



DEVELOPING LISTENING COMPREHENSION IN ELT

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| Article history: | Abstract: |
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| <p>Received 26th April 2021</p> <p>Accepted: 10th May 2021</p> <p>Published: 7th June 2021</p> | <p>Listening comprehension plays an important role in mastering a foreign language, since it is one of the channels for transmitting information that allows students to enrich their knowledge of the language. So, in the English language classes, conducted according to the communicative method, students are constantly in a conversational environment. They are forced to perceive the speech of the teacher, their fellow students, as well as the sound range of audio and video materials. If students fail to understand the content of the interlocutor's phrases, discussions, then this situation can cause them negative emotions, since listening comprehension affects the ability to speak, read and write in English. Moreover, listening is one of the skills that students especially need to practice. This is evidenced by their lack of confidence when listening to radio broadcasts, audio lectures, reading native speakers, as students are often asked to replay the recording. This article will define listening comprehension, types of listening while teaching English as foreign language.</p> |

Keywords: Listening skill, language, assess, communication, comprehension.

INTRODUCTION

Listening is a skill of critical significance in all aspects of our lives—from maintaining our personal relationships, to getting our jobs done, to take notes in class, to figuring out which bus to take to the airport. Regardless of how we are engaged with listening, it is important to understand that listening involves more than just hearing the words that are directed to us. Listening is an active process by which we make sense of assess, and responding to what we hear. Listening is the most frequently used language skill.

MATERIALS AND METHODS

Bird found that secondary school students spent 42 percent of their total verbal communication time in listening while they spent 25 percent in speaking, 15 percent in reading, A study conducted by Barker, Edwards, Gaines, Gladney, and Holley confirmed Bird's view of the primacy of listening and showed that the portion of verbal communication time spent by secondary school students was 52.5 percent in listening, 17.3 percent in reading, 16.3 percent in speaking, and 13.9 percent in listening consumes more of daily communication time than other forms of verbal communication. Listening is central to the lives of students throughout all levels of educational development. Listening is the most frequently used language skill in the classroom.

Numerous studies indicated that efficient listening skills were more important than reading skills as a factor contributing to academic success. However, Dunkel's (1991b) study reported that international students' academic success in the United States and Canada relied more on reading than listening comprehension, especially for those students in engineering, psychology, chemistry, and computer science. Thus, the importance of listening in classroom instruction has been less emphasized than reading and writing. Nevertheless, it is evident that listening plays a significant role in the lives of people. Listening is even more important for the lives of students since listening is used as a primary medium of learning at all stages of education.

TYPES OF LISTENING SKILLS:

There are different types of listening depending upon the situation and the environment, where the listening takes place. Few important types are the following:

- Whole-person listening
understanding the speaker his words, thought, motivate etc

- Appreciative Listening
Listening for appreciation and pleasure.
- Attentive Listening
attentively listen every word.
- Casual Listening
Listening not very attentive, listening casually without any interest.
- Evaluative Listening
Listening to evaluate or judge something.

Second language (L2) listening comprehension is a complex process, crucial in the development of second language competence. Listeners use both bottom-up processors (linguistic knowledge) and top-down processes (prior knowledge) to comprehend. Knowing the context of a listening text and the purpose for listening greatly reduces the burden of comprehension. Teachers can help students develop sound strategies for comprehension through a process approach to teaching L2 listening. This will help students learn how to listen and develop the meta-cognitive knowledge and strategies crucial to success in listening comprehension.

Listening comprehension is regarded theoretically as an active process in which individuals concentrate on selected aspects of aural input, form meaning from passages, and associate what they hear with existing knowledge. Cognitive psychology defines comprehension as information processing. Schemata are the guiding structures in the comprehension process. The schema is described by Rumelhart as a data structure for representing the generic concepts stored in memory. It can be used to represent our knowledge about all concepts: those underlying objects, situations, events, sequences of events, actions and sequences of actions. According to the cognitive comprehension theory, schema means an abstract textual structure that the listener uses to make sense of the given text. The listener makes use of linguistic and situational cues and also the expectations he/she has about the new input to evoke schemata. When a schema has been evoked, it will become a guiding structure in comprehension. If the incoming information is matched with the schema, then the listeners have succeeded in comprehending the text; if they are not compatible, either the information or the schema will be discarded or modified.

Listening comprehension plays an important role in mastering a foreign language, since it is one of the channels for transmitting information that allows students to enrich their knowledge of the language. So, in the English language classes, conducted according to the communicative method, students are constantly in a conversational environment. They are forced to perceive the speech of the teacher, their fellow students, as well as the sound range of audio and video materials. If the trainees fail to understand the content of the interlocutor's phrases, discussions, then this situation can cause them negative emotions, since listening comprehension affects the ability to speak, read and write in English. Moreover, listening is one of the skills that students especially need to practice. This is evidenced by their lack of confidence when listening to radio broadcasts, audio lectures, reading native speakers, as students are often asked to replay the recording.

The problem with not understanding authentic sounding material is that most students have not learned to "listen" to English correctly. Often, students in non-linguistic universities are presented with audio recordings, and then their understanding of their content is tested. Thus, teachers often focus their attention on the result, the "product" of the audited text, and not on the very perception of the sounding speech, that is, the process itself is overlooked. Often, after a student's wrong answer does not follow a detailed analysis of how he came to such a decision: was it a guess by any one word, by context, or simply a certain word was misunderstood. However, while focusing on some of the more common phonological features of authentic spoken English, students can better understand the content of the information presented by ear.

CONCLUSION

In conclusion we can assume that the numerous studies show that efficient listening skills as a factor contributing to academic success. The techniques for help students learn how to listen and develop the meta-cognitive knowledge and strategies crucial to success in listening comprehension.

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