INTERACTIVE APPROACHES TO DEVELOPING EFL LEARNERS' LISTENING SKILLS

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Annotation: This article looks at interactive approaches for helping EFL learners improve their listening comprehension. It emphasises the relevance of communicative, pair, and task-based activities that increase learners' engagement and activity during listening exercises.

Key words: interactive learning, listening comprehension, EFL education, task-based learning, communication.

Annotatsiya: Ushbu maqolada EFL (chet tili sifatida ingliz tili) oʻquvchilarining tinglab tushunish koʻnikmasini rivojlantirishda interaktiv metodlarning samaradorligi tahlil qilinadi. Maqolada juftlikda ishlash, muloqotga asoslangan mashgʻulotlar va vazifaga yoʻnaltirilgan oʻqitish usullarining ahamiyati yoritilgan.

Kalit soʻzlar: interaktiv oʻqitish, tinglab tushunish, EFL, vazifaviy taʼlim, muloqot**.**

Аннотация: В статье рассматриваются интерактивные методы, способствующие развитию навыков аудирования у изучающих английский язык как иностранный. Подчеркивается значение парной работы, коммуникативных заданий и подхода, основанного на задачах.

Ключевые слова: интерактивное обучение, аудирование, преподавание английского как иностранного, обучение через задания, коммуникация

Listening comprehension is an important feature of language acquisition and communication skills. For many EFL students, listening remains one of the most difficult abilities to acquire. Unlike reading or writing, hearing occurs in real time, with little opportunity for contemplation or repetition. Learners must decode sounds, recognise words, and evaluate meaning all while processing information at the rate of natural speech.

To assist students in overcoming these problems, EFL teachers can use interactive tactics that encourage active participation rather than passive receipt of information. Such techniques teach students to engage prediction, interpretation, and meaning negotiation while listening.

1. Pair and group discussions.

Pair and group talks are one of the most effective ways to improve your listening abilities. After listening to an audio piece, students can debate major concepts, highlight crucial details, and explain unclear sections together. For example, after hearing a brief discussion between two speakers at a café, students can answer comprehension questions in pairs, summarise what they heard, or act out a similar interaction.

This collaborative exercise enables students to exchange interpretations, compare understandings, and gain confidence in voicing their viewpoints. It also encourages interaction, which is essential for communication ability (Brown, 2007).

2. Prediction Technique

The prediction approach helps students become engaged listeners before they ever hear the text.

Teachers can display students the title, visuals, or a few keywords about the next audio. The participants then make predictions regarding the topic, presenters, and circumstance.

For example, before listening to a news story headlined "Weather Alert in London", students may anticipate what type of weather is being addressed or who is speaking. This pre-listening practice stimulates their prior knowledge and primes them for greater understanding (Field, 2008).

3. Task-Based Listening

Task-based listening exercises provide learners with a defined purpose during the listening process. Instead of just hearing a text, students are encouraged to attain a specific objective, such as filling out a chart, recognising discrepancies, or recognising a series of events.

For example, in a travel class, students may listen to airline announcements and fill in missing information such as the time, gate number, or destination. This form of concentrated listening not only enhances understanding but also develops practical listening skills (Nunan, 2015).

4. Post-listening reflection

Post-listening reflection is an important but frequently forgotten aspect of listening education. After completing the assignment, teachers might invite students to reflect on which tactics were most helpful and where they encountered difficulty. This metacognitive phase increases students' knowledge of their particular learning habits and promotes autonomy.

5. Authentic and Diverse Materials

To keep students motivated, teachers should employ real listening resources including music, interviews, short films, and even social media snippets. These products expose learners to a variety of dialects, speech speeds, and settings. Authenticity guarantees that pupils may later use classroom skills in real-world communication.

Conclusion

Listening classes become significant communication experiences when interactive tactics are used. Teachers assist students develop confidence and real-world listening skills by involving them in conversations, prediction, task fulfilment, and reflection. The idea is to develop listening activities that encourage active involvement, cooperation, and critical thinking rather than rote understanding.

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