

THE CONTRIBUTION OF WIDE READING
AND LISTENING COMPREHENSION TO
WRITTEN LANGUAGE AMONG UNIVERSITY
STUDENTS IN KHARTOUM CITY

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ABSTRACT_ *The researchers notes that learners of English as a foreign language have not ability to speak English fluently and correctly. In addition, they cannot express their performance in writing skills in English. The researches questions are: How competent are Sudanese EFL learners in writing. What is the role of comprehension questions in reading? To what extend is the mother tongue situation needed to solve the problems of listening? What are the difficulties that face EFL learners in writing correct English language. The researchers used the descriptive statistical and analytical method of data collection and they have used two questionnaires as a tool. The questionnaires include various elements of data collection. The purpose is to provoke response on how to implement the skills development and all questions relating to the area of the study. The contribution of reading, extensive listening and understanding of the written language in order to reach a positive or negative results. The study was conducted in the state of Khartoum (June 2012 - June 2015). Students and teachers were randomly selected sample of students from four different universities students. And teachers of English in universities in Sudan in general and specifically in the state of Khartoum.*

KEY WORD: *Developing ,Listening comprehension, written L2..*

I. INTRODUCTION

Active listening skills are an extension of generic communication skills and involve both verbal and nonverbal communication.

Learning a foreign language is commonly associated with speaking that language, and learners are enamored with speaking the language immediately. As for teachers, they are more than likely to plunge students right into speaking. Children have months of listening to their native language before they even utter their first word. But when a person is taught a foreign language, he is expected to speak the language from day one.

Listening should be the first and foremost skill to be acquired in learning a new language. Understanding spoken words is prerequisite to speaking, reading, and writing; comprehension should precede reproduction. Research has shown strong evidence that listening comprehension and language acquisition are closely related. Further, listening skill transfers to other skills, and promoting listening skills before focusing on oral skills results in increased second language acquisition.

Reading comprehension has much common with listening comprehension, but also some differences. As is often the case in listening, we usually start reading with certain expectation: for instance, in newspapers we expect news

and on certain pages we expect financial news, or sport news. As we read, we try to confirm or identify the precise topic.

Literature review

Devis (p.75-77) says that some listeners say ' I understand anything but I can't speak! This may be the case when people slowly and carefully talk to them, realizing that they do not know much English. But it is usually very different when they are listening to English television or film, or trying to take part in conversation dominated by native speakers. Listening is as difficult as any of the other skills. In fact, learners often find it hard to understand course book, especially designed for them. Unlike reading texts, the speed and clarity of spoken texts are often completely outside the listener's control. If you do not understand the words while they are still 'in the air' it is usually too late. Of course, this is not always so. In conversation you can ask the other person to speak more slowly, or repeat or explain something. These are very useful strategies for listening to acquire and use in conversation and similar situation.

Hinkell [1] discusses that during the 1970s, listening pedagogy largely emphasized the development of learners' abilities to identify words, sentence boundaries, contractions, individual sounds, and sound combinations, that is, bottom-up linguistic processing. The 1980s saw a shift from the view of L2 listening as predominantly linguistic to a schema-based view, and listening pedagogy moved away from its focus on the linguistic aspects of comprehension to the activation of learners' top-down knowledge. In top-down processing, aural comprehension hinges on listeners' abilities to activate their knowledge-based schemata, such as cultural constructs, topic familiarity, discourse clues, and pragmatic conventions [2,3,4]. In the practice of teaching L2 listening, however, neither approach—a focus on bottom-up or top-down processing proved to be a resounding success: Learners who rely on linguistic processing often fail to activate higher order L2 schemata, and those who correctly apply schema-based knowledge tend to neglect the linguistic input [5,6].

Advances in the studies of spoken corpora and conversation analysis have illuminated the complexity of oral discourse and language. The findings of these analyses have made it evident that, in many cases,

employing authentic language in listening instruction can be of limited benefit because of a variety of constraints, such as the fast pace of speech, specific characteristics of spoken grammar and lexicon (e.g. incomplete sentences and ellipses, as in *he did what?*), cultural references and schemata, and dialectal colloquial expressions. Although L2 pedagogy continues to underscore the value of authentic teaching materials, the research on the effectiveness of L2 listening instruction broadly recommends learner training in met cognitive strategies to facilitate the development of L2 aural abilities. In L2 listening pedagogy, two complementary approaches reflect current perspectives on more effective learning. One emphasizes the integrated teaching of listening for communication and in conjunction with other L2 skills, such as speaking, socio pragmatics, grammar, and vocabulary. The other moves to the foreground the learner's use of met cognitive and cognitive strategies to bolster the learning process [3,4,6].

Generally speaking, a variety of techniques in L2 listening instruction have withstood the test of time and are largely recognized as essential, for example, pre listening, making predictions, listening for the gist or the main idea, listening intensively, and making inferences. These teaching strategies can be useful in a broad range of teaching contexts and can meet diverse learning needs. For instance, pre listening activities can be employed in teaching learners to notice the cultural schema and to raise their awareness of the effect of culture on discourse organization, information structuring, and pragmatics [4,6]. In addition, learning to listen to conversations provides a fruitful venue for focusing on morph syntax, lexical parsing, and phonological variables, thus adding new dimensions to the teaching of grammar and vocabulary. Analyses of L2 conversations can similarly emphasize L2 socio cultural norms and pragmatics to expand learners' repertoire of common speech acts and discourse structuring. As has been mentioned, the teaching of pronunciation skills is also ubiquitously integrated with both speaking and listening instruction.

The linguistic and schema-driven staples of teaching listening have found applications in current integrated approaches, such as task-based or content-based instruction [7]. The design of listening practice can incorporate a number of features that make the development of L2 listening abilities relevant and realistic. Listen-and-do tasks, for instance, represent a flexible source of listening input for beginning or intermediate learners. According to Ellis [8] the content of tasks can be easily controlled in regard to their linguistic and schematic variables, such as frequent occurrences of target syntactic and lexical structures in the context of a meaning-focused task (also referred to as enriched input), such as grammar constructions, words and phrases, or conversational expressions. Academic listening tasks and note-taking are

an age-old technique for teaching more advanced learners. Taped (or live) listening selections, such as academic lectures, can be designed to concentrate on specific topics and contents with directed grammar and vocabulary loads, and cultural and discourse schemata, integrated with reading, writing, and speaking practice.

In the 1990s, in addition to linguistic and schematic considerations in L2 listening, a number of studies identified the difficulties learners experience when coping with comprehension problems and making inferences. Researchers have also been interested in the met cognitive and cognitive strategies of successful L2 listeners [4,6]. The findings of these investigations have led L2 listening experts to advocate the teaching of met cognitive and cognitive strategies specifically for L2 listening comprehension. The most important difference between skills and strategies is that strategies are under learners' conscious control, and listeners can be taught to compensate for incomplete understanding, missed linguistic or schematic input, or misidentified clues (see Rost, [4], for a discussion). Thus, current L2 listening pedagogy includes the modeling of meta cognitive strategies and strategy training in tandem with teaching L2 listening. A consistent use of meta cognitive strategies is more effective in improving learners' L2 listening comprehension than work on listening skills alone [6]. The key meta cognitive strategies widely adopted in L2 listening instruction include planning for listening, self-monitoring the comprehension processes, evaluating comprehension, and identifying comprehension difficulties (e.g., see Rost, [4], for a discussion). Learners at beginning and intermediate levels of proficiency may benefit from instruction that concentrates on bottom-up and top-down listening processes, together with selective strategy training. For more advanced learners, an addition of cognitive strategies, such as discourse organization, inference, elaboration, and summation, also represent an effective approach to teaching listening [4].

It is emphasized that greetings, and questions, instructions, explanations and so on, are probably the most natural and generally effective listening comprehension practice you can provide in the classroom. Using English continuously in this way gives the learners meaningful, authentic listening practice. If it has clear purpose, it is focused on the message rather than on the language, and it can be quite varied. The range of English can be expanded as the course progresses and encourages the learners to use it as much as possible. When the learners also use English for most classroom purposes, both with the teacher and their peers, the listening practice time is increased.

Murcia.C and McIntosh [9] discusses that listening comprehension is one of the most important and fundamental of the four skills in language learning. It's probably classroom. Reasons for this may lie in the lack of emphasis on teaching listening comprehension language

textbooks in general as well as the lack of available material specially developed for focused on teaching listening skill.

In learning to listen, there are two basic levels to be considered:

The level of recognition, and the level of selection. When first confronted with a foreign language, the student hears a barrage of meaningless noise. Gradually, after continued exposure to the language, she begins to recognize elements and patterns such as phonemes, intonation, word and phrases. When she is able to recognize the phonological, syntactic and semantic codes of the language automatically, she reached the first level, that of recognition. It's useful to note that these basic features native speakers recognize them unconsciously in their language. Some of these features must be learned conscious effort by the EFL students. They acquire:

- a. The phonological codes (phonemes, rhythms, stress and intonation.
- b. The syntactic codes (word clauses, word order and interrelationship of words.
- c. The semantic codes (word meaning, connotation, culture, idioms, false start and pauses.

After looking over this list, an instructor may realize and appreciate the difficult task the students must perform in learning to listen and comprehend another in another language. When the student is able to recognize these elements automatically, she should next be able to sift out the message-bearing units for retention and comprehension without conscious attention in individual components. This is the level of selection.

Jack C. Richards [10] says Listening as comprehension is the traditional way of thinking about the nature of listening. Indeed, in most methodology manuals listening and listening comprehension are synonymous. This view of listening is based on the assumption that the main function of listening in second language learning is to facilitate understanding of spoken discourse. We will examine this view of listening in some detail before considering a complementary view of listening – listening as acquisition. This latter view of listening considers how listening can provide input that triggers the further development of second-language proficiency.

Successful listening can also be looked at in terms of the strategies the listener uses when listening. Does the learner focus mainly on the content of a text, or does he or she also consider how to listen? A focus on how to listen raises the issues of listening strategies. Strategies can be thought of as the ways in which a learner approaches and manages a task, and listeners can be taught effective ways of approaching and managing their listening. These activities seek to involve listeners actively in the process of listening.

Buck (2001:104) identifies two kinds of strategies in listening:

Mental activities related to comprehending and storing input in working memory or long-term memory for later retrieval

Comprehension processes: Associated with the processing of linguistic and nonlinguistic input.

Storing and memory processes: Associated with the storing of linguistic and nonlinguistic input in working memory or long-term memory.

Using and retrieval processes: Associated with accessing memory, to be readied for output

PREVIOUS STUDIES in LISTENING:

In this section the researcher is going to demonstrate and discuss a review of previous research findings on actual EFL\ESL listening. These studies are particularly based on the contribution of wide reading and listening comprehension to written language.

Hassb Alrasol Farah Ahmed Farah [11] in his research, The Role of Literature in Devolving Sudanese Secondary Schools Students Language Proficiency. \

Through the implemented research tools of questionnaire and field work, the study has revealed that the inclusion of literature in the English Language course:

1\Is an important tool that helps fostering language awareness in general and is recommended by almost teaches of English

helps developing students' awareness of all language features especially the English language structures and vocabulary stock of the learners.

2\Present the secondary school pupils with an input that makes literature teaching an excellent source of knowledge and fun as regards different features of the language.

3\ There are some problems as relates to the continuity in audio- visual aids ,language at the Sudanese Secondary School level and the availability of the text books and the accompanying aids.

This research has a relationship in this study in the section number three, the importance of using audio –visual aids and language laboratories. It is very necessary to higher education it provides receptive skills. It has a good findings and a better result.

This study by Nalliveettil George and Ali OdehHammoud [12] the title is Usefulness of Audi-Visual Aids in EFL Classroom. Implications for Effective Instruction.

The finding of this study are:

The finding of this study suggest that using audio- visual as a teaching method stimulates thinking and improves learning environment in classroom. Effective use of audio-visual aids substitutes monotonous learning environments. Students develop and increase personal understanding of area learning when they experience a successful and pleasant learning in the EFL classroom. Findings suggest that students find audio-visual sessions useful and relevant when it has some direct relation to the course content. The present research gave insights on students' perception and

opinions on the use of audio-visual aids and resources. However, it is also important to consider EFL teachers opinions, perception, experiences, failures and success while using audio-visual resources. A similar study can be conducted with more students and teachers to have an in-depth understanding of successful use of audio-visual aids and resources in the EFL classroom.

This study examine a review of Second Language Listening Comprehension research conducted by JOAN RUBLN [13] summary of findings:

_The students reflected on specific instances when they listen to English and described their difficulties in term of what they were unable to do.

_The researcher suggested two teaching strategies essential for helping learners become better listeners:

_The direct strategy aimed at improving perception and strategy use. The goal of the indirect strategy was to raise learners' met cognitive awareness about L2 listening.

_Both strategies are needed if we want to help learners not only improve their listening comprehension but also become more efficient at directing their own learning and development as L2 listeners to their performance.

I think JOAN 'S study achieved its goals and revealed the areas that need emphasis and remedy.

Therefore it can improve their writing in a good form.

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_Both strategies are needed if we want to help learners not only improve their listening comprehension but also become more efficient at directing their own learning and development as L2 listeners to their performance.

YUNUS,HADISALEHI,ANAK JOHN [14] in his research ,Using Visual Aids as a Motivation Tool in Enhancing Students' Interest in Reading Literary Texts , the finding of this study are not only useful for English teachers teaching in the schools, but also to the lecture s with related field.

We often read in distinctly different ways for different purposes. Sometimes we do preliminary or exploratory reading rather than reading whole texts thoroughly. This kind of reading can be divided into two pages, scanning and skimming. When scanning a text, you look quickly through it to find some specific information, for instance, looking through a telephone directory for specific number, sport article for the result of a specific soccer game, or textbook for specific topic. When skimming, you look

quickly through a text gust to get a general idea of what it is about, in other words, the gist.

In many English language courses, reading comprehension work consists only of scanning and skimming, and easy reading. But you should not forget that professional people need to be able to deal with more complex texts as well. For instance, doctors, engineers, or chemists need to be able to understand new, often revolutionary and complex concepts and procedures very indeed.

Brown[15] says that listening as a main component in language learning and teaching was first introduced in 1970s in which the role of comprehension was given prominence as learners were given great quantities of language to listen to before they were encouraged to respond orally. Similarly, the Natural Approach recommends a significant "silent period" during which learners were allowed the security of listening without being forced to go through the anxiety of speaking before they were 'ready' to do so.

Kate and Jane [16] say that there is a strong relation between working memory (i.e., those tasks that require the simultaneous storage and processing of symbolic information) and children's reading comprehension. In contrast, comprehension does not correlate with tasks that simply involve the passive storage of information [17,18,19,20]. The relation between working memory and comprehension skill has been found with tasks that require the processing and storage of words [21], sentences Seigneuric, Ehrlich, Oakhill, & Yuill [22], and numbers [20]. This variability in choice of task raises the issue of which type of task is more appropriate in such investigations. A word- or sentence based task is likely to be predictive of reading comprehension because these tasks are demanding of linguistic skills. A number based task, which does not require the processing of words and sentences, can be used to determine whether there is a more general relation between working memory and comprehension skill. Children's verbal and numerical working memories are both related to reading comprehension [22,23]. However, children's performance on working memory tasks that require the manipulation of shapes and patterns does not explain variance in reading comprehension [22,24]. Word-, sentence-, and number-based working memory tasks are readily amenable to verbal coding (unlike spatial tasks), which might explain their association with comprehension skill. We refer to working memory tasks that require the processing of either linguistic or numerical materials collectively as verbally mediated working memory tasks, to differentiate them from tasks that require spatial processing.

Nation et al. [24] suggested that the reported relation between children's working memory and their text comprehension is underpinned by verbal and semantic skills. They argued that poor comprehends have a specific

semantic weakness that restricts their ability to store verbal information in short-term memory. This weakness impairs performance on the types of verbally mediated working memory tasks used in previous research. Similarly, Stothard and Hulme [25] proposed that working memory differences between good and poor comprehenders would disappear if differences in verbal IQ (VIQ) were controlled, though they did not present evidence to support this prediction. The strong version of this hypothesis is, as yet, unproven. Working memory capacity assessed by verbally mediated tasks explains individual differences in children's reading comprehension over and above other well-established predictors of comprehension, such as decoding, word recognition skill, and vocabulary knowledge [19,20]. Thus, working memory resources seem to be an important and specific determinant of children's reading comprehension level. However, these working memory tasks may tap into verbal resources (see above), and both vocabulary knowledge and verbal intelligence are strong predictors of reading comprehension level [23,26,27]. Word knowledge can affect adults' performance on a measure of verbal working memory [28]. Clearly, the relation between children's verbal skills and their verbally mediated working memory resources warrants further investigation. Different assessments of verbal skills and semantic knowledge include tasks that tap the ability to select a synonym or picture that matches a particular word in its written or spoken form and tasks that measure the ability to define words. Investigations into children's reading comprehension and working memory have not included multiple indicators of verbal ability [28], which is an important omission in the light of the findings summarized above. In addition, working memory tasks that involve the processing and storage of numbers are weaker predictors of text comprehension than those with a linguistic content [22] suggesting that the explanatory power of linguistically based working memory tasks might be considerably reduced if appropriate verbal controls were included. In this study, we have included both a sentence-span and a numerical working memory test as well as assessments of verbal ability to explore the extent to which the predictive power of the working memory tasks is mediated by verbal ability.

Many skills may contribute to a child's reading comprehension level [29,30,31,32]. Taxonomies of comprehension abilities often categorize the component skills and processes as ones that occur higher or lower in the language processing chain. For example, word recognition skills are considered a lower level processing skill. In contrast, inference making is considered a higher level processing skill because it aids the construction of the meaning-based representation of the text [33,34]. Working memory is a resource that affects an individual's ability to carry out many of the processes associated with

the construction of the text representation. Within this resource framework, slow or inaccurate word reading is proposed to affect comprehension by using up too much processing capacity with little remaining for text comprehension processes such as integration and inference [31,33,35]. In accordance with this theory, word reading is the best predictor of reading comprehension level in the early years [36], but other skills become the more important predictors of comprehension level as word reading ability develops through experience [32,35]. Thus, the relative importance of different skills may change during the course of development. In this investigation, we controlled for word reading ability, in addition to verbal skills, in order to determine whether any of the higher level skills associated with meaning construction play a unique role in the determination of comprehension level. Processing variables and knowledge may each make distinct contributions to the determination of reading comprehension [31]. Processing failures that could lead to comprehension difficulties include inefficient lexical processing, impaired inference-making skill and comprehension monitoring ability, and limitations of working memory. Types of knowledge failure that may lead to comprehension difficulties are impoverished knowledge about word meanings or a specific domain. We consider two higher level meaning-construction skills that could be classed as processing variables-inference making and comprehension monitoring and one that could be classed as a knowledge variable-knowledge about how narrative texts are structured. Performance on measures of these skills is related to individual differences in reading comprehension level, but there have been no studies investigating the relative contributions of these skills to text comprehension within a developmental framework.

Working memory resources are clearly important in the execution of inference and monitoring skills. A crucial question is whether individual differences in working memory capacity underlie individual differences in specific comprehension skills that require the integration of information, such as inference making and comprehension monitoring [22,37,38], or whether deficiencies in these skills exist in the presence of adequate working memory (and lexical processing) skills [31]. A brief summary of each skill and the theoretical basis and empirical evidence for its relation to reading comprehension and working memory follows.

PREVIOUS STUDIES in Reading:

In this section the researcher is going to demonstrate and discuss a review of previous research findings on actual EFL\ESL reading. These studies are particularly based on the contribution of wide reading and listening comprehension to written language.

Another study, which many researchers consider as a contribution of wide reading and listening comprehension to written language, was conducted by ALfatih Gadallah

Alnaeem Abdulrahim[39] Sudan University of Science and Technology. The title of this study, Teachers' Techniques and Students' Strategies in Vocabulary Teaching and Learning. According to the findings of this study and depending on the basement that settles, on the following:

1\Teachers should encourage their students to adopt the most effective strategies in learning new word and not to center their attention in taking and adopting translation as the main strategy of learning a new word. Teachers should encourage and help their students to adopt strategies such as contextualization and inferring.

2\Teachers should adopt mainly the technique of teaching word in a context.

3\Teachers should help the students and encourage them to use dictionary as important strategy of learning the meaning of a new word.

4\Teachers should pay more attention to explain affixes and word-roots to their students and to help them in dealing with them.

This study relevant to the present study I think this study is an excellent one ,but the subjects in the study were not from the same grade.

One of the Sudanese studies, Zahir Adam Daff-Allah [40] in his research, Impact of Using Reading Strategies on Developing EFL learners Reading Comprehension skills.

The findings have shown that:

1\Reading strategies and variation of techniques in reading comprehension are helpful and enhance reading skill it has own effective role in developing writing skill.

2\Motivation and attitude are important in developing EFL learners reading comprehension skill and encourage them to read outside the classroom.

3\There are significant differences in students' performance related to use wide reading.

4\Students were unable to score excellent degree in reading comprehension.

I think this study is a significant one in the field of ELT, but in fact it lacks the linguistic concepts in the approaches of EFL writing.

Another study, Listening Comprehension, Oral Expression, Reading Comprehension ,and Written Expression: Related Yet Unique Language Systems in Grades 1,3,5,and 7

By:Virginia W.Berninger and Robert D.Abbot. University of Washington [41] in his research the finding Listening Comprehension contributed uniquely to Written Expression. The result is ,oral language may continue to develop during the school years when children learn written language and contributes to learning to write.

This research is relevant to the present study the contribution of wide reading and listening comprehension to written language in its result that listening comprehension and oral expression contribute uniquely to

written language. It is an excellent research, it gives positive result.

In this study The Relationship Between Wide Reading and Listening Comprehension of Written Language by Wanda B. Hedrick, University of North Carolina at Chapel Hill [42].

The major finding of the study was that exposure to written language is implicated in the development of reading –related language ability. That wide reading may itself foster the potential to learn to read better, is an exciting possibility that awaits more direct confirmation. That wide reading may be superior to teacher read-aloud in developing reading –related language is also a possibility that should be directly investigated.

I think this study is relevant to the present study ,but the subjects in the study were not from the same grade. It examine the relationship between wide reading and listening comprehension in the first language. It answered two questions concerning this relationship. First, higher levels of wide reading were associated with stronger listening comprehension ability. Second ,there was indirect evidence to suggest that wide readers may be increasing their listening comprehension ability.

Another study The Acquisition of Reading Comprehension Skill By Charles A. Perfetti, Nicole Landi, and Jane Oakhill [31]. We expect the comprehension of written language to approximate the comprehension of spoken language. When that happens, then reading comprehension has developed ,for practical purposes. It is possible for reading comprehension skill to develop so as exceed listening comprehension skill.

The findings have shown that students have real difficulties with regard to features about contribution of wide reading and listening comprehension and its influence to written language.

1\Language components increase with reading experience, and with some components skills, with spoken language experience.

2\Reading comprehension and listening comprehension are related throughout development. Their relation is reciprocal ,with experience in each potentially affecting skill acquisition in the other. However, this does not mean that the two are equal, and substantial asymmetries can develop.

This study above investigated similar topics in the field of ELT it has a good relationship with this study so the conductor get a benefit from it.

This study was held by Barry Gribbons and Joan Herman [43] in their research, Practical Assessment, Research and Evaluation. In its findings:

In addition to using multiple evaluation methods, evaluators should be careful in collecting the right kind of information when using experimental frameworks. measure must be aligned with the program's goals or

objectives. Additionally, it is often much more powerful to multiple measures.

Always consider alternative explanation for any observed differences in outcome measures. If the treatment group outperforms the two groups consider full range of plausible explanations in addition to the claim that the innovative practice more effective.

Although the present study handles the same domain in investigate the relationship between wide reading and

listening comprehension to written language. It tries to find the causes and reasons for the students' in ability to use the language well in their style of writing. The researcher attributes this weakness to different reasons, it may be that they don't care about receptive skills to improve their writing, or it may be from the teachers side, the lack of feedback and analysis of texts. The study will reveal the causes and suggests remedial work to lessen the problem.

TABLE 1
shows items' correlation coefficient with the total degree of the scale with community current search (n = 30)

Improving reading		Perceptive skills		Visual aids		The differences	
Item	Correlation	Item	Correlation	Item	Correlation	Item	Correlation
1	0.519	1	0.605	1	0.194	1	0.696
2	0.507	2	0.43	2	0.609	2	0.661
3	0.525	3	0.548	3	0.583	3	0.623
4	0.633	4	0.732	4	0.283	4	0.486
5	0.695	5	0.742	5	0.396	5	0.479
6	0.601	6	0.647	6	0.655	6	0.564
7	0.75	7	0.715	7	0.529	7	0.681
8	0.68	8	0.723	8	0.466	8	0.675
9	0.522	9	0.709	9	0.362	9	0.424
10	0.676	10	0.551	10	0.429	10	0.323

From the above table explain that the correlations coefficients for all items are statistically significant at the level (0.05), this mean all items enjoy strong validity of internal consistency for vertebras. which allows to use it as a measurement scale.

Hence, the research community of the students belonging to the faculties of education at public universities in Sudan generally and specifically in Khartoum state about 100 students, that included a number of students of government Faculties of Education according to the following schedule.

TABLE 2
shown numbers of public universities in Khartoum

N.	University's name	N.	University's name
1-	Sudan for Science and Technology	3-	Khartoum
2-	Omdurman Islamic	4-	ELzaeem Azhari

And another community in this research, universities' English teachers in Sudan generally and Khartoum state specifically.

II. METHOD

3.2.1. Subjects

The sample investigated was selected from four groups of students who were studying English as major subject during the academic year 2012/2013.

The sample for the study was drawn from students learning English at:

Group 1: Azhari University undergraduates studying English as a major subject with another minor subject, at the Faculty of Education.

Group 2:Khartoum University undergraduates studying English as a major subject at the Faculty of Education.

Group 3: Islamic University undergraduates studying English as a major subject with another minor subject, at the Faculty of Education.

Group 4: Sudan University for Science and Technology, Department of Languages undergraduates studying English as a major subject at the education section.

The sample of students who were investigated was selected from the first levels at the four universities (groups).

This study was motivated by low achievement levels attained by university 'student first level' frequent complains of the difficulty which faces them in the process of learning English in perceptive skills. Thus, it was` decided to administer a questionnaire to university students studying English as major subject, to examine their opinions on the use two perceptive skills in learning English.

For the same purpose, another questionnaire was administered to teachers of English as a foreign language at universities, to find out their points of view in using receptive skills and the means of perceptive skills in questionnaire to teach EFL students.

Teachers' Questionnaire

The subjects were asked about their opinions of the use of wide reading and listening comprehension to written language in the EFL classroom , and to what extent the English teachers use these syllables and different techniques in their classes. In addition, in which particular classroom situations this medium is used most habitually, for instance, whether it is used in helping the learners feel more comfortable and confident, in defining new vocabulary items, or in establishing understanding in new texts.

TABLE 3
shows items correlation with the total score scale transactions Society Current search (n = 30)

Total scale							
Improving reading		Perceptive skills		Visual aids		The differences	
item	Correlation	Item	Correlation	Item	Correlation	Item	Correlation
1	0.392	1	0.132	1	0.245	1	0.364
2	0.645	2	0.577	2	0.274	2	0.433
3	0.602	3	0.396	3	0.394	3	0.113
4	0.627	4	0.61	4	0.451	4	0.399
5	0.384	5	0.567	5	0.394	5	0.378
6	0.399	6	0.542	6	0.416	6	0.25
7	0.164	7	0.543	7	0.408	7	0.163
8	0.663	8	0.497	8	0.436	8	0.442
9	0.383	9	0.247	9	0.453	9	0.383
10	0.129	10	0.5	10	0.367	10	0.423

Notice from the above table that links all transactions items are statistically significant at the level (0.05), and that all items genuinely enjoys strong internal consistency, which allows the use of the scale.

To know the validity of the overall degree of the scale in its final form, consisting of (40) items, in a society that current research, the researcher applying Cronbach's alpha equation on the initial sample data, stated the results of this procedure shown in the following table:

TABLE 4
shows the results of the validity of the sub-dimensions of transactions and the total score scale Society Current search

Sub scales	N.items	Alsekoumtria characteristic	
		Cronbach's Alpha	Subjective Reliability
Improving reading	10	.764	.874
Perceptive skills	10	.790	.888
Visual aids	10	.790	.850
The differences	10	.683	.826

Notice that the high-test for all vertebras validity ranges between 0.8, which gives a high rate validity was able to use the tool.

after correct responses, the researcher monitoring grades and entered into the computer automated, and then were as follows:

Characteristics of the scale:

To find out the standard features of the items scale community of current research, the researchers applying image scale revised guidance arbitrators consisting of 40 items, the initial size of the sample (30) inspected were chosen randomly from the community Current search , and

To know the truth items consistency with the total score scale Society Current search, was Pearson correlation between the scores of each vertebrae coefficient was calculated with the total score of the sub-scale, which is located beneath the vertebrae, the following table shows the results of this procedure.

TABLE 5
shows items correlation with the total score scale transactions Society Current search (n = 30)

Total scale							
Improving reading		Perceptive skills		Visual aids		The differences	
item	Correlation	item	Correlation	Item	Correlation	Item	Correlation
1	0.519	1	0.605	1	0.194	1	0.696
2	0.507	2	0.43	2	0.609	2	0.661
3	0.525	3	0.548	3	0.583	3	0.623
4	0.633	4	0.732	4	0.283	4	0.486
5	0.695	5	0.742	5	0.396	5	0.479
6	0.601	6	0.647	6	0.655	6	0.564
7	0.75	7	0.715	7	0.529	7	0.681
8	0.68	8	0.723	8	0.466	8	0.675
9	0.522	9	0.709	9	0.362	9	0.424
10	0.676	10	0.551	10	0.429	10	0.323

Notice from the above table that links all transactions items are statistically significant at the level (0.05), and

that all items genuinely enjoys strong internal consistency, which allows the use of the scale.

TABLE 6
Shows the results of the validity of the sub-dimensions of transactions and the total score scale Society Current search

Alsekoumtria characteristic		Numbers of items	Sub scales
Subjective Reliability	Cronbach's Alpha		
0.778	0.884	10	Improving reading
0.781	0.886	10	Perceptive skills
0.746	0.784	10	Visual aids
0.838	0.858	10	The differences

Notices that the high-test for all items validity ranges between 0.8 and 0.7 which gives a high rate validity was able to use the tool.

III. RECOMMENDATION

Research recommend that listening is prerequisite to other language skills, speaking, reading, writing, and listening

should be the primary skill to be acquired in learning a new language.

1) Students were able to use the language learning strategies to achieve higher success.

2) Teachers should adopt mainly the technique of teaching word in a context.

3) Motivation and attitude are important in developing EFL learners reading comprehension skill and encourage them to read outside the classroom.

The present study it summarize the findings in the following:

_Using audio- visual as a teaching method stimulates thinking and improves learning environment in classroom. Effective use of audio-visual aids substitutes monotonous learning environments.

_The students reflected on specific instances when they listen to English and described their difficulties in term of what they were unable to do.

_Reading strategies and variation of techniques in reading comprehension are helpful and enhance reading skill it has own effective role in developing writing skill.

_ Further study listening skill transfers to other skills, and promoting listening skills before focusing on oral skills results in increased second language acquisition.

_ For the further study the direct strategy aimed at improving perception and strategy use .The goal of the indirect strategy was to raise learners' met cognitive awareness about L2 listening.

_The study suggest that using audio- visual as a teaching method stimulates thinking and improves learning environment in classroom.

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