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Problems of Language Teaching in Listening Section in Educational Teachers

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ABSTRACT

Every year, huge sums of money are spent on teaching English in Iran's educational system, but unfortunately, the results that should be achieved in learning are not very favorable. In most schools, language teaching begins with writing the English alphabet and reading from the book. While, according to the recommendation of linguists, learning a second language is accompanied by the simultaneous learning of the four skills of listening, speaking, reading, and writing, which if the order and all aspects are not taken into account, learning will not take place. What are the new English language teaching systems such as Headways' Stream line that are taught in schools? Stream line and Headways books are written based on the active participation of language learners and can be taught in private and semi-private classes, while in our schools, the number of people present in a class is beyond the standard. In some areas, we see that a school accepts students in two shifts. Listening skill is considered one of the most stressful parts of various tests and most people are always worried that they will not understand the other person's meaning and they will not be able to give a suitable answer. On the other hand, different accents and the way and speed of people's speech make the work even more difficult. Students always request the professor to share methods with the students that they can use to strengthen their listening skills.

Introduction

English has been taught as a second language in middle school and high school for many years, but after getting a diploma, students are rarely able to speak English [1], the most important reason for this is that the language teaching method in our schools is an old and ineffective method and if we continue with this procedure for years, there will be no change in the quality of students' learning. In this method, apart from

spending a lot of financial and human resources, there will be no benefit to the students and the society. Because this method is obsolete and useless [2], and even now in the world newer methods are used to learn a second language. What are the problems with this teaching method? When a person learns his mother tongue, at first, he only hears a phrase from the people around him, and then he produces sounds [3], and then these sounds turn into words and incomplete sounds, the words are pronounced correctly, and finally,

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the child of the sentences and in this way the child learns his mother tongue. This learning system is a system recommended by linguists for language learning, but we see the opposite of this case in the guidance course. How?

In the current teaching method [4], from the first day of teaching, they teach the letters of the alphabet and then the words through writing, which is no longer applicable. Linguists emphasize the four skills of speaking, listening, reading, and writing. These four skills must be used in order [5]. That is, in the first two weeks of teaching, there should not be a book, and teachers should work with students with pictures known as flash cards, and then teach simple sentences and ask questions.

The first six to 10 lessons of the second guide book can be taught using dialogue and without referring to the book, without the students realizing that the teacher is teaching from the book. In this case, the student can learn what has been taught and it becomes a motivation for him or her to show enthusiasm for education. In this way, we have created a correct foundation for language teaching. If this method is implemented in high school years as well, then the problem of language learning will be solved to a large extent. New methods require more activity from the teacher and student, and they need teaching aids, and if our education does not provide these tools, teachers are forced to teach with old methods that are obsolete [6].

Challenges Facing English Teachers In Connection With Teaching English in Schools

We must accept that English is no longer a foreign language, but a mediating language or the common language of all the worlds, and we must give all Iranian children the right to proper education. The developing world is producing science and technology every second, and most of these scientific researchers are presented in English in international forums. If language education starts at the primary level, the current critical situation will definitely improve. Isn't it difficult for pre-university students to suddenly turn to reading-based books after three years of language

learning in a different style in high school? It is just one step away from the entrance exam! Why has the transformation in English language teaching materials taken place at the last and most sensitive stage? Wouldn't it be better if the change in the writing of English books started from the first grade of secondary school?[7] One of the effective factors of teaching in any educational situation is the teacher, the teaching method and the student. Still, students only know grammar writing from language learning! Most of the classes were not due. Audio and visual facilities are guided by GTM method [8].

Textbooks are not attractive for students and they do not have the necessary motivation to study the language. According to its necessity, English language education should be included in social relationships. Because this language is not far from the world of people's talents and needs, and every person needs this education at every stage of his life. Language learning is a matter of skill and it is different from the subject of science and knowledge. However, there is no place for this repetition in the educational system of the country [9].

Listening skill is considered one of the most stressful parts of various tests and most people are always worried that they will not understand the other person's meaning and they will not be able to give a proper answer. On the other hand, different accents and the way and speed of people's speech make it even more difficult [10]. Students always request the professor to share methods with the students that they can use to strengthen their listening skills. Research shows that when we have a conversation, we spend about 40-50% listening, 25-30% speaking, 11-16% reading, and only 9% writing. Although these numbers, especially the time spent on writing, are changing with the emergence and development of social networks. It means that during a conversation, we are listening half of the time. The question is: Do you spend half the time you spend on language learning listening? [11] There are five very important things for listening in foreign language learning. The solution is to spend more time on listening in

learning a second language. However, the key is to learn how to listen effectively. Most language learners are not specifically trained to learn listening, or they are not trained well. A lot of research has been done and proved why listening is so important [12].

Listening Selection Factors

As mentioned, your language learner should be able to relate to the listening and not make a giant out of the listening. To overcome this fear, you can consider the interest of language learners in choosing listening [13].

The First Factor: Interest

To choose your listening in the class, capture the interest of the students so that the topic is attractive to them. For example, if your class has male students, you can use topics related to cars. When listening is interesting enough, learners listen more carefully. Of course, finding a topic that interests 15 people is a difficult task [14].

The Second Factor: Culture

The topic you choose for listening may not exist in our culture. That is why the language learner cannot communicate with it easily. This issue makes the work more difficult and the learner gets tired of learning the language [15].

The Third Factor: The Weight And Amount Of Content

First, we need to know what information the listening we chose provides to the student. You cannot give world news to 7-year-old students and expect them to listen eagerly and understand the text.

The Fourth Factor: Accent, Number and Speed of Speakers

Naturally, listening to a native British accent is difficult for young learners who do not yet know the difference between British and American accents. On the other hand, it also takes away their enthusiasm. The speed of the

listening's you choose should be appropriate to the level of the learners. A beginner drummer cannot understand the high speed of listening that is suitable for an advanced level. On the other hand, the more the number of speakers, the dumber the text for the beginner language learner and the harder it is for him to understand.

The Last Factor: The Length of the Listening Text

For beginner levels, the longer the listening is, the more boring it is. Try to choose short listening's first according to your class level and gradually replace them with longer listening's after their progress [16].

The Three Main Steps of How to Teach Listening In Detail

The First Stage of Listening Teaching: Pre-Listening Activities

It is safe to say that this stage is the most important stage of listening. Because at this stage, language learners are ready to listen, understand and answer questions. This stage is important for both the learner and the teacher. Because the most help to the language learner is provided by the teacher. If the teacher does his job well at this stage, the language learner will listen to listening with more enthusiasm even if he is not interested in the subject. The activities of this listening stage have several advantages. These advantages help the teacher to measure the previous knowledge of the learner in the selected field, on the other hand, it helps the learner to be ready to hear the grammatical structures of new words, stress reduction, and the opportunity to negotiate between students are other advantages of this stage [17].

Examples of Selected Activities in This Stage

1. Let the learners guess the listening topic. Your only help at this stage is to show pictures or maps;
2. Show them the jumbled picture and ask them to sort the pictures;

3. After arranging the pictures, ask them to tell the listening story;
4. Discuss the topic of listening with the students and let them brainstorm;
5. Write the related words that the students say on the board [18].

The Second Stage of Listening Teaching Is the During-Listening Activity

At this stage, the teacher should ask the students questions that engage the learner's mind and be able to answer the questions correctly. At this stage, the student's level of understanding is determined. If this stage of the three stages of how to teach listening is done well, the learner can recognize the important parts of the text, know the structure of the text, stay focused, and have a better understanding of the material. Examples of selected activities in this stage are as follow:

- True and false questions;
- Four-choice questions;
- Blank questions;
- Connect the sentences to each other;
- Connect sentences and pictures;
- Long answers to questions [19].

The Third Stage of Listening Teaching, Post-Listening Activities

At this stage, which is after listening by the students, they should use everything they have heard.

An Example of Selected Activities in This Step

Summarizing: Ask the learners to present everything they have heard in the form of a 2-3-minute summary. Do this in writing or orally, individually or in teams of two. By doing this, the student's level of understanding is determined; on the other hand, you measure their writing skills and help them strengthen paraphrasing [20].

Discussion and negotiation: At this stage, students can have a brief discussion about what they have heard. The topic of this discussion should be about listening itself and related to it. You can even ask a question for everyone to share their thoughts on that question and then

compare the answers. In general, the chosen question or topic should be interesting enough for everyone to comment on it.

Conversation between two people: After they have listened to the listening, you can divide the students into groups of two or more and let them create a conversation with the new listening expressions. This activity helps to consolidate new words, phrases, and expressions [21].

Finding opposites and synonyms: In this part, you can give students a list of words in the listening and ask them to write opposites or synonyms of these words. After doing this, they should compare the antonyms and synonyms they found with other learners. This step helps to strengthen speaking skills [22].

Discussion

To raise the level of language education, in-service training courses are organized by the Ministry of Education, but these courses are not highly effective. What do you know the reason for this? Education organizes these classes, but the drawback of these courses is that there is no supervision on the implementation of the points taught in these classes, and most of the training given to teachers is not implemented in classrooms. These classes are held, but no supervision is applied during the formation of the classes. Although the textbooks have a number of flaws, I do not see the main flaw in the books, but the main flaw is in the teaching method. If we teach even the worst book in the right way, it will lead to language learning. Some believe that these books were written in the atmosphere of Iranian culture while it is argued that the books should be designed in such a way that the language learner can get to know the culture of that country? The books that are written for the guidance course, because they have simple words, are not related to cultural issues, but I accept your point to some extent. Every language is a new culture that has its own background and normative and behavioral rules that should be taken into account [23].

Really listen

Listen for real. What can be the meaning of this sentence? In fact, we mean that you listen to English material with great concentration. Maybe this question arises in your mind, what is the main meaning of this word. To understand the answer to this question correctly, it is better to tell you an example first. Suppose you are driving from one city to another while listening to the radio. The topic discussed in the radio show is how to make canned goods in factories. Be sure to pay attention to all the traffic signs on the road as well as how other drivers are driving when you are listening to the experts. Indeed, you are doing two things at the same time. Now suppose that your cell phone rings and you miss a few minutes of the radio program. In such a case, if at the end of the radio program you are asked questions related to the various details in that program, it is very likely that you will be able to answer many of them. Note that it is the details that determine the results. If your goal of learning listening is to pass exams, you will notice that these exams focus more on details. We hope we have explained the main concept so far. In fact, we mean to put all your focus on listening as six dongs. That is, when you want to listen to a text and improve your skill, just do the same thing and let your mind focus completely and 100% on this subject so that you can get a better result. When you concentrate enough while listening to the material, you unconsciously understand the material better and your mind stores and categorize the material better.

Of course, we do not mean in this section that you should not listen to English content while driving, or if you are a cook anyway, do not do this. However, note that if you want that positive thing that is in your mind to happen, you must act in a way that is flawless. So our suggestion is that if you want to listen to a text for the first time, do it first with a very high concentration, and then if you want to listen to it again, you can do it while you are doing something else. For example, while driving or while cooking. Audio and visual facilities are guided by GTM method. Textbooks are not

attractive to them and they do not have the necessary motivation to read the language! Why do we study languages? Couldn't we have no language? They think books are very hard and sometimes their enemy. English language books in schools are not suitable resources for teaching the language. English books should be updated in terms of content and appearance (design, color pictures). Are the pictures of the books of the first and second year of high school suitable for the age of the students? In terms of content, these books cannot meet the real needs of learners at the "National" macro level [24].

During the academic years, how many hours do students listen to educational tapes to improve their listening skills? Or how many hours do they watch English educational videos? With classes that do not have any poems, appropriate exercises, language learning games to reduce anxiety, research, etc. can we hope to increase the knowledge of the learners? Today, in the communication era, these questions may seem very trivial, but let's be realistic, our students are deprived of hearing the pronunciation of language words with audio facilities in classes; Now, this deprivation has various reasons, including: Lack of facilities, some teachers' boredom to play educational tapes in class, and also the lack of teaching time! These same students, with not much progress, finish high school in any way and enter the university! And at the beginning of higher education, do they take a prerequisite language course? Why? Does the weakness of the scientific foundation show that education has been passive in teaching English with all the problems it faces? Unfortunately, the inability to use the language continues until students for graduate studies and even PhDs (who need an acceptable score in the specialized TOEFL) struggle with it? How many percent of our teachers know how to work with computers and communicate with the Internet? How do colleagues spend their working hours? Do these classes connect their academic ability with their work experience? Or do they exchange precious hours of their lives by granting certificates while serving? Why do we still look at these superficial issues?

Man is a complex creature that requires psychology to understand his psyche. How many percent of our teachers have been able to solve the students' lack of motivation with this current situation? What have we done since we have observed many times that the students in the class have become a passive force in the language class, with youthful energy and mobility? If a number of students in private classes or language institutes have had relative success in learning English, this has not been the case for other students in the country! Not all students have the financial means to benefit from language conversation classes. Students should learn a second language for a better life, if solutions are introduced and implemented as much as possible, better results will be obtained.

1- The teacher should have excellent command of the language he teaches and be familiar with the linguistics of the language he teaches and have a wide familiarity with the literature of the foreign country.

2- We should start teaching English from the elementary level like other countries that start language learning from the elementary level with the correct program and implementation. Every year, the government pays huge expenses for the academic failure of learners, including in English language lessons.

Conclusion

Slow speed in improving listening skills is one of the constant concerns of intermediate language learners. In fact, many learners think that their other skills in English will improve over time, but they do not make any progress in listening. Such a thought is completely true and many people really do not improve in listening after some time. However, what could be the main reason for this? One of the most important reasons is that when learners listen to new materials and do not understand them, they easily skip it. In such a situation, the language learner can spend more time looking for the words and sentences that were in the conversation and did not understand them and learn them. English conversation is a two-way communication. Conversation means listening,

answering and vice versa. How can you not understand the words of the other party correctly and be able to have an effective conversation with the other party. Many misunderstandings are caused by the lack of proper understanding of the other party's words. Many language learners seek to improve their conversation skills, but they do not pay attention to the fact that conversation skills are tied to listening skills. Many people always approach English teachers and request them to have conversation sessions with them and emphasize that the sessions should be conversation only. But this is not possible at all. In fact, all parts of the English language are related. For example, how do you plan to learn English conversation or understand an audio file without learning vocabulary and grammar? Or how can you be able to establish a two-way communication without strengthening your listening skills? Therefore, if you are looking to be able to completely master English conversation, you must strengthen different parts of the language together. One of the most important parts is listening. Practicing your listening skills can greatly improve your speaking skills.

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