



## Developing listening skills in teaching English

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### ABSTRACT

Grammar is not the only language used in language teaching and learning today. Grammar can be taught for a month or two to form a basic concept, but other methods are used. There are different ways of teaching a language, through which we can see how the language is taught today, that is, we can learn from them that the above statements have been confirmed. In the past, grammar was used in language teaching, but now there are different methods. Also, the four-skill English language teaching method is becoming more and more popular today. These are reading, writing, speaking and listening skills. These skills are good at teaching not only English but also other languages. This article provides information on learning and developing listening skills in teaching and learning English.

### Keywords:

Listening, teaching, teaching, skill, ability, foreign language, writing ability, listening skill.

### Introduction

Firstly, teachers should try to understand the students carefully and explain how to teach listening, when teaching listening. When many teachers teach listening, they actually skip the words and take the text and do it completely. The children write these words in empty cells, and the teachers check and repeat the words. This is a good way to improve pronunciation, not to teach listening. In order to teach true listening, teachers need to teach students that in the process of listening, they need to understand correctly, not pay attention, understand the meaning.

### Material and methods

For learners, listening presents a challenge for a variety of reasons, among which are the following:

- **Listening involves multiple modes:** Listening involves the interpersonal and interpretive

modes of communication. It requires the listener to assume either a participative role in face-to-face conversations, or a non-participative role in listening to other people speak or present.

- **Listening involves all varieties of language:** In addition to listening to lectures and presentations in academic and formal settings, learners have also to partake or listen to exchanges that involve various levels of colloquialism.
- **Listening involves "altered" and "reduced" language forms:** In addition to dealing with the vocabulary and structures of the language, listeners have to learn to comprehend reduced forms of the language (e.g., *I wanna go*, *Just a sec*).

- **Listening involves variable rates of delivery:** Unlike a reading text that is at the learner's control, a listening text is constantly moving and at variable speeds that often cannot be controlled by the listener.

Because of all these factors, listening activities often create high levels of anxiety and stress among learners that can interfere with comprehension [1].

## Results

First, the "Historical Review of Listening Comprehension Research" section traces changes in listening comprehension over the past few decades. Listening comprehension has long been viewed as a passive ability, and researchers have considered it to be an ability that develops without help. Around the 1970s, listening comprehension caught the attention of many and began to be studied. While some ideas have been revealed over the past thirty years, others have not. Then in the "Comprehension Components" section, the main difference between written and spoken language is observed. It should be noted that the media type - audio and print - creates a wide range of input methods in both oral and written language. In addition, the difference between written and spoken language comprehension is discussed in order to understand that listening comprehension places a different cognitive burden on students than reading. It also identifies seven reasons that prevent effective listening comprehension.

Teachers know how important listening is in school, both in learning and as a vital social tool, but in addition to the work done in the primary grades, very little work is done in schools to teach this skill. Therefore, teachers need to teach their students to enhance listening through the following methods.

### **Focus on teaching the skill of listening (yes those A.C.R.O.N.Y.M.S do help).**

Break the skill into identifiable components for students and then practice, role play, make posters and dramatic scenarios. Use positive reinforcement to help with this and/or reward students for using the skill appropriately [2].

## **Model good listening for your students.**

So often we are thinking about our response to a student rather than really listening to them. Use the 'counselling' skill of rephrasing or restating what students say to enhance your own listening. Ask students to restate yours or others points of view. Insist on one person speaking at a time either in whole class discussions, paired or group work. Demonstrate the skill to the class by drawing their attention to your listening with younger grades, having older grades deconstruct what effective listening looks like, sounds like, feels like.

### **Get to know your students.**

Find out about their interests, hobbies, music and sport, families etc. Kids will listen more to teachers they feel are interested in them and know them.

In high school, where you may teach up to 150 students use memory tricks, refer to school photos or take notes so you can use the knowledge in your conversations with students. See some of our articles on how to build relationships with students.

### **Use reflective listening...**

Saying Joey I can see you are upset (disappointed, frustrated, sad) validates a student's feelings, provides the language to describe the feelings and can help to reduce the intensity of the feelings allowing the student to move forward. Listening to students can give you insight into their state of mind.

### **Give students a voice...**

...about the issues that impact them, i.e. their learning, their assessment, their classroom, their school values students need to feel heard and understood. They will more readily accept the status quo if they feel they have been heard.

## **Discussion**

### **Get everyone's 'Voice in the room'.**

Give students an opportunity to speak at the beginning of class by having a "check in". You could use this as an orientation to the lesson e.g in maths, everyone thinks of the highest number they have seen today or as an emotional check

in e.g. use a colour to describe how you are feeling.

### **Talk less.**

As a general rule, kids can effectively listen for about half their age in minutes, so for a child of 10 that's about 5 minutes, for a 15 yr old, that's about 7.5 minutes!

Mix up the activities in the classroom so that they are talking, writing, moving and listening in a variety of ways. Here are more ideas on [how to use variety in the classroom](#).

### **Use 'Cold Calling'.**

Have you noticed that it is usually the same 4 or 5 students who answer questions? Introduce cold calling (no hands up), where any student may be expected to answer a question or explain a concept to the class. [Dylan William](#) has a simple strategy of writing students' names on paddle pop sticks and then randomly drawing out the name of the lucky person who gets to answer. If you would prefer a more high tech system, find a list of randomiser apps [here](#). To ensure students feel safe to 'have a go', develop a culture of risk-taking in your class by encouraging thinking rather than expecting the 'correct' answer.

### **Listen and learn from students about their behaviour.**

What is their behaviour trying to communicate? Listening to what students think and feel about the tasks they are asked to complete and the way they are being taught can give you clues as to your effectiveness as a teacher and how you could change things to more effectively support student learning [3].

### **Listen to parents.**

Parents are the child's first teachers and you can glean valuable knowledge from them. Use parent teacher interviews as fact finding missions and be prepared with questions as well as comments. One of the biggest challenges we face as teachers can be [listening to parents](#) with whom we don't see eye to eye.

### **Conclusion**

There are many ways to teach and learn a language today. In today's world, language learning is based on four skills: four skills. These are the skills of listening, reading, writing and

speaking. This method is used to teach all languages. This article contains ideas and tips to improve your listening skills and listening comprehension experience. To develop students' hearing, their levels are first determined and appropriate audio materials are prepared. For example, cartoons that are understandable to beginners will be played. This corresponds to their level the rest are given voice assignments according to their level and are given a text at the beginning to learn better. These techniques and the above directions will help you develop good listening skills.

### **References**

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