

OVERCOMING DIFFICULTIES IN COMPREHENDING LISTENING SKILL OF 11TH GRADE PUPILS

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ABSTRACT

One of the most essential skills in English language learning is listening. When students listen to English audios in classes, they face a lot of challenges. Pupils have critical issues in listening comprehension because some school teachers pay more attention to writing, vocabulary and reading tasks. Many course books do not include listening materials and most tutors do not pay attention to this significant skill in the English classes. In this research paper, the researcher reviewed the terms listening, the strategies of listening, difficulties in listening and listening comprehension. The review of some topic based literature and some other researches indicated that when teachers are aware of exact difficulties and problems in listening task of their students, they can help the students to improve effective listening strategies and to try some possible solutions to develop their listening understanding abilities.

Keywords: listening, noisy students, accent, speed, appropriate audio, student's interests, listening comprehension, challenges, methods

INTRODUCTION

Learning English as a foreign language only by rules is challenging, however, by listening is a little bit effortless comparing with the grammar. Nevertheless, students encounter with hardship by choosing inappropriate level and the type of listening, as a result they have gaps in comprehension.

BACKGROUND

Trisno, Emzir, and Mayuni (2019) have done research about students' problem in listening comprehension at university level. This study aims to identify problems faced by students in listening skill at the English Department at the university level. The data of this study were obtained from students of the English Department of FBS, State University of Padang. Additionally, concerned with this problem, there is a research which was done by Hamouda (2013) who analyzes investigation of listening comprehension problems encountered by Saudi students in the EL listening classroom. The results of the study showed that accent, pronunciation, speed of speech, insufficient vocabulary, different accent of speakers, lack of concentration, anxiety,

and bad quality of recording were the major listening comprehension problems encountered by EFL Saudi learners.

These researches have successively found that accent, pronunciation, speed of speech, insufficient vocabulary, different accent of speakers, lack of concentration, anxiety, and bad quality of recording are the problems in listening. Despite this, the solutions for being inattentive and making noise as the result by students deserve to be explored further in detail. Because teachers are facing these problems while teaching listening skill.

This study set out to answer the following questions:

1. Why is it that my students have difficulties in listening tasks?
2. Do my students like listening to English audios?
3. What problems do they have while they are listening English materials in class?

This paper first discusses several examples of survey-based research into difficulties in comprehension during listening, later goes on to the results and the some possible solutions to our problem.

Methodology

This research was prepared according to the procedure used by Hamouda (2013). Traditionally, having challenges in teaching listening has been assessed by measuring student's ability to comprehend listening audios and their behavior while listening during English classes.

To test our primary hypothesis, we conducted that if teachers help their students prepare to listen beforehand by doing following actions as:

1. In order to get students' full attention, teachers may ask the students to invest their time and emotional energy to find an English audio on topic that is interesting for them themselves together in advance.
2. After that, to ask the students to look at pictures, read the questions first, discuss the topic in cooperation for the purpose of being in a position to prognosticate what is coming.
3. Notifying noisy students beforehand that they will retell the main idea of the listening task in the hope of keeping silent in the class.

It would be easier and more helpful for teachers to explain and for students to complete that task which were made according to that listening audio.

The design was a mixed-method study as the survey for chosen students and giving topic based multiple choice questions for random teachers.

Observations were conducted at 21st secondary school which is situated in village called Tolliovul with 11th grade students.

Criteria for selecting the subjects were as follows: 11th grade students were not attentive when the teacher gave them the listening material. Moreover, some of the students made some noise which interrupted others' attention.

A major advantage of teaching listening on topic which was chosen by students themselves is that they pay more attention without any noise because this class has some problems in comprehending not interested topic.

With their agreement a random sample of educators who are teaching listening in English classes with the same issues was requested to answer some questions related to the problem and the 11th grade students were demanded to be surveyed.

Data consists of 2 surveys which include 5 problem-based questions for teachers and 5 questions for students. The questions for teachers such as:

1. Is it normal if the teacher gives a choice for students to choose listening material by them?
2. What difficulties do you face mostly in teaching listening?
3. In order to keep absolute silence in class while listening, will it be affective to notify noisy students in advance that after listening part they will retell the main idea of what they heard?
4. Have you ever tried the method above?
5. If you have tried that method, was it affective?

These questions were replied by 14 random teachers. And 5 questions for students such as:

1. Did you find the listening interesting?
2. Was it better to choose that audio by yourselves?
3. How many percent did you catch the main idea of the audio?
4. Was this method more useful for you?
5. Still, what did you find difficult in this listening material?

These questions were answered by 13 students from 11th grade in Tolloivul

The first step in this process was to give the chance to the 11th grade students to choose appropriate listening materials which suit to their level and interests. The next step was to help the students with their preparation to the listening task as discussing the topic and skimming the questions beforehand. Afterwards, the last step was to inform some noisy students to pay attention carefully in order to retell it with the aim of to keep absolute silence in the class.

Chance for choosing listening materials which suit to the 11th grade students' level and interests were given to them because if they are interested in that topic their attentiveness may increase in some percentages.

Data management and analysis were performed using "Survey Monkey" program with survey questions so that we can show the reliable results methodically.

We went to the 30th school which is in countryside in order to see 11th grade students' comprehension of listening skill. The comprehension of listening skill of 11th grade students of this school were analyzed and compared with the understanding of listening tasks of 11th grade pupils of the 21st school. The analysis shows that 30th school students were more attentive during listening task and the comprehension was higher than the 21st school students. Based on this result, the 11th grade students of 21st school were chosen for exploratory research.

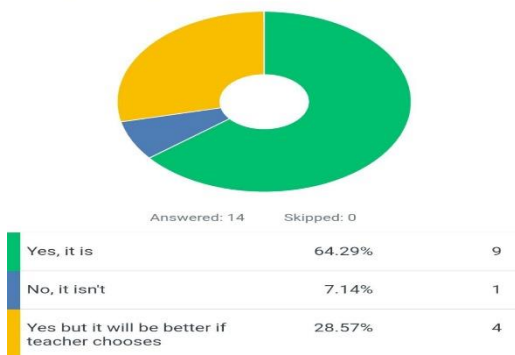
We have made a survey for our students before explaining it. Therefore, they did not get how to answer to the question. Then, I have realized that our students need a help to answer the questions. Some questions were not related to the topic and in the result we have changed the questions in order to make them easier for our participants.

The first survey questions were given to the teachers which were analyzed beforehand, then scheduled in a table. According to the answers, the method for teaching listening was created to make easier for students to comprehend audio materials. To analyze whether the method was useful or not there was a second survey for the students to show the result. Then, the percentages entered into the pie chart diagram to show the final results.

This framework was chosen because it accounts for the electricity. As some power cut may occur in that school which were chosen for the exploratory research we have selected this online short question based survey which should be done by using a phone. And the second reason for choosing online survey question was to give full accurateness of students. The participants replied to the questions anonymously in order to keep reliability of answers.

Result

1. Is it normal if the teacher gives a choice for students to choose listening material by themselves?



The first pie chart diagram shows that more than the half (64.29% percent) of the random teachers agreed with the idea that it is normal if teacher gives a choice for students to choose listening materials by themselves. While other 28.57% were on the side of the idea that it would be better if teacher chose. And only 7.14% percent chose that it is not normal to give the chance for students to choose.

2. What difficulties do you face mostly in teaching listening?



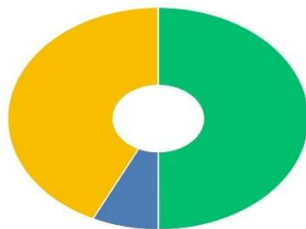
Answered: 14 Skipped: 0

Not attentiveness of students	21.43%	3
Background noise	21.43%	3
Both of them	57.14%	8

other 21.43% percentages faced with background noise.

The second diagram shows that 57.14% of the participants of this survey answered that they face this both of the problems as not attentiveness of students and background noise in teaching listening. And other 42.86% percent was divided into 2 equally. However, 21.43% percentages of teachers faced with not attentiveness of students during listening while

3. In order to keep absolute silence in class while listening, will it be affective to notify noisy students in advance that after listening part they will retell the main idea of what they heard?



Answered: 14 Skipped: 0

Yes, it will	50%	7
No, it won't	7.14%	1
50 to 50	42.86%	6

mentioned in the 3rd diagram and others have not tried it.

The third chart displays that half of the teachers exactly believed that notifying noisy students in advance that after listening part they would retell the main idea of what they heard would keep absolute silence in class while listening. Other 42.86% hesitated over a choice whether this method would work or not. However, 7.14% trusted that notifying would not help to keep absolute silence.

The fourth graph illustrates that 57.14% of participators tried the method which was

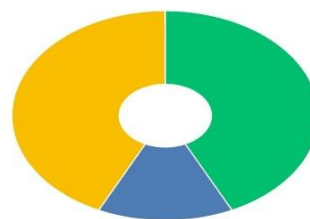
4. Have you ever tried the method above?



Answered: 14 Skipped: 0

Yes, I have	57.14%	8
No, I haven't	28.57%	4
I haven't tried it yet	14.29%	2

5. If you have tried that method, was it affective?

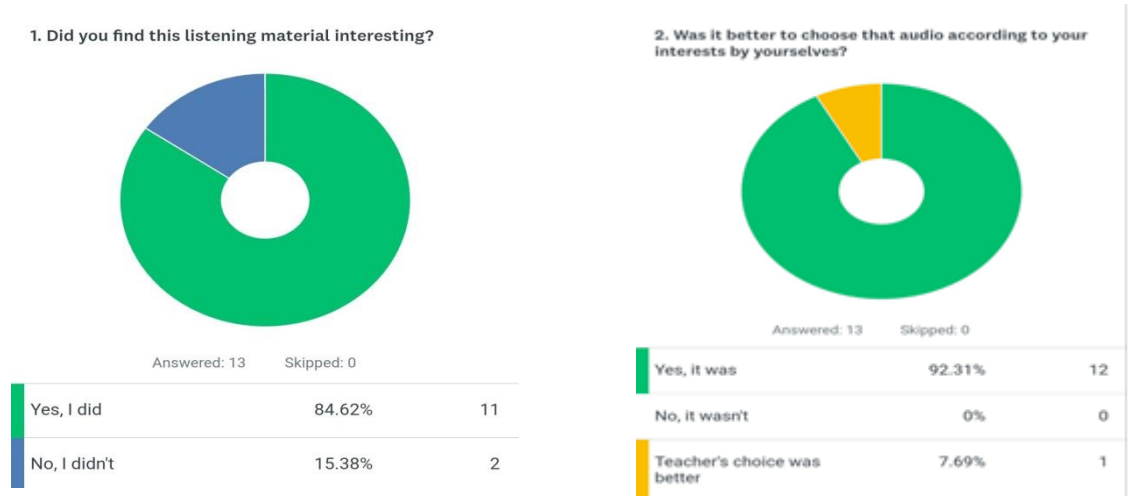


Answered: 14 Skipped: 0

Yes, it was	42.86%	6
No, it wasn't	14.29%	2
As I said I haven't tried	42.86%	6

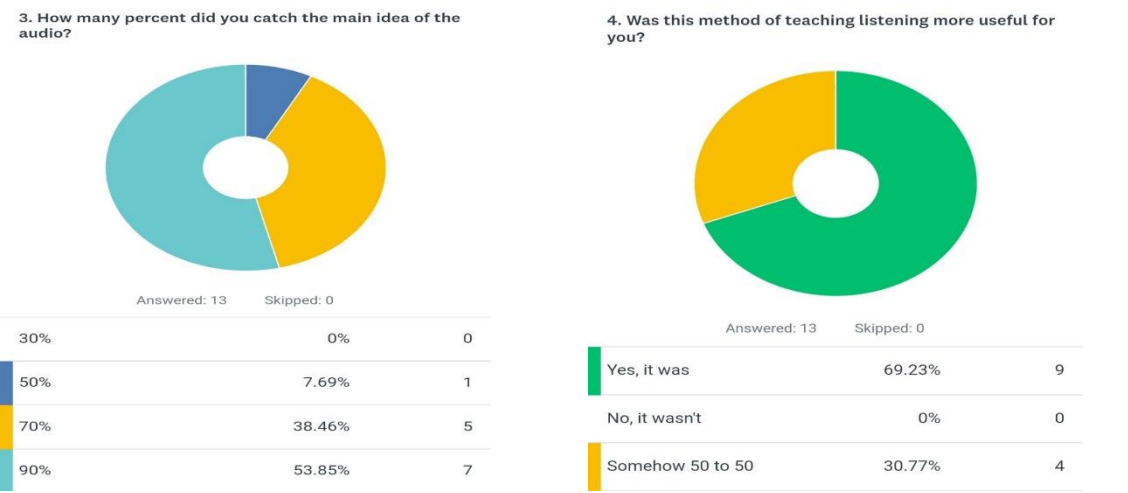
The fifth chart presents that 42.86% of the teachers answered that the abovementioned method was effective during listening task. However, it was not affective method for 14.28% of the participators who tried it. And 42.86% mentioned that they did not try that method.

After questioning the teachers we wanted to try this method in our experimental students. Here are the results:



The first chart shows that if the students chose the audio materials by themselves 84.62% of them were interested in that listening material while 15.38% percent of participants were not.

The second diagram represents that 92.31% of pupils were satisfied with choosing an audio task according to their interests but 7.69% of them thought that teacher's choice was better.



53.85% students caught 90% of the main idea of the listening task while 38.46% got 70% of them. And only 7.69% of the participants understood 50% of the audio material but no one chose 30%.

5. Still, what did you find difficult in this listening material?



Answered: 13 Skipped: 0

Accent	38.46%	5
Speed	61.54%	8
Noise	0%	0

The fourth pie chart illustrates that for 69.23% of participants the method which were used by their teacher was useful and 30.77% of them did not realize whether it was useful or not but none of them chose that it was not useful.

The last graph presents that even if the method was useful for them still 38.48% of the students had difficulties with accent and 61.54% of them with speed of the listening material. But no one found noise as an issue.

DISCUSSION

The result of the research supported the hypothesis that if teachers give a chance for students to choose the audio materials according to their interests it may improve their comprehension abilities in listening skills. Moreover, if tutors notify all noisy students beforehand that they will retell the main idea of the listening it may help to keep absolute silence in the classroom during listening. But we should say that these strategies were done in the school which was situated in the countryside. In our opinion, there is no an exact strategy which may suite for all students. In this research we have tried some possible solutions to our students' problems in listening and it gave us some positive results which were mentioned in the result section.

REFERENCES:

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