

## **Listening comprehension practice in the EFL classes.**

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Listening comprehension takes an important place in language teaching. Developing the listening comprehension skill is very important for students. That is why, practicing listening comprehension influences very positively second language learning. And lessons which are based on this skill are taught regularly in the English as a Foreign Language (EFL) classroom.

In principle, the objective of listening comprehension practice in the classroom is that students should learn to function successfully in real-life listening situations. Indeed, we can't say that classroom listening is not real-life listening. However, in order to provide students with training in listening comprehension that will prepare them for effective functioning outside the classroom, activities should give learners practice in coping with at least some of the features of real-life situations.(Ur, P 1984)

While designing listening comprehension classes teachers should follow some basic principles that serve as useful guides for successful activities. In this article, one can find information some basic principles including;

- Motivating students
- Maintaining the same topic
- Applying appropriate teaching methods and techniques
- Selecting materials
- Using authentic materials.

Teachers should apply different methods and techniques in their lessons. If a teacher uses the same activities student will soon become bored. That is why it is very important to become more creative and simulate students' interest for learning.

It is also very important to select listening comprehension materials which are close for the learner's life. If materials are not selected carefully, student's performance will suffer. Including too many activities during a lesson also may cause the learner to feel overwhelmed and unable to concentrate on listening task. In order to provide students with training in listening comprehension that will prepare them for effective functioning outside the classroom, activities should give learners practice in coping with at least some of features of real-life situations. It is worth noting also that listening activities based on simulated real-life situations are likely to be more motivating and interesting to do than contrived textbook comprehension exercises.

The most important factor to bear in mind when designing lessons to develop listening comprehension skills is that learners need to be motivated in order to stay motivated. I hope that the methods and some techniques which were discussed in this article will help teachers design successful lessons that motivate their students to improve their listening skills and become more communicatively competent.

#### References:

1. Penny Ur. *A Course in Language Teaching. Practice and theory.* Cambridge University Press.
2. John Flowerdew. *Academic Listening. Research perspectives.* Cambridge Applied Linguistics.
3. Justine Ross. *Designing Lessons for EFL Listening Comprehension Classes.* English Teaching Forum. 2007 Number 3.