

DIFFICULTIES IN DEVELOPING LISTENING SKILLS IN ENGLISH LANGUAGE LEARNING PROCESS AND STRATEGIES AND METHODS TO IMPROVE THE COMPREHENSION OF LEARNERS

Halima Mammadova

Azerbaijan State Pedagogical University Sheki Branch, Sheki, Azerbaijan
e-mail: halima.mammad@gmail.com

Abstract. The article analyzes the main problems that arise in acquiring listening skills in the process of learning English, as well as strategies and methods for improving comprehension.

Keywords: English language, listening skill, strategies, methods.

İNGİLİS DİLİNİ ÖYRƏNMƏ PROSESİNDƏ DİNLƏMƏ BACARIQLARININ İNKİŞAFINDA OLAN ÇƏTİNLİKLƏR VƏ QAVRAMANIN TƏKMİLLƏŞDİRİLMƏSİ ÜÇÜN STRATEGİYALAR VƏ METODLAR

Həlimə Məmmədova

Azərbaycan Dövlət Pedaqoji Universitetinin Şəki filiali, Şəki, Azərbaycan

Xülasə. Məqalədə ingilis dili öyrənmə prosesində dinləmə bacarıqlarının əldə edilməsi zamanı yaranan əsas problemlər və qavramanın təkmilləşdirilməsi üçün strategiyalar və metodlar təhlil edilir.

Açar sözlər: İngilis dili, dinləmə bacarığı, anlama problemi, strategiyalar, metodlar.

ТРУДНОСТИ В РАЗВИТИИ НАВЫКОВ АУДИРОВАНИЯ В ПРОЦЕССЕ ИЗУЧЕНИЯ АНГЛИЙСКОГО ЯЗЫКА И СТРАТЕГИИ И МЕТОДЫ ПО УЛУЧШЕНИЮ ПОНИМАНИЯ

Халима Мамедова

Азербайджанский Государственный Педагогический Университет Шекинский Филиал, Шеки, Азербайджан

Резюме. В статье анализируются основные проблемы, возникающие при приобретении навыков аудирования в процессе изучения английского языка, а также стратегии и методы улучшения понимания.

Ключевые слова: Английский язык, навык аудирования, стратегии, методы.

1. Introduction

The importance of the English language in the world community cannot be overestimated. In the modern world, English is needed and accompanies us in many areas of life, from everyday life to politics.

To know English means to know 4 ways to use it, in other words, to use 4 skills of English - reading, writing, speaking, listening comprehension. Reading and listening comprehension is the acquisition of information, as well as the ability to process it. Without these skills, the language is not spoken. Most information comes to us visually (through the eyes) and auditory (through the ears). In the way to really know English, it must be able to understand what is heard. The next stage is to understand written information, that is, to read and understand what is read. The child first learns to understand his native language by ear. Then he learns to answer and after he understands the language system (any language is a system with its own laws and rules), he learns to read and write. So the first and most important

thing is to learn to understand English by ear and then learn to read, which will make it possible to further replenish vocabulary and develop literacy.

Listening is the ability to discern and understand what others are saying. In relation to academic work in foreign language lessons, listening is the understanding of foreign language speech by ear as it is being spoken. This involves understanding the speaker's accent, grammatical structures and the vocabulary that the speaker has.

2. The importance of listening skills in learning English

“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” [14]. Listening is certainly a powerful tool for learning a foreign language. It enables one to master the sound side of the language being studied, its phonemic composition and intonation, i.e. rhythm, stress, melody. Through listening, one learns the vocabulary of the language and its grammatical structure. At the same time, listening facilitates the acquisition of speaking, reading and writing. If a student understands spoken speech, it is easier for him to understand graphic speech, i.e. to change what he sees into how it should sound.

The objectives of teaching listening can be defined as follows:

- Developing the necessary abilities and mental functions;
- Memorizing speech material;
- Developing certain speech skills;
- Teaching communication skills;
- Teaching students to understand the meaning of a single statement;
- Teaching students to highlight the main thing in the flow of information;
- Developing auditory memory;
- Developing auditory response.

When completing listening tasks, the speaker must demonstrate the following abilities:

- Guessing unfamiliar words and phrases without panic.
- Using one's previous knowledge as a basis for understanding.
- Predicting what will be said.
- Understanding intonation and stress.
- Understanding the speaker's attitude to the subject of conversation.
- The ability to take notes while listening.
- The ethical side of speaking, rules for conducting discussions, debates and other types of disputes.

When working with audio materials, students develop their ability to work on several skills simultaneously. Let's consider the interaction of listening with the other skills. Understanding speech by ear is closely connected with speaking - expressing thoughts by means of the language being studied. Speaking can be a reaction to someone else's speech. Listening to foreign speech and speaking are interconnected in the educational process: listening can serve as a basis for speaking, in turn, the quality of understanding of the material listened to is usually controlled by answering questions about the content of what was heard or by retelling it. Thus, listening prepares speaking, speaking helps to form the perception of speech by ear.

There is also interaction between listening and reading. Listening tasks are usually given in printed form, so some of the information necessary for listening, that is, for understanding the text, can be extracted from the printed task.

Often, answers to a listening task must be given in written form. So, writing and listening are also related.

More than a century ago, as a leading method of language teaching, grammar-translation gave no importance to listening skill, because the goal was to read and translate scientific texts from target language (mostly Latin) to native language. Then, there was paradigm shifts from written language to oral skills with emerge of the Direct Method. In the second half of the 20th century, Audio Lingual Method emphasized the importance of listening skill and gave priority to oral proficiency. There were rich use of language laboratories, tapes and cassettes to achieve native-like pronunciation. During 70s, substitute methods were suggested by numerous researchers, listening skill was given prominence as the common features of these methods.

There are said a lot about the term "listening". Chastain [3] defined listening as the ability to understand native speech at normal speed. It was stated that the aim of listening comprehension was to comprehend the language at normal speed in an automatic condition. Goss [4] stated that in listening comprehension listeners attempt to construct a meaning when they get the information from the listening source. According to Morley [7] and Rost [12], listening is the most significant skill for language learning because it can be mostly used in ordinary daily life and improves faster than the other language skills which indicate that it makes easy the development of the other language skills. According to Howatt and Dakin [6] listening is the ability to recognize and understand what others are saying. This involves understanding a speaker's accent or pronunciation, the speaker's grammar and vocabulary and comprehension of meaning. An intelligent listener is capable of doing these four things simultaneously. Listening is an active, focused process of making sense of what we hear [5].

Unfortunately, most learners have essential problems in listening comprehension because not all educational institutions pay enough attention to listening, working mostly on grammar, reading and vocabulary. Though nowadays tasks on all four skills are significant parts

of many text-books, still, most teachers do not consider listening in their lessons cause of time shortage or lack of equipment.

3. Difficulties in developing listening skills

“It should not be difficult to realise the importance of listening when we consider that it occupies about 45 per cent of the time adults spend in communication. This is significantly more than speaking, which accounts for 30 per cent and reading and writing, which make up 16 per cent and nine per cent respectively” [15].

Based on the specifics of listening as one of the most complex types of speech activity, it seems appropriate to first of all highlight the difficulties associated with it and indicate ways to overcome them. When teaching listening, there are difficulties associated with linguistic aspects and difficulties associated with speech features.

Difficulties associated with linguistic aspects can be phonetic. This means the absence of a clear boundary between sounds in a word and between words in the flow of speech. There are two aspects of hearing: phonemic, that is, the perception of individual linguistic phenomena at the level of words and structures and speech, which means the process of recognizing the whole in context. It should be noted that when teaching listening on authentic materials, it is necessary to develop speech hearing. An individual manner of speech can be very diverse and present difficulties for its perception and understanding. In the native language, this difficulty is compensated for by extensive practice in listening, but the experience of listening to foreign language speech in students is very limited. Naturally, any individual feature of pronunciation, timbre of voice, a fairly fast tempo and certain speech defects will complicate its understanding. Low male voices with a soft timbre are easier to perceive, while high voices with a sharp timbre are much more difficult. It can be difficult to understand teenagers who shorten some of their sentences using youth slang. It can also be difficult to listen to older people due to purely age-related features of articulation. In order to overcome the difficulties associated with understanding the speech of native speakers, it is necessary to listen to their speech from the very beginning of training, gradually reducing the number of educational texts presented by the teacher. It should also be remembered that the more native speakers the student listens to, the easier it is for him to adapt to the individual manner of speech. Therefore, it is necessary to widely use educationally authentic and truly authentic recordings. Ideally, methodologists, already at the school stage of training, recommend to record good quality recordings and also to reduce the noise level inside and outside the premises. Finally, when the students begin to get used to it, they can add a recording with background noise, including audio clips with external sound interference, with more native speakers of various ages, to train listening skills. After all, the speech of an old person and a child, of different geographical origin, like accents and dialects and with various features of diction, differs even in their native language.

It is also necessary to note the grammatical difficulties associated primarily with the presence of grammatical forms that are not characteristic of the native language. Perceiving a phrase, the student must break it down into separate informative elements of the sounding phrase, which are physically expressed by the corresponding speech qualities. It is also important for the successful mastering of a foreign-language text to pay attention to the development of students' skills of adequate perception of intonation, pauses and logical stress.

Lexical difficulties also significantly affect understanding. Most often, it is the presence of many unfamiliar words that students point to as the reason for not understanding the text.

Also, difficulties caused by listening conditions include all sorts of external noises, interference and poor acoustics in the room. Here is being talked about the visible presence or absence of the speech source. It has been proven that if the speech source is visible, then the percentage of speech understanding by ear will be much higher compared to situations where the speech source remains invisible. Since facial expressions, gestures, lip movements and simply eye contact contribute to better understanding of speech; it is therefore advisable to use multimedia material.

Another reason is that students lose track of the entire text when they try to understand or remember the meaning of the previous word. The solution to this problem is to activate the vocabulary on the topic before listening, which includes familiarization with the lexical units that cause the greatest difficulty.

It should be noted that, when studying in their home country and not having sufficient contacts with native speakers, the language learner is not familiar with the environment of the country of the language being studied. For this reason, they interpret the speech and non-speech behaviour of the native speaker from the perspective of their culture and norms of behaviour in certain communication situations. This can lead to a misunderstanding of the perceived information. Consequently, the learner must have the ability to perceive and understand oral text from the perspective of intercultural communication, for which they need background knowledge. Having this knowledge, the learner can correctly interpret the speech and non-speech behaviour of the native speaker.

4. Strategies, methods and techniques for improving English language learners' comprehension and listening skills

Since listening is the first step to understanding, it is considered the most important in the process of language learning. It includes various strategies, methods and techniques that help to learn a language as efficiently and quickly as possible.

In the methodology, there are such distinctions between the types of listening according to the purpose as interactional and transactional, instrumental and pleasurable, extensive and intensive. Interactional listening is when we interact with people not to exchange information

and facts, but to build and maintain relationships. Transactional listening is when we receive some information. We focus on the message, not on the interlocutor, so the message must be delivered and received correctly and accurately. Instrumental listening is when we have a clear goal: why are we listening? We need to hear and understand only certain information and it does not matter if not all words are understood. Pleasurable listening is when we listen for pleasure and enjoyment, for example, at a poetry reading. There is no clear line between these types of listening. The only feature is the purpose of listening.

Extensive listening is when we listen for pleasure, knowing that we are able to understand English speech and no one checks or estimates our skills.

Intensive listening mostly happens in the classroom. We do not just listen; we somehow manipulate the text in order to master listening skills in English. We perform exercises; work with vocabulary, grammar, communicative functions, etc. In everyday life, intensive listening occurs in a variety of lectures and presentations, when writing notes based on what is heard. Intensive listening involves focusing on specific segments of a text and this should only happen after students have developed a general understanding of the text. Intensive listening can have different goals, such as:

- Transcription of specific fragments of the text,
- Predicting the meaning of a word or phrase from the context,
- Getting a more detailed understanding of some fragments of the text,
- Looking at definite grammatical structures in the text to see how they can help understanding, etc.

Intensive listening exercises can be completed in the classroom or in the lab or as homework. It can be done individually or by groups.

Listening in the classroom should be done in three stages.

1. Pre-listening stage. As psychologists claim, this type of attention does not cause fatigue, provides optimal conditions for speech perception. The task of this stage is to create a situation of information deficit - a situation of need to obtain certain information for a certain purpose, to form an attitude to listening. This attitude stimulates the activation of thought processes, directs attention to certain objects, thereby ensuring selectivity of perception. At this stage, preparatory tasks are recommended:

- A brief summary of the main topic, an introduction to the problems of the text, reporting information about the upcoming listening, reporting the task of listening;
- Guess, prediction of the topic of future listening to the title, new words, diagrams, illustrations;
- Exercises aimed at removing difficulties of a linguistic nature: isolation of unfamiliar phenomena from speech messages, their differentiation and understanding; correlation of sound patterns with semantics; determining the meaning of words (using word-building guesses);

determining the contextual meaning of various lexical units and grammatical structures; recognition and comprehension of synonymous and antonymic phenomena.

However, pre-listening exercises shouldn't last for too long. It must be exact and understandable. There shouldn't be too much information provided about the listening text in the exercise. The topic should just be introduced. The instructor shouldn't speak too much; instead, he or she should let the students speak and share ideas.

2. Listening stage. This stage should be a logical continuation of the previous one and ensure careful and conscious listening, based on analytical and synthetic processing of incoming information. During listening, students perform one or more actions to develop additional skills: listening for a general understanding and definition of the main idea of the text; listening to extract specific information and understand details; listening for pleasure; listening to develop mindfulness.

While listening, the goal of the teacher is to help students learn how to extract information of interest, navigate the text, correlate printed information and sound information, and quickly search for the desired passage. This stage is characterized by tasks of the following nature:

- Listen to the text and say that it said something;
- Listen to the text and say what definitions for the following words were found in it;
- Complete the following sentences;
- Listen to the text and insert the missing words in the sentences;
- Listen to the text and say which of the proposed phrases were used in it without any changes;
- Listen to the text and find the native equivalent of the words in the parallel column.
- Fill in the tables.

According to Underwood [13], the purpose of listening-stage exercises is to encourage students in understanding the messages included in the listening text. Additionally, she offers the following ideas of activities:

- Which picture?
- Storyline picture sets
- Putting pictures in order
- True/false
- “making/checking items in pictures
- Form/chart completion
- Completing grids
- Predicting
- Carrying out actions

- Multiple choice completion”

3. Post-listening stage. After listening, students should be asked to state the content of the text, express their opinion using the vocabulary contained in the text. The teacher needs to check the degree of students' understanding of the information contained in the audio materials, the degree of penetration into the general content or details. This stage of work includes exercises for perception, understanding and memorization of information. They can be divided into two groups: tasks for creative processing of perceived information and tasks for using the information received in communication and other activities. Such tasks may include:

- Tell the story of what you heard;
- Listen and answer the following questions;
- Listen and say what the audio fragment tells about;
- Listen and say whether you agree or disagree with the following statements;
- Confirm or refute statements;
- Select the title of the text from several proposed options;
- Determine the number of semantic parts;
- Express your attitude to what you have heard;
- Compose your own story on a given topic based on what you have heard.

According to Underwood [13], the post-listening task is an activity that is completed following the listening and incorporates all of the previous work. The tasks that must be completed after listening may be closely connected to those that must be completed before and during listening or they may just be slightly related. Additionally, she claims that because students must engage in the processes of thinking, talking, reflecting and writing, post-listening tasks take more time than the other tasks. It might be referred to as the lesson's more analytical part.

In conclusion, it should be mentioned that, despite the fact that each of the three components of speech exercises has its own task, the effectiveness of the exercise depends on how well they are coordinated with each other.

To help listeners understand the listening text, there are many different kinds of listening sub-skills. The listening sub-skills that are most often used in language classrooms include:

Listening in detail: listening to every detail and trying to understand as much as possible. The student is engaged in listening, recording at this level of knowledge or a little higher level. With this task, he understands every word and also accurately captures the meaning of the recording. This is the most useful, but also the most difficult type of listening. Usually, before listening, listener analyses the words or writes down the full text. It is advisable to listen to the recording itself several times, to understand all the new words, cases of their use. It is also useful to work with grammar: to parse new constructions and understand why a certain construction is used in technical or other sentences.

Listening for-gist: listening to get a general idea. Listening with an understanding of the main meaning is the most enjoyable type of work with the skill of understanding English by ear. The task of the student is to understand the general meaning of what was said. At the same time, it is not necessary to understand the meaning of each word, misunderstanding of some constructions, etc. is allowed. This type of listening trains the language guess. In addition, extensive listening comprehension is actually entertainment, a great way to take listener's mind off grammar exercises.

Listening for specific information: listening just to get a specific piece of information. For example, an audio recording with a story about England is listened to in order to find out what kind of population is in this country. In this case, the rest of the information that does not concern the necessary numbers is ignored.

Sometimes there is also such a type of listening in English as listening to infer - listening to understand how listeners feel. This type of listening implies an understanding of the state of the speaker, his emotional state. This type of listening is not as useful in terms of learning as the previous ones, but it can be useful in building relationships between people.

There are also listening to questions and responding i.e. listening to answer questions and listening to descriptions, i.e. listening for a specific description.

To develop students' listening comprehension and skills, certain methods and strategies are needed. According to Murphy [8], listening suggests are the skills increase strategies and can be divided into two groups; bottom-up strategies and top-down strategies. Bottom-up strategies focus on linguistic features and urge students to analyse individual words for their meaning or grammatical structures before gathering the meanings to form propositions. Top-down strategies focus on the general meaning of phrases and sentences and motivate students to practice real world schematic knowledge to progress expectations of text meaning.

Bottom-up approach is an approach that involves teaching students to recognize sounds in foreign speech, then lexical units and on this basis, integrate the meaning of the entire statement.

Top-down approach is an approach that involves teaching conscious perception of foreign speech by ear, when the student relies both on knowledge on the topic of the presented text, background and general knowledge and on knowledge of phonetics, grammar, vocabulary, syntax, discourse structure of a foreign language, speech samples, intonation patterns. The top-down approach assumes that by understanding the context of the sounding text, students can recognize and highlight keywords and phrases of the sounding text, as well as guess the meaning of unfamiliar words and thereby fill in the gaps in understanding. This approach also includes teaching students the ability to recognize the stages, mechanisms of speech perception by ear and independently regulate this process. Thus, this approach provides for the development of listening comprehension skills based on the students' theoretical knowledge

about listening and students' personal involvement in this process. The disadvantage of the bottom-up approach lies in its very mechanism: students can recognize individual foreign words, but face difficulties at the level of understanding the meaning of a whole sentence or text, since it is often difficult for them to divide the flow of speech into separate (albeit familiar) words. The top-down approach removes such difficulties, as it prepares students for the perception of foreign speech in advance, introducing them to the process of listening, its stages and psychological mechanisms.

When we understand language word by word or sound by sound, we are said to be listening from the bottom up. Given that developing this strategy from the bottom up is a methodical process, it is crucial to draw attention to several key stages. In this regard, Richards [11] outlines this perspective on listening and presents the following stages, which can be carried out as follows:

1. Recognizing the simplest linguistic units (sounds).
2. Join the audio to (words).
3. Words are linked for comprehension (phrases, sentences, entire messages).

When we utilize prior information to interpret what we are listening to, top down listening occurs. We have some background knowledge on the subject and the story or information we are receiving fits into a previously developed schema. Some approaches are suggested by for building meaning through top-down processing. The first tactic involves the listeners using their prior knowledge of the subject and pertinent context to build and change meaning in order to correspond with the new incoming information. The activation of schemata, or background experiences that people have in their memories that are helpful for the understanding process, is the second stage of this process. There are two different kinds of schemata. Formal schemata are the understanding of the organizational principles of discourse genres including communicative, expository, descriptive and narrative. The other one is a cultural schema that means the awareness of culture and their world around them.

According to Ak [1], it is very important for learners to use appropriate listening strategies in order to develop their own listening skills. It is significant for learners to use specific strategies based on their own learning needs.

The ability to apply listening strategies allows students not only to develop their own approach to the implementation of a particular type of listening task, but also to independently control the process of formation and development of auditory skills and abilities. Listening strategies are applied at all stages of learning to listen. The choice of strategy is determined by the type of task and the type of audition.

Cognitive, metacognitive, memory, compensatory, affective and social strategies are only a few of the six categories Oxford [10] stated for the Strategy Inventory for Language Learning (SILL) for classifying strategies. According to Anderson [2] there are seven main

categories of language learning methods, including cognitive, metacognitive, mnemonic or memory-related, compensatory, affective, social and self-motivating strategies.

Since the 80s, the issue of developing learning strategies for listening has been raised in methodology and metacognitive and cognitive strategies have been distinguished. Metacognitive and cognitive strategies are the two basic categories of strategy, according to O'Malley and Chamot [9]. Language learners are said to use social methods the least frequently. In order to manage learning, metacognitive methods must be used to organise, monitor and evaluate the learning process. However, cognitive strategies change the information to be taught or use a specific method to complete the learning task.

The metacognitive strategies are consistently applied at certain stages of the task, including at the stage of self-preparation of students and self-control.

Planning before the task. The listener determines the purpose of the audition and the degree of importance of the task. For example, a task used as a means of current or final control increases motivation, as the listener strives to achieve a successful result. Understanding the purpose of listening helps to choose the appropriate strategies already at the first stage of the task. The teacher also uses a number of techniques. For example, writing the topic of an audio message on a blackboard activates the mechanism of probabilistic prediction and attention, while giving an example from personal experience that affects the topic of an audio message activates the listener's background knowledge stored in long-term memory. Before completing the task, the listener carefully reads the instructions for the task and pays attention to the information in the instructions, on the basis of which it is possible to determine the main content of the audio message.

Supervision during and after the completion of the task. The listener controls the level of concentration of attention both on the text as a whole and on a certain semantic part of the text. Tasks that require step-by-step control of text comprehension contribute to the mastery of this strategy. After completing the task, the listener compares his predicted answers with the information provided in the text.

Evaluation of results after completing the task. The listener evaluates the result of the task and identifies problems that arose during the task and prevent the achievement of a successful result. The teacher conducts a survey of students in order to find out how they evaluate their achievements. After discussing the results, the fragments of the text that are the most difficult to understand are highlighted.

Cognitive strategies and techniques include ways and means of acquiring, organizing and integrating new knowledge and are based primarily on the top-down model of speech perception.

Building a logical conclusion based on familiar language material. In the process of perception and understanding of the text, the listener determines the meaning of unfamiliar

words based on the identification of word-building elements, keywords and phrases, means of logical connection, elements of international words and also uses word compatibility and context as a support. The task of the teacher is to create conditions for overcoming the lexical difficulties of perception and understanding of the text. Techniques such as writing on the blackboard words that are likely to cause language difficulty, listening to a series of statements in order to determine the meaning of these words, direct the listener's attention to the perception of these lexical units.

Building a logical conclusion based on the prosodic side of speech. Concentrating the listener's attention on the loudness and height of the speaker's voice helps to understand the speaker's attitude to the subject of the statement and the speaker's communicative intention. The teacher directs students' attention not to the content of the message, but to the delivery of an audio message - the pitch of the speaker's voice. The teacher explains that the words on which the phrasal stress falls carry a semantic load and determine the importance of the sound message.

Building a logical conclusion based on the information contained in long-term memory. The listener uses his past experience and background knowledge to understand the audio message and successfully complete the task. Discussing the topic of the audio message in the group and examples from the personal experience of students contributes to the activation of the background knowledge of the listeners. The attention of the listeners is directed to the language material related to the topic of the audio message.

Building a logical conclusion based on the fixation of an audio message. In this case, the following techniques and strategies are used:

- A brief retelling of the information contained in the audio message in writing;
- Scheduling an audio message;
- Fixation of key words and expressions;
- Fixation of information in the form of a diagram or a logical scheme.

The teacher gives the task to the listeners to make a list of key words and expressions, offers various options for drawing up diagrams and logical schemes for fixing sound information.

Conclusion. Though there are several internal and external difficulties that occur in the process of gaining listening skills, fortunately experienced instructors can assist their learners by using different strategies, methods and techniques. There are many ways to do it, but the goal is the same, to teach and practice English as a native speaker.

Although not all issues related to effective teaching of listening and learning English in general have been resolved, however, at the current stage of development of foreign language teaching methods, scientists realize the importance of listening as a type of speech activity. Thus, it is relevant to search for new techniques and technologies that make the process of teaching listening as effective and exciting as possible for students, to focus them on

independent improvement of skills and abilities in this type of speech activity. However, due to the fact that the need for teaching listening has been underestimated for a long time, there is a danger that not all practicing teachers pay enough attention to it in the real pedagogical process. It is important to take into account that mastering listening is one of the most difficult tasks in learning a foreign language. It requires targeted systematic work and a large amount of practice in listening comprehension. Only regular inclusion of listening tasks in the educational process can give real results. Students should also be motivated to constantly listen outside the classroom. This can be background listening while doing homework or walking. Although attention is not focused on individual units of speech, the ear gets used to foreign speech and remembers various set expressions. Additionally, as they improve, they will become more self-assured in their English listening skills and it will be possible to encourage greater autonomy, which is the main goal of language instruction.

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