

THE ROLE OF LISTENING COMPREHENSION IN TEACHING PROCESS

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Abstract: This article explores the importance of listening comprehension in learning English and how it affects language learning, cognitive growth, and cultural awareness. Like speaking, writing, and reading, listening is a complicated skill that is best honed via constant practice. The foundation of effective communication and a prosperous professional career is the ability to listen. The capacity to absorb and adjust to new information, knowledge, and abilities is improved by effective listening skills. Understanding what is being said is only one aspect of listening comprehension. It involves matching speech to background information, or what the audience is already aware of regarding the topic.

Key words: evaluating, interpreting, responding, complexity, sense making, metacognitive, inference, acquisition, contextualization, prediction.

INTRODUCTION: English has developed into a lingua franca, a universal language that unites people from many countries and cultures in today's globalized globe. English proficiency is therefore more crucial than ever for success in the classroom, in the workplace, and in personal life. The four essential language abilities are listening- listening comprehension is frequently the most fundamental component of speaking, reading, and writing. Listening skills play a significant role in dealing with any language and the English language is also not exception from this. As far as the researcher is concerned, to master this skill a learner needs some outer and/or inner effect or encouragement. And automatically this issue is related to comprehension. It goes without saying that when an applicant becomes a student, a great demand of focusing on language skills comes into being in front of the learner. The capacity to comprehend spoken words is known as listening comprehension. It entails not just hearing what is being said, but also processing the data, deciphering the speaker's meaning, and reacting suitably. This ability is essential since it forms the foundation of communication. Meaningful interaction is impossible without good listening skills. The process of listening comprehension is intricate and dynamic, involving multiple elements:

- 1. Receiving:** The first phase in which the auditory signals are perceived by the listener.
- 2. Understanding:** Interpreting words and sentences and decoding the language.
- 3. Interpreting:** Drawing conclusions from nonverbal clues, tone, and context.
- 4. Evaluating:** Making a critical assessment of the message's accuracy and applicability.
- 5. Responding:** Offering verbal or nonverbal criticism.

Since each of these phases calls for some degree of linguistic competency and cognitive involvement, listening is a difficult ability to learn, especially for non-native speakers.

LITERATURE REVIEW: Listening is an essential and undervalued skill, notes Cohen (1988). Why is it then that while the skill of listening is identified by many researchers as one of the most important qualities people can possess, poor listening is identified repeatedly as the most common deficiency? Unfortunately, listening skills are very often ignored or just taken for granted.

According to professors of Indiana University of Pennsylvania School of Graduate Studies and Research Department of English, listening skills are an essential aspect of the development of motivation which empowers pupils to develop their communication and critical thinking skills necessary for functioning competently in the classroom. It is quite clear that interactive listening is imperative in our daily life as we share ideas because we spend more time listening to one another in order to respond appropriately in an overall language learning as compared to other learning skills [1:p.225].

Cohen suggested that teachers should design a series of stimulating discussion activities that encourage pupils to express their points of view on a given topic, which advances pupils' comprehensible input and lets the class generate goals to be accomplished. To illustrate, teachers can demonstrate to pupils the benefits of what is taught in an ESL classroom by encouraging pupils to respect each other's viewpoints while praising pupils for attentively listening to one another. According to the majority of studies, listening is one of the four macroskills required for successful communication in any language. Since English is widely used for communication, particularly online, it is important to develop English speaking abilities in addition to other skills so that these combined abilities will improve communication proficiency.[2:p.107]

As Gregory L. Rynders, who held a research in developing listening skills in 1999, mentioned, cooperative learning in listening is defined in terms of its purpose for using various learning activities that accommodate pupils' different learning styles to enhance their participation and understanding of the topic by creating an atmosphere of achievement. This is accomplished through cooperative efforts for mutual benefit from each student. It also promotes and enhances pupils' self-worth and communication skills which leads to academic achievement and interpersonal skills.[3:p.10]

How can listening be taught? Making pupils aware of how to select and apply the techniques that lead to positive outcomes is crucial while teaching listening. Pre-listening exercises assist students in choosing what to listen for and in focusing on the significance of the content while they listen. Students must first activate their subject-matter knowledge, and then they must set a listening goal and assign certain listening exercises. As a result, students are urged to search for the precise information they must hear and the level of detail needed. Students can forecast what they might hear by using all the information that is available. A CLIL (content and language integrated learning) teacher should constantly provide the students with language scaffolding. Repetition, rephrasing, use of synonyms and antonyms, circumlocution, questions, elicitation and oral feedback are some examples of oral language support. Some examples of visual scaffolding are pictures, maps, charts, tables and other



graphic organizers that help the listener to structure the information that one is listening to and pay attention to the key content. For advanced learners, who are listening to lectures, the listening material can be scaffolded by more complex forms of visuals, such as T- lists or Venn Diagrams, etc. The use and complexity of visuals depends on the age, level of language proficiency of the learners and the complexity of the content under study.

Mental processes such as emotive and cognitive processing of information are involved in listening. As a result, teachers improve students' listening skills by paying close attention to the cognitive functions and abilities required for perceptive listening, including memory, sense-making, and assessment. Listening is a flexible communication activity that varies depending on the speaker's and listener's goals and personalities, the message's substance and style, the communication channel, and the surrounding circumstances.

RESEARCH METHOD: To improve comprehension and learning outcomes, listeners employ cognitive, socio-affective, and metacognitive techniques. Because they supervise, control, or guide the language acquisition process, metacognitive techniques—such as planning, note-taking, transfer, resourcing, self-monitoring, evaluation, selective attention, directed attention, and parsing—are crucial. Elaboration, inference, visualization, summary, contextualization, grouping, repetition, problem identification, hypothesis testing, translation, and prediction are examples of cognitive techniques that modify the content to be learned or apply a particular method to a listening task. Repetition, feedback, uptake, clarification, and affective control are examples of socio-affective strategies, which define the methods that listeners employ to work with others, confirm knowledge, or reduce fear. Elaboration, inference, visualization, summary, contextualization, grouping, repetition, problem identification, hypothesis testing, translation, and prediction are examples of cognitive techniques that modify the content to be learned or apply a particular method to a listening task. Repetition, feedback, uptake, clarification, and affective control are examples of socio-affective strategies, which define the methods that listeners employ to work with others, confirm knowledge, or reduce fear. The exercises listed in Table 1 correlate to the three types of tactics that O'Malley, Chamot, and Küpper suggested be used to enhance the learning process overall and to build listening comprehension abilities.[4:p.15]

Table 1. Listening comprehension strategies and practice activities

Activities for metacognitive	Activities for cognitive strategies	Activities for socio-affective strategies
1.Preview the content in different forms. 2.Rehearse the pronunciation of potential content words. 3.Establishing the purpose for listening. 4.Practice perception	1.Use prior knowledge and knowledge about the target language to elaborate and complete interpretation. 2.Infer missing or unfamiliar words using contextual clues, familiar content words, visual clues.	1.Paraphrase what speakers say to check understanding 2.Ask speaker for clarification and repetition. 3.Learn to relax before and during listening.

<p>regularly. 5.Take short notes of important content words. 6.Check current comprehension with context of the message and prior knowledge. 7.Continue to listen for clarification in spite of difficulty. 8.Evaluate comprehension using contexts, prior knowledge and external resources. 9.Determine potential value of subsequent parts of input. 10.Listen selectively according to purpose. 11.Listen for gist. 12.Determine the potential value of subsequent parts and vary intensity of attention accordingly. 13.Memorize words or phrases for later processing. 14.Pay attention to discourse markers, visuals and body language, tones and pauses.</p>	<p>3.Draw on knowledge of the world. 4.Apply knowledge about the target language. 5.Visualize scenes, objects, events, etc. being described. 6.Reconstruct meaning using words heard. 7.Relate one part of the text to another. 8.Relate limited interpretation to a wider social/linguistic context. 9.Assess the importance of problematic parts and decide whether to ignore them or actively seek clarification. 10.Find L1 equivalents for selected key words. 11.Translate a sequence of utterance. 12.Predict general contents before listening using contexts and prior knowledge. 13.Predict details and unfinished utterances using contexts and prior knowledge.</p>	<p>4.Encourage oneself to continue listening.</p>
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According to studies, proficient listeners employ more metacognitive techniques and are more adaptable when doing so than their less proficient peers. While learners with less proficient language skills employ fewer strategies and are unable to select the appropriate strategies for the assigned task, proficient listeners appear to be able to choose from a wide variety of strategies and use the appropriate ones selectively and flexibly in accordance with the task demands.[5:p.124]

CONCLUSION:It should be noted, in conclusion, that listening proficiency is a sophisticated ability that requires practice. Instructors ought to give their students the chance to consider how they listen and how they do it. The position of the instructor is crucial because they not only help the students listen, but they also inspire them and give them authority over their education. The entire learning process includes the development of effective listening abilities. Without the broader framework of CLIL or any other educational methodology, it is impossible to dissect and evaluate as a distinct talent. However, as prior research suggests (Liubinienė, 2008), from a language perspective, CLIL students improve



their listening and oral communication skills, as well as their reading and academic writing abilities. They also learn how to present themselves and give spontaneous answers to questions. As a result, they unquestionably enhance proficiency in both subjects and foreign languages. [6:p.42]

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