



## Types of listening skill and listening as a receptive skill

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### ABSTRACT

As far as we know, nowadays world standard of language teaching is focused on teaching four main aspects (listening, reading, writing, and speaking) of foreign languages including English. This article covers a number of definitions related to listening skills, and types of listening skills followed by the theory identifying listening skills as one of the receptive skills. At every stage of learning a foreign language, there is a significant role in listening which defines target learners' interest and attitude towards the second language not only in the learning process but also while making a communication in real life. Because listening plays a vital role to avoid misunderstandings between people whose native languages are totally different. Above mentioned statements mean that all pedagogues should be aware of the theoretical information of listening such as types of listening, what listening is, and as well as teaching listening to learners effectively.

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## Tinglab tushunish ko'nikmasi turlari va tinglab tushunish ko'nikmasi reseptiv ko'nikma sifatida

### ANNOTATSIYA

#### Kalit so'zlar:

ingliz tili,  
tinglab tushunish qobiliyati,  
tinglab tushunish,  
intensive tinglab tushunish,  
ekstensiv tinglab tushunish.

Bizga ma'lumki, hozirgi kunda jahon tillarni o'qitish standartlari chet tillarining, shu jumladan ingliz tilining to'rtta asosiy ko'nikmalarini (tinglash, o'qish, yozish va gapirish) o'rgatishga qaratilgan. Ushbu maqola tinglab tushunish qobiliyatiga, tinglab tushunish qobiliyatining turlariga, so'ngra

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tinglash qobiliyatini retseptiv qobiliyatlardan biri sifatida belgilaydigan nazariyaga tegishli bir qator ta'riflarni o'z ichiga oladi. Chet tilini o'rganishning har bir bosqichida, nafaqat darslar jarayonida, balki real hayotdagi muloqot jarayonida ham tinglash muhim rol o'ynaydi, bu esa o'quvchilarning ikkinchi tilga qiziqishi va munosabatini oshiradi. Chunki tinglab tushunish ona tillari butunlay boshqacha bo'lgan odamlar o'rtasida tushunmovchiliklarning oldini olish uchun muhim rol o'ynaydi. Yuqorida aytilgan jumlarlar barcha pedagoglar tinglab tushunishning nazariy ma'lumotlari, jumladan, tinglab tushunish turlari, tinglab tushunish nima ekanligidan xabardor bo'lishlari, shuningdek, o'quvchilarga tinglab tushunishni samarali o'rgatishlari kerakligini anglatadi.

## Типы навыков аудирования и аудирование как рецептивные навыки

### Ключевые слова:

английский язык,  
аудирование,  
навыки аудирования,  
интенсивное аудирование,  
экстенсивное  
аудирование.

### АННОТАЦИЯ

Насколько нам известно, в настоящее время мировой стандарт преподавания языков ориентирован на обучение четырем основным аспектам (аудирование, чтение, письмо и разговорная речь) иностранных языков, включая английский. В этой статье рассматривается ряд определений, связанных с навыком аудирования, типами навыка аудирования, за которыми следует теория, определяющая навык аудирования как один из рецептивных навыков. На каждом этапе изучения иностранного языка значительную роль играет аудирование, которое определяет интерес и отношение учащихся ко второму языку не только в процессе обучения, но и при общении в реальной жизни. Так как слушание играет жизненно важную роль, чтобы избежать некоторых недоразумений между людьми, чьи родные языки совершенно разные. Вышеупомянутые утверждения означают, что все педагоги должны знать теоретическую информацию об аудировании, такую как виды аудирования, что такое аудирование и другие, а также эффективно обучать слушанию учащихся.

### INTRODUCTION

The introduction of foreign language teaching in primary and secondary schools leads to an improvement of linguistic and communicative competences. Due to the fact that pupils begin to learn English in the kindergartens, they extend automatically their learning time and they also start to learn the language in the exact moment in their life. The teaching of listening is crucial when learning a language. Another point is that it is possible to communicate in English without knowing many words or structures.

As far as we know, listening is the key to communication since people misunderstand the message unless they listen properly. As a result, communication between two individuals makes them frustrated and irritated. Listening skills can help students as well as any kind of second language learner participate well in oral communication. People cannot succeed in communication if the message said is not understood. However, students may find it difficult to follow what is spoken to them. Therefore, huge opportunities should be given to the students to listen to both non-native and native speakers of English to train them to use English as a medium of communication. Listening is the most important skill for language learning because it can be mostly used in normal daily life and develops faster than the other language skills which indicate that it makes easy the development of the other language skills. Listening is the first skill and basic ability in learning a new language that beginners have to learn. It is a receptive skill meaning that language learning beginners receive new words from what they have heard or listened to. The ability to receive will affect the ability to produce. If they are good at listening; as a result, they will understand and even have good competency in productive skills namely speaking and writing. The teaching of listening should include the process of meaning that consists of some micro-skills; they are; a) to recognize the incoming speech into meaningful sections, b) to identify redundant material, c) to use language data to anticipate what speakers are going to say, d) to store information in memory and know how to retrieve it later, by organizing meaning as efficiency as possible and avoiding too much attention to immediate detail.

### **DEFINING THE TERM OF “LISTENING”**

Before studying the main topic, first, it would be better to define what the listening is. Scholars and researchers have offered a number of definitions of listening and, without doubt, all of them vary from each other. With the development of human and as time passes, theories are changing day by day. One group defines listening as an ongoing, nonstatic process by which spoken language is converted into meanings in the mind. The other group, the specialists, view listening as a linear sequence of events in which one aspect is dependent upon a preceding aspect. Unfortunately, there appears to be some confusion among many of the definers regarding their understanding of the “process.” A third group of definers avoids this process problem by stating that listening is four connected activities: sensing, interpreting, evaluating, and responding.

There are a lot of definitions of the term “listening”. According to Chastain, the goal of listening comprehension is to comprehend the language at normal speed in an automatic condition (Chastain, 1971. P. 45).

According to Hamouda, listening comprehension refers to the understanding of what the listener has heard and it is his/her ability to repeat the text despite the fact that the listener may repeat the sounds without real comprehension. Listening skill is considered to be important because it has an essential role in facilitating learners’ master of English proficiency. Skill in listening can help learners participate well in oral communication, for communication cannot take place successfully if the message said is not understood. Knowing that listening is important for communication, English teachers should create the student’s interest when they follow the listening class. So far, they rarely used various media in the teaching-learning process; they only use the same method (speech, demonstration). This case can make the students bored. (Hamouda, 2013. PP. 113–15).

There are some definitions given by linguists and the following: Vishwanath Bite has defined that listening skill is key to receiving messages effectively. It is a combination of

hearing what another person says and psychological involvement with the person who is talking (Bite. V. 2013. P. 16).

O'Malley, Chamot, and Kupperhas said that listening comprehension is an active process in which the listener constructs meaning through using cues from contextual information and from existing knowledge, while relying upon numerous strategic resources to perform the task requirement (Chamot, Kupper, O'Malley, 1989. PP. 418–437).

### **TYPES OF LISTENING**

Listening in language learning and language use includes complex processes. Different ways of examining these processes result in different classifications of listening. One perspective looks at psycholinguistic processes involved in listening and distinguishes three types of listening processes (bottom-up, top-down, and interactive listening). Another perspective observes the functions of listening, which divides listening into transactional and interactional purposes of major concern to teachers of English as a second language is classification of listening into different types of classroom tasks or activities in order to develop the learner's listening ability in the second language. These classification systems are related. The teaching and learning activities should be aimed at developing the skills of psycholinguistic processing, and the learner's ability to listen for different purposes.

**Active or Reflective Listening.** It is the single most useful and important listening skill. In active listening, the listener is genuinely interested in understanding what the other person is thinking, feeling, wanting, or what the message means. The person is active in checking his understanding before he responds with his new message. The listener restates or paraphrases our understanding of the message and reflects it back to the sender for verification. This verification or feedback process is what distinguishes active listening and makes it effective. Essentials of Active Listening

1. Intensity
2. Empathy
3. Acceptance
4. Recognizing responsibility for completeness

**Passive or Attentive Listening.** The listener is genuinely interested in hearing and understanding the other person's point of view. He will be attentive and will passively listen. The Listener assume that what he heard and understand is correct but stay passive and do not verify it.

**Competitive or Combative Listening.** It happens when the Listener is more interested in promoting his own point of view than in understanding or exploring someone else's view. He either listen for openings to take the floor, or for flaws or weak points.

Based on the objective and manner in which the Listener takes and responds to the process of Listening, different types of Listening are:

1. **Active listening.** Listening in a way that demonstrates interest and encourages continued speaking.
2. **Appreciative listening.** Looking for ways to accept what others are saying and appreciate it
3. **Attentive listening.** Listening attentively and obviously what the speaker is uttering
4. **Casual listening.** Listening without paying attention obviously
5. **Comprehension listening.** Listening to understand and catch the meaning

**6. Critical listening.** Listening on purpose of evaluating, criticizing on what someone else says

**7. Deep listening.** Trying to seek the deep meaning of the speech while listening

**8. Discriminative listening.** Discriminative listening is the most basic type of listening, whereby the difference between difference sounds is identified. If you cannot hear differences, then you cannot make sense of the meaning that is expressed by such differences. We learn to discriminate between sounds within our own language early, and later are unable to discriminate between the phonemes of other languages.

**9. Biased listening**

Biased listening happens when the person hears only what they want to hear, typically misinterpreting what the other person says based on the stereotypes and other biases that they have. Such biased listening is often very evaluative in nature.

**10. Therapeutic listening**

In therapeutic listening, the listener has a purpose of not only empathizing with the speaker but also using this deep connection in order to help the speaker understand, change or develop in some way.

**11. Dialogic listening**

The word 'dialogue' stems from the Greek words 'dia', meaning 'through' and 'logos' meaning 'words'. Thus dialogic listening means learning through conversation and an engaged interchange of ideas and information in which we actively seek to learn more about the person and how they think. Dialogic listening is sometimes known as 'relational listening'.

**12. Relationship listening**

Sometimes the most important factor in listening is to develop or sustain a relationship. This is why lovers talk for hours and attend closely to what each other has to say when the same words from someone else would seem to be rather boring. Relationship listening is also important in areas such as negotiation and sales, where it is helpful if the other person likes you and trusts you (Tyagi B. (2013. PP. 1–8).

Osada has expressed that listening skill did not receive sufficient acceptance in its own right but rather has been considered as a passive skill that will develop without help. He states that there many different types of listening, which can be classified according to a number of variables, including listening purpose, the role of the listener, and the type of text being listened to. Listening purpose is an important variable. Listening to a news broadcast to get a general idea of the news of the day involves different processes and strategies from listening to the same broadcast for specific information, such as the result of an important sporting event. Listening to a sequence of instructions for operating a new piece of computer software requires different processes and strategies from listening poem or a short story. (Osada, 2004. P. 85).

According to Rivers, listening comprehension is divided into four components. The first is the ability to differentiate all sounds, intonation patterns, and voice qualities in the second language and to distinguish between them and the same sounds in the native language. The second is the understanding of the whole message uttered by a speaker. He said that the understanding of spoken messages depends on comprehension of semantic meaning, moving from what one comprehends in the sound sequence with respect to the knowledge of syntax only when the meaning is not understandable. The third is the ability to hold that message in one's auditory memory until it can be processed. To develop



the learners' auditory memory, teachers should know that they hear as much language as possible. This means that most of the class time should be carried out in the language being taught. The speed of presentation and difficulty level of the content must be adjusted to the learners. Language activities that are comprehensible increase auditory memory. The significant point here is the idea of improvement. The improvement from simpler to more intricate sentences should be slow and continuous. The speed of delivery should be increased based on the learners' ability to understand. Comprehension is the speech reception at the syntactic, lexical, pragmatic, and discourse levels. Thus the last component is comprehension. It involves different steps. The first step is to establish the context. Real language happens within a communicative framework and the listener should know the framework to recreate the speaker's message. The second step is to activate related background knowledge and use it to predict the ideas the message may have. The third step is to anticipate the general content of the message. Skilled listening requires that listener look ahead in anticipation of what is coming. They are checking the received material as opposed to trying to make an unexpected and immediate interpretation. The fourth step is to sample the important meaning carrying components of the material. Listeners should expend more energy to understand material about unfamiliar topics and they rely more on linguistic clues to make up for their lack of background knowledge. The last step is to use the samples to confirm or reject the formerly made anticipations. When the samples are in line with listeners' anticipations, they accept them as being correct. When the samples do not comply with their anticipations, they should reconsider either their anticipation or the material as they look for making the message meaningful (Rivers, 1981. P. 56).

### **LISTENING AS RECEPTIVE SKILL**

According to Lorena Manaj, listening is yet another necessitate in language. The more efficient a listener you are the more successful and satisfied you will be. Listening is not merely hearing: it is a state of receptivity that permits an understanding of what is heard and grants the listener full partnership in the communication process. After listening to other people's utterances, the reaction is observed related to listening, for instance, if the question is asked, the reply is given, if the audio is something that affects feelings, it causes several reactions such as sorrow, sympathy, laugh, cry, motivation and others. That is why in methodology, listening is called a receptive skill". By listening to something, we receive utters of new information. After that, we understand the message, remember it and think in mind and give feedback. Our feedback can be emotional and intellectual depending on the message. In everyday life, the role of listening is countless, we need listening to make a communication with others and to give the right answer or give feedback. In one word, listening is so vital in every sphere of our life. A youngster at the ability to adapt to changing times and accept challenges. At a young age, a child becomes a pupil, he/she has been placed in a contrary area (an educational institution) which gives new, unexpected dares, changes his/her life's rhythm, educates and forms young human's character. A school is a place where a youngster has to develop his/her skills of listening, speaking, reading and writing, solving problems, communicating, and thinking creatively. To be able to learn a pupil must have opportunities to learn in many different ways by interacting with class friends, and teachers, going outside the classroom to have physical activity growth, digesting new information through wondering, solve problems through ingenuity. The child is surrounded

by language which is made consequential by reason of context and how teachers talk to them (Manaj L. 2015. P. 31).

According to Morley, listening is the most important skill for language learning because it can be mostly used in normal daily life and develops faster than the other language skills which indicates that it makes easy the development of the other language skills. Listening is the first skill and basic ability in learning a new language that beginners have to learn. It is a receptive skill meaning that the language learning beginners receive new words from what they have heard or listened to. The ability to receive will affect the ability to produce. If they are good at listening; as a result, they will understand and even have good competency in productive skills namely speaking and writing. The teaching of listening should include the process of meaning that consists of some micro-skills; they are; a) to recognize the incoming speech into meaningful sections, b) to identify redundant material, c) to use language data to anticipate what speakers are going to say, d) to store information in memory and know how to retrieve it later, by organizing meaning as efficiency as possible and avoiding too much attention to immediate detail (Morley, 2001. P. 101).

### CONCLUSION

To conclude, without listening, learning a language is impossible. Because there is no communication where there is no interaction between individuals. However, it is not secret that majority of learners have difficulty in listening because of a number of reasons including not allocating enough time for listening, not being aware of listening types and strategies, being afraid of making mistakes and others. Teachers' role in these situations is providing enough information about theoretical part of the listening comprehension and instructing how to apply these theoretical rules into practice in the further stage. Teachers can help develop specific strategies to increase listening comprehension and overcome the challenges of students.

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