

**EFFECTIVE WAYS TO DEVELOP LISTENING SKILLS IN
ENGLISH*****Abulqosimova Ruhsora****1st year student of Uzbekistan State World Languages University*

Abstract: *Listening is considered as one of the most important criteria during signifying candidates' level of language proficiency. Not only in academic exams, but also in real life conversations, listening plays a crucial role in understanding speakers. This article suggests several approaches to help candidates improve their listening skills in their second language.*

Key words: *listening, listening strategies, listening comprehension problems, listening recordings, academic tests, real-life conversations.*

Introduction:

Listening is a significant ability to ensure that every interlocutor is able to understand each other and respond properly. Since many people learn different foreign languages for various purposes including academic and professional goals, they need to develop listening skills to succeed, too. However, so many learners face a difficulty of listening enhancement. According to the research in 2022, in Uzbekistan, for instance, the average listening score in IELTS exam was 6.0 and got the 35th rank over the world. There are sometimes challenges in comprehending the listening wholly, for example, candidates may not assimilate words' pronunciation, connected speech, etc.

IELTS listening Score by Country (the rank is formed according to overall average score)

Sr. No.	Country	Listening Band score
1	Spain	7.4



2	Malaysia	7.5
3	Brazil	7
4	Italy	7.2
5	Russian Federation	7.2
6	France	7
7	Philippines	7.2

Sr. No.	Country	Listening Band score
31	Thailand	6.3
32	Cambodia	6.1
33	Japan	6
34	Saudi Arabia	5.9
35	Uzbekistan	6
36	Kuwait	5.6
	Worldwide Average	6.5

*There are given top countries in average IELTS score and some middle ones, emphasizing their listening scores.

Problems that language learners have to deal with

According to [Yilmaz and Yavuz \(2015\)](#), there are 3 main challenging problems for linguistic learners, especially ELLs, related to listening which can also be overcome with teachers' aid.

1. Difficulty remembering what they listened to

They claimed that language acquirers might struggle with listening when they cannot quite remember what they have just listened to. This can happen when listeners lose their focus or they did not use to listen to new information in long sentences.

2. Understanding the speaker's accent or rate of speed

[Yilmaz and Yavuz](#) identified that speaker's accent and the speed of their speech can challenge listeners as well. Language apprentices who usually listen to audios in American accent could find it hard to understand them in British or Australian accents. The same applies to the rate of speed.

3. Limited listener vocabulary

Vocabulary is an essential element in language learning which can also be problematic in this case. Based on the research, practitioners who have limited



background knowledge and word bank acknowledge listening recordings as a hardship since they are not able to understand each word that are being said.

Approaches for developing listening skills and solutions for challenges

According to O'Malley et al. (1985), schoolchildren in high schools utilize no fewer than 638 strategies for merely listening as second-language learners. Actually, they can be categorized into 20 groups and they include three ways of strategy usage: metacognitive, cognitive, and socioaffective. Metacognitive strategies refer to the methods learners use to plan, track, and assess their own learning process. Cognitive strategies are operations for obtaining the language while socioaffective strategies are the ways in which learners use others to improve their learning and encourage themselves to continue learning.

Harmer J. (2007) suggested some advice and principles like the following to improve listening skills:

1) Encourage learners to listen the language as much as possible

When students listen more, they can understand listening recordings and real-life conversations better which leads to being able to use the pronunciation and language they have heard in their speaking as well.

2) Aid listeners to be prepared to listen

Students should be ready for the listening, for example, in academic tests in advance by looking at the pictures, discussing the questions and being introduced with them beforehand so that they can predict what is likely to come as answers. This helps them engage with whole task and make them willing to do it.

3) Encourage them to focus on the full listening, not just the answers

Students ought to listen to the listening for not only finding the answers, but also comprehending its content, resulting in better comprehension. For instance, teachers can ask questions like "Do you agree with what they have discussed?" or "What language did he use?" in order to conclude its overall meaning with students.

Moreover, John Flowerdew and Lindsay Miller (2005) suggested several technological devices and modern ways to improve listening skills and overcome common challenges. Firstly, they stated that the *radio* is a gadget which is much



accessible for listeners and mostly underestimated because of its usage period since people can only listen to the necessary listening recordings or shows in specific times. Although it is sometimes not so easy to catch, students can practice listening longer talks by native speakers, and obtain more new information. *Listening to audio tapes* and *watching videos* are also claimed by the authors as helpful methods to develop learners' abilities.

Conclusion

Developing listening skills will not be difficult if appropriate approaches are used strategically. While learners can be encouraged to listen more with paying attention to the whole recording and preparing to exams beforehand, various technologies and practical listening items including videos and types. Through strategies like those mentioned above, students not only can ice their listening tests, but also do better in real-life conversations, too.

REFERENCES:

1. Flowerdew, J., & Miller, L. (2005). Second Language Listening. Theory and Practice. Cambridge University Press, 165-178.
2. <https://www.dfavo.com/blog/academic-ielts-2022-data/>
3. Harmer, J. (2010). How to teach English. Person Education Limited, 133-146.
4. https://www.researchgate.net/publication/282599451_The_Problems_Young_Learners_Encounter_During_Listening_Skills