



Tikrit University

College of Education for Women

English Department

Methods of Language Teaching/ 3rd Class

Instructor Afraa' Husam Sami

Teaching _Listening_ Comprehension

afraa.husam27@tu.edu.iq

Introduction

Listening is sometimes referred to as the Cinderella of language skills since it is frequently disregarded and ignored in comparison to the more glamorous skills of reading, writing, and speaking. However, in actuality, listening comprehension serves as the basis upon which all other language skills are constructed. It is the language ability that we use the most frequently in our day-to-day lives, and it enables us to make sense of the world around us, take part in discussions, and get access to new information and ideas. It is extremely important for those who are learning a language to acquire great listening abilities. The inability to grasp spoken language makes it difficult for students to communicate successfully, to follow directions given in the classroom, and to interact with real resources that are in the target language. The act of actively generating meaning by relying on language knowledge, cognitive capacities, and experiences from the actual world is what constitutes proficient listening. It is not simply a matter of hearing words in a passive manner.

As teachers, it is our duty to equip our pupils with the skills and self-assurance necessary to enhance their listening abilities. The standard method of merely exposing students to audio recordings and evaluating their level of comprehension is not sufficient to accomplish this goal. It is instead necessary for us to adopt a more all-encompassing and strategic approach to teaching listening, one that takes into account the varied character of this difficult ability. One of the most important aspects of good listening teaching is having a comprehensive grasp of the components that impact student comprehension. Not only do cognitive aspects like attention, memory, and processing speed play a big influence, but linguistic characteristics like vocabulary, grammar, and speech traits also play a significant effect. The emotional factors, which include motivation, anxiety, and cultural background knowledge, are also of equal importance. It is possible for us to assist students in the development of the required tools to effectively traverse the listening process if we acknowledge and address the numerous factors that are involved. Learners should be given adequate opportunity to practise and improve their listening comprehension abilities. This is an essential component of teaching listening comprehension. In order to do this, it is necessary to carefully create lesson sequences that lead students through a continuum of tasks that start before

listening, continue while listening, and end after listening. Activities that are performed prior to listening serve to activate existing knowledge, provide a clear objective, and introduce essential language and ideas. A variety of tactics, including taking notes, drawing inferences, and checking understanding, are utilised by students while they are engaged with original or modified materials throughout the listening phase of the learning process. After listening, learners are given the opportunity to demonstrate their comprehension, evaluate their performance, and pinpoint areas in which they may improve through the use of post-listening exercises. Integrating real listening materials into listening teaching is another essential component. Some examples of such resources are podcasts, news broadcasts, and television shows. The exposure of students to real-world spoken language broadens their acquaintance with natural speech patterns, a variety of accents, and realistic communicative settings. While simplified or scripted materials may be helpful for beginning learners, the exposure of students to real-world spoken language is more beneficial. It is possible for us to assist learners in developing the skills necessary to traverse the obstacles of real-life listening by scaffolding the use of these resources through focused pre-teaching and strategic task design. The significance of developing learners' metacognitive awareness is the common thread that runs across all of these different instructional techniques. Students are given the ability to become independent and self-directed listeners when they are guided through the process of reflecting on the listening process, gaining an understanding of their own strengths and shortcomings, and developing a repertoire of successful instructional tactics. This aspect of metacognition not only improves understanding in the here and now, but it also builds the groundwork for ongoing improvement of listening skills outside of the classroom. Finally, teaching listening comprehension involves more than just transmitting language information or measuring comprehension. It is about providing our students with the tools, tactics, and mentality required to engage actively and confidently with the spoken word. By using a holistic, learner-centered approach to listening training, we can develop lifelong language learners who are equipped to manage the intricacies of real-world communication and accomplish their personal, academic, and professional objectives.

Improving listening comprehension can provide numerous challenges for learners, such as:

- 1-A student may struggle to grasp spoken messages due to unfamiliar terminology.
- 2-Complex language patterns and grammatical frameworks can make learning challenging.
- 3-Learners may struggle with natural speech features including linked speech, elisions, and reduced forms.
- 4-Speakers with unfamiliar accents, dialects, or pronunciations might be hard to understand.
- 5-Students may struggle to keep up with spontaneous speech, especially when they must understand and reply quickly.
- 5-Utilising contextual information to draw conclusions and anticipate outcomes necessitates proficient top-down processing abilities, which might pose difficulties for certain individuals.
- 6-Focussing and remembering aural input can be difficult for beginners and intermediate learners.
- 7-Listening exercises might be especially difficult for students who are unmotivated or anxious.
- 8-Lack of acquaintance with cultural references, idioms, or context-specific information might make understanding difficult.
- 9-Learners who have had limited exposure to the target language and its natural conversational patterns may struggle to develop their listening abilities.
- 10-External stimuli or auditory disturbances in the surrounding environment might impede the learner's capacity to concentrate on and understand the audio input.
- 11-The learner's auditory perception and comprehension of spoken language can be influenced by factors such as the room's acoustics and the audio equipment's quality.

Effective techniques that teachers might employ to enhance pupils' listening comprehension abilities:

1-Pre-Listening Activities

-Interrogate pupils with enquiries or furnish them with relevant data to facilitate their comprehension of the forthcoming auditory content by relating it to their preexisting knowledge.

-Introduce and explain key vocabulary, expressions, or idiomatic phrases that students may not be acquainted with in advance.

-Give each student a clear goal or job to keep their mind on during the listening activity.

2-While-Listening Activities

-Use tasks like true/false statements, questions, and knowledge gaps to keep students interested and make sure they understand what you're teaching.

-Show students how to take good notes by showing them how to find main ideas, supporting details, and important information.

-Encourage children to listen for various goals, such as gist, particular information, or inferences, in order to build a variety of listening skills.

3-Post-Listening Activities

-Ask students to share their experiences, challenges, and strategies used during the listening task.

-Encourage pupils to discuss the subject, linguistic aspects, or their overall comprehension.

-Give students opportunity to demonstrate their comprehension by summarizing, paraphrasing, or commenting to the hearing content.

