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USING MODERN TEACHING TECHNOLOGIES TO DEVELOP LISTENING
COMREHENTION AT COLLEGES

Qualification Paper

5141400- Foreign language and literature (English)

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Introduction

In accordance with the Decree of the President of Uzbekistan as of December 10, 2012 №PP-1875 from the academic year 2013/2014, from the first year of comprehensive schools of the country will be introduced to study foreign languages, mainly English. Approval of the program of measures to enhance foreign language learning at all levels of the education system of the Republic of Uzbekistan aims improving of the system of training of the younger generation of foreign languages and training of specialists which will be fluent in English, creating conditions and opportunities for public access to the achievements of world civilization and world information resources, and development international cooperation and communication. [3:1]

In this regard, our government created all educational facilities to students and teachers. Today there are all opportunities for young generation to improve their knowledge of English. We, the graduates of Tashkent State Pedagogical University Named after Nizami intend to make contribution to the development of learning English language in Uzbekistan. So we, English language teachers should use these opportunities effectively and continually learn modern methods of teaching, in order to train the young specialists which will be fluent in English.

Topicality of the problem:

Recently world science is making huge progress and discovering innovation technologies. These innovation technologies are used in all spheres of our life: industry, medicine, education and others. Nowadays there are many innovation technologies which can be used in education which includes teaching and learning foreign languages. However, not all language teachers know all innovation technologies and the methods of their using. In this regard I decided to study this problem. The foreign language teachers should know what kind of innovation

technologies they should apply in teaching foreign language. Therefore, properly using of modern technologies in teaching foreign language is one of the actual tasks.

The aim of this research is to study the methods of using modern teaching technologies to develop listening comprehension at colleges of Uzbekistan. Developing listening comprehension is very important in teaching foreign language. Students should easily understand what was being said. Without understanding what was said to them, they could hardly make themselves understood. Furthermore, it was almost impossible to enjoy and participate in community activities such as lectures, broadcasts and others.

The task of the qualification paper:

In developing listening comprehension we should pay attention to all factors: vocabulary, identifying sounds, knowledge of grammatical elements, memory, speed of speech and others. Also teachers of foreign languages in Uzbekistan should pay attention to teaching materials. Teaching materials are as important as teaching exercises in teaching listening comprehension. Instruction should be made as meaningful as possible by making the teaching material come alive in communicative situations. To make instruction meaningful, teaching material should consist of utterances with a high probability of occurrence and be delivered at normal speed-a speed retaining normal word groupings. In other words, teaching material should be related to common experiences in communication. To put it in another way, when the teacher prepares teaching materials, he/she should draw them from both formal and informal discourses so that the students may have various experiences with many varieties of topics, situations, and speakers.

The subject of the investigation is using methods of modern teaching innovation technologies.

The object of the investigation is developing college students` understanding in English.

The theoretical value of the research is that this sphere of study has been investigated by a number of Methodists such as Larry Vandergrift, Paul Brett, Morley J, Noonan D and Miller L. this matter still attracts both skillful teachers and ordinary teachers as well.

The practical value of the work is given information can be used as an additional material in lectures, seminars and practical lessons on the discipline as Teaching Foreign Languages at colleges.

Methods of the research:

The following research methods were used in this qualification work:

1. Descriptive method
2. Methods of analysis and synthesis

The teacher should select various materials according to the student's ability. Materials for beginning students should consist mostly of the give and take of simple conversational situations and short sketches related to common experience. Advanced students should contact with both uncontrolled speech and carefully prepared speech such as radio talk, humor, university lectures, plays, and literary essays. They should have the opportunity of working with various materials where they must deduce meanings from the context in a very rapid mental process of association. They should practice getting the general information from the material by putting pieces of information together.

This research provides theoretical and practical suggestions to English language teachers in Uzbekistan about using of modern teaching technologies to develop listening comprehension. Namely, based on the theoretical background suggests

practical methods of using modern teaching technologies for the students of Uzbekistan colleges, who learn English as a foreign language.

As I mentioned above the main object of this research is to display the value and importance of using modern teaching technologies to develop the listening comprehension in English. In this perspective, in my research I will try to carry out following tasks:

1. Explain what kind of modern teaching technologies are available for foreign language teachers

2. Explain using methods of new technologies

3. Give suggestions in making decisions in teaching and facilitating foreign language listening comprehension

4. Define effective teaching–learning methods for developing listening comprehension

Chapter I. Using modern technologies to teach English for college students in Uzbekistan

1.1. Innovation technologies to teach foreign language

With the rapid development of computer technology and the improvement of the value of information, society is undergoing dramatic changes in respect to knowledge acquisition. These dramatic changes, caused by information communication technology, have brought a new paradigm to education. At present, the multi-media technology, network technology and satellite transmission technology, as the representative of the information technology is developing very quickly. Modern educational technology based on information technology play a significant role in promoting the modernization of education. Modern education technology will have a significant impact on ideas, forms, process, methods, teaching and management of education. Application of modern education technology to teach English will be a driving force to continuing education innovation. Using modern education theory and modern information technology will help to achieve the efficient development of teaching foreign language.

New education innovations have already come to Uzbekistan. For example, computer technology has enabled teachers to make their lessons more interactive and therefore more interesting and rewarding; this method has also been shown to improve pupil performance as lessons are more memorable and therefore students are able to retain information more effectively. Teachers, like students, can also find a whole host of resources on the internet, which can provide inspiration and advice for classes; teachers are also able to recommend good resources to student to further encourage and stimulate their learning. In addition to computers, many schools and colleges are using new methods of technology to enhance the learning experience;

these include digital television channels, DVDs, digital radio and sophisticated forms of communication technology. Digital radio and television allow students to access a wealth of different channels which cover a vast range of different subjects including languages, science, history and geography to name just a few. Students are used to new technology as they have grown up with it; it is therefore undoubtedly beneficial that they have the option to use it to increase their learning capacity and pursue their interests. Educational programmes and podcasts are now widely available to download to your computer or MP3 player; this makes education more modern and multi-faceted.

With the invention of new technologies, students can be exposed to a large amount of English texts in a multimedia language environment. In the fast developing 21st century various innovative technologies are being introduced to teach English in the classrooms. Knowledge base is fast doubling and tripling in so short a time. To cope up with this trend, we have to use modern technologies to teach English to college students in Uzbekistan. Students have to update their knowledge by using modern technologies. Otherwise they will be relegated in the job market. Vast amount of reading on any topic and in many languages are now available on the web, and the chance to participate in discussions with people from all walks of life is motivating for many learners. [5:13]

More than the process of communication, trade and transactions, today technology is widely used in educational sectors. Though technology cannot play the vital role of a teacher, it can be used as a supplementary tool for enhancing teaching methods in classroom. As the conventional chalk and talk method seems to be monotonous and boring to the students, teachers emphasize on latest technologies for teaching the subjects. Various software and modern technologies are being introduced to make students to get access with their subjects easily. In this chapter I will discuss the

availability of various technologies, their impact, their practical uses and the problems associated with the application of modern technological tools.

Modern technologies available for teachers of English today are:

1) Communication lab
2) Video conferencing
3) Video Library
4) CALL (Computer Assisted Language Learning)
5) TELL (Technology Enhanced Language Learning)
6) Pod casting
7) Quick Link Pen
8) Programmes through educational satellites
9) Bloggingand etc.

The integration of technology was started in the early 1960s and 1970s. In the preliminary stage, people used tape recorders as a technological device to instruct the students, which later evolved as communication laboratory. Every day people are getting access to some new technologies, which join hand with English teaching. As the conventional teaching method such as the chalk and talk method seems to be outdated, these technologies can be used as a supplement to the classroom teaching method to have a lively atmosphere in the classroom. It is the need of the hour to integrate modern technologies to upgrade the level of English teaching. The modern technologies relax the mind of the students to get into the subject with full involvement rather than a difficult task to do.

New technologies in language learning by multiple intelligence and mixed abilities replace with old methods of teaching. In the multi-cultured community, the four basic skills are imparted in the teaching with a variety and novelty. Hence they are enthusiastic in learning the language. Language can be learnt by imitation. So, one

should hear more to develop his/her listening skills. Naturally they try to speak in the same styles as we learnt our mother tongue. The usage of Internet has brought tremendous change in the field of teaching and enhancing English learning. It is believed that people tend to forget everything within three days after they hear. [5:19]

1.2. Using new technologies

The conveying of language and literature has always involved technology, as far back in time as the music, masks, and performance materials that supplemented oral storytelling and early drama. Of course, the printing press, books, and libraries are technologies of enormous impact that we now accept as givens for teaching English. More recently film, television, radio, and media production was the focus "technology and teaching" courses. In 2007, using computers in English classes for word processing has had more than a generation of practice and research.

In the last years dramatic advances in computers, in digital memory, in internet resources, in audio and visual transmission, in virtual imaging, and in wireless communication have created intriguing new possibilities for the use of technology in the teaching of English. Web publishing, digital archives, digital video, electronic conferencing, blogging, wikis, podcasting, real simple syndication feeds, on-line gaming, virtual reality worlds -- these are the potential new tools for teaching and learning English.

Listening is defined as the process of identifying and understanding the speech of the speakers. It involves understanding the speaker's accent or pronunciation, speaker's grammar and vocabulary, and comprehension of meaning. The listener should be capable of doing these four things at the same time. Therefore, listening is very important in the process of second language education.

Listening is considered as a principal language skill. Through listening people can acquire a large portion of their education, their information, their ideas, and their understanding of the world. As an input skill, listening plays a vital role in student's language development. There are several technical ways for improving the listening capability of the ELL student, for example computers, broadcasting, Cd-Players, Tap-Records and etc. [7:288]

The use of computers in listening problems provides students with visual and voice inputs which can enhance their information and ideas, and develop their listening skills. Computer-based listening tests are very important in reinforcing the understanding skills of the listener. CD-ROM based learning films can also provide significant advantages over the traditional methods. Finally, Internet voice chatting using the second language may also aid the communication capabilities of the student. Listening to TV and radio educational language programs is another technical way for developing the understanding ability. However, the listening student should be careful in selecting the specific programs that are suitable for his/her needs. News satellite TV channels, like the BBC, are also useful for practicing with audio and video media. The use of CD-player devices is another modern tool for listening comprehension. CD-players are electronic instruments used specifically to run audio CD-ROMs. Lectures and listening examinations can be saved on these audio CDs for later use by the ELL student. Tap-recorders are one of the oldest technical listening tools, and their use is rapidly decreasing now a days. However, they are still be utilized in certain cases and are attached with some English language learning text-books.

Here I'd like briefly review the using methods of new technologies, which will be useful for English language teachers:

1. Video Tapes

Scenes from popular English films can be screened first without any running script on the scene. Then the college students are asked to identify the words, script etc., Again the scene will be repeated with the scripts on the scene. This kind of telecasting videotape with and without script makes the students to get access with the pronunciation, accent and word usage of English with interest. This method will make the students to repeat it again in their homes voluntarily.

2. Communication Labs

Software's are available to develop LSRW skills. By incorporating suitable software through computers the students will play it again and again with their own interest and try to improve their LSRW skills, which are most essential in this modernized IT world.

Listening skills make one to understand what another person speaks. Speaking skills is essential to convey the desire and idea of a person in the right way to the other. Reading skills is important to interpret what is given in the text. Writing is used to express our thoughts. The usage of headphones in the lab makes the students to have interest over the subject and induces them to repeat again and again instead of feeling boredom.

3. Video Conferencing

Videoconferencing is the method in which one person can access to the speeches of other persons in some other parts of the world. It is the live relay of a program, which is mostly used to view the lecture of a professor who resides in foreign country. In short it is very helpful for the students to understand what is going in this world and to hear the speech of the top most personalities in a lively manner. The most notable point in video conferencing is that the students can post questions immediately and get their answers at once.

4. Video Library

Video Libraries are most essential in our fast and modernized world. This is helpful for the students to those who miss some interesting session. In this process the teaching of the faculty will be recorded and made available to the students. The students can view the tapes in their leisure hours. The advantage in this method is that students can replay it when there is a necessity.

5. Blogging

Blogging can be used for instructing the candidates when the teacher is off campus. The teacher can post his article or the instruction to the students, where the students are allowed to post their comments and queries. The teacher can answer the question through his blog. Blogging seems to be widely in use.

6. Messages through Mobile Phones

Mobile phones can also be utilized to enrich vocabulary skills by receiving new words daily. There are certain websites and services to provide new words everyday. The only thing we have to do is that we should register our mobile number in the particular websites. This makes the students to get access with certain new words daily.

7. CALL

The educational role of Computers in learning a second language and the role of CALL (Computer Assisted Language Learning) is significant. The teacher can use the latest technologies, which have the potential to transform the students from passive recipients of information into active participants. CALL is defined as the search for and study of applications of the Computer in language teaching and learning.

8. TELL

TELL is the use of computer technology including hardware, software and the Internet to enhance teaching and learning of languages. It allows the students to get access with all the technologies available for the enhancement of English learning. Students are allowed to use online dictionaries, chat, and to view the various happenings around the world.

9. Educational Satellites

In the college we can create Educational Satellite lab, whereby satellite programs of educational value like UGC's country wide classrooms, Anna University programs and other worldwide programs are recorded and students are given access to the recording either through big screen or small monitor.

10. Internet

Internet is a commonly acknowledged term and widely used by people throughout the world. Students now use Internet in the class to learn English. Online teaching inside the classroom seems to be interesting and makes the students to find out the suitable materials for them. Students are instructed to do the grammar exercises which are available online. Through Internet we can collect data from various sources for any instruction.

11. The Web

There are many 'self-exercises' in the Internet. English Exercises Online at www.smic.be has over 100 free exercises covering grammar and vocabulary. Another interactive site is www.eslgo.com. In this site a student can learn English language with an ESL teacher. There are two examples out of thousands of websites, which combine ICT and English teaching. Discussion forums, course management systems are also available in the Internet as advanced tools.

12. Pod casting

Pod casting is the integration of audio files where we can feed our own materials and ply it inside and outside of the classroom. Students use i-pods to hear their favorite music files. In the same way they have their education in the form of entertainment. Vijayalakshmi observes:

Podcasting allows students to use their tech-based entertainment systems for educational purposes. With it we are able to move away from the traditional face-to-face training without losing the student-to-trainer relationship that is so effective in any learning process. Podcasts enables students and teachers to share information with anyone at anytime. An absent student can download the podcast of recorded lesson and is able to access the missed lectures. They could also access lectures of experts which may not otherwise be available because of geographical distance and other reasons [37:85].

13. Quick Link Pen

Quick Link Pen allows learners to copy and store printed text, Internet links. It helps to transfer the data to computers and enables the reader to get the meaning of the word from a built in dictionary. Accessing this type of machine seems to be a more convenient method. Recent developments in machine translations presents translation engines like GO Translator and Bablefish. [16:143]

Conclusion on the first chapter

As we studied in this chapter, nowadays so many modern teaching technologies are available for English teachers in Uzbekistan. Considering the development of internet, our teachers have good opportunity using them and finding new teaching technologies and methods. English teachers of our country can use following innovation teaching technologies: Communication lab, Video conferencing, Video Library, CALL (Computer Assisted Language Learning), TELL (Technology Enhanced Language Learning), Pod casting, Quick Link Pen, Programmes through educational satellites, Blogging, etc.

The use of computers in listening problems provides students with visual and voice inputs which can enhance their information and ideas, and develop their listening skills. Computer-based listening tests are very important in reinforcing the understanding skills of the listener. CD-ROM based learning films can also provide significant advantages over the traditional methods. Finally, Internet voice chatting using the second language may also aid the communication capabilities of the student. Listening to TV and radio educational language programs is another technical way for developing the understanding ability. However, the listening student should be careful in selecting the specific programs that are suitable for his/her needs. News satellite TV channels, like the BBC, are also useful for practicing with audio and video media. The use of CD-player devices is another modern tool for listening comprehension. CD-players are electronic instruments used specifically to run audio CD-ROMs. Lectures and listening examinations can be saved on these audio CDs for later use by the ELL student. Tap-recorders are one of the oldest technical listening tools, and their use is rapidly decreasing now a days. However, they are still be utilized in certain cases and are attached with some English language learning text-books. [22:44]

Chapter II. Listening comprehension in English as a foreign language

2.1 Issues in second language listening comprehension and the pedagogical implications.

Listening is an important language skill to develop in terms of second language acquisition (SLA). In spite of its importance, second language (L2) learners often regard listening as the most difficult language skill to learn. This paper reviews a variety of recent research on listening comprehension to provide a basis for creating more effective listening instruction. It begins with a brief discussion of listening processes for comprehension and acquisition, followed by reviewing cognitive research, linguistic research and affective research on listening comprehension, and discusses implications of teaching L2 listening for comprehension and acquisition. The chapter concludes that current research on listening comprehension has revealed the importance of metacognitive knowledge, lexical knowledge and prosodic cues including stress and intonation as well as reducing anxiety in the development listening comprehension.

Listening comprehension is at the heart of language learning. Learners want to understand second language (L2) speakers and want to comprehend a variety of L2 multimedia such as DVDs and the Internet. At the same time, listening is an important language skill to develop in terms of second language acquisition (SLA). SLA studies have demonstrated that comprehensible input is critical for language acquisition as well as comprehensible output. Rost (2001) mentions that "a key difference between

more successful and less successful acquirers relates in large part to their ability to use listening as a means of acquisition" [35: 94]

In spite of its importance, L2 learners often regard listening as the most difficult language skill to learn. As Vandergrift (2007) points out, one of the reasons might be that learners are not taught how to learn listening effectively. A narrow focus on the correct answer to comprehension questions that are often given in a lesson does little to help learners understand and control the process leading to comprehension. When learners listen to spoken English, they need to perceive and segment the incoming stream of speech in order to make sense of it. The listener cannot refer back to the text in contrast to a reader who usually has the opportunity to refer back to clarify understanding. Moreover, as Stahr (2009) asserts, "spoken language is characterized by assimilation as well as unclear articulation, and lexical units are not necessarily as clearly marked as in written text; this lack of clarity of spoken language makes word segmentation an extremely difficult task for L2 listeners". Consequently, listening can become a cause of anxiety for L2 learners. Noro examines the psychological reality of the construct of "listening stress" introduced as an alternative to listening anxiety by questionnaire and oral interviews with Japanese college students. He concludes that "the difficulties were some sort of 'stressor' to them" [38:582].

How do L2 learners understand spoken English or fail to understand it? To investigate the listening comprehension process can provide useful insights into teaching listening. To know why students may find the listening comprehension task difficult may also provide us with opportunities to alter listening exercises into more effective ones. Learners who learn to control their listening processes can enhance their comprehension. Developing listening comprehension ability would enable the learners to succeed in L2 acquisition in terms of increasing comprehensible input. In addition, appropriate instruction for L2 listening could reduce learners' anxiety. As a result, since learners' self confidence in listening comprehension will be enhanced,

they will be motivated to access spoken English including conversations with L2 speakers, DVDs and the Internet.

Adding to the fact that learners recognize listening as the most difficult skill to learn, it is said that L2 listening remains the least researched of all four language skills. In spite of being the least researched skill, L2 listening studies have addressed various issues; for example, cognitive issues such as bottom-up processes and top-down processes; linguistic issues such as linguistic factors that contribute to listening comprehension, for example lexis and phonology, and affective issues such as motivation and anxiety in listening have all been investigated. Findings in research on those various issues could be applied to L2 listening methodology. It may be significant to review a variety of recent research to provide a basis for creating more effective listening instruction. In this review, major current issues in the literature on L2 listening comprehension and teaching listening will be explored. First, clarification of listening processes for comprehension and acquisition will be given. Then, a review of recent cognitive research, linguistic research, and affective research will be explored. Finally implications of teaching L2 listening for comprehension and for acquisition will be discussed.

One basic understanding held by SLA researchers is that, as input is converted into intake, learners make use of listening for two purposes: comprehension and acquisition. Namely, the L2 listening process has the two overlapping purposes. Learners have the natural inclination to decode linguistic input for successful communication. Nevertheless, not everything that is understood at the message level necessarily contributes to the learner's language development. In other words, not all input becomes intake.

According to Van Patten, it would appear that only a very small subset of input ever becomes intake that has a permanent effect on the learners' acquisition of the L2.

Schmidt (1990), who has drawn attention to the role of noticing in language learning, asserts that we will not learn anything from the input we hear and understand unless we notice something about it. Schmidt and Frota found that there was a close connection between noticing features of the input, and their later emergence in speech. However, it is plausible that comprehension is prerequisite to acquisition. Van Patten (1994) proposes that, in the early stages of acquiring a language, the learner's main objective is to establish meaning at all costs. This takes considerable effort, leaving little attention spare for the actual form of lexicon that is used. In other words, until learners feel comfortable with their ability to comprehend the message that is being imparted, they will not be ready to pay attention to, and to learn from, the language that is used to put the message across. It has been said that it is important for teachers to understand the distinction between comprehension and acquisition in listening. The two views of listening lead in different directions for classroom pedagogy. Rost points out that "particularly for adult learners, the processes of learning to listen (that is, learning to understand spoken messages) and listening to learn (that is, learning the syntax and lexis of the language through listening) do not coincide". Learning to listen involves enhancing comprehension abilities in understanding the language process. On the other hand, listening to learn involves creating new meaning and form linking and then repeating the meaning and form linking, which helps the learners to be ready for paying more attention to the syntax and lexis of the language through listening. It seems significant that teachers view developing listening skills as one of the most important approach to enhancing language acquisition. As Rost mentions, "the optimal goal of L2 listening development is to allow for the L2 to be acquired through listening, not only to allow the learner to understand spoken messages in the L2" [35:91].

Recent cognitive research has provided us with a better understanding of the listening comprehension process. Understanding spoken language is essentially an

inferential process. Many researchers in SLA have paid attention to both top-down processing and bottom-up processing in listening comprehension. Top-down processing refers to the use of background knowledge in understanding the meaning of a message. Bottom-up processing, on the other hand, refers to using the incoming input as the basis for understanding the message. Combinations of top-down processing with bottom-up processing of information from the stimulus itself are used. Linguistic knowledge and world knowledge interact in parallel fashion as listeners create a mental representation of what they have heard. Thus, it is generally agreed that top-down and bottom-up processes continuously interact to make sense of spoken input. For instance, it is possible to understand the meaning of a word before decoding its sound, because we have many different types of knowledge, including knowledge of the world around us. We know what normally happens, and so we have expectations about what we will hear. Moreover, Buck (2001) mentions "while we are listening, we almost always have some hypothesis about what is likely to come next". Significantly, L2 learners, who have limited processing ability with less linguistic knowledge, will depend on their ability to make use of all the available resources to interpret what they hear by top-down processes. Metacognitive knowledge is useful to develop rapid word recognition ability, because the learners make use of context and other compensatory strategies to make sense of the aural form of a word. Therefore, it is generally agreed that strategies to use compensatory mechanisms - contextual, visual or paralinguistic information, world knowledge, cultural information and common sense while listening – will determine the degree of listening success. Thus, the findings in research on top-down and bottom-up processes have provided listening methodologies called the top-down process approach and bottom-up process approach. For example, according to Richards, a top-down process approach includes exercises that require top-down processing develop the learners' ability to use key words to construct the schema of a discourse, infer the setting for a text and infer the role of the participants and their goals. A bottom-up approach includes exercises that develop

bottom-up processing, which helps learners to recognize word and clause divisions, recognize key words and recognize key transitions in a discourse.

In cognitive psychology, however, Anderson provides another model of language comprehension different from the current framework of the top-down and bottom-up processes. He breaks down the language comprehension process into three stages: perception, parsing and utilization. The first stage involves the perceptual process that encodes the spoken message; the second stage is the parsing stage, in which the words in the message are transformed into a mental representation of the combined meaning of the words. Listeners are involved in the identification of constituent structure or a basic phrase, or unit in a sentence's surface structure. The third stage is the utilization stage, in which listeners use the mental representation of the sentence's meaning. If the sentence is a question, they may answer; if it is an instruction, they may obey. These three stages are by necessity partly ordered in time; however, they also partly overlap. Listeners can make inferences from the first part of a sentence while they perceive a later part. Although the current framework of top-down and bottom-up processes has helped us to investigate pedagogical approaches to enhance linguistic knowledge and non-linguistic knowledge such as metacognitive knowledge, Anderson's (2009) model might provide us with a different perspective on the listening comprehension process and the listening instruction. Namely, learners' listening comprehension processes might be enhanced by their perception skill, parsing skill and utilization skill, and exercises focusing developing each skill in each stage could enhance their comprehension.

Next, research focusing on the differences between more-skilled and less-skilled L2 learners in regulating the top-down and the bottom-up processes has provided ample evidence of the importance of metacognitive strategies to L2 listening success . In Vandergrift's study of adolescent learners of French, skilled listeners reported using about twice as many metacognitive strategies as their less-skilled counterparts.

However, there are some arguments whether strategy instruction improves learners' listening. Ridgway argued that learners do not have the cognitive capacity to consciously activate taught strategies and listen simultaneously. In addition, Field pointed out that listening strategies instruction may promote the use of those strategies but may not necessarily lead to improved listening. Despite the pedagogical and theoretical arguments, there has been little associated empirical research conducted. Cross (2009) investigated the effectiveness of metacognitive strategies instruction for fifteen Japanese advanced-level learners. However, the result did not indicate a significant difference between the experimental group and the control group. The effectiveness of teaching metacognitive strategies should be further investigated [44:203].

Some researchers have found that listening support in tasks can enhance the learners' use of metacognitive strategies in listening comprehension. Chang and Read investigated the effect of listening support on the listening performance of English as a foreign language (EFL) learners. They found that various listening tasks influenced test takers' listening strategies by varying degrees as well as their listening performance. The results showed that the most effective type of support was providing information about the topic, followed by repetition of the input. Vocabulary instruction was the least useful form of support. It can be said that listening support, metacognitive strategies use and listening performance might have a significant relationship. Chang investigated listening supports with different variables of participants' proficiency levels. The result shows that previewing questions (PQ) had a greater effect on strategy use than other types of support; PQ was more effective for higher level learners than lower level learners because of their different reading skills. Repeated input (RI) worked less effectively for learners with limited language knowledge.

Providing topic preparation (TP) was useful for both higher and lower leveled learners. Vocabulary instruction (VI) was the least effective for both. Chang (2008) concludes that PQ can have positive and negative effects on listeners' strategy use. On the positive side, PQ may reveal content cues and thus encourage listeners to predict possible information and to be more selective than listening for everything. The negative aspect is that the PQ may encourage some learners to approach the discourse by focusing on linguistic cues and ignoring the main focus. According to Chang's (2008) analysis, RI may influence affective strategies as well as cognitive ones. TP allows learners to listen for detailed information because the topics were known. VI allows learners to try to translate what is heard into the first language (L1). Too much focus on linguistic information causes less of a top-down approach. As Vandergrift (1997) mentioned, a successful listener must resist the temptation to translate the input. Thus, listening support should be selected according to the learners' proficiency level and the effectiveness of the top-down process. Another important cognitive issue is about the contribution of L1 listening comprehension ability. Vandergrift's (2006) study reported that L1 listening ability and L2 proficiency together could explain about 39% of the common variance in L2 listening ability, with L2 proficiency explaining about 25% and L1 listening ability about 14%. The result showed similarity to the result in reading research that had been found before the listening research. Namely, L2 proficiency and L1 listening ability together play a role in successful L2 listening. The result seems to imply the important role of metacognitive knowledge; because L2 listeners need not only L2 linguistic competence but also metacognitive knowledge that is relevant to L1 listening. Thus, recent cognitive research has revealed it is significant to allow learners to activate metacognitive strategies as top-down processes.

Research has investigated the linguistic knowledge that contributes to listening comprehension: phonology, lexis, syntax, semantics and discourse structure.

Linguistic knowledge, which can be implicit or explicit, is used for linguistic cues to understand spoken English. Lexical knowledge is more explicit, while prosody and syntax might be rather implicit. First, researchers have been interested in how much lexical knowledge contributes to comprehension. The size of vocabulary knowledge that is needed for satisfactory comprehension of spoken text has been investigated. Nation (2006) asserts: if we take 98% as the ideal coverage, an 8,000–9,000 word-family vocabulary is needed for dealing with written text, and 6,000–7,000 families for dealing with spoken text while the first 1,000 plus proper nouns cover 78%–81% of written text, and around 85% of spoken text. Clearly, spoken language makes slightly greater use of high-frequency words of the language than written language does. Stahr (2009) found that vocabulary size and depth of vocabulary knowledge are both significantly correlated with listening comprehension and asserts that vocabulary size is the basic component of vocabulary knowledge in listening comprehension and that depth of vocabulary knowledge does not play a separate role.

Stahr (2009) also concluded that the results suggest that a lexical coverage of 98% is needed to cope effectively with the transitory nature of spoken language. Learners who mastered the 5,000 word families that provide them with 98% lexical coverage achieved a score of 72.9% in the listening comprehension test. The 10,000 vocabulary level that results in 99.27% lexical coverage of the text achieved a score of 80% in the comprehension test. However, the score of a listening comprehension test is generally lower than in a reading comprehension test when the same lexical coverage is given. That might be caused by the fact that spoken language has a real time acoustic nature. It could be that a word, which can be recognized in its written form, will not be recognized in its spoken form. The findings from lexical coverage research provide us with evidence that vocabulary knowledge largely contributes to listening comprehension, at the same time the difficulty of word perception in spoken texts might cause the difficulty of comprehension even though the lexical coverage is

enough. It seems therefore significant to select appropriate leveled spoken texts for learners according to the learners' lexical knowledge in teaching listening comprehension [41:85].

Secondly, acoustic input such as phonological modification and prosody has been studied as an important factor for L2 learner's word perception. Much of the focus of attention has been on how the phonology of L1 constrains the perception of L2 at the phoneme level. For example, in Altenberg's (2005) study, the results indicated that learners are significantly worse than native speakers at using acoustic phonetic cues, and that some types of stimuli are easier for learners to identify than others. The findings suggest that various factors, including transfer and markedness, may be relevant to success in L2 segmentation.

However, more attention has been paid to stress and intonation patterns. In English, the stress and intonation is not indistinct or missing even in very fast speech. Listeners use stress and intonation as important cues to comprehend the meaning of text. Speakers stress what they think is important, and the most important words; those that express the core meaning, get additional stress. Also, English intonation patterns are closely related to the structure and meaning of the text. For example, intonation indicates clausal boundaries, questions, and when it is appropriate for the listeners to respond. The intonation pattern might be relevant to the identification of the constituent structure or a basic phrase or unit in a sentence's surface structure in the parsing stage in Anderson's (2009) model. And also, Conversation Analysis research supports those linguistic findings; native English listeners use intonation as a resource to project the possible completion of a turn-constructional unit. This seems relevant to the utilization stage in Anderson's model.

Moreover, stress is importantly used to listen to content words differently from function words. L1 listeners exploit the perceptual difference between stressed

syllables, which occur almost exclusively in content words, and unstressed syllables, which often correspond to monosyllabic, weak quality function words. Eastman (1993) produced evidence that L2 learners face an important obstacle in distinguishing content words and function words when their L1 does not resemble English rhythmically. He suggests that speakers of what are traditionally called syllable-timed languages such as Japanese are at a disadvantage compared with those who speak stress-timed languages.

However, the recent study by Field (2008) revealed that English function words are identified significantly less accurately by L2 listeners, regardless of level or L1, than are content words. From the result, he argued neither learner's unfamiliarity with English phonology nor L1's rhythmic characteristics might be the main cause. He concluded that it might depend on the way in which the L2 listener chooses to distribute his or her attention. Thus, the evidence suggests that the linguistic foundation on which learners base hypotheses about a speaker's meaning is likely to consist principally of content words; according to Field (2008) "function words are likely to be missing or only approximately matched, even among some higher level learners" [26: 428].

The importance of grammar knowledge for listening has been less explored, although there is a range of research arguing that there may be a strong relation between grammar and reading. In cognitive psychology, Anderson (2009) asserts that knowledge of the structure of English allows us to grasp the meaning of a sentence in the comprehension process. However, Mecartty (2000) states that grammatical knowledge does not contribute significantly to either listening or reading comprehension but vocabulary knowledge plays the important role in L2 listening comprehension ability. Van Patten (1990) revealed that learners, in particular early stage learners, have difficulty in attending to both form and content in listening. As Field (2008) concluded that function words were not paid attention to when people

listen, it seems reasonable to argue that since function words were more relevant to grammar knowledge while content words were more relevant to lexical meaning. It might be impossible to divide into lexical knowledge and grammar knowledge since listeners might combine both syntactic and semantic cues in interpreting the sentence.

These findings in recent linguistic research make it clear that vocabulary knowledge is an important predictor for listening comprehension; listeners are likely to pay attention to content words, stress and intonation rather than function words and grammar in bottom-up processing. However, there is less research about grammar, syntax cues or constituent structure. It seems significant to investigate how linguisticknowledge plays a role as a listener's cue in listening comprehension. Findings in conversation analysis research might be helpful for further investigation.

Alongside cognitive and linguistic factors, affective factors also significantly influence listening comprehension. Many researchers have revealed that affective variables play a large role in the learners' performance. As analyzed by Buck (2001), there are numerous difficulties to be encountered in listening comprehension tasks, such as unknown vocabulary, unfamiliar topics, fast speech rates, and unfamiliar accents. Elkhafaifi's (2005) study examined the effect of general foreign language learning anxiety on students' achievement in an Arabic course and of listening anxiety on students' listening comprehension. The result indicates that foreign language learning anxiety and listening anxiety are separate but related phenomena that both correlated negatively with achievement. The study suggested that reducing student anxiety and providing a less stressful classroom environment might help students improve both their listening comprehension proficiency as well as their overall course performance. Thus, the listening process is easily disrupted by anxiety and separately, listening tasks themselves may cause listening anxiety.

Noro (2006) clarifies the nature of listening anxiety by the qualitative analysis of the data obtained both by questionnaire and oral interviews with Japanese college students. He finds the main sources of listening difficulties are rate of speech, vocabulary and pronunciation. Coping strategies in response to listening difficulties include asking for help, guessing, grasping the outline and changing attitudes to pay attention to the next word or phrase or not to worry too much. Affective reactions in the face of the listening difficulties are irritation, lack of concentration, aversion, sense of resignation and loss of self-confidence. Thus, L2 learners must clearly realize the listening anxiety which comes from listening difficulty in speech recognition and the need to use coping strategies.

Recent studies have investigated a possible relationship between listening tasks and listening anxiety. Chang (2008) found that listening supports reduced learners' anxiety on listening tests. Chang and Read (2008) further investigated the effects of four types of listening support in terms of reducing the negative effects of listening anxiety with proficiency variables. The results showed at higher proficiency level, the VI group was noticeably more anxious than the RI and TP groups, while at the lower level, the PQ and VI groups had significantly higher anxiety than the RI and TP subgroups. The test scores showed that topic preparation (TP) and repeated input (RI) were more effective than giving vocabulary input (VI) or allowing previews of the questions (PQ). In interviews after the test, the participants gave four main reasons for their anxiety before they took the test: firstly, most people reported listening only once, secondly, concern about the mark they would obtain, third, worrying that the test would be very difficult for them as compared to other students in the class, fourth, lack of confidence. The higher-proficiency students in the TP group and lower-proficiency students in the RI group felt less anxious after the task; however, the lower students in the PQ group were the only subgroup that felt more anxious after the task. There was no significant difference between pre-task and post-task anxiety in

the rest of the groups. Thus, the results indicated that different types of listening support affect learners' listening performance differently, and a metacognitive approach is likely to be effective to reduce listening anxiety.

Motivation is another important affective issue in research because listening is an active process, requiring both conscious attention and involvement. There is some evidence for a positive relationship between motivation, use of metacognitive strategies and listening success. Students who indicated high levels of motivation appeared to engage in listening behaviors that were more metacognitive in nature. "Motivation and metacognition appear to be elements that are part of clusters of variables contributing to variance in L2 listening". Kemp's (2010) study about motivating autonomous learning showed how keeping a listening log motivated learners to engage with and reflect on their experiences as potential learning situations. Listening to what learners want to listen to and want to try to comprehend might motivate them to listen with more metacognitive strategies and to keep on learning. He pointed out keeping a listening log enables learners to notice their language development enhanced by developing schemata, metacognitive awareness, motivation and involvement in understanding.

Findings in recent cognitive research provide us with implications for second language listening-pedagogy. One is the importance of metacognitive knowledge and the other is the application of Anderson's (2009) three-stage framework in the comprehension process. Metacognitive knowledge is the key to improve comprehension. While it is still unclear if listening strategies instruction has immediate effectiveness as Cross's (2009) research indicated, Vandergrift and Tafaghodtari's (2010) research showed evidence that metacognitive instruction make a significant difference in final comprehension measure. Less skilled listeners in the experimental group would make greater gains than more skilled listeners. Instead of teaching metacognitive knowledge, we can use certain listening support which is

effective in allowing learners to use metacognitive strategies. Providing topical background and repeated input help the most to promote the use of metacognitive knowledge while vocabulary input is the least helpful since it allows listeners to focus on bottom-up processing too much. Also, a metacognitive approach is effective to reduce anxiety [29:76].

Besides the teaching framework of top-down skills and bottom-up skills, Anderson's (2009) comprehension model in cognitive psychology is likely to provide a new methodological framework: perception skill, parsing skill, and utilization skill. The findings regarding the three stages imply that listening instruction can focus on improving control ability in each stage.

Next, findings in linguistic research provide us with methodological implications about the importance of teaching vocabulary, rhythmic cues and L2 listening as comprehension. Vocabulary knowledge is a critical predictor of listening comprehension. Although vocabulary input as a listening support is not as effective as, for example, providing background on the topic, the listener's vocabulary knowledge plays an important role in bottom-up processing. According to Nation (2006), mastering more than the most frequent 6,000 word families seems an appropriate goal for L2 learners to comprehend spoken language. The most frequent 1,000 word families that can cover 85% of spoken text might not be sufficient for deep comprehension. Since unknown vocabulary causes listening anxiety, teachers need to choose appropriate listening text matched by learner's size of vocabulary. Stahr (2009) proposes that at least 98% lexical coverage of the spoken text is needed for listeners to comprehend it. If the instruction focuses on developing comprehension skills, such as practicing word recognition and use of the metacognitive knowledge, the spoken text, which contains only known vocabulary, might be effective. Second, it seems significant to teach learners to pay attention to the rhythmic cues such as stress and intonation, because they remain important even in very fast speech where the

phoneme might be indistinct or missing. Therefore, when vocabulary instruction is given, learners need to notice the phonological features including stress so that they can identify the word or the phrase in spoken form.

In addition, dictation is an effective bottom-up approach for improving L2 listening performance. Kiany and Shiramiry (2002) investigated the effect of frequent dictation on the listening comprehension ability of elementary EFL learners. Results indicated that dictation did have a significant effect on the listening comprehension ability of the experimental group. The study proposed probable reasons: dictation could force learners to listen more attentively to decode the foreign speech. Dictation could strengthen learners' memory to keep one chunk of meaningful speech in their mind until they could write it on paper. Dictation is a good task to learn phonological features such as cues and also to identify constituent structure, which is an important skill in the parsing stage.

Especially for lower proficiency learners, dictation helps learners' comprehension by paying more attention to content words that convey meaning. The current practice of listening out for key words seems to be justified by Field's (2008) study. He provided the following implications:

In the early stages of listening development, learners should be asked to build a general and sometimes approximate meaning representation on the basis of the more prominent content words in the text; however, as listening competence improves, instructors might move on from meanings to forms that can be applied to teaching listening [31:428].

Finally, findings in affective research show the importance of reducing listening anxiety in listening instruction. Difficulties associated with rate of speech, lexical features and pronunciation are the main sources of stress. If the appropriate instruction improves learners' speech perception skills and use of metacognitive

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strategies, listening anxiety can be reduced. Reducing listening anxiety will play a positive effect on accurate assessment as well as improving listening. It is important for teachers to design a listening comprehension test in a way that enables learners to demonstrate their ability by reducing the effects of anxiety as much as possible. Chang and Read's (2008) study on the relationship between listening support and listening anxiety suggests that providing topical knowledge and repeated input are effective in reducing listening anxiety as well as allowing the learners to use metacognitive knowledge. This field should be studied more in order to develop listening tasks which lower anxiety as well as measure learners' real listening comprehension ability.

The other goal of developing listening is to allow learners to acquire the L2. Teachers need to consider teaching listening in order to promote learners' acquisition as well as comprehension. The implications for teaching listening for acquisition in terms of cumulative listening activity, meaningful communicative activities, and autonomous learning will now be discussed. Kemp (2010) suggests that cumulative meaningful listening activities might be important for listening for acquisition. He reported that through using a listening log, the learners developed independent learning skills, including the ability to monitor their performance, and make decisions and act upon them. He argues that "what has been learnt may not be evident after one listening event; instead, the effect is likely to be cumulative" (p. 386). L2 learners restructure linguistic knowledge and create new schemata on an unfamiliar culture through cumulative listening experiences. More attention needs to be paid to the cumulative listening effect for acquisition. To support this, Schmitt (2008) suggests that establishing the meaning-form link is essential for vocabulary instruction, and once this initial meaning-form link is established, it is crucial to consolidate it with repeated exposures and it is best learned by being exposed to the lexical item many

times in many different contexts. This means listening to targeted lexical items many times in many different contexts helps learners' language acquisition.

Next, learners need to be encouraged to participate more in communicative activities which could enhance learning opportunities through increased input and output that are required to promote acquisition. Richards (2005) claims that input can best serve as the basis for intake when it includes features not already in the learners' linguistic repertoire and which are at an appropriate difficulty level for the learners' communicative needs. He suggests that "learners need to take part in activities which require them to try out and experiment in using newly noticed language forms in order for new learning items to become incorporated into their linguistic repertoire" (p. 89). To prevent conversation breakdown, it is helpful for the learners to learn repair practices. Wong and Waring (2010) also wrote that "teaching repair practices, ways of addressing problems in speaking, hearing, or understanding of the talk, might help learners to listen to learn" (p. 212). If learners are taught repair practices, they can negotiate meaning by using repair practices and be encouraged to take part in L2 conversation with less anxiety.

Finally, learners, especially advanced ones, need to be encouraged to be independent learners who are able to exploit the potential learning situation. Listening comprehension skill plays an important role in autonomous learning. Field (2007) argues:

True learner empowerment consists of the freedom to learn outside the teaching context and the ability to continue learning after instruction has finished; instead of creating instruction dependent learners, we need to design programmes that both equip students for the world beyond the classroom and enable them to extract linguistic information from the resources which an L2-rich environment provides.

Nowadays, learners can easily access L2 environments through the Internet, DVDs and other multimedia even in an EFL context. It is significant for teachers to recognize that developing listening comprehension skill is not the final goal for the learners but the foundation for becoming independent learners [42:63].

2.2   Principles of language acquisition and decisions in teaching

As communicative language teaching continues to evolve, teachers are becoming increasingly aware of the important role of listening in language acquisition. In communicative English classes students are surrounded by the spoken language – from the teacher, from their peers, and from audio and video media. Although students are expected to understand and respond to this language in some fashion, they are often given only vague guidance about how to listen and how to learn from listening. Some method of structuring learners' expectations for how to listen is needed in order to maximize these learning opportunities.

Although it is not always apparent, our key decisions about teaching are grounded in our theory of language acquisition. What we decide to do in the classroom is influenced by our beliefs about the nature of second language acquisition (SLA), our theories about feedback, our views of teacher and student roles, and so on. Whatever theory we subscribe to, it entails assumptions about (1) the psychological nature of the acquisition process, (2) the relative position of the role and importance of input and interaction, and (3) a view concerning the learners' own capacity to influence their own success in acquisition of the language. When translated into concrete decisions about classroom instruction, these principles clearly affect our selection of input that learners see and hear, our choice of the types of activities we ask learners to engage in, and the kind of feedback we feel we should give to our students.

The aim of this chapter is to articulate some principles of language development that directly influence our decisions about teaching listening. In particular, how we select input, how we construct activities and tasks, and how we "empower" students to become better learners. The paper will outline four basic principles derived from current SLA theories, focusing on the notion of a "task" as central to the teaching of listening. The paper concludes by demonstrating the types of tasks that can be used in both classroom and self-access settings.

The most optimistic view of second language learning is that any learner with persistent motivation, adequate access to the L2 environment, and enough time can acquire a second language to a near-native level. Whether or not this is true in its strongest form, we do know that motivation is the primary trigger of language acquisition, leading the learner to seek opportunities for learning (i.e. input, output and feedback opportunities) and make a commitment to overcome obstacles and sustain progress.

The initial research paradigm was that learners bring a fixed level of motivation to their learning situations, based on their intrinsic and extrinsic reasons for wanting to learn the new language. However, the research paradigm has been extended to include the ways learners' motivations become clarified and change over time in response to experiences they have. We now understand how successful experiences with understanding and using the target language and supportive encounters with speakers of the target language can shift or amplify motivation, while continual misunderstandings and unsupportive interactions tend to erode motivation.

In terms of selecting input (e.g., listening, reading, or multimedia) for language teaching, the research on motivation supports a position that most experienced teachers have adopted for years. That is, our first priority in planning individual lessons and entire courses is to ensure successful learning experiences that will

encourage wanting to learn the language. Therefore, it is important that the teacher select what Beebe (1985) termed "the right stuff"—the kinds of input that will engage learners, arouse their curiosity, and make them want to remember what they are learning.

After choices about topics and types of input, two additional factors are part of the input selection process. The first factor is editing or cuing the listening extract itself. While there is a wealth of L2 listening material available from media and Internet sources, particularly for learners of English, hardly any of it can be used "as is," in an unedited, or unprepared form. The teacher needs to decide which parts of the input are most worthy of focusing upon. Part of the guidance for this decision is simply length. Generally, learners at any level need to have much of input "chunked" into shorter segments of 30 to 90 seconds, followed by a means of reviewing and consolidating the content. Due to the constraints of short-term memory, a learner may not receive much benefit from continued listening without intervening tasks to help with memory consolidation.

The second factor is pre-listening preparation. To maximize learning, it is vital that the teacher create "pre-listening" tasks that activate the learners' knowledge and interest. Any techniques that help engage learners in wanting to listen actively are likely to promote better learning. Pre-listening surveys, pair questionnaires, or prediction activities using key vocabulary from the extract are often helpful.

The notion of task is central to learning in all fields. Definitions of a task in language education differ, but there seems to be a convergence on three factors. First is that a task is a fundamental "learning structure," designed for the purposes of increasing learning. Second, a task involves distinct input (oral and/or visual), a clear set of procedures, and a tangible outcome. Third, a task can be monitored and evaluated by the teacher, who can provide some form of feedback and evaluation on

performance. Listening tasks can be one-way or two-way. In a one-way task all input comes from an outside source (like a videotape) to the learner, and the learner is responsible for doing something with the input (such as writing down key words and formulating main ideas). In a two-way task, some input comes from outside, usually from a partner, and the learner has to process that information, then produce some kind of comprehensible output to a partner to complete a collaborative task. Both kinds of tasks are useful in communicatively oriented classrooms because they focus on interactive speaking and listening. For planning purposes, listening tasks can be divided into "pre-listening," "while-listening," and "post-listening" phases:

• Pre-listening

Effective listening tasks often involve an explicit "pre-listening" step, some activity that the learner does prior to listening to the main input in order to increase readiness. This step is designed to activate what the learner already knows, provide an "advance organizer" to help the learner predict ideas and "pre-structure" information. The pre-listening step may include explicit pre-teaching of vocabulary, grammatical or rhetorical structures, specific pronunciations of phrases, or ideas to be contained in the upcoming input.

• While-listening

When the learner actually begins listening to the input, there needs to be some expectation for concrete action. "While listening" tasks can include guided note taking, completion of a picture or schematic diagram or table, composing questions - any tangible activity that the learner does while listening to demonstrate ongoing monitoring of meaning. This stage of the listening task is usually the most problematic for the teacher to prepare because it involves designing a task that involves only minimal reading or writing

• Post-listening

The "post-listening" stage of listening occurs in the few minutes following the actual attending to the text. This is probably the most important part of listening instruction because it allows the learner to build mental representations and develop short term L2 memory, and increase motivation for listening a second time. Post-listening tasks can involve additional reading, writing, speaking, and interaction, and may include comparing notes, negotiating a summary with a partner, and formulating responses, or questions about what was just heard. The entire cycle of a tasks involving pre-listening, whilelistening, and post-listening may require 15 minutes for each short extract that the learners hear. It is important that the cycle can be repeated to allow for a second and third listening. This repetition of while-listening and post-listening tasks, with some variation, gives learners time to try out new strategies for understanding [30:81].

One of the major obstacles in listening instruction is that learners become habituated to ignoring numerous features of the target language input and begin to "fossilize" in their listening ability. Because of capacity limitations, the learner attends to the most recognizable aspects of the input, while other parts of the input remain a blur. Therefore, one goal of listening instruction is to help learners "notice" more of the input and utilize more information from the input as they construct meaning.

The term "noticing" in language acquisition theory refers to a conscious movement of attention toward "new" aspects of input, what Robinson (1998) calls "a momentary subjective experience" of observing something for the first time. The key to utilizing the concept of noticing in listening instruction involves both timing and context. In order to be effective, noticing of a new feature has to occur in real-time and in a context where the listener's attention naturally goes toward building meaning. If language instructors can successfully incorporate explicit noticing steps into tasks, learners can then accelerate their learning and make breakthroughs in listening ability.

Long (1998) has outlined a progression of ways that teachers can assist learners to become more aware of specific language features in listening activities. The first ("least obtrusive") way is to design the input with a "flood" of target features (a grammatical example would be many instances of the passive voice; a pragmatic example would be instances of a particular formula for refusing an invitation). The second way, utilized in the "processing instruction" approach of Van Patten (1996), is to design the task outcome to require noticing of the particular feature. A third way is to provide "input enhancement," either by previewing (by way of a pre-listening task) or highlighting (by giving it greater stress) a particular feature so that it is more likely to be noticed. In addition to these while-listening tasks, post-listening tasks involving negotiation and reconstruction of the input (such as the dictogloss technique described by Wajnryb (1997)) can also be used.

Teachers often use listening activities in the classroom and give students homework involving listening. Though listening practice alone is potentially very useful, many listening activities can be greatly improved through the use of task design principles. This chapter outlined four basic principles. By reviewing these principles and posing questions relating to them as they design listening activities, teachers can become more effective at maximizing the value of listening for their students:

1.   Input selection

Will the input increase learner's motivation?

Is it interesting? Is it relevant?

Is it packaged in a way that makes it accessible?

2.   Task design

Does the task promote learning?

Is the task worth doing?

Does the task focus on meaning?

Does the task have pre-listening, while listening, and post-listening phases?

Are the procedures clear?

 Are there clear outcomes?

Can the tasks be repeated?

3.   Strategy use

 Are the learners encouraged to use active listening strategies?

Are there opportunities in the task for predicting, guessing, selecting, clarifying, monitoring, responding, interacting, reflecting?

4. Language Awareness

Does the task promote language awareness?

Are there opportunities for the student to notice new vocabulary and structures?

   By using these principles in listening task design, teachers can clarify their beliefs about language acquisition and create tasks that are more suitable for their students [9:319].

2.3.   Facilitating foreign language listening comprehension

   This chapter presents arguments for an emphasis on listening comprehension in language learning/teaching. An explanation of how listeners can use strategies to enhance the learning process is presented, with a review of the existing research base

on how second language listening is taught. The major part of the chapter presents and discusses pedagogical recommendations, as well as examples of performance checklists for developing metacognitive awareness.

Listening comprehension is anything but a passive activity. It is a complex, active process in which the listener must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain what was gathered in all of the above, and interpret it within the immediate as well as the larger sociocultural context of the utterance. Co-ordinating all of this involves a great deal of mental activity on the part of the listener. Listening is hard work, and deserves more analysis and support. Listening comprehension as a separate and important component of language learning only came into focus after significant debate about its validity. Recent research has demonstrated the critical role of language input in language learning, providing support for the primacy of listening comprehension in instructional methods. This has led Dunkel to assert that the study of listening comprehension has become the 'polestar' of second language acquisition theory building, research, and pedagogy. This chapter will explain how listening comprehension can enhance the process of language learning/acquisition, how listeners can use strategies to facilitate that process, and how teachers can nurture the development of these strategies [8:223].

As mentioned above, it is now generally recognized that listening comprehension plays a key role in facilitating language learning. According to Gary (1975) giving pre-eminence to listening comprehension, particularly in the early stages of second language teaching/learning, provides advantages of four different types: cognitive, efficiency, utility, and affective. The cognitive advantage of an initial emphasis on listening comprehension is its respect for a more natural way to learn a language. To place speaking before listening, as advocated by the audio-lingual method, is to 'put the cart before the horse'. Processing and decoding auditory input requires recognition

knowledge, whereas encoding and generating speech output requires retrieval knowledge. Insisting that learners produce what is not yet assimilated in long-term memory (LTM) leads to cognitive overload. This explains why, when students first begin to learn a language, they have difficulty listening for accurate meaning and learning to produce correct sounds at the same time. Short-term memory (STM) is not capable of retaining all of this information, so when learners are forced to speak before they are ready to do so, they have to resort to native language habits. Concentrating on speaking leaves little room for listening, and little room for comprehension; that, understands meaningful messages.

Closely related to the cognitive advantage is the efficiency advantage. Language learning can be more efficient if learners are not immediately required to produce all the language material to which they are exposed. This allows for more meaningful language use earlier in the course, since learners can use all of the limited attentional resources of STM to concentrate on meaning. This has been shown to enhance the acquisition of other language skills as well. A preliminary emphasis on listening is also more efficient, because students are exposed only to good language models (the teacher and realistic recordings) instead of the imperfect utterances of classmates. This makes more efficient use of everyone's time than the oral class, where one can spend a great deal of time waiting for answers that are slow in coming.

This leads to the third advantage: the usefulness of the receptive skill, or the utility advantage. Research has demonstrated that adults spend 40- 50% of communication time listening, 25-30% speaking, 11-16% reading, and about 9% writing (Rivers in Gilman and Moody 1984: It follows that language learners will make greater use of comprehension skills. Whereas speakers can, at their own pace, use paralinguistic and other communication strategies to maintain communication, listeners must adjust to the speaker's tempo and active vocabulary. This is probably the most important reason for teaching listening comprehension strategies, and provides the rationale for

the continued inclusion of listening activities throughout a language programme, even at advanced levels.

The final advantage of an emphasis on listening comprehension is the psychological advantage. Without the pressure of early oral production there is less potential embarrassment about producing sounds that are difficult to master, especially for adults and teenagers. Once this pressure is eliminated, they can relax and focus on developing the listening skill, and on internalizing the rules which will facilitate the emergence of the other skills. Moreover, listening comprehension results in earlier achievement and a sense of success. The student has greater motivation to continue learning; as one student commented to Rubin (1988: 1): 'I like this (exercise). It makes me feel smart.' To conclude, listening comprehension is a highly integrative skill. It plays an important role in the process of language learning/acquisition, facilitating the emergence of other language skills. For these reasons, an awareness and deployment of effective listening comprehension strategies can help students capitalize on the language input they are receiving.

O'Malley and Chamot (1990) have validated a body of language comprehension learning strategies, and an accompanying classification scheme grounded in cognitive theory. They have differentiated and categorized the range of cognitive activity in language learning into two main types: metacognitive and cognitive strategies. Metacognitive strategies are important because they oversee, regulate, or direct the language learning process. These strategies, which involve thinking about the learning process, include planning, monitoring, and evaluating. However, without the deployment of appropriate cognitive strategies, the potential of these metacognitive strategies is curtailed. Cognitive strategies manipulate the material to be learnt or apply a specific technique to the learning task. A third category, socio-affective strategies, was added to describe learning that happens when language learners co-operate with classmates, question the teacher for clarification, or apply specific

techniques to lower their anxiety level. See Vandergrift (1997b) for definitions and examples of listening strategies in each of the three strategy categories [29:95].

While second language strategy research has expanded in recent years, the number of studies in listening comprehension is relatively small, and the research base for listening strategies is even more limited (Rubin1994). However, recent studies on the differences in strategy use between effective and less effective listeners point to the potential role of metacognitive strategies for enhancing success in second language listening. Furthermore, the few studies carried out in listening strategy instruction suggest that students can indeed be instructed in strategy use to enhance their performance on listening tasks.

A group of intermediate-level high school ESL learners received instruction in a metacognitive, a cognitive, and a socio-affective strategy for academic listening. Performance on a post-listening test was compared with two other groups: the first group received instruction in a cognitive and a socio-affective strategy only, the second was a control group, and received no strategy instruction. Results indicated that in each of the daily tests, the treatment group outperformed the control group, and that the metacognitive group outperformed the cognitive group on three of the four tests. The researchers concluded that strategy instruction could be effective in enhancing initial learning, and that teachers could do more than simply provide comprehensible input by pairing learning strategy instruction with listening tasks.

The effect of different types of listening strategy instruction on performance was investigated by Rubin (1988) with high school learners of Spanish. The performance of three experimental groups was compared with that of two control groups in the comprehension of video. Although not all the hypotheses were confirmed, results demonstrated that the use of some listening strategies can help students work with more difficult material. In particular, the use of a storyline strategy enabled the

students in the experimental groups to outperform those who were not instructed. Rubin concluded that 'the combination of well selected video and the acquisition of effective learning strategies can improve student affect and motivation'.

Building on the above study, Thompson and Rubin (1996) investigated the effects of metacognitive and cognitive strategy instruction on the listening comprehension performance of university students learning Russian. The performance of an experimental group who received systematic instruction in listening strategies was compared to the performance of a similar group who received no instruction over a two-year period. Gain scores in the pre- and post-test after the two-year period demonstrated that the students who received strategy instruction in listening to video-recorded texts improved significantly over those who had received no instruction. With regard to instruction in listening to audio-recorded texts, the control also showed improvement, although this result did not reach significance. Furthermore, anecdotal evidence indicated that the use of metacognitive strategies helped students to manage their approach to listening. Although the research base is not large, preliminary evidence indicates that instruction in strategies can help students to capitalize on the language input they receive, and to improve their performance on listening tasks.

In addition to the preliminary evidence on strategy instruction presented to become above, research has pointed to the powerful role of metacognition in learning, and the potential for greater use of metacognitive strategies (see Vandergrift 1997b for references in both L1 and L2 learning). Given all of the above, ESL/EFL teachers would do well to create an awareness of and foster the acquisition of metacognitive strategies. The following suggestions can help teachers to develop 'metastrategic awareness' in their students, and in particular to develop transactional listening, where students listen to oral texts in order to obtain information and complete a comprehension task.

ESL/EFL teachers can discuss the concept of strategy in class and help their students to discover the kinds of strategies they use to understand spoken English. One interesting way of creating metastrategic awareness is to expose students to an oral text in a language other than English, and discuss the different cues one can use to guess at the possible meaning of the text. Mendelsohn (1994) describes such an activity to sensitize students to the variety of cues for which one can listen for this purpose. Such an activity is particularly useful to students who are not conscious of and/or do not naturally transfer native language listening strategies to learning another language. It also develops the strategy of selective attention, an important metacognitive strategy [25:115].

The pedagogical sequence of pre-listening, listening and post-listening activities is not new .However, if used consistently, this sequence of teaching strategies can guide students through the mental processes for successful listening comprehension, and promote the acquisition of metacognitive strategies in three categories: planning, monitoring, and evaluating. Pre-listening activities are crucial to good second language pedagogy. During this critical phase of the listening process, teachers prepare students for what they will hear and what they are expected to do. First, students need to bring to consciousness their knowledge of the topic, their knowledge of how information is organized in different texts, and any relevant cultural information. Second, a purpose for listening must be established so that students know the specific information they need to listen for and/or the degree of detail required. Using all the available information, students can make predictions to anticipate what they might hear.

Pre-listening activities help students make decisions about what to listen for and, subsequently, to focus attention on meaning while listening. In order to encourage a

personal approach to listening, and thereby foster autonomy during this phase, the teacher can encourage discussions, with the whole class or in pairs, on how different students prepare themselves for a particular listening task before beginning it.

During the listening activity itself, students continue to monitor their comprehension and make decisions about strategy use. They need to evaluate continually what they are comprehending for (1) consistency with their predictions, and (2) internal consistency, i.e. the ongoing interpretation of the oral text or interaction. Teacher intervention during this phase is virtually impossible, because of the ephemeral nature of listening. Periodic practice in decision-making skills and strategy use can sharpen inferencing skills and help students to monitor more effectively. Strategies to be practiced include: logical inferencing and appropriate use of elaboration or world knowledge, and word derivation skills. Furthermore, Willing (1989) outlines some excellent activities for developing inferencing abilities in students at all levels of language learning.

An excellent activity for developing both planning and monitoring strategies is a form of the cloze exercise, using the written version of an oral text. Students are givena written version of the oral text with individual words or parts of the text deleted. Before listening to the text, students are asked to read the text and to attempt to fill in the missing words. This helps students to use context to develop inferencing, and topredict the word(s) that they might hear. A class discussion, or work in pairs, will allow students to review difficulties and justify choices. A subsequent listening to the text promotes selective attention (planning) and verification of hypotheses (monitoring). A reflection on the activity (discussing the merits of the decisions made) will promote the strategy of evaluation.

Students need to evaluate the results of decisions made during a listening task. The teacher can encourage self-evaluation and reflection by asking students to assess the

effectiveness of strategies used. Group or class discussions on the approach taken by different students can also stimulate reflection and worthwhile evaluation. Students are encouraged to share individual routes leading to success, such as how someone guessed (inference) the meaning of a certain word, or how someone modified a particular strategy [17:64].

In order to help students consciously focus on planning, monitoring, and evaluation before and after the completion of listening tasks, teachers can develop performance checklists such as the ones found in Appendices 1 and 2. Instruments such as these can guide students in preparing themselves for a particular listening task, and for evaluating their performance afterwards.

Appendix 1 encourages students to reflect on the different cognitive steps to be taken in preparing for a listening activity, and evaluating the subsequent results. After the pre-listening activities, students complete the first part of the checklist (Before listening), checking whether or not they have considered all the elements, and whether they have performed all the necessary steps for success, before they begin to listen. After listening and attempting to complete the listening task, students complete the second part (After listening), which will help them to evaluate their performance in a systematic fashion, particularly if they had difficulty completing the task. This self-evaluation will help students to adjust their strategies for the second attempt. Room for a written reflection at the bottom of the instrument encourages students to personally reflect on the process, and concretely state what they will do to improve their performance the next time.

This instrument can be adjusted as necessary. The number of elements can be reduced to the most pertinent if the teacher decides that the instrument is too cumbersome. It can also be translated into the first language of the learners, if one is working with a homogeneous group. A number of columns can be added so that the

instrument can be used on a number of different dates (with room for reflective comments on the other side of the sheet). This checklist could then become part of the student portfolio, tracking progress over time.

Appendix 2 helps students to develop strategies for listening without the benefit of pre-listening activities. If students are to develop real-life listening skills (e.g. for understanding radio or television) they must learn to develop strategies that will help them understand the gist of a text, as well as the details that they need to know. Students listen to an oral text and attempt to identify main elements of the text. After the first listening they write their hypothesis for each element under the 'Guess' column, and under the 'Reasons' column state why/how they arrived at their hypothesis. Each student then works with a partner to compare answers and discuss potential discrepancies. On the basis of their discussion, they indicate other possibilities for which they will listen during the second time through the text. After the second listening, and subsequent class discussion to verify the answers, each student is encouraged to reflect on the process by identifying specifically what he or she will do differently next time.

Development and use of performance checklists can help students become more aware of the process of listening, allowing them to consciously intervene in the process by deploying efficient strategies. Focusing on the process as well as on the product of listening can help students to reflect on their learning, and encourage them consciously to adjust their strategies [6:58].

Conclusion on the second chapter

An emphasis on listening comprehension, as well as the application of listening strategies, will help students to capitalize on the language input they receive, and to achieve greater success in language learning. Learning strategies are useful tools for students because they open up more reliable and less frustrating routes to language learning success. In particular, the use of listening strategies can make authentic texts more accessible in the early stages of learning a language, so that the process becomes more relevant and interesting for the learners. One final caveat should be noted: the process of developing useful listening strategies is best achieved when teachers provide students with abundant opportunities for listening practice outside of evaluation. Too often teachers only use listening activities to test the listening abilities of their students, which leads to anxiety and apprehension. This is not a context favorable to the acquisition of useful listening strategies. This paper has argued that there are cognitive, efficiency, utility, and affective advantages for focusing on listening in language learning/teaching, that metacognitive strategies are crucial to success in listening comprehension, and that these strategies can be taught. Finally, in response to the theoretical claims, this paper has provided a framework for incorporating explicit strategy instruction into L2 classes, as well as some concrete activities for developing listening strategies.

Chapter III. Effective teaching–learning methods in practice for developing listening comprehension

Learning to communicate in another language takes a long time. It is one of the most challenging tasks your students are likely to undertake, and they can easily become discouraged and bored with it. This section presents techniques that language teachers can use to keep their students interested and motivated by helping them understand the language acquisition process, connect language learning with their larger educational and life goals, and succeed as language learners.

One of the most challenging tasks for language instructors is finding effective ways to determine what and how much their students are actually learning. Instructors need to think carefully about what kinds of knowledge their tests allow students to demonstrate [11:352].

3.1 Goals and Techniques for Teaching Listening

Instructors want to produce students who, even if they do not have complete control of the grammar or an extensive lexicon, can fend for themselves in communication situations. In the case of listening, this means producing students who can use listening strategies to maximize their comprehension of aural input, identify relevant and non-relevant information, and tolerate less than word-by-word comprehension.

Focus: The Listening Process

To accomplish this goal, instructors focus on the process of listening rather than on its product.

- They develop students' awareness of the listening process and listening strategies by asking students to think and talk about how they listen in their native language.

- They allow students to practice the full repertoire of listening strategies by using authentic listening tasks.

- They behave as authentic listeners by responding to student communication as a listener rather than as a teacher.

- When working with listening tasks in class, they show students the strategies that will work best for the listening purpose and the type of text. They explain how and why students should use the strategies.

- They have students practice listening strategies in class and ask them to practice outside of class in their listening assignments. They encourage students to be conscious of what they're doing while they complete listening tape assignments.

- They encourage students to evaluate their comprehension and their strategy use immediately after completing an assignment. They build comprehension checks into in-class and out-of-class listening assignments, and periodically review how and when to use particular strategies.

- They encourage the development of listening skills and the use of listening strategies by using the target language to conduct classroom business: making announcements, assigning homework, describing the content and format of tests.

- They do not assume that students will transfer strategy use from one task to another. They explicitly mention how a particular strategy can be used in a different type of listening task or with another skill.

By raising students' awareness of listening as a skill that requires active engagement, and by explicitly teaching listening strategies, instructors help their students develop both the ability and the confidence to handle communication situations they may encounter beyond the classroom. In this way they give their students the foundation for communicative competence in the new language.

Integrating Metacognitive Strategies

Before listening: Plan for the listening task

•   Set a purpose or decide in advance what to listen for

•   Decide if more linguistic or background knowledge is needed

•   Determine whether to enter the text from the top down (attend to the overall meaning) or from the bottom up (focus on the words and phrases)

During and after listening: Monitor comprehension

•   Verify predictions and check for inaccurate guesses

•   Decide what is and is not important to understand

•   Listen/view again to check comprehension

•   Ask for help

After listening: Evaluate comprehension and strategy use

•   Evaluate comprehension in a particular task or area

•   Evaluate overall progress in listening and in particular types of listening tasks

•   Decide if the strategies used were appropriate for the purpose and for the task

•   Modify strategies if necessary

Using Authentic Materials and Situations

Authentic materials and situations prepare students for the types of listening they will need to do when using the language outside the classroom.

One-Way Communication

Materials:

• Radio and television programs

• Public address announcements (airports, train/bus stations, stores)

• Speeches and lectures

• Telephone customer service recordings

Procedure:

• Help students identify the listening goal: to obtain specific information; to decide whether to continue listening; to understand most or all of the message

• Help students outline predictable sequences in which information may be presented: who-what-when-where (news stories); who-flight number-arriving/departing-gate number (airport announcements); "for [function], press [number]" (telephone recordings)

• Help students identify key words/phrases to listen for

Two-Way Communication

In authentic two-way communication, the listener focuses on the speaker's meaning rather than the speaker's language. The focus shifts to language only when meaning is not clear. Note the difference between the teacher as teacher and the teacher as authentic listener in the dialogues in the popup screens.

Strategies for Developing Listening Skills

Language learning depends on listening. Listening provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication.

Effective language instructors show students how they can adjust their listening behavior to deal with a variety of situations, types of input, and listening purposes. They help students develop a set of listening strategies and match appropriate strategies to each listening situation [22:30].

3.2 Listening Strategies and their usage in practice

Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input.

Top-down strategies are listener based; the listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next. Top-down strategies include

• listening for the main idea

• predicting

• drawing inferences

• summarizing

Bottom-up strategies are text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom-up strategies include

- listening for specific details

- recognizing cognates

- recognizing word-order patterns

Strategic listeners also use metacognitive strategies to plan, monitor, and evaluate their listening.

- They plan by deciding which listening strategies will serve best in a particular situation.

- They monitor their comprehension and the effectiveness of the selected strategies.

- They evaluate by determining whether they have achieved their listening comprehension goals and whether the combination of listening strategies selected was an effective one.

Listening for Meaning

To extract meaning from a listening text, students need to follow four basic steps:

- Figure out the purpose for listening. Activate background knowledge of the topic in order to predict or anticipate content and identify appropriate listening strategies.

- Attend to the parts of the listening input that are relevant to the identified purpose and ignore the rest. This selectivity enables students to focus on specific items in the input and reduces the amount of information they have to hold in short-term memory in order to recognize it.

- Select top-down and bottom-up strategies that are appropriate to the listening task and use them flexibly and interactively. Students' comprehension improves and

their confidence increases when they use top-down and bottom-up strategies simultaneously to construct meaning.

• Check comprehension while listening and when the listening task is over. Monitoring comprehension helps students detect inconsistencies and comprehension failures, directing them to use alternate strategies.

Developing Listening Activities

As you design listening tasks, keep in mind that complete recall of all the information in an aural text is an unrealistic expectation to which even native speakers are not usually held. Listening exercises that are meant to train should be success-oriented and build up students' confidence in their listening ability.

Construct the listening activity around a contextualized task.

Contextualized listening activities approximate real-life tasks and give the listener an idea of the type of information to expect and what to do with it in advance of the actual listening. A beginning level task would be locating places on a map (one way) or exchanging name and address information (two way). At an intermediate level students could follow directions for assembling something (one way) or work in pairs to create a story to tell to the rest of the class (two way).

Define the activity's instructional goal and type of response.

Each activity should have as its goal the improvement of one or more specific listening skills. A listening activity may have more than one goal or outcome, but be careful not to overburden the attention of beginning or intermediate listeners.

Recognizing the goal(s) of listening comprehension   in each listening situation will help student's select appropriate listening strategies.

• Identification: Recognizing or discriminating specific aspects of the message, such as sounds, categories of words, morphological distinctions

• Orientation: Determining the major facts about a message, such as topic, text type, setting

• Main idea comprehension: Identifying the higher-order ideas

• Detail comprehension: Identifying supporting details

• Replication: Reproducing the message orally or in writing

Check the level of difficulty of the listening text.

The factors listed below can help you judge the relative ease or difficulty of a listening text for a particular purpose and a particular group of students.

How is the information organized? Does the story line, narrative, or instruction conform to familiar expectations? Texts in which the events are presented in natural chronological order, which have an informative title, and which present the information following an obvious   organization (main ideas first, details and examples second) are easier to follow.

How familiar are the students with the topic? Remember that misapplication of background knowledge due to cultural differences can create major comprehension difficulties.

Does the text contain redundancy? At the lower levels of proficiency, listeners may find short, simple messages easier to process, but students with higher proficiency benefit from the natural redundancy of the language.

Does the text involve multiple individuals and objects? Are they clearly differentiated? It is easier to understand a text with a doctor and a patient than one

with two doctors, and it is even easier if they are of the opposite sex. In other words, the more marked the differences, the easier the comprehension.

Does the text offer visual support to aid in the interpretation of what the listeners hear? Visual aids such as maps, diagrams, pictures, or the images in a video help contextualize the listening input and provide clues to meaning.

Use pre-listening activities to prepare students for what they are going to hear or view.

The activities chosen during pre-listening may serve as preparation for listening in several ways. During pre-listening the teacher may

•   assess students' background knowledge of the topic and linguistic content of the text

•   provide students with the background knowledge necessary for their comprehension of the listening passage or activate the existing knowledge that the students possess

•   clarify any cultural information which may be necessary to comprehend the passage

•   make students aware of the type of text they will be listening to, the role they will play, and the purpose(s) for which they will be listening

•   provide opportunities for group or collaborative work and for background reading or class discussion activities

Sample pre-listening activities:

•   looking at pictures, maps, diagrams, or graphs

•   reviewing vocabulary or grammatical structures

- reading something relevant

- constructing semantic webs (a graphic arrangement of concepts or words showing how they are related)

- predicting the content of the listening text

- going over the directions or instructions for the activity

- doing guided practice

Match while-listening activities to the instructional goal, the listening purpose, and students' proficiency level.

While-listening activities relate directly to the text, and students do them do during or immediately after the time they are listening. Keep these points in mind when planning while-listening activities:

If students are to complete a written task during or immediately after listening, allow them to read through it before listening. Students need to devote all their attention to the listening task. Be sure they understand the instructions for the written task before listening begins so that they are not distracted by the need to figure out what to do.

Keep writing to a minimum during listening. Remember that the primary goal is comprehension, not production. Having to write while listening may distract students from this primary goal. If a written response is to be given after listening, the task can be more demanding.

Organize activities so that they guide listeners through the text. Combine global activities such as getting the main idea, topic, and setting with selective listening activities that focus on details of content and form.

Use questions to focus students' attention on the elements of the text crucial to comprehension of the whole. Before the listening activity begins, have students review questions they will answer orally or in writing after listening. Listening for the answers will help students recognize the crucial parts of the message.

Use predicting to encourage students to monitor their comprehension as they listen. Do a predicting activity before listening, and remind students to review what they are hearing to see if it makes sense in the context of their prior knowledge and what they already know of the topic or events of the passage.

Give immediate feedback whenever possible. Encourage students to examine how or why their responses were incorrect.

Sample while-listening activities

• listening with visuals

• filling in graphs and charts

• following a route on a map

• checking off items in a list

• listening for the gist

• searching for specific clues to meaning

• completing cloze (fill-in) exercises

• distinguishing between formal and informal registers

Using Textbook Listening Activities

The greatest challenges with textbook tape programs are integrating the listening experiences into classroom instruction and keeping up student interest and motivation.

These challenges arise from the fact that most textbook listening programs emphasize product (right or wrong answer) over process (how to get meaning from the selection) and from the fact that the listening activities are usually carried out as an add-on, away from the classroom [27:83].

You can use the guidelines for developing listening activities given here as starting points for evaluating and adapting textbook listening programs. At the beginning of the teaching term, orient students to the tape program by completing the exercises in class and discussing the different strategies they use to answer the questions. It is a good idea to periodically complete some of the lab exercises in class to maintain the link to the regular instructional program and to check on the effectiveness of the exercises themselves.

Integrating Listening Strategies with Textbook Audio and Video

Students can use this outline for both in-class and out-of-class listening/viewing activities. Model and practice the use of the outline at least once in class before you ask students to use it independently.

1. Plan for listening/viewing

• Review the vocabulary list, if you have one

• Review the worksheet, if you have one

• Review any information you have about the content of the tape/video

2. Preview the tape/video

• (tape) Use fast forward to play segments of the tape; (video) view the video without sound

• Identify the kind of program (news, documentary, interview, drama)

- Make a list of predictions about the content

- Decide how to divide the tape/video into sections for intensive listening/viewing

3. Listen/view intensively section by section. For each section:

- Jot down key words you understand

- Answer the worksheet questions pertaining to the section

- If you don't have a worksheet, write a short summary of the section

4. Monitor your comprehension

- Does it fit with the predictions you made?

- Does your summary for each section make sense in relation to the other sections?

5. Evaluate your listening comprehension progress

Assessing Listening Proficiency

You can use post-listening activities to check comprehension, evaluate listening skills and use of listening strategies, and extend the knowledge gained to other contexts. A post-listening activity may relate to a pre-listening activity, such as predicting; may expand on the topic or the language of the listening text; or may transfer what has been learned to reading, speaking, or writing activities.

In order to provide authentic assessment of students' listening proficiency, a post-listening activity must reflect the real-life uses to which students might put information they have gained through listening.

- It must have a purpose other than assessment

•   It must require students to demonstrate their level of listening comprehension by completing some task.

To develop authentic assessment activities, consider the type of response that listening to a particular selection would elicit in a non-classroom situation. For example, after listening to a weather report one might decide what to wear the next day; after listening to a set of instructions, one might   repeat them to someone else; after watching and listening to a play or video, one might discuss the story line with friends.

Use this response type as a base for selecting appropriate post-listening tasks. You can then develop a checklist or rubric that will allow you to evaluate each student's comprehension of specific parts of the aural text.

For example, for listening practice you have students listen to a weather report. Their purpose for listening is to be able to advise a friend what to wear the next day. As a post-listening activity, you ask students to select appropriate items of clothing from a collection you have assembled, or write a note telling the friend what to wear, or provide oral advice to another student (who has not heard the weather report). To evaluate listening comprehension, you use a checklist containing specific features of the forecast, marking those that are reflected in the student's clothing recommendations [40:137].

Usage results in practice

With the purpose of the knowing the efficiency of using modern teaching technologies to develop listening comprehension of Uzbek pupils, I tried to practice above mentioned methods and strategies. During my practice at school I selected one class of about 30 pupils. The instruments included watching English

movies, interviews, internet information, listening strategy questionnaire, and a weekly learning diary. First, subjects completed the questionnaire of listening strategies. Second, in the class course English Listening Practice, subjects received instruction and practice in the use of EFL listening strategies for 20 minutes in every lesson. Each week two listening strategies were taught with examples and exercises designed by the researcher. In total, subjects were able to learn all listening strategies.

As I mentioned, during my lessons I used several technologies: video tapes, internet interviews and conversations and others. When I used these technologies the interest of the pupils to English language began increasing. The pupils the scenes from popular English films and it gave to pupils to get access with the pronunciation, accent and word usage of English with interest. This method made the pupils to repeat it again in their homes voluntarily.

Internet is acknowledged and widely used by pupils. Pupils learnt how use the Internet in the class to learn English. Online teaching inside the classroom seems to be interesting and made the students to find out the suitable materials for them.Pupils instructed to do the grammar exercises which are available online. Through Internet we collected data from various sources for instructions.

We also used integrating listening strategies with textbook audio and video

Pupils used this outline for both in-class and out-of-class listening/viewing activities. Before using these methods, pupils reviewed the vocabulary list, worksheet and other information which we had about the content of the tape and video.

After using these methods I monitored the listening comprehension of the pupils and evaluated the comprehension progress. The pupils very easily

understand the main content of the video and they wrote summary about the content.

The current research, results indicate that there is significant difference in the subjects' use of listening strategies. That is, subjects employed significantly more strategies after they received the instruction of listening strategies. The present study has confirmed the facilitating effect of strategy instruction on the use of EFL listening strategies. Finally, the current research confirmed the positive effect of using modern teaching technologies in developing listening comprehension.

Conclusion

This research has reviewed the methods of using teaching technologies to develop listening comprehension at colleges. In order to explain it I divided my research into following chapters: Using modern technologies to teach English for college students in Uzbekistan. Listening comprehension in English as a foreign language. Effective teaching–learning methods in practice for developing listening comprehension.

In the first chapter I explained what kind of modern technologies available for our teachers and reviewed how to use them. In the second chapter reviewed the theories of foreign language listening comprehension based on the previous researches. In the last chapter I explained the effective teaching–learning methods for developing listening comprehension and provided pedagogical recommendations.

Fluent listening results only from wide exposure to the various spoken forms of the target language. Listening comprehension can and should be taught from the beginning stages of language learning, with careful step by step planning-mechanical listening for beginning students, meaningful listening for intermediate students, and creative listening for advanced students.

In this paper I mentioned that teaching materials should be selected from as many difficult sources of natural language as possible in order to have students cope in an English speaking environment. All utterances for listening comprehension should be delivered at normal (natural) speed from the earliest lessons. In cases where students report difficulties at the natural speed of delivery, the teacher may be able to cope with them by lengthening the pauses between the segments for the student's rehearsal of the previous information.

I have pointed out that the factors in foreign students' listening comprehension-memory, rapid speed, and unfamiliar vocabulary, and suggested how foreign language

teachers can go about providing their students with practice in listening to the target language. There are undoubtedly additional types of instruction and practice that would be instrumental in improving listening skills for foreign students.

Listening comprehension is anything but a passive activity. It is a complex, active process in which the listener must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain what was gathered in all of the above, and interpret it within the immediate as well as the larger sociocultural context of the utterance. Co-ordinating all of this involves a great deal of mental activity on the part of the listener. Listening is hard work, and deserves more analysis and support. Listening comprehension as a separate and important component of language learning only came into focus after significant debate about its validity.

As I mentioned in this paper, it is now generally recognized that listening comprehension plays a key role in facilitating language learning. One of the most challenging tasks for language instructors is finding effective ways to determine what and how much their students are actually learning. Instructors need to think carefully about what kinds of knowledge their tests allow students to demonstrate. The English teachers of colleges of Uzbekistan can discuss the concept of strategy in class and help their students to discover the kinds of strategies they use to understand spoken English.

As communicative language teaching continues to evolve, teachers are becoming increasingly aware of the important role of listening in language acquisition. In communicative English classes students are surrounded by the spoken language – from the teacher, from their peers, and from audio and video media. Although students are expected to understand and respond to this language in some fashion, they are often given only vague guidance about how to listen and how to learn from

listening. Some method of structuring learners' expectations for how to listen is needed in order to maximize these learning opportunities.

Summary

As I mentioned in this research, in developing listening comprehension, English teachers of Uzbekistan should pay attention to all factors: vocabulary, identifying sounds, knowledge of grammatical elements, memory, speed of speech and others. Also teachers of foreign languages in Uzbekistan should pay attention to teaching materials. Teaching materials are as important as teaching exercises in teaching listening comprehension. Instruction should be made as meaningful as possible by making the teaching material come alive in communicative situations. To make instruction meaningful, teaching material should consist of utterances with a high probability of occurrence and be delivered at normal speed-a speed retaining normal word groupings. In other words, teaching material should be related to common experiences in communication. To put it in another way, when the teacher prepares teaching materials, he/she should draw them from both formal and informal discourses so that the students may have various experiences with many varieties of topics, situations, and speakers.

The teacher should select various materials according to the student's ability. Materials for beginning students should consist mostly of the give and take of simple conversational situations and short sketches related to common experience. Advanced students should contact with both uncontrolled speech and carefully prepared speech such as radio talk, humor, university lectures, plays, and literary essays. They should have the opportunity of working with various materials where they must deduce meanings from the context in a very rapid mental process of association. They should practice getting the general information from the material by putting pieces of information together

Using technology in learning a second language has become a real necessity nowadays. This paper has reviewed briefly how technology can be used in developing

the language skills of the learner. Different modern teaching technologies and methods of their using for improving the listening comprehension were discussed thoroughly. As a result, the following concluding remarks and recommendations can be recorded:

1. As technology has developed, the incorporation of this medium into the instruction process becomes necessary.

2 The computer is being viewed more as an integral part of the learning activity, and as a means by which skills are transferred to learners.

3. Theory and practice in second language learning can be matched together by the use of modern technology.

4. Modern technical ways should be followed for effective learning and teaching of the second language.

5. English language teachers should encourage their students to use technology in developing the language skills.

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