

TEACHING STRATEGIES FOR IMPROVING LISTENING SKILLS IN EFL CLASSROOMS

Normatova Nozimakhon¹

¹ Teacher of Andijan Academic Lyceum of the
Ministry of Internal Affairs

ARTICLE INFO

ABSTRACT:

ARTICLE HISTORY:

Received: 25.11.2024

Revised: 26.11.2024

Accepted: 27.11.2024

KEY WORDS

Listening skills, EFL,
teaching strategies,
language learning,
listening comprehension,
classroom practices.

Listening comprehension is a critical skill in English as a Foreign Language (EFL) classrooms, yet it remains a challenge for many learners. This study investigates the effectiveness of various teaching strategies aimed at improving listening skills among high school EFL students. A sample of 60 students participated in the study, engaging in listening exercises that utilized tasks such as dictation, listening for gist, and detailed comprehension. The results indicate a notable improvement in students' listening abilities, particularly in their ability to identify key ideas and details in spoken texts. These findings suggest that a combination of active listening exercises and strategic practice can significantly enhance students' listening skills in EFL contexts.

INTRODUCTION. Listening is one of the four foundational language skills, and it plays a crucial role in learning English as a foreign language (EFL). However, many students in EFL classrooms struggle with understanding spoken texts, which can hinder their overall language proficiency. In particular, high school students often find it difficult to process spoken language due to various factors such as speed, accent, and vocabulary complexity.

Research shows that listening comprehension involves not only decoding the sounds but also understanding their meaning and context¹⁴. Traditional methods of teaching listening

¹⁴

Vandergrift, L. (2004). *Listening and Second Language Oral Proficiency*. In P. Robinson & N. Ellis (Eds.), *Handbook of Cognitive Linguistics and Second Language Acquisition* (pp. 437–456). Routledge.

often fail to engage students effectively or address their specific learning needs. As a result, innovative and diverse strategies are required to enhance listening skills. This study aims to explore the impact of specific listening strategies on students' ability to understand and respond to spoken English in an EFL classroom setting.

The study involved 60 high school students from a public school in Andijan, Uzbekistan. The participants were between the ages of 15 and 17 and were enrolled in an intermediate EFL course. They were selected randomly from two classes, ensuring a mix of academic abilities and backgrounds. This study employed a quasi-experimental design with a pre-test and post-test format. Over the course of six weeks, students engaged in listening exercises designed to improve specific aspects of listening comprehension. These exercises included:

1. Listening for gist: Identifying the main ideas from short audio clips.
2. Detailed listening: Focusing on specific information, such as numbers, names, and facts.

Quantitative data were collected using pre- and post-tests that assessed students' listening comprehension skills. The tests included multiple-choice questions, short-answer questions, and dictation tasks. Qualitative data were collected through student surveys and classroom observations. Statistical analysis was performed on the pre- and post-test results to determine the significance of improvement, while thematic analysis was used to analyze the students' responses to surveys.

Quantitative Results: The results of the pre- and post-tests showed significant improvement in students' listening comprehension skills. The average score on the pre-test was 55%, and the post-test revealed an average score of 75%. This 20% improvement suggests that the targeted listening strategies had a positive effect on students' abilities to understand spoken English.

Qualitative Findings: In addition to the quantitative data, qualitative feedback from students revealed several key insights:

- **Increased Engagement:** Many students reported that the use of varied listening exercises kept them interested and motivated to improve their skills.
- **Improved Confidence:** Students expressed greater confidence in their ability to understand spoken English, especially in listening for main ideas and specific details.

The significant improvement in students' test scores suggests that structured listening practice, where students actively engage with the material and focus on both overall understanding and specific details, can enhance their ability to process spoken language.

These findings also support the argument that listening should not be a passive skill but an active, strategic process¹⁵

From a pedagogical perspective, this study highlights the importance of incorporating diverse listening tasks into the EFL curriculum. The results suggest that when students are exposed to a range of listening activities that focus on different aspects of listening comprehension, they are more likely to develop their listening skills effectively.

This study demonstrates the effectiveness of targeted teaching strategies in improving listening skills in EFL classrooms. By engaging students in diverse and active listening exercises, teachers can enhance their students' ability to comprehend spoken English. Future research could explore the long-term impact of these strategies and investigate how these methods could be adapted for other language skills or proficiency levels.

In conclusion, integrating active listening strategies such as listening for gist, detailed listening, and dictation into regular classroom practice can significantly improve students' listening comprehension, thus fostering their overall language proficiency.

References:

1. Mendelsohn, D. (2006). *Learning to Listen: A Handbook for EFL Teachers*. Oxford University Press.
2. Vandergrift, L. (2004). *Listening and Second Language Oral Proficiency*. In P. Robinson & N. Ellis (Eds.), *Handbook of Cognitive Linguistics and Second Language Acquisition* (pp. 437–456). Routledge.
3. Vandergrift, L. (2007). *Recent Developments in Second and Foreign Language Listening Comprehension Research*. *Language Teaching*, 40(3), 191-210.
4. Babajanova, N., & Normatov, M. (2017). *O'zbek Tili o'qitishda Audiovizual Texnologiyalardan Foydalanish*. Tashkent: O'qituvchi.
5. Tashpulatov, S. (2015). *Ingliz Tili O'qitish Metodikasi*. Andijan: Andijan Davlat Universiteti Nashriyoti.

¹⁵

Mendelsohn, D. (2006). *Learning to Listen: A Handbook for EFL Teachers*. Oxford University Press.