TEACHING LISTENING – APPROACHES, BENEFITS, AND TASKS

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В статье рассматриваются проблемы изучения иностранного языка с помощью слухового наблюдения, различные подходы к нему, его польза при обучении иностранным языкам.

The problems of learning a foreign language in this article are considered by means of auditory observation, different approaches to it, and its profit in learning foreign languages.

Today the centrality of listening in language learning is well established. An appropriate aural comprehension program that targets learner listening at all levels of instruction is an essential for foreign language competence. Aural "speech comprehension establishes a base for the development of oral language with in the chain" of listening and speaking [6; 1] It is important to note that multiple benefits accrue to the learner beyond the obvious improvements in listening skills.

Language surrounds us when we are awake. Whether it is news on the radio, our mother in the next room, friends on the telephone, or favorite songs on the cassettes, we hear language all the time. All this talk makes a language environment. Uzbekistan has no English language environment because most people only speak Uzbek and Russian. Therefore, we must create a **foreign language** environment in our classroom.

Listening is extremely important part of learning language. We only have two hours a week (with the students who learn English as a foreign language, universities that are not specialized for English language specialties) to expose our students to English. As we do not have much time with our students at the university, how do we need to give them quality and quantity listening? We think, first, we should give students activities, which practice their language skills. This is quality listening. Second, we should expose students to as much English as possible. Whenever we can, we speak English (in that language which you teach or your students learn) in our lessons. This is quantity. This article will focus on quality listening activities.

Students are not automatically good listeners. They must be taught to listen through listening practice. This article suggests different listening activities. Through activities like these, our students will learn how to listen well.

What is listening? - Listening is made up of several different parts:

- understanding the grammar in the passage;
- understanding the vocabulary in the passage;
- understanding the meaning of phrases, idioms, and exclamations;
- understanding the meaning or the speaker's gestures: eyes, hand motions, body position;
- answering, saying or doing something to respond to what was heard;
- understanding pronunciation and intonation.

All these aspects make listening a difficult skill to teach. Speech disappears into the air after it is said – it is temporary. While speaking, people may repeat themselves, use unfamiliar dialects, speak in slang or street talk, make grammatical errors, and mumble.

Different kinds of listening – When we listen, we usually have two purposes. We listen for enjoyment – to music, the radio and humor. Or we listen to get information. Students have many opportunities to listen to foreign languages for fun. Almost all students have cassettes of English pop music that teachers can play during class. If we have a VCR, we can show films in English Listening for enjoyment is easy. However, listening to learn information is more difficult.

Listening to a news report or a biography is harder for especially the first and second year students and school students but more useful as a foreign language practice. Students may give up quickly saying, 'I don't understand!'. Students enjoy to music and watching films in class. A skilled teacher can make students enjoy listening for information, too.

To whom should students listen? - We, teachers are the most important source of spoken English for your students. Our English is the example that students will follow for their own speech. However, other sources spoken foreign

languages are easy to find. Invite English teacher who participated in UzTEA Conferences where all presentations are English (they can talk to your students) to visit your lessons. Foreigners, businessmen and women who are English in their work, or other foreign language teachers can come to your classroom and speak about interesting topics.

Guest lectures provide students with the opportunities to listen to different accents and dialects. Cassettes of BBC World News, Radio Canada, and English News of TV Uzbekistan, "Journal" taped from short wave demonstrate British, varieties of these languages. You can use these tapes of native speakers in activities or as examples of pronunciation.

Our students are the second most important source of spoken foreign languages. Even if our students are beginners, they have interesting things to say in English. Unfortunately, most teachers do not force students to listen to each other. In classes that we have observed students only listen to the teacher. While the teacher speaks, students listen attentively. When a student speaks, the other students do not listen. We, teachers are only **one** person, with one voice. There are **Uzbek** speakers in your classroom.

If our students never learn to listen, they will not be able to communicate inside or outside the classroom.

Test students to see if they are listening. If we ask one student a question, ask another student a question about the first student's answer. If the student doesn't know, tell the first student to repeat the answer and ask the second student again. If we do this often, our students will listen to each other attentively.

Call on students in a random order. We shouldn't begin at the first desk and finish at the last. It is better to call on different students every time. Controlling students who haven't raised their hands is one of the best ways to keep their attention roughly. Keep them guessing! When the teacher is predictable, students stop listening and begin sleeping.

Compliment your students for listening to each other. This called positive reinforcement. Tell Oybek that he did a "good job" of listening to Shakhnoza.

Use interesting activities so that students want to hear their friends' answers. Ask about students' opinions, family, favorite things, ideals, etc…

Ask questions about other students. People want to listen when others talk about them! Example, "Azizbek, do you like Dildora's opinions?"

Listen to students carefully. Tell them that their opinions are interesting and important.

Ask students to repeat each other's answers. "Repeat after Azizbek, everyone!"

Active listening - **When you listen to a conversation in your native language, are you completely silent? No, of course not. You often nod, agree, disagree, express disbelief, and make noises when you listen. Teach your students to do this in English. Help them ask speakers to speak slowly, repeat difficult words, or explain ideas. Here are some common ways to ask foe clarification.**

*Please slow down. * I'm sorry I didn't catch your meaning. *Can you repeat please? *What does the word _____ mean? Please speak louder. *Come again, please.

Students need to learn appropriate interjections and explanations to say when they are listening to someone. Here some examples:

*I agree. *Really? *That's incredible! *Wow. *That's great. *You're lucky. *How terrible. * How wonderful. * I can't believe. *You're poor thing! *Good for you. *Don't worry. *Uh huh. *Yes. *Is that true. *Of course. * Then what happened?

These expressions are easy to say to learn through dialogues. However, students pick them up from teachers; say them as you listen students' talk in class.

Do students need to understand every word? - It depends on the activity. If the teacher is using a listening passage to teach vocabulary, phrases, or grammar, teacher may want his/her students to understand everything they hear. If this is his/her goal he/she can choose a passage, which is appropriate for his/her class.

Overview of a listening activity - All the activities listed in the article are "task oriented". During the activity, student s will perform a task based on the listening passage. The task will be physical, verbal, or written. They may answer questions, make a drawing, or get up and do something. Following these steps will make sure that students do not start dreaming while they are listening. All the listening

activities are different, but they will follow this basic format:

1. Make them interested. First choose interesting listening material. Tell the students about the topic of the passage. Make it sound interesting. Motivate them to listen.

2. Help them by preparing them. Before you read or play the passage, talk to them about the topic. Ask what words they know about this topic. Ask the students what they think the passage will be about.

3. Tell them about the task. Give them some questions which will help them understand the topic. Tell them which information is important to listen for. Explain their task and give an example.

4. Read or play the passage one time. Speak clearly and do not stop.

5. Check for understanding. Ask students questions to see if they understood the passage.

6. Read or play the passage again. This time you may stop and answer or ask questions. You may repeat the passage as many times as is necessary.

7. Ask the students to finish their task. Maybe students filled out a chart, drew a picture, or answered questions. Ask them about their task. Later, they can discuss or write about the passage they heard.

8. Repeat the passage for the final time. It will be easier for students to understand the passage. They will realize that they learned something from you.

English as a Foreign Language teachers have several responsibilities with respect to listening skill. First, they must understand the pivotal role that listening plays in the language learning process in order to utilize listening in ways that facilitate learning. Second, they must understand the complex interactive nature of the listening process and the different kinds of listening those learners must do in order to provide their students with an appropriate variety and range of listening experiences. Finally teachers must understand how listening skills typically develop in foreign language learners – and must be able to assess the stage of listening at which their students are – so that each student can engage in the most beneficial types of listening activities given his or her level of proficiency.

Final words about the Listening Activities

- Make sure listening activities have a task.
- Use visual aids, such as maps, plans, grids, lists, forms, pictures, and charts.
- Make sure the level of your activity is not too difficult for your students.
- Use activities with passages or pictures from your textbook.
- Chose interesting activities for your students.
- Make sure students are listening to you and to each others.

And, from that which we've talked above we can give new views on the importance of

a) listening and reading as non-passive and very complex receptive processes;

b) listening comprehension's being recognized as a fundamental skill;

c) real language used for real communication as a viable classroom model;

d) individual learners and the individuality of learning

These trends, but none have influenced every facet of language more dramatically than listening comprehension. And, nowadays the status of listening has changed from one of neglect to one
of increasing importance.

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