



Developing Listening Skills in English Language Learners

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ABSTRACT

This article discusses the importance of language learning today and the types of listening development and assessment.

Keywords:

Listening skills, motivation, micro and macro skills, formative and summative assessment.

Nowadays, when we learn English, we realize that it is an interesting and necessary language to learn not only for young people, but also at any age. At this point, we should mention that if we can develop some skills in language exchange, we hope that it will only benefit the language learners. Learning English requires four skills from learners:

1. Speaking;
2. Writing;
3. Reading;
4. Listening;

In this article, we are going to talk about improving and improving listening skills for language learners.

It is no exaggeration to say that listening skills play a key role in language learning. Especially in higher education institutions, they are paying special attention to it. In English classes, each skill is taught as a separate lesson by its experts to make it understandable for students. We know that patience and

perseverance are required from language learners, that is, it is clear that it is necessary to spend at least 4-5 hours a day for language learning. will show.

Listening skill is one of the most important skills that should be mastered by university students. In order to communicate with other people, the ability to listen and understand someone who is speaking English is important. Students who are good listeners are more likely to understand what the speaker is saying and they are able to learn more by listening.

Morley (1991, Celce-Murcia p. 82) states that "They expect to listen twice as much as they speak, four times as much as they read, and five times as much as they write." Listening is the ability to correctly receive and interpret messages in the process of communication.

"Listening is not just hearing something," Schwartz (2004, p. 2) notes. "It has been estimated that adults spend almost half of their

communication time listening. Students can get 90 percent of their information by listening to teachers and each other," Schwartz added.

Listening is the most used language modality. Listening should be done in real time. There is no second chance, unless, of course, the audience asks the speakers to repeat themselves while listening.

Nevertheless, listening can often be a stressful activity for a language learner who cannot process information quickly enough to understand what is being said (Goh & Taib, 2006, p. 222). Using variety in listening instruction can develop students' motivation to understand the material. Teaching listening in the English department is different from teaching it in elementary and middle schools. The implementation of appropriate methods and techniques by teachers in the classroom affects the outcome for students. For example, appropriate listening materials, a good classroom environment, appropriate teaching methods, and meaningful exercises can help students achieve good listening skills.

Listening skills are an important part of communication and fundamental to learning a second language. According to Nunan (2003, p. 26), listening is the process of fully decoding sounds from phonemes to text. Brown (2001, p. 263) says that learning to listen really means responding and continuing to respond to listening as a chain. Listening skill refers to the skill of listening to understand the meaning of what is being heard.

The process of listening helps students respond to what is being asked/said.

Furthermore, listening is the key to all effective communication;

Without effective listening skills, messages are easily misunderstood, communication breaks down, and the sender can easily become frustrated or frustrated.

Furthermore, Hughes (1991, p. 134) mentions two skills involved in listening, which are micro skills and macro skills. In micro-skills, in order to understand what someone is saying, the listener must recognize intonation types, recognize functions and structures, interpret

coherent devices, identify sentence components, and recognize speech marks.

In macro skills, in order to understand what someone is saying, the listener must engage in listening for specific information and getting the gist of what is heard, or the listener must get a general idea of the information from the following instructions or directions.

Assessment of listening skills also plays an important role in learning English.

There are two types of listening assessment, formative and summative (Brown, 2004, p. 13). On the one hand, ongoing and informal assessments of students as they engage in listening are called formative assessments used diagnostically by teachers. On the other hand, summative assessments required by schools, colleges, and governments include quizzes, achievement tests, proficiency tests, and standardized tests.

Living in the modern world, we must make it clear that teaching young people today, especially language teaching, and developing their interest in language learning during class requires some patience. It is necessary to use technology in English lessons, make it interesting and arouse interest in young people. In improving listening skills, mainly outside of class, in free time, watch more different movies, listen to audio files that provide different information.is advised.

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