

Challenges in Listening to Second Language

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ABSTRACT

acquiring listening skills is one the challenging part in learning any foreign language. This literature review mostly focuses on challenges and implementing suitable strategies to overcome barriers while listening to second language. Graham (2006) mentioned that his students experienced many difficulties while gaining listening skills. He also witnessed how students felt frustrated about perception, concerning in speed delivery and often they did not hear words clearly. Many researchers noted that main reason of poor listeners is directly connected in usage of listening strategies. Vocabulary range also plays crucial role in mastering listening skills. There has been many researches regarding of listening for professional and academic purposes (Goh.2013). Students have to approach listening along with other language skills. It is vital to correlate with speaking, writing and reading skills. Several aspects can make listening comprehension hard to attain in which students navigate between written and oral channels (Brown, 2011).

KEYWORDS: *listening skills, Ted talks, listening strategies, metacognitive strategies.*

It is worth to state that the notion of listening has been defined by many researchers. Brown and Yule (1983) point out that listening is a process in which listeners understand properly in term of context and denotation while listening second language. Listening considered as one of the prime elements (Krashen 1985).Morley (2001) suggested listening can be acquired faster than other skills as it is used daily and fosters other skills. Steinberg (2007) claims that listening achieved through decoding speech.

Sharma claims (2011) that listening skills are vital to students in order to get the main idea and data from the learning material. It also requires students to involve and interact in conversations. It is noted that students do not always listen what they hear at their school or they neglect to listen what speaker is saying. Instead, they wander and miss important details while listening. However, when listeners concentrate in grammar and the arrangement of words, sounds that indicate the meaning, they may use text-based strategies.

Coskun (2010) discovered in his findings that metacognitive strategies in listening can change proficiency level in listening skills.. Although, many scholars emphasize the importance of listening strategies, one should take in to consideration that all those strategies do not ensure students overall success. It is suggested to conduct more teacher-centered researches along with various pedagogical approaches so that students fully comprehend complex texts in English. Reading and understanding difficult structural content-based literatures can lead to enhance listening. There has been indistinguishable investigation by Hosenfeld (1981) who identified prominent contrast between good readers and non-readers. Oxford & Crookall (1989) stated that language learning and listening strategies are not thoroughly investigated.

According to Johnson (2008) listening concentrated as a receptive skill. For students to acquire listening, they only develop pronunciation by repeating (Vandergrift, 2011). While teaching listening strategies students are advised, withdraw information from context (Mendelsohn, 1995). Metacognition is defined as “thinking about thinking” by Anderson (2002).

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Note taking and resourcing occurs by unconscious interactions in cognitive strategies. Planning, concentrating and monitoring are the actions happening in conscious manner in metacognitive strategies.

Vandergrift (2004) argues in his articles, knowing that there are not many literature in listening strategy instruction

The process of development academic listening can be achieved by implementing specific listening strategies. The metacognitive approach is one of the most prominent that includes strategies while dealing with academic listening. To shed more light to the process interviews or other forms was considered vital aspect in implementing listening strategies.

The core problem of developing listening skills in academic context is connected with the range of vocabulary that listeners are expected to acquire. Using Ted Talks in academic listening has also its drawbacks. Numerous studies have been conducted to investigate challenges that listeners faced in during the usage of Ted Talks. Vast majority of students had trouble with unfamiliar accents, range of vocabulary and fast speed of speech. Gusti Astika and Ardiyarso Kurniawan (2020) have conducted studies among students to investigate vocabulary-learning strategies of spoken texts. As Nuan (1999) mentioned, listening skill has become one of the key factors in EFL programs. Listening skills is crucial in forming speaking skills, listening assumes interaction which provides challenges for the listener in spoken language (Rost 1994).

Ted Talks are usually used in the second year of education as a mean of academic listening at the university. Ted Talks present in a well-formed ideas by professional speakers, which lasts in 18 minutes of oral presentation. Prior the presentation learners are provided free transcript of the presentation. The topics in the presentation can relate to technology, arts, entertainment, politics and etc. The purpose of Ted Talks presentations so that students enhance their listening skills. It is designed to explore students' vocabulary range during the listening.

Many students found it difficult to understand with the speed of speaker's speech. After listening to number of lectures during Ted Talks presentations, students found it too fast to acquire and as a result, it led to misunderstanding the information.

Conclusion.

In conclusion, listening challenges in second language require from learners to use various listening strategies. There is a gap in investigated articles which mostly concentrated on listeners' opinions rather than teachers'. There is a need for further studies in improving listening skills of students. One should understand that listening requires from students involving in interaction and using metacognitive strategies.

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