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## Research Article

# TEACHING LISTENING COMPREHENSION AND FACILITATING LISTENING PROCESS IN THE CLASSROOM

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## ABSTRACT

This article focuses on the two key areas of developing the students' listening skills and proposes some accepted beliefs to challenge regarding the way we prepare students to listen and the types of tasks given to encourage teachers, to adopt an approach to deal with listening authentic texts.

## KEYWORDS

Listening comprehension, encourage, interaction, sympathise, condescending, sarcastically, evaluate, environment, beliefs.

## INTRODUCTION

Students do not have natural understanding of what effective listeners do; therefore, it is the responsibility of teachers to share that knowledge with them. Perhaps the most valuable way to teach listening skills is for teachers to model them themselves, creating an environment, which encourages listening. Teachers can create such an environment by positive interaction, actively listening to all students and responding in an open and appropriate manner. Teachers should avoid responding either. As much as

possible, they should minimize distractions and interruptions.

## THE MAIN RESULTS AND FINDINGS

It is important for the teacher to provide numerous opportunities for students to practice listening skills and to become actively engaged in the listening process. The three phases of the listening process are: pre-listening, during listening, and after listening.

## Pre- listening

During the pre - listening phase, teachers need to recognize that all students bring different backgrounds to the listening experience. Beliefs, attitudes, and biases of the listeners will affect the understanding of the message. In addition to being aware of these factors, teachers should show students how their backgrounds affect the messages they receive.

Before listening, students need assistance to activate what they already know about the ideas they are going to hear. Simply being told the topic is not enough. Pre-listening activities are required to establish what is already known about the topic, to build necessary background, and to set purpose(s) for listening. Students need to understand that the

... Act of listening requires not just hearing but also thinking, as well as a good deal of interest and information that both speaker and listener must have in common. Speaking and listening entail ... three components: the speaker, the listener, and the meaning to be shared; speaker, listener, and meaning form a unique triangle.(King,1984,p.177)

There are several strategies that students and their teachers can use to prepare for a listening experience. They can:

1. Activate Existing Knowledge: Students should be encouraged to ask the question: What do I already know about this topic? From this teachers and students can determine what information they need in order to get the most from the message. Students can brainstorm, discuss, read, view films or photos, and write and share journal entries.
2. Build Prior Knowledge: Teachers can provide the appropriate background information including

information about the speaker, topic of the presentation, purpose of the presentation, and the concepts and vocabulary that are likely to be embedded in the presentation. Teachers may rely upon the oral interpretation to convey the meanings of unfamiliar words, leaving the discussion of these words until after the presentation. At this stage, teachers need to point out the role that oral punctuation, body language, and tone play in an oral presentation.

3. Review Standards for listening: Teachers should stress the importance of the audience's role in a listening situation. There is an interactive relationship between audience and speaker, each affecting the other. Teachers can outline the following considerations to students:

- o Students have to be physically prepared for listening. They need to see and hear the speaker. If notes are to be taken, they should have paper and pencil at hand.
  - o Students need to be attentive. In many cultures, though not all, it is expected that the listener look directly at the speaker and indicate attention and interest by body language. The listener should never talk when a speaker is talking. Listeners should put distractions and problems aside.
  - o "Listen to others as you would have them listen to you."
4. Establish Purpose: Teachers should encourage students to ask: "Why am I listening?" "What is my purpose?" Students should be encouraged to articulate their purpose.
- o Am I listening to understand? Students should approach the speech with an open mind. If they have

strong personal opinions, they should be encouraged to recognise their own biases.

o Am I listening to remember? Students should look for the main ideas and how the speech is organised. They can fill in the secondary details later.

o Am I listening to evaluate? Students should ask themselves if the speaker is qualified and if the message is legitimate. They should be alert to errors in the speaker's thinking processes, particularly bias, sweeping generalisations, propaganda devices, and charged words that may attempt to sway by prejudice or deceit rather than fact.

o Am I listening to be entertained? Students should listen for those elements that make for an enjoyable experience (e.g., emotive language, imagery, mood, humour, presentation skills).

• Am I listening to support? Students should listen closely to determine how other individuals are feeling and respond appropriately (e.g., clarify, paraphrase, sympathise, encourage).

## CONCLUSION

Before a speaker's presentation, teachers also can have students formulate questions that they predict will be answered during the presentation. If the questions are not answered, students may pose the questions to the speaker. As well, students should be encouraged to jot down questions during listening.

As some researches argue, there is an additional strategy is called TQLR. It consists of the following steps:

T -- Tune in (The listener must tune in to the speaker and the subject, mentally calling up everything known about the subject and shutting out all distractions.)

Q -- Question (The listener should mentally formulate questions. What will this speaker say about this topic? What is the speaker's background? I wonder if the speaker will talk about...?)

L -- Listen (The listener should organize the information as it is received, anticipating what the speaker will say next and reacting mentally to everything heard.)

R -- Review (The listener should go over what has been said, summarize, and evaluate constantly. Main ideas should be separated from subordinate ones.)

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