

THE ROLE OF LISTENING COMPREHENSION IN COMMUNICATIVE LANGUAGE TEACHING

Teshaboyeva Nafisa Zubaydulla qizi

*Scientific advisor: Jizzakh branch of the National university of Uzbekistan named after
Mirzi Ulug'bek. The faculty of psychology, the department of Foreign languages;
Philology and teaching languages: English*

Ermamatova Shoiraxan Baxtiyor qizi

*The faculty of psychology the department of Foreign languages: Philology and teaching
languages: English, student of group 101-23*

Abstract: *In this article, I want to show you to explore the importance of listening comprehension within the framework of Communicative Language Teaching (CTL), its benefits, and strategies to enhance this skill in language learners.*

Keywords: *Listening comprehension, Communicative Language Teaching (CLT), Communicative competence, Language acquisition, Comprehensible input, Authentic materials, Real-life communication, Task-based learning, Pre-listening activities, Post-listening activities, Interactive listening, Listening strategies, Cultural understanding, Language skills integration, Accents and intonation, Speech processing, Active listening, Listening challenges, Contextual learning, Learner-centered approach.*

Listening comprehension is a critical component of Communicative Language Teaching (CLT), a learner-centered approach to language instruction. As CLT emphasizes real-life communication and meaningful interaction, listening serves as the foundation for understanding spoken language and fostering effective exchanges. In real-life communication, listening is often the first step in language use. Before learners can respond, they must understand what is being said. Listening comprehension, therefore, forms the basis of communicative competence, enabling learners to interpret meaning and respond appropriately in conversations. It involves more than just hearing; it requires the ability to process information, infer meaning, and recognize contextual and cultural nuances.

The Role of Listening in CLT

1. Provides Comprehensible Input

According to Stephen Krashen's Input Hypothesis, language acquisition occurs when learners are exposed to language input that is slightly above their current proficiency level but still understandable. Listening comprehension in CLT provides this input, introducing learners to new vocabulary, structures, and expressions in context.

2. Develops Interrelated Language Skills

Listening is interconnected with speaking, reading, and writing. For instance:

- **Speaking:** Engaging in conversations requires learners to listen and understand before formulating responses.

- Reading: Exposure to spoken language can enhance vocabulary and comprehension, supporting reading skills.

- Writing: Listening to structured speech or narratives helps learners organize their thoughts for writing tasks.

3. Promotes Authentic Communication

In CLT, learners encounter authentic materials, such as dialogues, interviews, and media broadcasts. These resources expose them to natural speech patterns, accents, and intonations, preparing them for real-world communication.

4. Enhances Cultural Understanding

Listening helps learners grasp cultural elements embedded in the language, such as idiomatic expressions, humor, or social norms. Understanding these nuances is essential for effective communication and cultural competence.

5. Builds Confidence in Interaction

By developing listening skills, learners become more confident in their ability to engage in conversations. Understanding what others say reduces anxiety and encourages active participation in communication. Challenges in Developing Listening Comprehension

Despite its importance, listening comprehension can be challenging for learners due to factors such as:

- Unfamiliar accents and speech rates: Authentic speech often includes varying accents and fast-paced delivery.

- Limited vocabulary: Learners may struggle to understand new words or idiomatic expressions.

- Background noise or distractions: Real-life listening conditions are rarely ideal.
- Processing skills: Learners need time to develop the ability to process and interpret spoken language efficiently.

Strategies for Enhancing Listening in CLT

To overcome these challenges and maximize the benefits of listening comprehension, educators can adopt the following strategies:

1. Pre-Listening Activities

- Introduce the topic or context to activate prior knowledge.
- Pre-teach essential vocabulary and phrases to aid understanding.
- Set clear objectives for the listening task, such as identifying key information or inferring the speaker's attitude.

2. Task-Based Listening

- Assign tasks that require learners to extract specific details, such as filling in charts or answering comprehension questions.

- Use role plays or simulations where listening leads to decision-making or problem-solving.

3. Authentic Materials

- Incorporate audio and video recordings from real-life sources, such as news reports, podcasts, and interviews.

- Include materials with diverse accents and speech styles to expose learners to linguistic variation.

4. Interactive Listening

- Pair or group learners to practice listening and responding in conversations.
- Encourage learners to ask questions or seek clarification to improve understanding.

5. Post-Listening Activities

- Facilitate discussions or reflections on the listening material.
- Engage learners in summarizing, paraphrasing, or debating ideas from the audio content.

To be conclude, in Communicative Language Teaching, listening comprehension is a foundational skill that supports the development of overall communicative competence. By exposing learners to authentic language, fostering cultural understanding, and integrating listening with other skills, educators can create an engaging and effective learning environment. Through targeted strategies and meaningful practice, learners gain the confidence and ability to navigate real-world communication, fulfilling the ultimate goal of CLT.

REFERENCES:

1. Brown, H. D. (2007). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (3rd ed.). Pearson Education.
2. Richards, J. C. (2008). *Teaching Listening and Speaking: From Theory to Practice*. Cambridge University Press.
3. Field, J. (2008). *Listening in the Language Classroom*. Cambridge University Press.
4. Krashen, S. D. (1982). *Principles and Practice in Second Language Acquisition*. Pergamon Press.
5. Vandergrift, L., & Goh, C. C. M. (2012). *Teaching and Learning Second Language Listening: Metacognition in Action*. Routledge.
6. Harmer, J. (2007). *The Practice of English Language Teaching* (4th ed.). Pearson Longman.