

**THE IMPORTANCE OF LISTENING SKILLS IN LERNING
ENGLISH ONLINE**

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ABSTRACT

The article deals that the modern teaching with listening skills. Also, it is given the easy way improving languages listening skills below.

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INTRODUCTION

Among the other four skills, listening is the one that has been most forgotten and neglected in second language classrooms. So teachers don't pay much attention to this skill and teach it carelessly. In the field of language teaching and learning proficiency has tended to be viewed as the ability of speaking and writing in language in question. Listening and reading skills are in the second position. One reason for this situation might be the demanding characteristic of the listening skill. Listening has gained a new importance in language classrooms after spreading IT technology based information in society in Iran. Moreover it should be mentioned that most of the students' class time is devoted to the listening. Despite this, we often take importance of listening for granted, and it is the most overlooked skill among other skills. In natural order of learning any language, listening stands at first rank. Without any reception one can not produce anything. Though, if a teacher wants to have fluent and productive students, he/she should pay much and necessary attention to teaching listening skill.

LITERATURE REVIEW AND METHODOLOGY

Listening-Some of the teachers believe that speaking should be actively discouraged. One of the reasons of emphasizing listening and delaying speaking is based on an opinion. Those who give importance to speaking view the language as a product and think that language is a behavior and speaking is the manifestation of this learning or happening. On the contrary, there are approaches that gave more importance to listening. In this approach of language learning, listening is at the center. All of the information necessary for building up the knowledge for using language comes from receptive skills: listening, and reading. When the knowledge of language in this regard is built the learner can write and speak. In other words, without any input, the outcome or output should be nothing.

The modern effective methods of teaching listening skills include everything from interactive exercise to multimedia resources. Listening skills can best learn or improved through simple and engaging activities that focus more on the learning process instead of the final product. It doesn't matter you are working with small or large groups of students, you can use any of the following technique to develop your own methods for teaching students how to listen well.

Interpersonal activities

The non-threatening and effective way for students to develop stronger listening skills can be done by interpersonal activities such as mock interviews and storytelling. Students are assigned to small groups of two or three they are given by a particular listening activity to complete. For instance, you may have an interview with a student for a job with a company or for an article in a newspaper. Even a storytelling activity can give students the opportunity to ask one other question and then practice active listening skills.

Group activities

Large group activities also give the opportunity to the student to help through a helpful method for teaching listening skills to students. You can also begin with a simple group activity. For the first activity, students are divided into the groups of five or more and instruct them to learn one interest or hobby of at least two other group members. It is necessary to encourage students to ask clarifying questions during the activity and you may allow them to takes notes because it is helpful. While, as time passes and their skills grow, you should limit students to only write notes after the completion of the first activity. The second part of the activity is to allow students sit in a large circle and then have each individual student to share their name and their interest hobby of the group member that they met. This second part of the activity leads to additional listening exercises.

Audio segments

You can also teach listening skills to the students through audio segments such as radio programs, instructional lectures, online podcasts, and other audio messages. It is necessary to deploy interactive listening programs in class with students and then instruct them to repeat the exercise on their own. First of all, instruct students to prepare for listening by imagining anything they want to learn from the content of the audio segment. It's on you to choose shorter or longer audio segments and you can also choose more challenging or more accessible material for this type of exercise.

Video segments

The other most helpful resource for teaching listening skills is video segments that include short sketches, documentary films, dramatic or comedic material, news programs, and interview segments. As in the audio segment, you can select the portion and length of audio you can also do it in a video segment based on the skill level of your students. First, watch the segment without any sound and discuss it together with the student. Encourage your student what they think will be the content of the segment. This will improve their listening and thinking power.

About the author

Hello, my name is Margot Robbie and I'm a content writer. I begin writing for an assignment writing services in 2009. I was a classroom teacher for 10 years and become a national literacy consultant. I spare my time, I love to write an article about education for the writing sites. If you want me to do your assignment then contact me as soon as possible.

Whatever method you use for teaching listening, keep a few key instructional tips in mind that will help both you and your students navigate the learning process. One, keep your expectations simple, as even the most experienced listener would be unable to completely and accurately recall the entirety of a message. Two, keep your directions accessible and build in opportunities for students not only to ask clarifying questions, but also to make mistakes. Three, help students navigate their communication anxiety by developing activities appropriate to their skill and confidence level, and then strengthen their confidence by celebrating the ways in which they do improve, no matter how small.

DISCUSSION

Many students often encounter trouble in listening to foreign people even though they are doing well in the English classroom. Some students complain to teachers that, although they can understand what ALTs (Assistant Language Teachers)' are saying because they speak slowly and clearly, they cannot understand what native English speakers are saying in real life. Why does this problem happen? What is wrong with the teaching of listening in Japanese schools? The first and probably the biggest problem is that, although the importance of listening skills is widely acknowledged in Japan, the adequate teaching and materials to develop them have not been provided. In a typical listening lesson, students either listen just to the taped script of a reading textbook or, after listening to some materials, they answer multiple choice questions based on the content of listening materials. In this kind of lesson, -correct answers are emphasized, but the listening process necessary to decode the information is ignored, and the kinds of skills and strategies for effective listening are not practiced. That is, students are just tested on their own ability to answer correctly and are not taught how

to listen to English. Second, the amount of time for listening lessons is limited in English I and II, compared with reading, writing, and speaking. For example, it is estimated that the average time devoted to listening activities in every class is 5 minutes per day. Students are not sufficiently exposed to a variety of authentic materials, either. In short, although they are accustomed to English spoken clearly and slowly in classroom materials and can understand it, they get embarrassed and frustrated when they encounter real English which is spoken at a normal speed. Third, they are not used to the difference between spoken English and written English. Spoken English has different features such as ungrammatical utterances, false starts, hesitation, assimilation, and redundancy. If they aren't familiar with those phenomena, they may not be able to listen to English and understand it. Lastly, in listening lessons, teachers don't have the specific notion that listening should be integrated with other skills, i.e., speaking, reading, and writing.[1] When real world communication is examined, we never finish verbal communication appropriately without doing something after listening. For example, when we have a conversation with someone, we have to respond to him or her.

CONCLUSION

It is never just one way communication. In a situation like a lecture'in which students are listening to the instructor, they usually take notes. We can think of many other situations in which listening is integrated with the other three skills. In real world communication, that is, listening, speaking, reading, and writing are interrelated and interdependent.

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