

Listening Problems Encountered in English as a Foreign Language in the Classroom at ElObied Secondary Schools of North Kordofan State, Sudan

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Abstract: This study was carried out at ElObied Secondary Schools 2023. The study aimed to list and reveals the listening problems. And to point out the requirements of teaching listening and to suggest solutions to develop the students listening practice properly. The study followed the descriptive analytic approach. The primary data was collected by structured questionnaire, using a simple random sample technique for 60 teachers representing 30% of the total English language teachers (182). The data were analyzed using (SPSS – The Statistical Package for Social sciences version 16 and Pearson's reciprocity was also applied with the significance of 0,05). The results of the study revealed (40%) of the teachers always supply students with listening models to improve their listening skills. (38%) of teachers sometimes help students to practice free listening to English speaker. Students insist in reading the translation while watching English conversations. Only (22%) Schools always supplied with listening activities for practice. 35% of the teachers integrate the four English skills. The study concluded that students face Listening problems encountered in English as a Foreign Language in the Classroom because of the lack of the requirements of practicing listening (media in native speaker voice). Therefore, the study recommends that school should supply teachers with the media.

1- Introduction

This study would deal with listening problems encountered in English as foreign language in classroom at secondary schools in ElObied. Listening motivate students rise their interest in learning and practicing English as foreign language when they listen to speaker in the normal speed of speaking. Besides, teachers have to be aware of the different English sounds that do not exist in Arabic Language, as well as the difference in the two languages systems. It is to conclude that listening is the most important and essential aspect to improve and develop the English language skills. **Listening** is to give one's attention to sound or action. Listening involves complex affective, cognitive, and behavioral processes. Effective processes include the motivation to attend to others; cognitive processes include attending to, understanding, receiving, and interpreting content and relational messages; and behavioral processes include responding with verbal and nonverbal feedback. Listening differs from obeying. A person who receives and understands information or an instruction, and then chooses not to comply with it or to agree to it, has listened to the speaker, even though the result is not what the speaker wanted. **Purdy, Michael and Deborah Borisoff, eds. (1997, 5–6)** Listening in Everyday Life: A Personal and Professional Approach. Listening is a term in which the listener listens to the one who produced the sound to be listened. **Barthes, Roland (1985, 23)** The Roland Barthes characterized the distinction between listening and hearing as "Hearing is a physiological phenomenon; listening is a psychological act." Hearing is always occurring, most of the time subconsciously. In contrast, listening is the interpretative action taken by the listener in order to understand and potentially make meaning out of the sound waves. Listening can be understood on three levels: alerting, deciphering, and an understanding of how the sound is produced and how the sound affects the listener. Alerting, the first level, is the detection of environmental sound cues. While discussing this level, Barthes mentions the idea of territory being demarcated by sounds. This is best explained using the example of one's home. One's home, for instance, has certain sounds associated with it that make it familiar and comfortable. An intrusion sound (e.g. a squeaking door or floorboard, a breaking window) alerts the dweller of the home to the potential danger. Deciphering, the second level, describes detecting patterns in and interpreting sounds. An example of this level is that of a child waiting for the sound of his mother's return home. In this scenario the child is waiting to pick up on sound cues (e.g. jingling keys, the turn of the doorknob, etc.) that will mark his mother's approach. Understanding, the third level of listening, means knowing how what one says will affect another.

Methodology

The research in all cases needs the suitable methodology that helps the research conductor to carry on the research. Most of the educational studies work better with the descriptive method. So, the research conductor has chosen it, because it helps in collecting the data. The data were analyzed using (SPSS – The Statistical Package for Social sciences version 16 and Pearson's reciprocity was also applied with the significance of 0,05)

4-1 Respondents Qualification:

The results showed that 30% of the respondents have a bachelor degree, 62% get a master degree and 8% are PhD holders

Table (4-1) Respondent qualification:

Options	Frequency	Percentage
B.A,	15	30%
M.A.	31	62%
Ph. D	04	08%
Total	50	100%

Table 4-2 Respondents Years of Experiences:

The results showed that the majority 52% had more than 10 years, while 30% of them had 6-10 and those who had less of 5 years were 18%. This proved that the teachers had long experience.

Options	Frequency	Percentage
Less than 5	09	18%
6-10 years	15	30%
More than 10 years	26	52%
Total	50	100%

4-3 Teachers predict students listening problems encountered in English as a foreign language classroom.

The results revealed that the majority of targets who predict (always – sometimes) were 42% each, while those who rarely predict were 12% and only 04% never predict students' listening problems. This result reflects that students face listening problems.

Options	Frequency	Percentage
Always	21	42%
Sometimes	21	42%
Rarely	06	12%
Never	02	04%
Total	60	100%

4-4 Teachers suggest the solution for students listening problems encountered in English as a foreign language classroom.

The results proved that few teachers who always suggest the solution for students listening problems were 38%, while 30% of teachers sometimes suggest the solution for students listening problems. But 12% of the teachers rarely suggest the solution for students listening problems and 4% never suggest the solution for students listening problems. This statement proved that the majority of teachers do not suggest solution for students listening problems.

Options	Frequency	Percentage
Always	23	38%
Sometimes	18	30%
Rarely	10	17%
Never	09	15%
Total	60	100%

Table 4-5 Teachers follow the effective strategies of the listening problems encountered in English as a foreign language classroom.

The responses showed that 44% of the teachers always follow the effective strategies of the listening problems encountered in English as a foreign language classroom. While 38% sometimes follow them and 17% follow them rarely while 12% never follow them.

Options	Frequency	Percentage
Always	20	33%
Sometimes	23	38%
Rarely	10	17%
Never	07	12%
Total	60	100%

Table 4-6 Teachers give students the effective media in native speakers' English to practice listening skills.

The results showed that 43% of the respondents always give students the effective media in native speakers' English to practice listening skills. 17% of them sometimes give it and 28% rarely give it and 12% never give students the effective media in native speakers' English to practice listening skills.

Options	Frequency	Percentage
Always	26	43%
Sometimes	10	17%
Rarely	17	28%
Never	7	12%

Total	60	100%
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Table 4-7 Teachers supply students with listening models to improve their listening skills.

The results indicated that 40% of teachers always supply students with listening models to improve their listening skills and 20% sometimes supply students. while 30% rarely supply students and 10% never supply students with listening models to improve their listening skills

Options	Frequency	Percentage
Always	24	40%
Sometimes	12	20%
Rarely	18	30%
Never	6	10%
Total	60	100%

Table 4-8 Syllabus designers' supply teachers with the effective media to teach listening skills.

The results proved that 42% of Syllabus designers' always supply teachers with the effective media to teach listening skills. 25% do it sometimes. Whereas 20% rarely supply teachers and 13% agreed that Syllabus designers never supply teachers with the effective media to teach listening skills

Options	Frequency	Percentage
Always	25	42%
Sometimes	15	25%
Rarely	12	20%
Never	08	13%
Total	60	100%

Table 4-10 Teachers integrate the four English skills.

It is clear that 35% of teachers always integrate the four English skills. 28% integrate them sometimes. While 20% rarely integrate them and 17% of them never teachers integrate the four English skills.

Options	Frequency	Percentage
Always	21	35%
Sometimes	17	28%
Rarely	12	20%
Never	10	17%
Total	60	100%

Table 4-11 Teachers speak English nearly similar to native English speakers.

It is clear from the results that 31% of teachers always speak English nearly similar to native English speakers. But 42% sometimes speak similar and 17% of them rarely speak it and 10% never of teachers speak English nearly similar to native English speakers.

Options	Frequency	Percentage
Always	19	31%
Sometimes	25	42%
Rarely	10	17%
Never	06	10%
Total	60	100%

CONCLUSSION AND RECOMMENDATIONS

Conclusion

- 1- Teachers follow the effective strategies of the listening problems encountered in English as a foreign language classroom.
- 2- Teachers give students the effective media in native speakers' English to practice listening skills.
- 3- Teachers supply students with listening models to improve their listening skills.
- 4- Teachers give students the effective media in native speakers' English to practice listening skills.
- 5- Teachers supply students with listening models to improve their listening skills.
- 6- Syllabus designers' supply teachers with the effective media to teach listening skills.
- 7- Teachers help students to practice free listening to English speakers.
- 8- Teachers integrate the four English skills.

Recommendations:

The above results indicated that:

- 1- Teachers should be qualified and well trained to teach speaking listening supported by the spoken media in a native speaker's voice.
- 2- Syllabus designers' role is to suggest all the requirements that enhance teachers to integrate the four skills.
- 3- Teaching English language to bilinguals resulted in many difficulties, so researches should be done to facilitate and enrich teachers' job

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