



## TEACHING LISTENING SKILLS AND STRATEGIES FOR ENGLISH LANGUAGE LEARNERS

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### Annotation

Learning to listen will greatly help us improve another desired ability. People expect to hear several varieties of English on a regular basis if they are to communicate effectively, meaningfully, and spontaneously. The purpose of this article is to investigate the significance of listening methods, listening strategies in teaching, and listening processes. Another goal of this article is to demonstrate teachers how they might affect students' learning processes, namely by adopting tactics to help students learn by listening.

**Keywords** listening, strategies, skills, listening comprehension

### Introduction

Listening entails more than just hearing. It is an active process that can begin before the first speech signal is recognized and can continue for a long time after the input or spoken information has stopped. Meaning cannot be extracted simply from sound signals, and comprehension is the result of active construction at all levels of text and context. Active learners use a variety of skills and strategies to direct and manage their listening processes in accordance with their communication goals. Listening skills are acquired abilities that allow a person to listen without conscious effort or deliberation. They are the result of actions that have been repeated frequently in a variety of situations, and the actions have become automated because of the repetition.

Listening strategies are purposeful and planned listening procedures used to increase understanding and communication while also coping with hearing issues. Metacognitive methods are frequently referred to as those that focus attention on the input and coordinate numerous cognitive processes. They can be applied before to, during, or after listening and generally comprise of planning, monitoring, and assessment procedures.

There is a long list of listening skills and subskills in the literature on second-language listening. J.C. Richards presents over 30 subskills, ranging from those required for word decoding to those required for discourse comprehension. Many of these listening subskills are similar to Field's lists of decoding and meaning-building processes, but by calling them processes, Field emphasizes the cognitive complexities involved in listening.

Vandergrift and Goh identify six core skills that are essential to the listening process as a guide for teachers planning listening tasks:

1. Listening for details. Determine specific information pertinent to the listening goal, such as key words, numbers, names, dates, and locations.



2. Listening selectively. Pay attention to specific parts of the listening text while ignoring others that are irrelevant to the listening objectives or contain too much information to attend to at the same time.
3. Listening for global understanding. Understand the overall general idea, such as the theme, topic and purpose.
4. Listening for main ideas. Recognize key points or propositions in a text, such as points in support of an argument, directions for doing something, and significant events in a story.
5. Listen and conclude. Make up for missing, unclear, or ambiguous information in the listening task by using different resources, such as background knowledge, visual clues, and the speaker's tone.
6. Listen and predict. Predict what will be said before or during listening by using context clues and prior knowledge about the speaker.

Competent listeners typically employ these abilities to direct and adjust their attention to the spoken input in accordance with their listening purpose. The activation of cognitive processes operationalizes each skill. The purpose of listening influences the use of core listening skills. It determines which skill or skills are more relevant at a given point in the listening event. Listeners' skills will change as their listening purposes change over the course of a communicative event. Someone who listens to the news on the radio or television, for example, does not employ all six skills equally. The listener may attempt to get all of the details in the headlines at the start of the broadcast. The individual can then listen selectively and pay attention only to the items of interest.

English language learners will benefit from developing core listening skills, which will allow them to vary their level of attention and not expect to hear every detail in every utterance. However, the process will still be laborious and deliberate, and learners must employ appropriate listening strategies. For example, if they realize they do not recognize many words in a message, they may consciously listen for global comprehension. Listeners may also choose to listen for keywords and use the words to build their understanding of the message from the top down. Some language learners may also undertake some planning ahead of time before beginning to listen. There are disparities in the quality and frequency of strategies employed by successful and less successful listeners, according to research, with some studies showing that strategy education may enhance listening skills. There is additional evidence that better listeners not only utilized more suitable and effective strategies, but they were also better at coordinating the employment of many strategies and sub-strategies or tactics to create credible interpretations of what they heard.

A variety of approach taxonomies have emerged from research on strategy use in second-language listening. Vandergrift and Goh identified 12 techniques that appear in a variety of taxonomies:

1. Planning. Creating an awareness of what has to be done as well as a plan of action to overcome any obstacles.
2. Focusing attention heeding the verbal input in diverse ways and avoiding distractions.
3. Monitoring throughout the task, checking, confirming, or revising one's comprehension.
4. Evaluation verifying the outcomes of listening and listening plan.
5. Inferencing using various types of prior knowledge to predict unknown words and fill in blanks.
6. Elaboration using various types of prior information to enhance and enrich an interpretation.



7. Prediction expecting the substance of what one will hear.
8. Contextualization putting what is heard into perspective to help with comprehension.
9. Reorganizing translating what is learned into another structure to promote further comprehension, storage, and retrieval.
10. Using linguistic and learning resources relying on knowledge of the first language or additional languages, and referring to relevant resources that facilitate listening and learning.
11. Cooperation collaborating with others to obtain their support in comprehension and learning.
12. Managing emotions being conscious of one's negative emotions and figuring out how to keep them from interfering with understanding and learning.

Listening can occur in the absence of speech. Listeners must adjust to the many roles they play and employ various forms of knowledge to ease the processing of text in diverse circumstances in order to be a successful listener. Because listening proficiency is determined by the speed and accuracy with which spoken input is processed, one important goal of listening instruction is to assist learners in improving the interconnected networks of their cognitive processes through improved linguistic knowledge and effective use of skills and strategies. While instructors cannot directly regulate these processes, they may provide the conditions for students to learn about them and practice them on a regular basis, allowing their performance to improve over time. Learning activities should attract learners' attention to the input and provide conditions in which learners may successfully engage in at least some signal decoding and analysis. It should also allow learners to employ various types of prior knowledge to act on the information as it is digested.

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