

PROBLEMS OF TEACHING LISTENING TO LEARNERS USING INTERACTIVE METHODS

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Abstract

Teaching listening through interactive methods presents challenges such as limited learner engagement, varying proficiency levels, inadequate materials, and insufficient teacher training. This study explores these issues and highlights how interactive strategies can enhance comprehension, motivation, and participation while identifying practical solutions for improving listening instruction effectiveness in diverse learning environments.

Keywords: listening skills, interactive methods, language teaching, learner engagement, comprehension, teaching challenges, ESL/EFL, pedagogy

Introduction

Listening is very important when learning a language. It can be really tough for students to get better at it. One big reason is that listening requires understanding sounds, words and meaning at once. Students often struggle with this. So teachers need to help them in a way that makes it easier to handle these challenges.

- Teachers can connect material with what students already know.
- They can explain why listening activities important.
- They can also organize tasks in a way.

This can really help students understand better.

When teachers also focus on teaching students to speak adding speaking activities can make students better at communicating.

Motivation is also key when teaching listening. Listening tasks can be hard or frustrating for students. So teachers should make activities that make students want to participate and feel confident.

- Using topics that interest students
- Using materials that make sense
- Giving tasks that're achievable; Can keep students interested and help

them get better.

Listening is important because it helps students understand spoken language and communicate effectively.

How does listening help students?

Listening helps students improve their vocabulary, pronunciation and overall language skills.

Literature Review

Research has emphasized the importance of providing instructional support to facilitate listening comprehension. David Nunan (1999) highlights that activating learners' prior knowledge plays a key role in improving comprehension, as it allows students to connect new information with what they already know. Similarly, Jack C. Richards (2008) argues that clearly defined listening purposes help learners focus their attention and process input more effectively.

Another important aspect discussed in the literature is the role of task design. John Field (2008) suggests that structured listening activities can guide learners through different stages of comprehension, making the process more manageable. In addition, integrating listening with speaking activities has been shown to enhance overall communicative competence, as learners are able to actively use the language they have processed.

Motivation is also widely recognized as a critical factor in successful listening instruction. Zoltan Dornyei (2001) emphasizes that learners' motivation significantly influences their engagement and persistence in language learning tasks. When listening materials are relevant and interesting, students are more likely to participate actively and develop their skills.

Furthermore, a learner-centered approach has been strongly advocated in modern language teaching. Jeremy Harmer (2007) states that effective teaching should take into account students' needs, interests and background knowledge. By

doing so, teachers can create more meaningful and engaging learning experiences that support the development of listening skills.

Activity 1. Pre- Listening Prediction Task.

Objective: Students will activate prior knowledge and improve listening comprehension.

Time: 10-15 minutes.

Materials: Picture or topic related to the listening text; Board/Slides.

Instructions: Teacher shows a picture or writes the topic on the board. Students work in pairs and discuss their ideas for 3-5 minutes. Teacher asks some students to share their predictions with the class. Teacher writes key vocabulary or ideas on the board. Students listen to the audio and check if their predictions were correct.

Activity 2: While- Listening Information Gap.

Objective: Students will practice listening for specific information.

Time: 10-15 minutes.

Materials: Audio recording, Worksheet with missing information.

Instructions: Teacher gives students a worksheet with gaps (e.g., missing words, numbers, or facts). Teacher explains the task: "Listen carefully and fill in the missing information". Students listen to the audio for the first time (no writing, just general understanding). Teacher asks: "What is the main idea?" Students listen again and complete the gaps. Students compare answers in pair.

Activity 3: Sentence Order Challenge.

Objective: Students will understand the sequence of events in a listening text.

Time: 15 minutes.

Instructions: Students receive the worksheet with mixed sentences. Teacher says: "Listen to the story and put the sentences in the correct order." Students listen to the audio (1st time- general idea). Students listen again and number the sentences (1-6). Students compare answers with the whole class.

Activity 4: Listening & Drawing.

Objective: Students will understand detailed information through listening.

Time: 15-20 minutes.

Instructions: Students look at the empty box in the worksheet. Teacher says: “Listen carefully and draw what you hear.” Teacher (or audio) describes a scene(e.g., people, weather, objects). Students draw while listening.

Conclusion

These ideas may be expanded to create a clear and coherent syllabus for a listening class. A listening class requires a warm-up phase to activate students’ prior knowledge. After the students have completed the listening tasks, if time permits, speaking tasks using the same topic (as well as the same word and structures) may be included for students to practice their skills in interpersonal (face to face) listening. In addition, students may be asked to complete these speaking tasks with ideas related to planning and recycling. In conclusion, teachers may develop students’ speaking skills based on listening tasks, at the same time students are practicing their skills in listening to one another.

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