

THE ROLE OF RECEPTIVE SKILLS IN PERFORMANCE OF UNIVERSITY'S STUDDANTS

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ABSTRACT : The study aims to research for developing skills and the use of language for university students at Khartoum state and was then taken in writing, the researcher uses the qualitative approach by emphasizing different aspects of the phenomenon to develop effective solution and recommendations. The information from this research makes it clear that students need to learn language learning strategies that address all areas of language learning.

KEY WORDS: Developing ,Receptive Skills, Aspects..

INTRTODUCTION:

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. This activates the idea we have stored in our mind related to that topic. This helps us to make sense of what we then read. On the basis of our expectations, our previous ideas about the topic and our knowledge of the language and texts written in the language to some extent we predict what will come next.

One important distinct between reading and listening is that the text in reading is usually clearly, completely, and permanently on the page in front of us, while in listening the text is ephemeral and often not clear or complete. This permanence of reading texts has positive and native sides, especially for non-native speakers. Positively, people can read at their own pace, and reread things they do not understand immediately. Negatively, some people read very slowly, word by word, even in their L2. Many more people do this in a foreign language. In fact, they often laboriously translate the text word by word. Reading comprehension in a foreign language is not translation. Reading comprehension work should normally deal with direct comprehension in silent reading. That is to say, it should aim to develop the skills competent readers use in their L1.

OBJECTIVE OF THE STUDY :

The primary goal of this study is to know the influence of receptive skills(input)and it's means, especially in performance of the students.

LITRUTRE REVIEW :

Listening is defined differently by different scholars. Chastain (1991) defined the goal of listening comprehension as being able to understand native speech at normal speed in an unstructured situation. Morley (1992) defined it as including not only basic auditory discrimination and aural grammar, but also , extracting vital information, remembering it, and relating it to everything that involves processing or mediating between sound and construction of meaning. Postovsky (1975, p.19) said, "Listening ranges in meaning from sound discrimination to aural comprehension (i.e., actual understanding of the spoken language)." Goss (1982) stated that listening is a process of taking what you hear and organizing it into verbal units to which you can

apply meaning. Applied to speech processing, listening requires that you structure the sounds that you hear and organize them into words, phrases, sentences, or other linguistic units.

Brown and Yule (1983) explained listening as follows:

Listening comprehension could mean that a person understands what he has heard. However, in EFL teaching, it often is taken to mean that the listener can repeat the text, even though the listener may reproduce the sound without real

comprehension. "If he could actually learn the text as he heard it, he would probably be said to have understood it" (p. 58).

Dirven and Oakeshott-Taylor (1984) described listening comprehension as follows:

The term listening comprehension is a typical product of teaching methodology, and is matched in phonetic and psycholinguistic research by expressions such as speech understanding, spoken language understanding, speech recognition and speech perception (p. 326).

Bowen, Madsen and Hilferty (1985) defined listening as:

Listening is attending to and interpreting oral language. The student should be able to hear oral speech in English, segment the stream of sounds, group them into lexical and syntactic units (words, phrases, sentences), and understand the message they convey (p. 73).

James (1984) explained listening as:

... listening is tightly interwoven with other language skills. Let us begin by clarifying what is meant by listening. First of all, it is not a skill, but a set of skills all marked by the fact that they involve the aural perception of oral signals. Secondly, listening is not "passive." A person can hear something but not be listening. His or her short-term memory may completely discard certain incoming sounds but concentrate on others.

Although these definitions were somewhat different from each other to a certain extent, they basically considered listening comprehension as an activity in which listeners employ a variety of mental processes in an effort to decode the meaning from oral texts. The means employed by the listener to comprehend, learn, or retain new information from utterances are referred to as listening comprehension strategies. James (1984) broke down listening into different components:

Listening is the most frequently used language skill of the four language skills, (Scarcella & Oxford, 1992). Listening is the primary means by which incoming ideas .

and information are taken in (Devine, 1982). Adults spend in communication activities 45% listening, 30% speaking, 16% reading, and only 9% (Rivers & Temperly, 1978). Gilbert (1988) noted that students from kindergarten through high school spend 65-90% of their communication time for listening. Wolvin and Coakley (1988) said that, in and out of the classroom, listening consumes more of daily communication time than other forms of verbal communication.

Language learning strategies are cited as crucial to learning a foreign language, but yet they are defined differently by researchers. According to Lessard-Clouston (1997), language skills may be referred to as learner strategies, learning strategies, and language learning strategies. The specific names of these strategies are unimportant as they all serve the same function ,which is assisting students in learning. Weinstein and Mayer (as cited in Lessard-Clouston, 1997) defined language learning strategies as behaviors and thoughts that learners use to learn the language and change how the learner sorts out information.

It is clear that language skills, behaviors, and thoughts are used to facilitate the learner's growth .It is essential to know what behaviors and thoughts a learner uses that constitute effective language skills. Chamot (1993)described them as specific tasks or techniques or a general plan to complete a task. They can be observable tasks such as taking notes or drawing visuals or diagrams. They may also be non-observable tasks such as listening ,comprehension activities, or reading activities.

Language skills are defined differently by researchers, and are characterized differently. Lessard-Clouston (1997) described them as having four basic qualities: They are created by learners; they enhance language learning and competence as observed in the learner's reading, writing, speaking, and listening skills; they can be observable or non-observable; and they involve memory and information. Oxford (as cited in Lessard-Clouston, 1997) found that language skills include other elements. She reported that they allow learners to become more self-directed and solve problems. In addition, they involve many aspects of learning, are flexible in use, and are influenced by many different factors.

Oxford, et.al. (1990) grouped language skills into five categories :meta cognitive, cognitive, memory, social, or affective language skills. Language skills are considered meta cognitive when they involve organizing, focusing, and evaluating learning. Cognitive skills are those that include analyzing, reasoning, transferring information, taking notes, and summarizing. Grouping ,using imagery, guessing, and inferring meaning are elements of memory skills. Social skills require the questioning of others and cooperating. Affective skills deal with managing emotions, attitudes, and motivation.

Many researchers have conducted studies and experiments that explored why students do not succeed in a foreign language class. One explanation is that students do not understand that a foreign language cannot best studied in the same way that students study for other subjects .LoCastro (1994) concluded that students usually study for exams and rely mainly on memorization to succeed .She also stated that tests tend to provide the only motivation for them to study.

An additional reason for low achievement may not have to do with learners at all. Lack of research in the study of language skills has kept many teachers from knowing how they may assist students in learning. Bialystock(1981) noted that as of 1980 very little research had been conducted to learn what students could do to facilitate their learning.

Oxford (1989) also argued that language skills have not been investigated sufficiently. She observed that teachers themselves neglect to discuss their own experiences with colleagues to determine useful language skills. Reflection on valuable language skills serves as an essential role for the teacher. Howard Gardner (as cited in Oxford, 1989) stated that feelings and attitudes about learning a language are the keys to achievement, and many teachers ignore them. Teachers also have to reflect on what works for them to discover what works for students.

Researchers have proposed several techniques and strategies that teachers can use to help students succeed. Some have suggested that students should receive proper instruction in effective language skills. Chamot and Kupper (1989) argued that students should learn about language skills while they receive instruction in the foreign language. Students do not have to take a separate "how-to" or study skills class because language skills can be taught in the regular class. Teachers have been cited as being effective in providing their instruction in their classes (Chamot & Kupper, 1989).

Teachers cannot simply walk into their classrooms and start implementing language skills. They need to consider many aspects that are related to the preparation and implementation of instruction of language skills. Hismanoglu (2001) determined that teachers should first administer a questionnaire to students about their study habits and beliefs about language learning. He also recommended that teachers get acquainted with students and their goals, motivators, and preferred learning styles. Teachers need to analyze their textbooks and lesson plans to ensure that proper language skills are taught

and connected with the curriculum. Teachers may discover that they provide instruction on language skills but need to develop the instruction to correlate with their lessons and students' needs.

Most of the recent research offers solutions and remedies for helping students achieve through the use of language skills. Oxford (1994) recommended that teachers provide lessons on language skills in class through the use of handouts, explanations, activities, brainstorming tasks, and reference materials. Language skills need to be explicit, relevant, and given with lots of practice with authentic materials. Those language skills should be based on the students' beliefs, attitudes, and needs, and meet the goals of the tasks, learners, and their styles of learning. Haggstrom (1993) reported her findings of successful language skills' instruction for her college students. She proposed that teachers orient the students to the text and syllabus, address student concerns about comprehension of the language, suggest the SQRRR strategy for reading comprehension, and apply specific strategies for completing homework in the text. Ramirez (1986) argued that teachers should ensure that all learners participate more actively in class activities. He also reported that teachers should make learners more aware of communication strategies and teach explicit strategies to master the tasks of practice, study, and memorization.

The Internet has served as an excellent source for teachers to report and receive information on successful language skills and instruction. Students have also accessed data bases for valuable information that they themselves can use to boost their learning.

Blake (2001) formulated a list of strategies for language learners to use. The list advised students to use flash cards with images, create opportunities to use the language, drill themselves with vocabulary and verbs, watch, and listen to programs, and read magazines that are in the target language. These skills allow students to become accustomed to the language's natural patterns of structure. Global and selective listening were cited as helpful listening strategies that students can utilize. Students are also encouraged to handle their emotions in a positive way if they are having difficulty with the language or a particular strategy. One web site concluded that students should develop and take practice tests, and recognize patterns and redundancies within the language. Study "buddies" are seen as beneficial in promoting teamwork.

Reflection is considered to be an essential component of language learning. Just as teachers need to reflect on their personal learning experiences and lesson plans, students need to reflect on their learning. Rather than evaluate what they have learned, students need to evaluate how they go about their learning. Kojic-Sabo and Light brown (1999) studied how students approach learning vocabulary and discovered that reflection increased the students' awareness of how they studied and allowed them to evaluate the effectiveness of their choices. If students are aware of the language skills they choose and can evaluate the use of language skills, they may choose better language skills for themselves in the future. Haggstrom (1993) also learned that student feedback

through reflection was very helpful according to reports from students. They reported that language skills had a positive effect on their learning and affected their understanding of how to study a foreign language.

The information from this research makes it clear that students need to learn language learning strategies that address all areas of language learning. Students should learn strategies that will facilitate their learning in vocabulary, reading, writing, speaking and listening. The action plan designed will focus on learning strategies that address these areas of learning and assess their progress through journal entries and assessments. The teacher will also monitor and observe student use of language skills in class and document these observations.

RECOMMENDATION :

Based on what is stated in the theoretical framework, what has been discussed in previous studies and the researcher put a number of recommendations to treat the research's problems and its goals.

- 1 \ It must enter the English language educational curriculum for all stages.
- 2\ It must use outsource media to connect the material of education relevant to environment of the students.
- 3\ Teaching depend on the practical side as well as the theoretical side to put language rules.
- 4 \ Four skills should be taught ,to integrate together in English language to achieve good output.

_The suggestions of further studies in the area of this research ,practical study about influence of receptive skills (input)to university's students also study qualitative differences to input language in different universities and the present study the contribution of wide reading and listening comprehension to written language.

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