

Listening comprehension difficulties in English language

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Abstract: In today's our modern world everybody accepts that listening is one of the most important skills in second language acquisition. When listening to a second language, many language students face listening difficulties. Second language learners have significant problems in listening comprehension because of the fact that schools pay more attention to structure, writing, reading and vocabulary. Listening is not important parts of many course books or syllabus and most teachers do not attach importance to listening while preparing their lesson plan. A great number of teachers believe that it will develop naturally within the language learning process and they will learn unconsciously. Actually there are number of listening barriers based on message, delivery, audience and environment. Teaching and drilling listening strategies ease students listening comprehension.

Keywords: Listening comprehension, listening difficulties, listening strategies

When students listen to English language, they face a lot of listening difficulties. students critical difficulties in listening comprehension because universities and schools pay more attention to writing, reading, and vocabulary. in this paper, the researchers reviewed the terms listening, listening comprehension, listening comprehension strategies, and listening difficulties. For some lecturers learning foreign language mean the ability of speaking the target language. In some aspects it is true but still argumentative. Student's main factor of speaking ability is charging with listening as much as possible. There a lot of definitions of listening. According to Chastain (1971) the aim of listening comprehension is understand the native conversation at normal rate in a spontaneous condition. Listening comprehension is a rational phenomenon listeners try to establish a meaning when they obtain the information from the listening source (Goss, 1982). Steinberg (2007) mentioned listening process as "the ability of one individual perceiving another via sense, aural organs, assigning a meaning to the message and comprehending it". Nunan (1998) states that, listening is the basic skill in language learning. Without listening skill, learners never learn to communicate effectively. Students spend 50% of the

time operational in a foreign language is dedicated to listening. Mendelsohn (1994) stated that listening has an important role in communication that is to say listening takes up 40-50%; speaking, 25-30%; reading, 11-16%; and writing, about 9%. Listening takes part more of daily communication time than other forms of oral communication inside and outside of classroom (Wolvin and Coakley 1988). Listening is the skill that used frequently in the classroom (Ferris, 1998). Listening involves hearing, transforming, absorbing, accumulating and retrieving data (Grunkemeyer, 1992). There are a lot of scholar refers that the significance of listening. In some cases it is more important than reading, speaking and writing. "In reality, without effective listening, learning is a matter of chance" Listening Strategies that develop students comprehension Teaching listening strategies to the students is very helpful (Goh, 2000). But it is not enough unless the teachers increase students' vocabulary, grammar, and phonology knowledge. Vandergrift (1999) claims "Strategy development is important for listening training because strategies are conscious means by which learners can guide and evaluate their own comprehension and responses." (p.176). Most researchers concluded that there are mainly cognitive, met

cognitive and socio-affective strategies in listening comprehension. Strategy may change due to the level of learner. Students' language level is the basic reason that effects the choice of method "If we expect children to become good listeners, we will need to do more than worry, complain or demand. We need to teach them become active listeners" This is a strategy that is used to understand linguistic input and obtain data. Learners sometimes do not know the meaning of the words and they try to guess the meaning from the context. This is an example of cognitive strategy. The cognitive strategies are connected to comprehending and accumulating input in short term memory or long-term memory for later access. Comprehension starts with the received data that is analyzed as successive levels of organization-sounds, words, as a process of decoding. Cognitive strategy is a problem-solving technique that learners use to deal with the learning task and make easier the acquisition of knowledge. Examples of cognitive strategies include repeating to memorize, summarizing, and piecing together details. Met cognitive strategy In this strategy learners are conscious when listening to the text cautiously. This method deals with learning how to plan, monitor and asses the gathered information from the listening part the same as pre listening activities (Holden, 2004). Oxford (1990) states that the conscious use of met cognitive strategies helps learners get their attention back when they lose it. Vandergrift (2003) found that advanced listeners used twice as many met cognitive strategies as elementary listeners use. Met cognition can be defined as "thinking about one's own thinking." Students who can recognize suitable learning methods in the proper situation. For instance, a student may understand he has difficulty in finding the connection between important concepts within a story. If he/she is taught to use a graphic organizer, such as a concept map, to identify the main concepts and connect them together using lines, similar to a spider web, then that student has used met cognition to complete the task Cut down on noise inside the classroom by doing the first task with books closed and pens down. Boost their confidence by letting them do the same listening on headphones and showing them how much easier it is. Finally, when they start to get used to it, give them an

additional challenge by using a recording with background noise such as a cocktail party conversation.

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