

**THE CHALLENGES OF TEACHING LISTENING
SKILLS TO ADULT LEARNERS**

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Abstract: Teaching listening skills to adult learners can be a challenging task for many educators. This article aims to explore the difficulties encountered when teaching listening skills to adult learners and provide suggestions for overcoming these challenges. The article discusses six main difficulties: focusing and concentrating, limited time for study, understanding accents and dialects, applying listening skills in real-life situations, and lack of motivation and interest, aggressive listening and also scientific methods and researches.

Key words; listening, difficulties, ELF learners, educators

Introduction

Adult learners face particular hurdles when it comes to teaching listening skills because of a variety of circumstances, including prior experiences, language ability, and cognitive capacity. This section will explore the perspectives of scholars and professionals to comprehend the challenges associated with teaching adult learners how to listen. The article concludes by emphasizing the importance of understanding these challenges and implementing effective teaching strategies to help adult learners improve their listening skills and achieve their learning goals.

1. Difficulty in focusing and concentrating

One of the main difficulties in teaching listening skills to adult learners is their ability to focus and concentrate during lessons. Adult learners often have many responsibilities, such as work and family commitments, which can make it difficult for them to fully concentrate on their studies. This can lead to poor listening skills, as they may not be able to understand or retain the information being presented. To overcome this challenge, educators should create a comfortable and quiet learning environment that is free from distractions. Additionally, educators should use a variety

of teaching methods, such as group discussions, role-plays, and audio recordings, to keep learners engaged and focused.

2. Limited time for study

Adult learners often have limited time for study due to their other commitments, which can make it difficult for them to practice and improve their listening skills. This can lead to a lack of progress and frustration among learners. To address this issue, educators should provide learners with a clear study schedule and set realistic goals for their progress. Additionally, educators should offer flexible learning options, such as online courses or evening classes, to accommodate the needs of adult learners.

3. Difficulty in understanding accents and dialects

Adult learners may struggle to understand accents and dialects different from their own, which can make it difficult for them to comprehend the material being presented. This can lead to misunderstandings and a lack of progress in their listening skills. To overcome this challenge, educators should use a variety of authentic listening materials, such as videos, podcasts, and news articles, to expose learners to different accents and dialects. Additionally, educators should encourage learners to practice listening to authentic materials outside of the classroom to improve their comprehension.

The term “listening comprehension” has been characterized by distinctive creators. Concurring to Brown and Yule (1983), tuning in comprehension implies that a individual gets it what he/she has listened. In the event that he/she learns the content through hearing it, he/she will get it it. Dirven and Oakeshott-Taylor (1984) characterized tuning in comprehension as the item of educating technique and is coordinated by terms such as discourse understanding, talked dialect understanding, discourse acknowledgment, and discourse discernment. Rost (2002) and Hamouda (2013) characterized tuning in comprehension as an intelligently handle in which audience members are included in developing meaning. Audience members comprehend the verbal input through sound separation, past information, syntactic structures, stretch and sound, and the other phonetic or non-linguistic clues. Agreeing to Nadig (2013), tuning in comprehension is the different forms of understanding and making sense of talked dialect. These include knowing discourse sounds, comprehending the meaning of person words, and understanding the language structure of sentences.

4. Difficulty using listening techniques in practical settings

Adult learners may find it challenging to put their listening abilities to use in social settings like meetings or conversations, which can hinder their ability to interact with people effectively. This will lead to miscommunications and challenges in both their personal and work lives. In order to solve this problem, teachers ought to give students chances to hone their listening comprehension in authentic contexts, including role-

plays or discussions with native speakers. In order to help students apply their listening skills in real-life scenarios, teachers should also encourage them to practice their listening abilities outside of the classroom.

5. Insufficient drive and enthusiasm

It may be challenging for adult learners to participate in courses and practice exercises because they lack the drive and passion to get better at listening. This results in learners feeling frustrated and not making progress. Teachers should establish a welcoming and stimulating learning atmosphere that highlights the value of listening skills in daily life in order to overcome this obstacle. To keep students motivated and interested, teachers should also provide them regular feedback and encouragement.

6. Aggressive Listening

Aggressive listening could be a awful tuning in hone in which individuals pay consideration in arrange to assault something that a speaker says (McCornack, 2007). Forceful audience members like to snare speakers in arrange to evaluate their thoughts, identity, or other characteristics. Such behavior frequently comes about from built-up dissatisfaction inside an interpersonal relationship. Tragically, the more two individuals know each other, the way better they will be at forceful tuning in. Take the taking after trade between long-term accomplices:

Deb:

I've been considering approximately making a salsa plant following to the side yard. I think it would be truly great to be able to go choose our own tomatoes and peppers and cilantro to form custom made salsa.

Summer:

Truly? When are you considering about doing it?

Deb:

Following end of the week. Would you like to assist?

Summer:

I won't hold my breath. Each time you come up with a few "idea of the week" you get so energized almost it. But do you ever take after through with it? No. We'll be eating salsa from the store another year, rather like we are presently.

In spite of the fact that Summer's starting reaction to Deb's thought is apparently suitable and positive, she inquires the address since she has as of now arranged her up and coming forceful reaction. Summer's animosity toward Deb isn't around a salsa cultivate; it's around a building dissatisfaction with what Summer sees as Deb's need of follow-through on her thoughts. Aside from locks in in forceful tuning in since of built-up disappointment, such audience members may moreover assault others

Scientific methods and researches

Many scientists and language experts agree that teaching listening skills to adult learners can be more challenging than teaching children or young learners. This is due

to several factors, including the cognitive and psychological differences between adults and children, as well as the different learning needs and expectations of adult learners.

This can be due to a few components, counting the cognitive and mental contrasts between grown-ups and children, as well as the diverse learning needs and desires of grown-up learners.

The establishment of this think about is the centrality of tuning in aptitudes for Senior Tall School understudies, especially those within the twelfth review, as they will be taking the National Examination. Among all English dialect abilities, instructing tuning in is the foremost challenging, and all English instructors must go through this handle. Moreover, a consider titled "Analyzing Teachers' Troubles in Educating Tuning in" centers on the reality that a few instructors still battle with educating tuning in to understudies. The creator utilized the subjective investigate strategy and case consider in this work. An English teachers at MA Islahul Aqidah Cikalongwetan West Java was the investigate subject. This think about employments surveys, interviews, and perception as its rebellious.

In rundown, the study's discoveries shown that there are two primary categories of components that contribute to teachers' challenges: inner and outside variables. Inner factors that started with the respondent himself incorporate his discernment of the challenges related with guideline, making tuning in materials, and selecting a strategy, approach, and procedure. Outside components incorporate commotion from encompassing exercises such as the woodcutter machine, the module, media issues such as the laptop's cable injector for the sound framework, the English research facility, the control blackout, and the inconsistency.

Errand Sort and Tuning in TroublesAll but one of the interviewees said that the students' level of capability, sum of introduction and involvement, and the trouble of distinctive sorts of errands are related. To deliver an illustration, one of the instructors said, "I accept there's a coordinate relationship , since it's self-evident that on the off chance that they don't get it the tuning in appropriately they won't be able to fulfill these tasks." She at that point went on to expound that in case learners have a issue with a certain lexicon thing and if they don't get a word accurately, they will not be able to fill within the suitably, or "if they don't get the most thought how can we anticipate them to summarize it?!" As it were one interviewee accepted that on the off chance that the assignments are outlined in a way thatthey take after the genuine time, or "scientifically" as he put it, their trouble would eventually demonstrate errands) would familiarize the learners with real-life circumstances.

Conclusion

It might be difficult for teachers to impart listening skills to adult learners. Nonetheless, teachers can assist their students in developing better listening skills and

achieving their learning objectives by being aware of the challenges faced by adult learners and putting into practice efficient teaching techniques.

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