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MISTAKES WHILE TEACHING LISTENING

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Abstract: Teaching listening skills to the ESL and EFL students is considered as one of the hardest duty for English language teachers since understanding the whole meaning and analyzing context is challenging cognitive process. In this article teachers' errors that leads to the challenges which student may face and some strategies to encourage pupils' listening skills are discussed

Annotatsiya: Tinglab tushunish qobilyatini ESL va EFL o'quvchilariga o'rgatish ingliz tili o'qituvchilarining eng qiyin vazifalaridan biri hisoblanadi, chunki tekst mazmunini to'liq tushunish va taxlil qilish murkkab aqliy jarayondir. Bu maqolada o'qituvchilarning o'quvchilarga muammo tug'dirishi mumkin bo'lgan xatolari va o'quvchilarning tinglab tushunish qobilyatlarini yaxshilash uchun uslublar tahlil qilinadi.

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Key words: EFL, ESL, listening skills, mistakes, errors, motivation, strategies, comprehension.

Tayanch so'zlar: EFL, ESL, tinglab tushunish qobilyati, xatolar, motivatsiya, strategiyalar, anglash.

Not checking everything before starting lesson is one of the most common mistakes of teachers. Ensuring to analyze the condition of devices and to choose appropriate track with normal speed and quality beforehand is vitally important in order to avoid unexpected situations and not to lose students' focus to the lesson.

The second one is not to using pre-listening activity. Teachers shouldn't expect from children to understand everything automatically. They have to organize warm-up activities to grab students' attention as encouraging them to predict the subject of the audio while providing them with unknown words like idioms or collocations just to make it easier. In this way students will be motivated to catch some words given by their teacher also understand the purpose of it.

Teachers shouldn't forget using variety listening materials and activities. Using only books is not effective because the actual purpose of learning listening is to understand native speakers or English users while communication. According to Davies and Pearse (2000), this stage is useful to prepare the learners for what they are going to hear, just as we usually prepare for real-life situations. Listening is the receptive use of language, and since the goal is to make sense of the speech, the

focus is on meaning rather than language (Cameron 2001). Sariçoban (1999) states that listening is the ability to identify and understand what others are saying.

1. Songs and games

Singing songs and playing games is one of the most effective and enjoyable way to improve listening skills so it is often recommended to use these activities during the lesson to encourage students

1. Radio commercials and audiobooks and you tube videos

Radio and recordings highlight the importance of listening. Listening is as active as speaking (the other receptive skill), and in some ways even more difficult. It well requires attention, thought, interpretation, and imagination. To improve our learners' listening skills we should let them (Austin Shrope, 1970):

2. Conversations with guest speaker or another teacher.

However, type of the material or activity does not matter if the way of presenting them is not done appropriately. Playing audio only one time is not suggested while teaching EFL and ESL students. Even if they understand the meaning of every single word, it can be hard for them to understand the whole actual meaning of it because of poor comprehension. According to Willing (1988:7), a learning strategy is "a specific mental procedure for gathering, processing, associating, categorizing, rehearsing and retrieving information or patterned skills." The initial work in this area postulated that once the 'good' learner strategies had been identified, these could be introduced to weak language learners in order to make them more effective learners. Therefore, playing audio track three times is more beneficial for the students to boost their comprehension even if it is time-consuming activity.

First listening: The aim of the first listening, as pointed out by Harmer (1991), is to give students an idea of what the listening material sounds like. Teachers should let the students listen to the audio without any interruptions. This may also be termed free listening. This activity quite beneficial and motivating to the students and they express positive feelings about free listening. After the first time asking general idea, next time giving gap filling and matching exercises, finally asking questions and discussing about the topic leads to faster and better results in a long run.

Conclusion

Thinking listening as an individual skill and not connecting it with other skills is in the next line of our list. Teaching about the grammar and new vocabulary before even thinking to play the track, then strengthening them with writing and speaking activities makes pupils more confident also reduces the number of incorrect answers since they already have a knowledge about specific topic.

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