

Listening as an Important Tool in Language Acquisition While Teaching

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Abstract- Listening has a crucial role both in lifestyle and in academic contexts because it is crucial for people to sustain effective communication. In spite of the importance of listening within the development of the communicative and cognitive skills, it didn't start to require its place in teaching curriculum for long years. However, in past years, with the stress given in communication in language teaching, listening began to take its long deserved place in language programs. Although there are different perspectives in teaching listening, the success of every perspective somewhat depends on addressing and minimizing the listening comprehension problems experienced by language learners. This literature review aims at reviewing the essential concepts associated with the place and importance of listening skill in learning English as second or foreign language, and, within the light of the related literature, it prominently focuses on listening comprehension problems experienced by second and foreign language learners. Listening in the second language (L2) is a complex process that is crucial to develop proficiency in the second language. Listeners use both bottom-up processors (linguistic knowledge) and top-down processes (prior knowledge) to understand. Knowing the context of an audio text and the purpose of listening significantly reduces the burden of comprehension. Teachers can help students develop strong strategies for understanding by developing a process approach to teach L2 listening. This will help students learn to listen and develop the knowledge and metacognitive strategies that are critical to successful listening.

Keywords- Listening, crucial, Language, acquisition etc

1. INTRODUCTION

Although the central role of listening comprehension in the learning of a second language and a foreign language is well established today and the adequate teaching of listening comprehension is essential for the mastery of the target language, listening comprehension has been one of the most neglected skills. For example, Grammar Translation

Method (GTM) viewed language learning as a set of rules and aimed to help students read and understand literary works in a foreign language. The Direct Method suggested the idea that the best way to learn a foreign language is through the natural evolution of that language, an acoustic / oral / acoustic teaching system is the best and teachers and students are expected to use L2 in class. The DM focused on developing listening skills before the other language skills; however, although the target language was used in the classroom, there has been no effort to develop listening comprehension strategies or teach listening separately from other language skills.

Of all the four significant language skills, listening has become the most stimulated skill, with the useful resource of using these changing trends. In the 1970s, hearing began to gain prominence as Cap potential, to take its place in language training packages alongside speaking, learning, and writing. With the upward trend in communicative language teaching in the late 1970s, English training began to play an important role in Communication worldwide and the importance of hearing improved. In the 1990s, with the improved pastime of listening, listening had a massive place in 2D and remote locations in language learning. Since then there has been a great interest in listening among researchers. The purpose of this literature review is twofold: first, it is to examine the simple requirements of location and importance of hearing when learning English as a foreign language or in remote locations, within the scope of related literature, focuses on listening comprehension problems professionally.

Research mentioned that adults consume 40-50% of communication time listening but the importance of listening in language learning was only recognized relatively recently (Oxford 1993). As the role of listening comprehension in language learning was taken for granted, it deserved little scientific and educational attention. While listening played an important role in audio-lingual practice, students only heard, repeat and develop better pronunciation (speaking). From 1970's, the work of Asher, Postovsky, Winitz, and later Krashen, drew

attention to the role of listening as a comprehension tool and as a key factor in enabling language learning. Listening has been shown to be an important part of second language acquisition. This research base supports the primacy of listening comprehension in teaching methods, especially in the early stages of language learning.

Listening is an invisible mental process that makes description difficult. Listeners must distinguish sounds, understand vocabulary and grammatical structures, interpret accent and intention, retain and interpret them both in the immediate and wider sociocultural context of the utterance. Rost, defines listening in the broadest sense as a process of receiving what the speaker is really saying (receptive orientation); Construct and present meaning (constructive orientation); Negotiating and responding to meanings with the speaker (Collaborative alignment); and creating meaning through engagement, imagination, and empathy (transformative orientation). Listening is a complex and active performance process in which the listener compares what she has heard with what she has already heard.

Listeners use "top-down" processes when they use prior knowledge to understand the meaning of a message. On the other hand, listeners also use "bottom-up" techniques when they use linguistic knowledge to understand the meaning of a message. Listening comprehension is not top-down or bottom-up processing, but rather an interactive and interpretive process in which listeners use both prior knowledge and linguistic knowledge to understand messages.

Listening Comprehension Challenges

Despite its obvious importance in language learning, listening comprehension has long been marginalized in foreign language curricula. With the advent of communicative language teaching and the focus on mastery, learning and teaching listening received more attention. However, listening is not yet fully integrated into the curriculum and needs to be given more prime time in class and with homework. Listening is challenging for students for a number of reasons, including the following:

- Listening encompasses multiple modes: Listening encompasses interpersonal and interpretive modes of communication. It requires the listener to assume a participatory role in face-to-face conversations or a non-participatory role in listening to other people speaks or present.

- Listening encompasses all variants of language: In addition to listening to lectures and presentations in an academic and formal setting, students are also required to participate or listen to exchanges that include various levels of colloquial language.
- Listening includes "changed" and "reduced" forms of language: In addition to dealing with vocabulary and language structures, listeners must also learn to understand reduced forms of language (e.g. I want to go, just a second).
- Listening is associated with variable transmission rates: unlike a student-controlled reading text, an audio text moves constantly and at different speeds, which often cannot be controlled by the listener.

Due to all these above mentioned factors, listening activity often creates high levels of anxiety and stress in students, which can affect comprehension.

Why is Listening Important?

Before we talk about listening, let's spend a few minutes thinking about the importance of listening. Listening is also important because: It occupies a large part of the time we spend communicating in language. Think about the time you spend listening to others speaking or listening to the song, the news, the lecture, YouTube, etc. Recent advances in technology have helped make listening skills more widely known in language teaching. It provides inputs that can be of great importance for the acquisition of a second language in general and for the development of speech skills in particular. It promotes nonlinear language processing and encourages students to develop "holistic" strategies for texts.

As language teachers, we need to think about how we can incorporate listening into our lessons and provide our students with opportunities for meaningful listening, both inside and outside the classroom.

Listening performs a critical position in verbal exchange in humans' day by day lives. As Guo and Wills state "It is the medium through which people gain a large proportion of their education, their information, their understanding of the world and human affairs, their ideals, sense of values". According to Mendelson "of the total time spent on communicating, listening takes up 40-50 %; speaking 25-30 %; reading 11-16 %; and writing about 9%". Emphasizing the importance of listening in language learning, Peterson (2001)

states that “no other type of language input is easy to process as spoken language, received through listening ... through listening, learners can build an awareness of the interworking’s of language systems at various levels and thus establish a base for more fluent productive skills” .Listening has an critical position now no longer most effective in day by day existence however additionally in study room settings. Anderson and Lynch (2003) states that “we only become aware of what remarkable feats of listening we achieve when we are in an unfamiliar listening environment, such as listening to a language in which we have limited proficiency”. Most humans think that being capable of write and communicate in other language manner that they recognize the language; however, in the event that they do now no longer have the green listening capabilities, it isn't always feasible to talk effectively. That is, listening is the simpletalent in language studying and over 50% of the times that scholars spend functioning in a overseas language can significance of listening in language study room as be committed to listening. Rost explains the follows:

1. Listening is crucial with inside the language study room as it afford sender for the learner. Without information enter on the proper level, any studying simply can't begin.
2. Spoken language affords a method of interplay for the learners because the beginners need to engage in obtaining information. Access to audio system of the language is essential. Moreover, beginners' failure to apprehend the language they pay attention is an impetus, which no longer an obstacle, to interplay and studying.
3. Authentic spoken language affordsanassignment for the learner to apprehend language as localaudio systemdefinitely uses it.
4. Listening physical activities offer instructors with a method of drawing beginners' interest to new forms (vocabulary, grammar, new interplay patterns) with inside the language.

To summarize, listening has a critical position each in day by dayexistence and in instructional contexts as it's miles vital for humans to preserve powerful verbal exchange. Emphasizing the significance of listening, Anderson and Lynch kingdom that listening capabilities are as critical as speak me capabilities due to the fact humans can't talk face-to-face until each forms of capabilities are evolved together. Listening capabilities also are critical for studying functions because through listening learners get hold of records and benef it insights.

As proven above in diverse definitions of listening, human beings reveal in numerous stages all through

the listening manner. In the associated literature, pinnacle-down and backside-up are two .The significance of listening in language getting to know and listening comprehension problem not unusual place methods which might be typically referred to associated with the manner of listening. Brown defines pinnacle-down processing because the manner of “the use of our earlier expertise and experiences; we recognize sure matters approximately sure subjects and conditions and use that data to understand”. In different words, novices use their history expertise so that it will recognize via way of means of thinking about preceding expertise and schemata. On the opposite hand, backside up processing refers back to the manner of “the use of the data we've got approximately sounds, phrase meanings, and discourse markers like first, then and after that to gather our knowledge of what we study or pay attention one step at a time”. During backside-up processing, novices pay attention the words, maintain them in their brief time period reminiscence to mix them with every different and interpret the matters that they have got heard earlier than.

According to Tsui and Fullilove, pinnacle down processing is extra utilized by professional listeners at the same time as less-professional listeners use backside-up processing. It is vital to say that relying at the cause for listening, novices might also additionally use pinnacle-down or backside-up manner extra than another. In different words, each method typically occurs collectively in real-lifestyles listening. Listeners are individuals who can use each backside-up and pinnacle-down methods via way of means of combining the brand new data and the expertise that they already recognize.

According to Flowerdew and Miller, superior listening abilities are the outcomes of combining listening manner with the cognitive development. In that sense, that it will be powerful listeners, college students need to use each backside-up and pinnacle-down processing in listening. That is, “college students need to pay attention a few sounds (backside-up processing), preserve them in their operating reminiscence lengthy enough (some seconds) to attach them to every different and then interpret what they have got simply heard earlier than something new comes along. Anderson and Lynch mentioned that powerful listening includes a multiplicity of abilities and that they listed 4 steps that make up the manner of listening in face-to-face conversation:

1. The spoken indicators should be diagnosed from the midst of surrounding sounds.

2. The non-stop flow of speech needs to be segmented into units, which should be identified as regarded words.

3. The syntax of the utterance needs to be grasped and the speaker's intended that means needs to be understood.

4. We additionally should observe our linguistic expertise to formulate an accurate and suitable reaction to what has been said. Cook emphasizes the distinction between 'decoding' and 'code breaking' in the manner of listening. Decoding refers to processing language to get the message whereas code breaking refers to processing language to get the rules. Cook states that "teaching includes each getting college students to decode messages from language and to code break the language machine from what's heard"

Conclusion

The motive of this paper is to study the simple ideas associated with the region and significance of listening talent in mastering English as another or Global language, and to pay attention on listening comprehension troubles skilled through English language learners. Keeping it in mind of the afore mentioned arguments, it may be said that listening capabilities must not be ignored anywhere the language school rooms and instructors must be privy to and must try and deal with and limit listening comprehension troubles faced by skilled speakers.

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