

Original Research Article

Teaching Listening Comprehension

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Abstract: Teaching Listening Comprehension is about developing listening comprehension skills in the language classroom. First of all, this paper introduces listening comprehension from the perspective of pedagogical research. Then proposes the interactive mode of listening comprehension, the types of spoken English and the reasons why listening becomes difficult. Let readers understand the micro-skills of listening comprehension and the types of classroom listening performance. Lastly, readers can learn the principles of designing listening techniques and master the listening techniques from beginning to advanced.

Keywords: Teaching; Listening Comprehension; Listening Techniques

Before learning this teaching listening comprehension, we need to clear the definition of teaching listening comprehension. Teaching Listening Comprehension is about developing listening comprehension skills in the language classroom. We still need to be aware of the importance of teaching listening comprehension. We know that listening is important, the importance of listening in language learning can hardly be overestimated. Through reception, we internalize linguistic information without which we could not produce language. Listening comprehension is an essential part of communication.

1. Listening comprehension in pedagogical research

In the late 1970s, with James Asher's (1977) work on Total Physical Response, listening as a major component in language and teaching first hit the spotlight. Similarly, the Natural Approach proposed a significant "silent period" which learners were allowed the security of listening without being forced to go through the anxiety of speaking before they were "ready" to do so.

Vast research studies that showed evidence of the importance of input in second language acquisition. Krashen (1982) stressed the significance of "comprehensible input". About the same time, researchers were also stressing the crucial importance of whatever mental processes were brought to bear on the learner's converting input into intake.

The conversion of input into intake is absolutely crucial in considering the role of listening in language learning. As you consider the role of listening techniques in your classes, you ultimately want to ask yourself about what students have taken in from perhaps a whole array of comprehension activity.

2. An interactive model of listening comprehension

Listening is a two-way interactive process. Listening is not a one way street. It is not merely the process of a unidirectional receiving of audible symbols. One facet-the first step-of listening comprehension is the psycho motor process of receiving sound waves through the ear and transmitting nerve impulses to the brain. But that is just the beginning of what is clearly an interactive process as the brain acts on the impulses, bringing to bear a number of different cognitive and affective mechanisms. There are eight processes in comprehension. (1) The hearer processes what we'll "raw speech" and holds an "image" of it in short-term memory. (2) The hearer determines the type of speech event that is being processed. (3) The hearer infers the objectives of the speaker through consideration of the type of speech event, the context, and content. (4) The hearer recalls background information relevant to the particular context and subject matter. A lifetime of experiences and knowledge are used to perform cognitive associations in order to bring a plausible interpretation to the message. (5) The hearer assigns a literal meaning to the utterance. This process involves a set of semantic interpretations of the surface strings that the ear has perceived. In many instances, literal and intended meanings match. (6) The hearer assigns an intended meaning to the utterance. A key to human communication is the ability to match perceived meaning with intended meaning. This match-making, of course, can extend well beyond simple metaphorical and idiomatic language. (7) The hearer determines whether information should be retained in short-term or long-term memory. Short-term memory-a matter of a few seconds-is appropriate. Long-term memory is more common when, say, you are processing information in a lecture. There are, of course, many points in between. (8) The hearer deletes the form in which the message was originally received.

3. Types of oral language

According to Nunan's opinion (1991), oral language can be divided into monologue and dialogue. Monologue includes planned and unplanned. Dialogue is composed of interpersonal and transactional. They can continue to be divided into familiar and unfamiliar. In all cases, remember that these categories are really not discrete, mutually exclusive domains; rather, each dichotomy, as usual, represents a continuum of possibilities. For example, everyday social conversations can easily contain elements of transactional dialogues, and vice versa.

4. What makes listening difficult?

Second language learners need to pay special attention to such factors because they highly influence the processing of speech and can often block comprehension if they are not attended to. Dunkel (1991) proposed eight characteristics of spoken language. Clustering, Redundancy, Reduced forms, Performance variables, Colloquial language, Rate of delivery, Stress, rhythm, and intonation, Interaction.

5. Micro-skills of listening comprehension

Jack Richards (1983) provided a comprehension taxonomy of aural skills in conversational discourse. He proposed very useful in helping second language learners to break down and acquire effective interactive listening strategies. (1) Retain chunks of language of different lengths in short-term memory. (2) Discriminate among the distinctive sounds of English. (3) Recognize English stress patterns, words in stressed unstressed positions, rhythmic structure, intonational contours, and their role in signaling information. (4) Recognize reduced forms of words. (5) Distinguish word boundaries, recognize a core of words, and interpret word order patterns and their significance. (6) Process speech at different rates of delivery. (7) Process speech containing pauses, errors, corrections, and other performance variables. (8) Recognize grammatical word classes, systems, patterns, rules, and elliptical forms. (9) Detect sentence constituents and distinguish between major and minor constituents. (10) Recognize that a particular meaning may be expressed in different grammatical forms. (11) Recognize cohesive devices in spoken discourse. (12) Recognize the communicative functions of utterances, according to situations, participants, goals. (13) Infer situations, participants, goals using real world knowledge. (14) From events, ideas, etc., described, predict outcomes, infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification. (15) Distinguish between literal and implied meanings. (16) Use facial, kinesic, "body language", and other nonverbal clues to decipher meanings. (17) Develop and use a battery of listening strategies, such as detecting key words, guessing the meaning of words from context, appeal for help, and signaling comprehension or lack thereof. Through these micro-skills, second language learners can get a good idea of what your techniques need to cover in domain of listening comprehension.

6. Types of classroom listening performance

(1) Reactive (2) Intensive (3) Responsive (4) Selective (5) Extensive (6) Interactive, these types of performance are embedded in a broader technique or task, and sometimes they are themselves the sum total of the activity of a technique.

7. Principles for designing listening techniques

There are six principles which can be used in designing listening techniques. (1) In an interactive, four-skills curriculum, make sure that you don't overlook the importance of techniques that specifically develop listening comprehension competence. (2) Techniques should be intrinsically motivating. (3) Techniques should utilize authentic language and contexts. (4) Carefully consider the form of listeners' responses. (5) Encourage the development of listening strategies. (6) Include both bottom-up and top-down listening techniques. Some of principles, especially the first two, actually apply to any technique; the others are more germane to listening.

8. Listening techniques from beginning to advanced

According to Peterson's three proficiency levels of techniques (1991), each list is broken down into bottom-up, top-down, and interactive types of activity.

9. Conclusion

After reading the part of Teaching Listening Comprehension, we know that the importance of listening in language learning can hardly be overestimated. Teaching Micro-skills of listening comprehension by principles are very useful. So, it is necessary for our teachers to pay more attention on using listening comprehension principles to enhance students' listening ability.

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