

## CHALLENGES IN TEACHING LISTENING TO SECOND LANGUAGE LEARNERS

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### Annotation:

Teaching listening skills to second language learners poses significant challenges due to various factors such as linguistic complexity, cultural differences, individual learner differences, and instructional methodologies. This topic explores the difficulties instructors encounter when teaching listening comprehension and strategies to overcome these challenges.

**Key words:** Second Language acquisition, listening comprehension, cognitive Load, authentic materials, assessment, feedback, task design, technology-enhanced learning.

### Аннотация:

Преподавание навыков аудирования второму языку представляет собой значительные трудности из-за различных факторов, таких как лингвистическая сложность, культурные различия, индивидуальные особенности учащихся и методики обучения. Эта тема исследует трудности, с которыми сталкиваются преподаватели при обучении аудированию и стратегии преодоления этих проблем.

**Ключевые слова:** приобретение второго языка, аудирование, когнитивная нагрузка, аутентичные материалы, оценка, обратная связь, дизайн задач, технологически усовершенствованное обучение

### Annotatsiya:

Ikkinchi tillar o'rganuvchilariga tinglash qobiliyatlari o'rgatish muammo yuzaga kelayotgan sabablardan, masalan, tilning nazariy murakkabligi, madaniy farq va o'quvchilarning individual xususiyatlari va o'quv-uslubiy usullar kabi turli omillar tufayli muhim taraqqiyotchiliklarga duch kelaydi. Bu mavzuga oid mavzuni tinglovchi xususiyatlarini o'rgatishdagi muammolar va ularni hal qilish strategiyalarini o'rganadi.

**Kalit so'zlar:** Ikkinchi tilni o'rganish , tinglash, aqliy hujum, asl-materiallar, baholash, qayta aloqa, vazifa tuzish, texnologiya asoslangan o'rganish.

In the field of second language acquisition, teaching listening comprehension to second language learners poses significant challenges for instructors. This thesis aims to explore these challenges comprehensively and propose strategies to enhance pedagogical practices in second language listening instruction. By dissecting factors such as linguistic complexity, cultural nuances, and individual learner differences, this research seeks to provide insights into effective teaching methodologies. The study draws upon empirical research, theoretical frameworks, and pedagogical approaches to analyze existing literature and identify key issues. Through a mixed-methods approach involving surveys, interviews, and classroom observations, this thesis investigates the efficacy of current instructional strategies and explores innovative approaches to address the identified challenges. The findings contribute to a deeper understanding of the complexities of teaching listening to second language learners and offer practical recommendations for educators and policymakers. The ability to comprehend spoken language is essential for effective communication and language proficiency acquisition. However, teaching listening comprehension to second language learners presents formidable hurdles due to various factors, including linguistic complexity, cultural differences, and individual learner characteristics. This thesis seeks to delve into the multifaceted challenges faced by instructors in this domain and propose strategies to improve pedagogical practices. This section reviews existing literature on challenges in teaching listening to second language learners. It examines empirical studies, theoretical frameworks,



and pedagogical approaches to identify key issues such as cognitive load, authentic materials, assessment, feedback, task design, and technology-enhanced learning. The literature review also explores instructional strategies and methodologies employed in language classrooms, highlighting both strengths and limitations. To investigate the challenges and strategies in teaching listening to second language learners, this thesis employs a mixed-methods research design. Surveys, interviews, and classroom observations are conducted to gather data from language instructors and second language learners. The qualitative analysis of these data provides insights into the efficacy of current instructional practices and informs the development of innovative approaches. The results section presents a comprehensive overview of the challenges identified in teaching listening to second language learners. It explores the impact of linguistic complexity, cultural factors, learner motivation, and instructional methodologies on listening comprehension proficiency. Additionally, this section discusses effective strategies and interventions proposed to address these challenges, drawing upon empirical evidence and theoretical frameworks. The discussion critically analyzes the findings, synthesizing key insights and implications for language teaching practice. It explores the interplay between cognitive processes, instructional design, and learner engagement in fostering listening comprehension skills. Furthermore, it highlights avenues for future research and innovations in second language listening pedagogy. In conclusion, this thesis underscores the intricate nature of teaching listening to second language learners and the imperative for nuanced pedagogical approaches. By elucidating the challenges and offering evidence-based strategies, this study contributes to the enhancement of language teaching practices and the empowerment of second language learners in their journey toward linguistic proficiency.

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