnected bits and pieces.

It is useful to remember that questions for both language and comprehension work need not necessarily be asked at the end of the middle, as this will lighten the memory load.

### 2. Extensive listening

With extensive listening, the student is not reinforcing a structure or practising a grammar point which is linked to the rest of the course work. Extensive listening exercises are those where a student is primarily concerned with the following a story, or finding something out from the passage he is listening to:

As student can sometimes be overawed by the prospect of doing extensive listening. The teacher can prepare the student for listening to a passage by telling them something about the topic of the listening text or by giving them keywords.

### 3. Summary

To a large extent, however the division between intensive and extensive listening is somewhat artificial. Listening does not lend itself neatly to this type of categorization in the way that reading does. It is perfectly easy to use the same listening passage for both extensive listening and more detailed work.

### Objectives of the Study

1. In what extend basic school pupils have sufficient on listening.
2. To find out the various listening problems face basic pupils.
3. To suggest ways to overcome these problems.

### Questions of the Study

This study seeks to answer the following questions:

1. What are the difficulties facing basic school pupils in acquiring the listening skill?
2. What are the causes of low performance for basic pupils in listening skill?
3. How can the teacher improve students listening skill?

### Hypotheses of the Study

In this study, the researcher assumes that the difficulties face basic school pupils in acquiring listening skill due to the:

1. Lack of audio materials (tapes, CD, videos, songs) and also the limited time of lesson.
2. The causes of pupils low performance in listening skill is due to for factors:-  
(1) Teachers (2) pupils (3) teaching environment (4) text book.
3. The teacher can improve his students listening skills by

creating special atmosphere inside the class room such as English labs.

**Significance of the Study**

Until comparatively recently listening skills have been largely neglected. However they are important for two main reason:

1. Without these skills communication language can break down.
2. It enables students to learn the more easily. Sts will be able to pronounce a word only after they heard it (students will be able to pronounce and learn correctly). Hence the significance of the study is raised up since listening has often not been given as much attention as the other three skills when language is being taught in the classroom.

**Methods of data collection**

**Subject**

The simple investigated for the purpose of conducting this study consists of 46 teachers who have been teaching English language for the pupils at basic level. It's drawn for Sudan University of science and technology faculty of Graduate Studies whereas 31 of them were males

**Analysis of Teachers' Questionnaire**

**Table 1**

Frequencies	Number	Percentages
Never	12	26%
Sometimes	20	43.5%
Often	5	10.9%
Always	9	19.7%
Total	46	100%

It's found that the presented and analyzed data can be interpreted as follows.

It's found that 43.5% of the residents see that in their teaching task the use a cassette recorder.

Statement 2: Using videos in listening tasks highly motivates

My pupils:

**Table 2**

Frequencies	Number	Percentages
Never	6	13%
Sometimes	8	17.4%
Often	4	8.7%
Always	28	60%
Total	46	100%

Comment: for using videos 60% of the respondent see that using videos in listening activities highly motivated the students.

Statement 3: songs are used to develop my pupils listening abilities.

**Table 3**

Frequencies	Number	Percentages
Never	3	6.5%
Sometimes	22	47.8%
Often	9	19.7%
Always	12	26%
Total	46	100%

Comment: 47% of the respondent's view that they use songs to develop their pupils listening abilities.

Statement 4: Pupils mother tongue affects negatively their listening performance.

**Table 4**

Frequencies	Number	Percentages
Never	5	10.9%
Sometimes	19	41.3%
Often	9	19.7%
Always	13	28.1%
Total	46	100%

Comments: According to the results in questionnaire 41.3% see that the pupils mother tongue affects negatively their listening performance.

**Table 5**

Frequencies	Number	Percentages
Never	20	43.5%
Sometimes	23	50%
Often	3	6.5%
Always	Zero	Zero
Total	46	100%

Comment 50% of the sample responds view that they negatively listening skill tasks in their learning.

Statement 6: Pupils are motivated to participate in listening skill tasks.

**Table 6**

Frequencies	Number	Percentages
Never	2	4.3%
Sometimes	26	56.6%
Often	11	23.9%
Always	7	15.2%
Total	46	100%

Comment: 56% of the respondents think tat pupils are motivated to participate in listening skill tasks.

Statement 7: Classroom environment fleets negatively in student's mastery of listening skills.

**Table 7**

Frequencies	Number	Percentages
Never	3	6.5%
Sometimes	23	50%
Often	7	15.2%
Always	13	28.3%
Total	46	100%

Comment: 50% of the respondents see that classroom environment fleets negatively in students mastery slats.

**Statement 8:** Listening as skill is given a great emphasis in text book. 34.7% say never, also 34.7% say sometimes where as 19.7% say always and 10% of the respondents say often.

I create a suitable inside the class to improve pupils listening.

**Table 9**

Frequencies	Number	Percentages
Never	2	4.3%
Sometimes	18	39.1%
Often	5	10.9%
Always	21	45.7%
Total	46	100%

**Comment:** 45.7% of the respondents consider that they create a suitable atmosphere inside that class to improve pupils listening.

**Statement 10:** I modify activities and tasks which help the pupils to practice listening skills.

**Table 10**

Frequencies	Number	Percentages
Never	4	8.7%
Sometimes	22	74.8%
Often	7	15.2%
Always	13	28.3%
Total	46	100%

**Comment:** 74.8% of the respondents think that they modify activities and tasks which help the pupils to practice listening skills.

**Statement 11:** English labs help in developing students listening abilities.

**Table 11**

Frequencies	Number	Percentages
Never	3	6.5%
Sometimes	4	8.7%
Often	3	6.5%
Always	36	78.3%
Total	46	100%

**Comment:** 78.3% of the respondents see that using English labs help in developing students listening abilities.

**Findings**

According to the data that collected by analyzing the research questionnaire the researcher gained the following.

1. Most respondents agree upon the importance of listening skill as basic skill in teaching English for beginners. For current curriculum (spine one) the point of view are calling to adjust the listening skill in it, compared to previous curriculum (Nile course).
2. Most of the respondents see that pupils are ready for participation in listening skill.
3. Teachers not to neglect the listening skill as basic part of teaching methodology, this need to enforce the above skill in them by offering helping audios (cassette, radio etc) and many respondents support the approach of starting lessons with listening skills.
4. Most of the respondent’s view that pupils mother tongue affect their listening skill beside classroom environment.

**Conclusion**

Listening is a process involving a continuum of active processes, which are under the control of the listener. All four language skills (listening, speaking, reading and writing) take part in the communication process. Listening and reading are the receptive skills: speaking and writing are

the productive skills. In the past listening has often not been given as much attention as the other three skills, when language is being taught in the classroom. This has probably been a mistake because in some ways listening is the most important of the four skills because:

Firstly, in the communication process, more time is normally spent on listening than is spent on any of the other three skills.

Secondly, listening is usually the base from which the other three skills are learnt.

Thirdly, listening can stand by itself: you can listen, understand and then take some action without using any of the other three skill. (Compare it with speaking – you can imagine listening without being able to speak, but you cannot imagine speaking without the ability to listen.

Listening is one of the four language skills that seem the most neglected compared with other skill, both by the students and teachers, we spend considerable energy getting our students to practice using grammar, reading and speaking. But practicing listening, how often doesn’t that appear in lesson plan.

Admittedly, listening is not examined in school certificate but it is by listening in class that students receive most of their knowledge of English and virtually all the time. So we would hope the students are receiving it in English.

Perhaps the first thing to established is that listening in foreign language is not easy. In fact modern psycholinguistic theory recognizes that listening is more difficult for a foreign language learners than speaking. In order to make listening skill easy, it should be a part of our job to help our students to improve our listening ability there is only one way to do it that is your ability to derive meaning from what your hear.

Broadly speaking, I think we should aim to provide our students with sufficient listening practice to enable them to understand with reasonable sense both native and non-native speakers English when they speak at normal speed in unstructured situations.

Fortunately there is usually no shortage of authentic listening materials available. Even when students have a little or no chance to visit an English – speaking country, they are able to listen to English by tuning in the BBC world service and other broadcasts in English such as voice of America, by watching British, Australian etc films on the television and the cinema.

To recapitulate the above mentioned this skill must be practice at any situation by using aids which developing our listening skill. And the best type of material, then for listening practice will be conversations, monologues etc.. from my own point of view the best way of teaching listening skill whatever the level of the students, it’s generally advisable to orient them to what they are about to hear, Briefly introduce the topic of the text by asking students a few simple general questions, by eliciting their own opinions etc. if need be a pre teach a few words and phrase, also, tell the students what sort of passage they are going to hear. The importance of listening cannot be overstated, it’s unlikely that students will improve very much if the only listening practice they get in one or two hours a week in the classroom.

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