



LISTENING AND NOTE TAKING SKILLS IN LANGUAGE TEACHING

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Introduction.

According to the most recent findings, listening abilities are at least as crucial as reading, writing, and speaking skills for any English language student. Nonetheless, the talent of listening has received far less attention than the other three skills. The fact that the language teaching process did not place enough emphasis on developing listening comprehension skills is puzzling, given that Mendelsohn and et al. (1994, p.9, as cited by Gilakjani, 2011) and Burley-Allen (in Flowerdew and Miller 2005:22-23, as cited by Walker, 2014) estimate that listening accounts for 40-50% of the communication process, while speaking accounts for 25-30%, reading accounts for 11-16%, and writing accounts for 9%.

At the same time, Gilbert (1988), as mentioned by Gilakjani (2014), claims that from kindergarten through high school, people spend 65-90% of their time listening. As a result, considerably more emphasis is being placed on listening in EFL education, and listening skills must be at the forefront of language practice (Gilakjani, 2011). Meanwhile, according to Walker, listening abilities are the "least explored of the four language skills" (Vandergrift, 2007:291) and hence the least examined element of the learning process (Osada 2004:53). (2014).

Challenges that students may face during listening.

"Listening is recognized as one of the most hardest abilities to master and consequently to teach" due to the intricacies of the listening process, which entails dynamic and constant processing of information (Field, 2008, as cited by Santos, 2018). According to Howatt and Dakin (1974, as stated in Yagang, 1996), competent listeners should be able to grasp the speaker's pronunciation, grammar, vocabulary, and overall meaning all at the same time. According to Renukadevi (2014), the following variables contribute to listening difficulties:

- L2 listening becomes difficult because students are unable to freely transfer their L1 skills;
- Slower developing vocabulary affects listening skills, resulting in demotivation in learning the second language;
- Learner difficulties adjusting to various accents as they focus on one pronunciation while learning;
- L2 learners' concentrating power directly impacts their listening skills, as opposed to the other three language learning skills;

Strategies which help to improve students' listening skills

Our experience acquiring and teaching L2 confirms Kavaliauskien's argument that there are no rules for learning or teaching listening, as there are for teaching grammar. However, there are certain ways for improving listening abilities. Renukadevi (2014) defines listening strategies as "techniques or actions that directly help to the memory of hearing input." Nunan (1997), for example, focuses on two basic listening strategies: top-down and bottom-up processing viewpoints. The difference in



the two models is that with the top-down model, the listener tries to understand the general meaning of the spoken text without necessarily looking into details, whereas in the bottom-up model, the listener focuses on details, such as the meaning of individual words during the listening process (Harmer, 2001, as cited by Kavaliauskien). We agree with Renukadevi (2014) that the top-down method is listener centric, as the listener's comprehension is dependent on their knowledge of the issue under discussion. In the bottom-up technique, a listener depends on understanding of vocabulary, syntax, and linguistic structures.

After reviewing both approaches, we couldn't agree more with several writers, including Renukadevi (2014), Nunan (1997), and Harmer (2001), that neither strategy is superior to the other and that it is best to use a combination of both to enhance one's listening abilities. All whilst, according to Flowerdew and Miller (2005:24, as cited by Kavaliauskien), "these models do not cater to the complexities of the listening process and attempt to introduce a pedagogical model for second language listening that encompasses individual, cultural, social, contextualized, effective, strategic, intertextual, and critical dimensions."

Conclusion

To reach the conclusion, the listening comprehension and note-taking skills are important skills for our students. Students may face several problems or challenges during listening and it can be solved by utilizing different approaches as we mentioned above. It is important to note that many Uzbek EFL learners have problems with their listening skills as more lessons conducted in Grammar-Translated method in the EFL classroom. It is teacher-centered method and focuses only improve students' grammar competence and interpretation skills. So we should conduct our lessons by using CLT method which allow students not only to use their speaking skills, but also listening skills. All in all, we should use interactive materials to improve students' listening skills.

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