



## THE ROLE OF LISTENING IN LANGUAGE LEARNING

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**Abstract:** This article discusses the importance of using innovative technologies in learning English. It also sets out important aspects of listening and listening in English. In using current learning methods the ability of creativeness and designing is important for organizing each listening activity. Moreover, there are considerable features of the activities, such as the objectives of the tasks and how related to the new theme these activities are. For improving pupils' knowledge a positive environment should be created in teaching and learning. Learning English with no clear social function can pose a real challenge to teachers because the student learning motivation can be low and the exposure to the language use outside the class can be very limited

**Keywords:** innovation, pedagogy, skill, foreign language, knowledge, interactive method, character, listening comprehension, methodology, component skills, paralinguistic cues, listening programs and goals.

### INTRODUCTION

There are many aspects in language learning. One of them is listening. Listening is one of the most essential skills in language learning. In addition to learning other skills, listening is taking one of the most important places in language learning and

learners' demands are very high to develop listening comprehension. Thus, teachers should be creative enough to design and use different activities of listening comprehension

### Main part

In order to define listening, we can ask: "what are the component skills in listening?" and "what does a listener do?" Necessary components are listed by Rost. M as following: discriminating between sounds, recognizing words, identifying grammatical groupings of words, identifying 'pragmatic units' - expressions and sets of utterances which function as whole units to create meaning, connecting linguistic cues to paralinguistic cues and non linguistic cues in order to construct meaning, using background knowledge to predict then to confirm meaning, recalling important words and ideas.

According to him, teachers have great influence on students to develop their listening skills. Rost. M suggested several guidelines for teachers how to develop students' listening ability:

-Talking to students in English. Not only for active ones but for all students, teachers should

speak in English in order to make teaching - Seaming process vital and interesting.

-Making English the language of classroom. Teachers have to give opportunities in class for the students to exchange ideas with each other in English. Teachers have to use different methods in order to show how the students becoming confident and effective users of English.

-Introducing class to other speakers of English - personally or through use of audio and video tapes. Teachers should be able encourage students to listen to understand things that are important to them.

-Encouraging the learners to become independent, to seek out listening opportunities on their own, outside of the classroom. Teachers have to be able to help their students to develop self- study listening programs and goals.

As Penny Ur said, teachers should have a large battery of different exercises at their fingertips designed to give practice in various skills of language. Moreover listening should be practiced frequently so that such exercises will be used constantly.

In order to make teachers' job effective and valid Brown. D. H suggested some principles for designing listening techniques:

In an interactive, four skills curriculum, make sure that you don't over look the importance of techniques that especially develop listening comprehension competence.

This means that if a curriculum is content - based or type of integration of skills, teachers should keep in mind that all the skills deserve special focus in appropriate doses. The creation of effective listening techniques requires studied attention to all the principles of listening

Techniques should be intrinsically motivating

Teachers should try to appeal to listeners' personal goals and interests. As background information is an important factor in listening teachers should take into consideration the experiences and goals.

Carefully consider the form of learners' responses

Comprehension of the learners can not be observed externally. Teacher cannot see learners' brain how it get information after someone heard something. That's why it is important for teachers to design techniques based on some doer response that teacher can clarify whether comprehension has been correct or not. D. Brown listed nine ways of checking listeners' comprehension which were offered by Lund:

Doing - the listener responds physically to a command.

Choosing - the listener selects from alternatives such as pictures, objectives, texts.

Transferring - the listener draws a picture of what is heard.

Answering - the listener answers questions about a message.

Condensing - the listener outlines or takes notes on a lecture.

Extending - the listener provides an ending to a story heard.

Duplicating - the listener translates the message into the native language or repeats it verbatim.

Modeling - the listener orders a meal, but for example, after listening to model order.

Conversing - the listening engages in a conversation that indicates appropriate processing of information.

Include bottom - up and top - down listening techniques

Bottom – up processing focuses on sounds, intonation, grammatical structure, etc. top – down techniques are more concerned with the activation of schemata, with deriving meaning, with global understanding, and with the interpretation of the text. It is important for the learners to operate from both directions since both can offer keys to determine the meaning of spoken language.

## CONCLUSION

While designing listening activities we should take everything into consideration. That's why we as EFL teachers should follow appropriate principles of designing listening tasks in order to make teaching and learning process effective and interesting. All these methods supply student's motivation and capture for the lesson. Using the new teaching ways provides students participation during the lesson actively. Using various listening techniques and encouraging the learners to become independent, to seek out listening opportunities on their own, outside of the classroom can serve a real purpose and increase children's learning motivation and young children's knowledge is greatly enhanced.

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