

## WAYS OF DEVELOPING LISTENING SKILLS OF ENGLISH LEARNERS IN ESL AND EFL CLASSROOM

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### ABSTRACT

Language is a main tool of communication and it is confirmed as a connection of human being. However, communication does not include only speaking, but also listening that is the way to understand and feel how the conversation or relationships going on. According to statistics, almost billion people use English as a communicative language on a daily life and it has already entered to every field of the society. It has become a universal language and it shows that degree of requirements of learning English by people, no matter the youth, adults or senior is increasing dramatically. Especially, receptive skills are at the top of the list, therefore modern pedagogy has been facing various issues in the curriculum. This paper aims to clarify the importance of receptive skills as well as focus highly on some productive methods for teaching them in ESL and EFL classrooms.

**Keywords:** Receptive, listening, teacher, classroom, learner, methods and strategies.

### INTRODUCTION

It is obvious that, language is a weapon in communicating human's ideas, thoughts and feelings to the other fellow human beings. To learn a language, people are required to study the skills of that particular one. The main thing is to learn a foreign or second language such as English also, the learners have to learn all four skills of it to prove themselves as good communicators. These four skills are divided into two categories, which are, receptive or passive skills and productive or active skills. Listening and reading are receptive skills where the learners just receive and understand these skills and there is no need for the learners to produce language to do these. On the other hand, speaking and writing skills are productive skills where learners have to produce language utilizing these skills. But the main factor which is generalized of them is accuracy that is really important. None of them should be neglectful and pay less attention than one another. Among these four skills, listening is the first skill that the ELLs acquire initially. According to Hornby (2005) the act of listening means, "To pay attention to somebody/something that you can hear". But there is a difference between listening and hearing. Hearing refers to the sounds that your ears receive and it is a physical process that provided a person do not have any hearing problems. By contrast listening requires more than that, it requires focus and concentrated effort, both mental and somehow physical. There are some learners that opt for more listening than speaking who are called good listeners. As Dr. Rachel Naomi Remen mentioned "The most basic and powerful way to connect to another person is listening. Just listen. Perhaps the most important thing we ever give each other is our attention."

### LITERATURE REVIEW

In fact, schooling aims to bring up multilateral perfect generation for the future life. And language classes involve teachers and pupils. Both types of people purpose to learn foreign

language and actually for evolving listening comprehension. According to research, at least 45% of that time is spent listening. In schools, students spend 60-70% of their classroom time listening. In business, listening has often been cited as the most critical managerial skill. Effective language instructors present students how they can adjust their listening behavior to deal with a variety of situations and listening purposes. They assist students to develop a set of listening strategies and match appropriate strategies to each listening situation. In the following main types of listening activities ought to be clarified:

1.Pre-listening activities. They are called also introductory activities that is an introduction to the topic of the text and activities focusing on the language of the context. They aim to deal with all of these issues which are generating interest, building self-confidence and facilitating comprehension. They serve to motivate learners to begin the activity easily and teachers actually give some minutes to find out key words, unknown words, useful structures that in order to understand and predict what kind of tasks will be asked.

2.While –listening activities. In these activities learner receives a series of comprehension activities for developing listening skills and teachers purpose to practice listening subskills. In that time a learner has a chance to confirm his or her prediction about the text. Teachers should observe how pupils feel and what they are doing in while listening activity attentively. If there are some learners that are not able to do the task and feel pressure it is possible to turn on the audio again. Generally, this part is the most difficult stage for the teachers to control, make them do the task independently and process the information actively.

3.Post-listening activities. Last stage is post-listening one which requests learners to talk about how a topic in the text relates to their own lives or give their opinions on parts of the text. These activities have a goal to utilize the knowledge gained from listening and summarize the ideas. It also includes, working with mistakes which part is more difficult than other parts or just why learners made them.

## **METHODOLOGY**

The teacher should be able to use a variety of methods in the classroom to help language learners.

The development of listening comprehension plays an important role in mastering a foreign language. There are a number of interesting methods for mastering listening comprehension skills, which are of interest to learners as well. We know that reading skills are more important than listening comprehension skills in foreign language classes, or we can say that reading skills can help us master a foreign language better. However, listening comprehension skills play an important role in reading comprehension skills. Therefore, we can say that listening comprehension skills are the basis of language learning. If language learners have difficulty listening comprehension, language skills there may be a number of difficulties in learning. The listening process focuses more on feeling, or on sounds and tone. Vision is the basis of reading. This means that there is a mismatch between reading and listening comprehension skills. If we call reading skills indirect communication, we apply listening as direct communication. What problems do we face in the process of listening? How do we understand speech? When someone talks about something, we listen to it and analyze the information. At the same time, we pay attention to the structure of the sentence. It is necessary to understand the unknown words, to concentrate. But we do not try to understand the message verbatim. Of course, there are difficulties in the process of listening. This can be seen in the example of the media and time. Problems and difficulties are observed in speech at different speeds. The listener should pay attention to the speed of speech of the speaker. In addition, problems are encountered in understanding dialects. teachers always use literary language. There are many techniques used

to practice listening comprehension. The methods used in listening comprehension are not only for the listening process. They are also used in other skills, because each skill is practiced separately. Once the text used for listening comprehension is developed, it is possible to discuss, of course, speaking skills. This can be more difficult in language learners in the early years, although the teacher will try to practice more skills.

In the textbook literature, each topic is covered on the basis of 4 (four) skills. It is natural that language learners are interested in studying the topics on the basis of individual skills.

According to Penny Ur there are some problems in listening activity:

1. Trouble with sounds
2. Cannot understand fast, natural native speech
3. Find it difficult to keep up
4. Get tired.
5. need to hear things more than once
6. Have to understand every word

In order to avoid these possible issues professors of Niagara University made a research and recommended solutions for them:

- Resist distractions. Concentrate on what is being said, not what's happening around you.
- Be an opportunist. Find areas of shared interest between you and the speaker.
- Ask yourself, "What's in this for me?"
- Stay alert. Avoid daydreaming if a speaker's delivery is slow. When your thoughts run ahead of the speaker's words, use the time to evaluate, anticipate, and review what is being said.
- Identify the speaker's purpose and adapt to it. Ask yourself if the aim of the speaker is to inform, persuade, or entertain.
- Listen for central themes rather than for isolated facts.
- Plan to report what you hear to someone else - within eight hours.
- Develop your note-taking skills.
- As a listener, take primary responsibility for successful two-way communication.
- Don't just depend on the speaker.

## RESULTS AND DISCUSSION

Furthermore, in modern pedagogy productive and peculiar methods for listening encompass everything from interactive exercises to multimedia resources. Listening skills are best learned through simple, engaging activities that focus more on the learning process than on the final product. Therefore, ESL and EFL educationalists are expected to design the lessons with them and some methods are decided to introduce:

*1. Mock interview.* This is considered effective and nonthreatening way for students to evolve more powerful skills among through interpersonal activities. The instruction includes assigning the students to small groups of two or three, and then giving them a particular listening activity to accomplish. For example, teacher may have one student interview another for a job with a company or for an article in a newspaper.

*2. Authenticity.* "Authentic listening materials are print, video, and audio materials students encounter in their daily lives, such as change-of address forms, job applications, menus, voice mail messages, radio programs, and videos. Authentic materials are not created specifically to be used in the classroom, but they make excellent learning tools for students precisely because they are authentic." Especially, authentic audio and video resources are the best examples.

They might be used distinctively by teachers by the help of information technologies. audio materials of radio programs, online podcasts, instructional lectures and other audio messages. Educators ought to model this interactive listening process in class with learners, and then instruct them to repeat the exercise on their own. First, teacher instructs students to prepare for listening by considering anything that they will intent to learn from the content of the audio. Once they have written down or shared these ideas, then play the audio material, allowing the students to take notes if helpful. Once they have gained confidence and experience, teacher will repeat this activity but in that time not taking notes is not allowed for students until the completion of the audio. Materials can be shorter or longer as well as can be selected more accessible or more challenging material for this type of exercise.

Moreover, another helpful resource for teaching listening skills are video tools, including short sketches, news programs, documentary films, interview segments, and dramatic and comedic material. As with audio materials, it is important to choose the portion and length of the video materials in accordance with the skill level of students. Firstly, students watch the video without any sound and discuss it together. In this time teacher should encourage the students to identify what they think will be the content of the tool. Then, they watch the video material again, this time with sound, allowing students to take notes if helpful for their skill level. After the completion of the video, educator can have students write a brief summary of the video, or it is possible to take time to discuss as a group how the video compares with the students' expectations.

## CONCLUSIONS

By the way of conclusion, it is apparent from this paper that, since listening is really essential to be a good listener and perfect communicator, lessons should be encompassed pre-, while and post listening activities which are important steps for both teachers and pupils. Besides that, it is incredible to exploit some instructional and interesting methods connected with authenticity to introduce real native speech.

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