ABSTRACT

Every midterm all faculties are faced with determining how to present course material so that students not only gain knowledge of the discipline, but also become self directed learners who develop problem-solving skills they can apply in future courses and in their careers. Confronted with these challenges, Uzbekistan State World Languages University (UzSWLU) has begun to use *problem-based learning* techniques in teaching speaking to PRESETT groups.

This issue of Listening and *Speaking of Teaching* identifies the central features of developing language skills, provides some guidelines for planning an EFL course, and discusses the impact of teaching listening skills efficiently on student learning and motivation.

In addition to emphasizing teaching listening requires students to be meta-cognitively aware. That is, students must learn to be conscious of what information they already know about the problem, what information they need to know to solve the problem and the strategies to use to solve the problem. Being able to articulate such thoughts helps students become more effective problem-solvers and self-directed learners not only in the class environment but also in their using English language.

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I.Statement of Intent

Listening skills play a significant role in dealing with any language and the English language is also not exception from this.

As far as the researcher is concerned, to master this skill a learner needs some outer and/or inner effect or encouragement. And automatically this issue is related to motivation.

It goes without saying that when an applicant becomes a student, a great demand of focusing on language skills comes into being in front of the learner.

At present great importance is attached to the study and teaching of foreign languages. According to the Presidential Decree 1875 adopted on March 10, 2012 "On measures for further enhancement of the system of teaching of foreign languages" pupils must start learning foreign languages at the early ages. That's why as future teachers we should know the methods of teaching foreign languages to young learners, taking into consideration their psychological characteristics and ways of motivating the learners at the English language classrooms.

It is not always possible to teach English in a way that all students will both learn and experience fun and enjoyment. However, the teacher should do his/her best in order to reach as much supportive learning environment in the classroom as possible.

The researcher is going to hold an investigation about how to motivate junior students to develop their listening skills. It has been continually disputing that learner's motivation helps to take in knowledge effectively and the ways leading to this mount has been sought, found and analyzed.

The researcher observed lessons of some groups of freshmen students. An interest has born to take a research about listening skills and has chosen the relevance between motivation and listening skills in

obtaining and developing a fluent English. As it is known, there are 2 types of motivation: Intrinsic and Extrinsic. Intrinsic motivation exists within the individual and is driven by an interest. Extrinsic motivation comes from the outside of an individual. Both types may be positive (desire, reward) and negative (fear, threat). The researcher considers both motivation types important for learning any language.

The researcher has decided to investigate extrinsic type of motivation in improving listening skills. Nowadays the English language is paid attention very seriously. As it contains 4 main skills, listening is also one undeniable of them. The researcher is going to prove that motivation has quiet an enormous affect in developing this skill.

The result which is going to be expected is raised knowledge and changed attention of learners towards motivation. Participants' listening comprehension of motivation is going to be measured by English motivation comprehension.

The researcher is going to investigate some considerably good ways of improving listening skills as a component of foreign languages of rising influence of this very issue on this very skill.

I.Literature Review

When you talk, you are repeating what you already know. But if you listen, you may learn something new.

William Feather

This research investigates the importance of motivation in developing listening comprehension. A wide variety of periodicals, journals, and texts were used to gather the necessary information for this process.

1.1. The   notion of listening comprehension.

Listening is a skill that underlies rest of the necessary skills. It is the key to developing and maintaining relationships, making decisions and solving the problems. People spend as much as half of their communication time for listening. The importance of listening comprehension in L2 learning is now recognized very well. Researchers and textbook designers are more and more aware of its growing importance; they not only recommend that listening should be taught in L2 learning programs but insist that adequate materials and strategies should be used to teach it efficiently.

Consequently, listening skills need to be encouraged and, most importantly, students must be shown the appropriate strategies when they are exposed to different listening materials.

Listening involves hearing the speakers words, understanding the message and its importance to the speaker, and communicating that understanding to the speaker. The apparent problem is that among all the communication skills, listening is the earliest learned and the most frequently used, yet it seems to be the least mastered.

Listening is an essential and undervalued skill, notes Cohen (1988). Why is it then that while the skill of listening is identified by many researchers as one of the most important qualities people can possess, poor

listening is identified repeatedly as the most common deficiency? Unfortunately, listening skills are very often ignored or just taken for granted.

According to Hlaviso Albert Motlhaka (2004), professor of Indiana University of Pennsylvania School of Graduate Studies and Research Department of English, listening skills are an essential aspect of the development of motivation which empowers students to develop their communication and critical thinking skills necessary for functioning competently in the ESL classroom.

It is quite clear that interactive listening is imperative in our daily life as we share ideas because we spend more time listening to one another in order to respond appropriately in an overall language learning as compared to other learning skills (Morley, 1991). In the ESL classroom, it is easy to see that interactive listening plays a significant role in enhancing ESL students' comprehensible input and advancement of ESL learning when teachers create lesson plans that encourage students to connect the content to their own lives through listening because they are then able to learn on their own. For these reasons, this research contributes to a better understanding of the perceived ESL students' motivation and the strategies used by ESL teachers.

Besides that the development of active listening is essential to students' ability to negotiate language outside of the classroom. Given the relevance of this statement, it is clear that successful ESL interaction either between school teachers and learners, parents and children, medical personnel and patients or law enforcement officials and suspects, is primarily dependent on effective interactive listening skills (Thompson et al., 2004).

Also learners in an interactive listening classroom have good learning opportunities to make it work, not merely to make it right, while

negotiating meanings in interactive listening tasks. For example, teachers can give students contextualized listening activities in which students identify supporting details, which boost their listening ability and confidence to learn ESL. Therefore, motivation may come from the individual learner's emotional satisfaction or pleasure to make learning enjoyable through compelling interaction. Gibbs et al. (1985) and Lu and Julien (2001) suggested that teachers should design a series of stimulating discussion activities that encourage students to express their points of view on a given topic which advances students' comprehensible input and lets the class generate goals to be accompliHed. To illustrate, teachers can demonstrate to students the benefits of what is taught in an ESL classroom by encouraging students to respect each other's viewpoints while praising students for attentively listening to one another. Thus, what emerges from this discussion of motivation is the underlying theme of this research in which ESL students' desires and goals are generally related to their motivation and success to learn the foreign language and its culture. Finally, the discussion of intrinsic, instrumental and integrative motivation reveals that having a specific goal in ESL learning helps students focus their efforts and maintain their motivation.

In fact, several researchers have contended that listening skills are regarded by employers as a major requirement for employment of job seekers, as well as a significant skill for promotions (Brownell, 1993; Brownell & Janusik, 2002, as cited in Thompson et al., 2004; Di Salvo, 1980). This means that students' motivation to learn ESL through listening does not only facilitate ESL learning but also prepares them to be marketable in the job market. Scholars like Wolvin and Coakley (1996) suggest that institutions of higher learning should make every effort to expose students to listening activities and strategies that prepare them to

become good listeners in order to meet employment requirements and become productive employees.

Listening is considered to be one of the four macro skills necessary for effective communication in any language according to most researches. As English is universally used as a means of communication, especially on the Internet, English listening skills should be developed along with the other skills so that these integrated skills will enhance communication competence.

A number of researchers investigated listening skills of students and came to the conclusion about students' low level of listening ability and their inability to speak confidently and fluently. One among the many reasons to take into consideration might be the lack of confidence and anxiety about making errors as stated by Trent (2009) and in other related studies. Most students are not confident in their ability to learn; teachers must overcome their reluctance in order to change this situation.

Atwater hypothesize that, of the four macro English skills, listening seems to be the most important skill required for communication.

Classroom interaction is also necessary and useful as an educational strategy to enhance listening skills. The role of interaction in a classroom context in enhancing listening skills comes from the understanding of its main types: teacher-learner interaction and learner-learner interaction, where negotiation of meaning and the provision of feedback are highlighted. Classroom interaction involves verbal exchanges between learners and teachers. Teachers should know that the learners need to do most of the talk to activate their listening, since listening skills require practice and exposure.

Some researchers observe that not enough time is given to various exercises and opportunities for the improvement of listening ability. Students often complain of ignoring, and discouraging by their teachers

for not listening correctly. Although both teachers and students are responsible for the poor listening ability of the latter, the teachers, who have the professional knowledge and skills, bear a greater responsibility.

Listening comprehension is a key initial step in communication. The better a student can understand what is being said, the better will be their ability to communicate. In addition, they will be better able to notice the characteristics of the target language which will help improve their language development in all four key skill areas.

As Graham (2006) notes, one of the difficulties in strategy instruction is the nature of the skill of listening: it is ephemeral and non-visible, which is likely to affect students" low assessments of their listening skills and consequently to low motivation and poor success in foreign-language listening comprehension. The results of strategy instruction are controversial, but there is some evidence that consistent, long-term strategy instruction is able to improve learners" strategic activity and lead to better learning outcomes (Graham & Macaro, 2007; Graham et al., 2008).

Developing good listening skills is an inherent part of the whole learning process. It cannot be taken apart and analyzed as a separate skill without the general context of CLIL or any other educational methodology. But as previous research indicates (Liubinienė, 2008), from the language point of view, CLIL students develop better oral communication skills, they improve listening skills, they also develop reading skills and academic listening, as well as acquire the skills of presentation and develop ability to answer spontaneously to questions. Thus they definitely improve both subject and foreign language competence.

It should be said that listening competence is a complex skill that needs to be developed by practice. Teachers should provide their learners

with opportunities to reflect on their listening processes and practices. The role of the teacher is very important, as the teacher not only guides the students through the process of listening, but also motivates them and puts them in control of their learning.

The importance of finding effective strategies for teaching listening was demonstrated in research done by Hasan (2000), Kim (2002) and Graham (2003, cited by Vandergrift (2007), who concluded that language learners perceive listening as the most challenging skill to be developed. The grade of difficulty in understanding specific listening input in L2 may generate in learners a feeling of frustration and anxiety (Graham 2003, as cited by Vandergrift, 2007).

Importance of Developing Listening Skills Listening is probably the most important skill that people need to develop to acquire a second language since it is the principal means by which learners receive linguistic input. However, it is found that this skill presents the highest level of difficulty in teaching English as a foreign language to elementary grades. Rubin (1994), Dunkel (1991), Rost (1990) and Anderson and Lynch (1988) cited by Soyoun. They emphasize that listening skills play a crucial role in communication. Moreover, Oxford (1993) says that "listening is perhaps the most fundamental language skill". Richards (1983) cited by Brown (1994), who mentions a list with some micro skills useful for learners to acquire effective interactive listening strategies. Some of these micro-skills were taken as criteria to develop listening in this project: Retain chunks of language of different length in short- term memory, Discriminate among the distinctive sounds of English, Recognize reduced forms of words.

Listening is the process of receiving attending and assigning meaning to aural stimuli (Scarcella & Oxford, 1992). That is, listening is the very first step for us to Listening receive stimuli and then make

responses to the external communication. can also be regarded as a problem-solving skill, whereas listeners are the problem solvers trying to analyze and decipher a series of signals from the coming message. It's a highly integrative skill playing an important role in the process of language acquisition and facilitating the emergence of other language skills. Listening, as Burley-Allen (1982) stated, is taking in information from speakers, acknowledging the speakers in a way that invites the communication to continue, providing limited, but encouraging input to the talker's response and carrying the person's ideas one step forward. Furthermore, the phonological system of the reading and listening combined. language is acquired by listening and oral communication is impossible without a listening skill that is much more highly developed than the listening skill. thus serve as the basis for the development of listening (Chastain, 1976).

Additionally, listening involves the interactive process of listening and listening, and plays a critical role for both an individual to be able to continue the discourse and a medium in the communication process (Long & Macian, 1994). Belasco (1981) It can also stressed that the key to achieving proficiency in listening is the development of proficiency in listening comprehension. Moreover, Rivers (1984) demonstrated that adults spend 40-50% of communication time listening, 25-30% listening, 11-16% reading and about 9% listening. In other words, an adult spends more time on However, according to listening in communication than on the other three skills. Burley-Allen (1982), it's surprising that on the average, people are only about 25 percent effective as listeners. Mueller (1980) indicated that listening is the least understood of the four language skills and consequently the least well taught. Listening is frequently viewed, as Scarcella & Oxford (1992) claimed, as "an enabling skill, not worthy of attention on its own". This concept leads people to believe

effective listening is instinctive and listeners will automatically understand spoken messages without specific exercises and practice in this skill.

As a result, we make little effort to learn or develop listening skills and unknowingly neglect a vital communication function. In response to the mistaken assumptions, this researcher strongly recommends that the teacher teaches listening comprehension strategies and always integrate listening activities into a language program.

Although the ultimate goal of foreign language pedagogy places stress on thedevelopment of four language skills, in comparison with other three language skills, listening has long been the most ignored skill in language teaching (Carroll, 1971; Rivers, 1981). In today's language classroom, many teachers and learners view listening as their priority and mistakenly believe that the most useful method to acquire communicative fluency is to increase the opportunity to "talk" rather than to "listen". In Taiwan, the significance and influence of listening have not received There are two primary much attention in the present foreign language education. reasons for individuals' neglect of the role of the listening skill.

First, some people are convinced that listening skills can be acquired automatically and learned in real-life settings (Braxton, 1999). This mistaken notion, long rooted in people's mind, reflects the partial reason why language educators and learners don't regard listening teaching and learning as an important skill in the classroom.

The importance of Extensive Listening is obvious in language learning. L2 literature (e.g., El l is,1994) indicates that a large amount of exposure to input, whether visual or aural, is vital for language acquisition. This suggestion seems to be supported by researchers stressing the importance of quality input in language acquisition. KraHen (1985), advocating the Input Hypothesis, argues that humans acquire listening

skills and language by understanding language that contains structures slightly beyond their current level of competence: comprehensible input. He suggests that it is important for the learner to listen to a large amount of spoken English that is relatively easy. Easiness, in his opinion, is another key factor that helps the learner improve listening skills and language. Easiness and interest may be factors that determine whether the learner is actively involved in listening, or not. "Affect" (learner's motives, interests, needs, attitudes, or emotional states) thus functions as a filter that subconsciously screens incoming language, or input. Thus teachers should try to lessen learner anxiety about listening to English, and select input that best suits student motives and attitudes about listening. KraHen's suggestion supports the idea of Extensive Listening approaches that are usually employed based on materials learners want to listen to according to their interests and the levels of difficulty of the listening materials.

When a student shows little interest in some lecture, this attitude is referred as a lack of motivation. When the problem is seen more deeply, we realize that the student's lack of motivation is due to several factors. It is now acknowledged that teachers' teaching style affects to a large extent students' interest and motivation. Although the self-determination theory has concentrated its investigation on children and adolescents, the researcher considers that the support/control is best illustrated at the university level. It seems more reasonable to discuss this issue at the university since students who are young adults understand it and respond to it better.

1.2. The listening process for comprehension and some features of spoken English

The purpose of this chapter is to discuss both the listening process involved incomprehension and some features of spoken English. The intention is to understand thelistening process for learners to grasp the meanings of messages, to learn certainfeatures of spoken language which students have trouble in understanding, toacknowledge the skills which students should develop, and to learn how to make gooduse of what we know is necessary for effective teaching.To do so, this chapter will be divided into three main sections: the first twosections are theoretical, viewing the listening process for comprehension and thefeatures of spoken English; the third section discusses the skills needed for listening.

A. *Listening processes*

According to Rubin (1995), "For second language/foreign language learners,listening is the skill that makes the heaviest processing demands because learners muststore information in short term memory at the same time as they are working tounderstand the information" (p. 8). Furthermore, as He explains, "Whereas in readinglearners can go over the text at leisure, they generally don't have the opportunity to doso in listening" (p. 8). O'Malley, Chamot, and Kupper (1989) claim that "listeningcomprehension is an active and conscious process in which the listener constitutesmeaning by using cues from contextual information and from existing knowledge...". It is, of course, clear that we cannot see and observe the cognitive process oflistening. However, understanding the listening process can help us to rethink themethods of teaching listening. For this purpose, there are two key components forclarifying the listening process: the first is bottom-up and top-down processing; thesecond is schema theory.

Moreover, they state that if there is a difference of schemata between the speaker andlistener, the listener cannot make use of relevant schemata, and may misunderstand thespeaker's intention.According to Richards (1987), "Much of our knowledge of the world is organized around scripts, that is, memory for typical episodes that occur in specificsituations". He concludes that "our knowledge of dentist's scripts, cinemascripts, library scripts, drugstore scripts, school scripts, meal scripts, and so on,enables us to interpret a great deal of the language of everyday life".

For example, if a Japanese family with little children were familiar with thecustom that, at Union Station in Washington D.C., elderly people or families with littlechildren have priority to board trains, when they hear the announcement of priorityboarding, they would respond appropriately. However, if they weren't, they might notunderstand the announcement. Therefore, "non-native speakers... maylack manyculturally specific scripts" (Richards, 1987).

B. Some features of spoken English

Concerning the features of spoken English (my second theoretical focus), it isessential to note that spoken English is different from written English. Scarcella andOxford (1992) state that "ordinary speech contains many ungrammatical, reduced, orincomplete forms; it also has hesitations, false starts, repetitions, fillers [e.g., `uh,˘urn,"yehl, and pauses, all of which make up 30-50 % of any informal conversation". H. D. Brown (2001) argues that second language learners need to be cognizantof and attend to some features of spoken language because, if they don't do so, theirlistening processes will be negatively influenced and their comprehension muchhindered. In short, if learners have not been exposed to false starts, repetitions,fillers, and pauses, they will not understand what speakers intend in their utterances.

III. Improved approach

The purpose of this chapter is to discuss an improved approach to develop theskills which are explained in chapter II. I will discuss the following five suggestions:1) basic skills for listening comprehension should be taught; 2) schema-buildingactivities should precede the listening activity; 3) students should learn strategies foreffective listening; 4) post-listening activities should be integrated with other skills,such as listening, reading, and listening; 5) students should listen to a variety ofauthentic materials.

Basic skills for listening comprehension should be taught

1. Understanding word boundaries and reduced forms

Basic skills include perceiving the differences in intonation and knowing whatthey mean, perceiving stressed or unstressed words, understanding word boundariesand reduced forms, etc. Among them the one that makes Japanese students confusedmost is to understand word boundaries and reduced forms. Therefore, in this section Iwill explain how to treat this problem.

In listening comprehension both bottom-up and top-down processing are used toarrive at an understanding of the utterances. If either of them is lacking, we cannotarrive at an exact understanding. For example, if students cannot perceive three or fourwords out of five words of one speaker's utterance (bottom-up processing), theycannot make guesses or inferences, using their own background knowledge (top-downprocessing). Harmer (1984) states that "if a word is pronounced differently in informal speechfrom the way it is said formally, or was said when it was learned, the listener maysimply not recognize it as the same word, or may even miss its existence completely". Mendelsohn (1994) claims that "there is a certain level of linguisticproficiency that is required in order to handle listening comprehension".Therefore, as one step of

arriving at this level of linguistic proficiency, teachingstudents reduced forms of words and word.boundaries is very important.

2. How to teach them

Two types of lessons should be taken into consideration. One is that1315

1.2 The principles of teaching listening as a comprehension

Listening as comprehension is the traditional way of thinking about the nature of listening. Indeed, in most methodology manuals listening and listening comprehension are synonymous. This view of listening is based on the assumption that the main function of listening in second language learning is to facilitate understanding of spoken discourse. We will examine this view of listening in some detail before considering a complementary view of listening – listening as acquisition. This latter view of listening considers how listening can provide input that triggers the further development of second-language proficiency.

To understand the nature of listening processes, we need to consider some of the characteristics of spoken discourse and the special problems they pose for listeners. Spoken discourse has very different characteristics from written discourse, and these differences can add a number of dimensions to our understanding of how we process speech. For example, spoken discourse is usually instantaneous. The listener must process it "online" and there is often no chance to listen to it again. Often, spoken discourse strikes the second-language listener as being very fast, although speech rates vary considerably. Radio monologs may contain 160 words per minute, while conversation can consist of up to 220 words per minute. The impression of faster or slower speech generally results from the amount of intraclausal pausing that speakers make use of. Unlike written discourse, spoken discourse is usually unplanned and often reflects the processes of construction such as hesitations, reduced forms, fillers, and

repeats. Spoken discourse has also been described as having a linear structure, compared to a hierarchical structure for written discourse. Whereas the unit of organization of written discourse is the sentence, spoken language is usually delivered one clause at a time, and longer utterances in conversation generally consist of several coordinated clauses. Most of the clauses used are simple conjuncts or adjuncts. Also, spoken texts are often context-dependent and personal, assuming shared background knowledge. Lastly, spoken texts may be spoken with many different accents, from standard or non-standard, regional, non-native, and so on.

Listening involves a sender (a person, radio, and television), a message, and a receiver (the listener). Listeners often must process messages as they come, even if they are still processing what they have just heard, without backtracking or looking ahead. In addition, listeners must cope with the sender's choice of vocabulary, structure, and rate of delivery. The complexity of the listening process is magnified in second language contexts, where the receiver also has incomplete control of the language.

Given the importance of listening in language learning and teaching it is essential for language teachers to help their students become effective listeners. In the communicative approach to language teaching, this means modeling listening strategies and providing listening practice in authentic situations: those that learners are likely to encounter when they use the language outside the classroom.

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. In Listening classes, students are usually given practice in listening but they are not actually *taught* listening. Practice is not enough.

Before Listening

Prepare your learners by introducing the topic and finding out what they already know about it. A good way to do this is to have a brainstorming session and some discussion questions related to the topic. Then provide any necessary background information and new vocabulary they will need for the listening activity.

During Listening

Be specific about what students need to listen for. They can listen for selective details or general content, or for an emotional tone such as happy, surprised, or angry. If they are not marking answers or otherwise responding while listening, tell them ahead of time what will be required afterward.

After Listening

Finish with an activity to extend the topic and help students remember new vocabulary. This could be a discussion group, craft project, listening task, game, etc.

Teaching listening skills is one of the most difficult tasks for any teacher. This is because successful listening skills are acquired over time and with lots of practice. It's frustrating for students because there are no rules as in grammar teaching. Speaking and listening also have very specific exercises that can lead to improved skills. This is not to say that there are not ways of improving listening skills, however they are difficult to quantify.

One of the largest inhibitors for students is often mental block. While listening, a student suddenly decides that he or she doesn't understand what is being said. At this point, many students just tune out

or get caught up in an internal dialogue trying translate a specific word. Some students convince themselves that they are not able to understand spoken English well and create problems for themselves.

They key to helping students improve their listening skills is to convince them that not understanding is OK. This is more of an attitude adjustment than anything else, and it is easier for some students to accept than others. Another important point that I try to teach my students (with differing amounts of success) is that they need to listen to English as often as possible, but for short periods of time.

Students need to apply the same approach to listening skills. Encourage them to get a film, or listen to an English radio station, but not to watch an entire film or listen for two hours. Students should often listen, but they should listen for short periods - five to ten minutes. This should happen four or five times a week. Even if they don't understand anything, five to ten minutes is a minor investment. However, for this strategy to work, students must not expect improved understanding too quickly. The brain is capable of amazing things if given time; students must have the patience to wait for results. If a student continues this exercise over two to three months their listening comprehension skills will greatly improve.

Effective, modern methods of teaching listening skills encompass everything from interactive exercises to multimedia resources. Listening skills are best learned through simple, engaging activities that focus more on the learning process than on the final product. Whether you are working with a large group of students or a small one, you can use any of the following examples to develop your own methods for teaching students how to listen well.

Interpersonal Activities

One effective and nonthreatening way for students to develop stronger listening skills is through interpersonal activities, such as mock

interviews and storytelling. Assign the students to small groups of two or three, and then give them a particular listening activity to accomplish. For example, you may have one student interview another for a job with a company or for an article in a newspaper. Even a storytelling activity, such as one that answers the question "What was your favorite movie from last year?" can give students the opportunity to ask one another questions and then to practice active listening skills.

Group Activities

Larger group activities also serve as a helpful method for teaching listening skills to students. You can begin with a simple group activity. For the first part, divide students into groups of five or larger and instruct them to learn one hobby or interest of at least two other group members. Encourage them to ask clarifying questions during the activity, and you may allow them to take notes if helpful. However, as time passes and their skills grow, you should limit students to only listening notes after the completion of the first part of the group activity. For the second part, have the students sit in a large circle, and then have each individual student share the name and the hobby or interest of the group members that she or he met. This second part of the group activity can also lend itself to additional listening exercises. For example, you may ask students to name a number of the hobbies and interests identified during the sharing session.

Audio Segments

You can also teach listening skills through audio segments of radio programs, online podcasts, instructional lectures and other audio messages. You should model this interactive listening process in class with your students, and then instruct them to repeat the exercise on their own. First, instruct students to prepare for listening by considering anything that they will want to learn from the content of the audio segment. Once they have written down or shared these ideas, then play the

audio segment, allowing the students to take notes if helpful. Once they have gained confidence and experience, repeat this activity but instruct students to not take notes until the completion of the audio segment. You can use shorter or longer audio segments, and you can choose more accessible or more challenging material for this type of exercise.

Video Segments

Another helpful resource for teaching listening skills are video segments, including short sketches, news programs, documentary films, interview segments, and dramatic and comedic material. As with audio segments, select the portion and length of the video segment based on the skill level of your students. With your students, first watch the segment without any sound and discuss it together. Encourage the students to identify what they think will be the content of the segment. Then, watch the segment again, this time with sound, allowing students to take notes if helpful for their skill level. After the completion of the video segment, you can have students write a brief summary of the segment, or you can take time to discuss as a group how the segment compares with the students' expectations.

Instructional Tips

Whatever method you use for teaching listening, keep a few key instructional tips in mind that will help both you and your students navigate the learning process. One, keep your expectations simple, as even the most experienced listener would be unable to completely and accurately recall the entirety of a message. Two, keep your directions accessible and build in opportunities for students not only to ask clarifying questions, but also to make mistakes. Three, help students navigate their communication anxiety by developing activities appropriate to their skill and confidence level, and then strengthen their confidence by celebrating the ways in which they do improve, no matter how small.

Listening-really listening to students is critical to the student/teacher relationship, for knowing their teacher is interested in what they are saying, makes students feel cared about and emotionally connected to school. Since research shows that feeling connected is requisite to students' motivation to learn, showing that we listen is important not only as a matter of kindness, but also as a motivational strategy.

It is easy to perform routine tasks while listening to students. In fact, at times teachers are evaluated for their multitasking ability; however, unless you appear to be completely focused on the student speaking to you, he is apt think you care neither about what he is saying or him. Consequently, in addition to really listening to students, we must also show we are really listening.

An effective way to demonstrate your attentiveness is to use active listening, a technique extraordinary:

- for gaining self-understanding;
- for improving relationships;
- for making people feel understood;
- for making people feel cared about;
- for the ease with which it is learned.

By using active listening with students, you build the relationship of trust and caring essential to students' motivation to learn. By teaching active listening, you help students overcome poor listening habits such as:

- Turning a speaker off and dwelling on the plethora of internal distractions we all have.

- Letting an early remark of a speaker, with which one disagrees, develop a prejudice which clouds or puts a stop to any further listening.

- Allowing personal characteristics of the speaker or his poor delivery to prevent understanding.

Listening comprehension has a number of roles to play within a language course, and its importance clearly depends on the aims of the program as a whole. It may only be a minor feature, just to give learners exposure to what English sounds like: alternatively, it may have a major function for someone planning to study in English – speaking country or to interact extensively in the language. Whatever its purpose, we have tried to show in this chapter how views on the learning and teaching of listening have developed from a growing understanding both of the nature of the skill itself, and of the variety and range of language on which it can be practiced.

Listening skills are vital for learners. Of the 'four skills,' listening is by far the most frequently used. Listening and speaking are often taught together, but beginners, especially non-literate ones, should be given more listening than speaking practice. It's important to speak as close to natural speed as possible, although with beginners some slowing is usually necessary. Without reducing our speaking speed, we can make our language easier to comprehend by simplifying your vocabulary, using shorter sentences, and increasing the number and length of pauses in our speech.

There were many types of listening activities. Those that don't require learners to produce language in response are easier than those that do. Learners can be asked to physically respond to a command (for example, "please open the door"), select an appropriate picture or object, circle the correct letter or word on a worksheet, draw a route on a map, or fill in a chart as they listen. It's more difficult to repeat back what was heard, translate into the native language, take notes, make an outline, or answer comprehension questions. To add more challenge, learners can continue a story text, solve a problem, perform a similar task with a

classmate after listening to a model (for example, order a cake from a bakery), or participate in real-time conversation.

To conclude the theoretical part we can say that listening is a difficult process with the same measure for a teacher and for a student. The effectiveness of listening depends on several strategies which can help a teacher make his or her lesson productive. However, the results of research we have accomplished show that the most common difficulty for students is pronunciation, accent and colloquial language. That is why a lesson developing listening skills should take into account these facts.

1.3 The role of activities for developing listening ability

Using general knowledge about language skill development, we can draw up some guidelines for developing listening ability.

Listening ability develops through face-to-face interaction. By interacting in English, learners have the chance for new language input and the chance to check their own listening ability. Face-to-face interaction provides stimulation for development of listening for meaning.

Listening develops through focusing on meaning and trying to learn new and important content in the target language. By focusing on meaning and real reasons for listening in English, learners can mobile both their linguistic and non-linguistic abilities to understand.

Listening ability develops through work on comprehension activities. By focusing on specific goals for listening, learners can evaluate their efforts and abilities. By having well-defined comprehension activities, learners have opportunities for assessing what they have achieved and for revision.

Listening develops through attention to accuracy and an analysis of form. By learning to perceive sounds and words accurately as they work on meaning-oriented activities, our learners can make steady progress. By

learning to hear sounds and words more accurately, learners gain confidence in listening for meaning [9, p. 7].

One of the main reasons for getting students to listen to spoken English is to let them hear different varieties and accents - rather than just the voice of their teacher with its own idiosyncrasies. In today's world, they need to be exposed not only to one variety of English (British English, for example) but also to varieties such as American English, Australian English, Caribbean English, Indian English or West African English. There are, of course, problems associated with the issue of language variety. Within British English, for example, there are many different dialects and accents. The differences are not only in the pronunciation of sounds ('bath' like 'laugh' vs. 'bath' like 'cat') but also in grammar (the use of 'shall' in northern varieties compared with its use in 'Standard English' - the southern, BBC-type variety). The same is of course true American, Indian or West African English.

Despite the desirability of exposing students to many varieties of English, however, common sense is called for. The number of different varieties (and the degree to which they are different from the one students are learning) will be a matter for the teacher to judge. But even if they only hear occasional varieties of English, which are different from the teacher's, it will give them a better idea of the world language, which English has become.

The second major reason for teaching listening is because it helps students to acquire language subconsciously even if teachers do not draw attention to its special features. Exposure to language is a fundamental requirement for anyone wanting to learn it. Listening to appropriate tapes provides such exposure and students get vital information not only about grammar and vocabulary but also about pronunciation, rhythm, intonation, pitch and stress.

Lastly, students get better at listening the more they do it. Listening is a skill and any help we can give students in performing that skill will help them to be better listeners.

In order to define listening, we must outline the main component skills in listening. In terms of the necessary components, we can list the following:

a) discrimination between sounds;

b) recognizing words;

c) identifying grammatical groupings of words;

d) identifying 'pragmatic units' - expressions and sets of utterance which function as whole units to create meaning;

e) connecting linguistic cues to paralinguistic cues (intonation and stress) and to nonlinguistic cues (gestures and relevant objects in the situation) in order to construct meaning;

f) using background knowledge (what we already know about the content and the form) and context (what has already been said) to predict and then to confirm meaning;

g) recalling important words and ideas.

Successful listening involves an integration of these component skills. In this sense, listening is a coordination of the component skills, not the individual skills themselves. This integration of these perception skills, analysis skills, and synthesis skills is what we call a person's listening ability.Even though a person may have good listening ability, he or she may not always be able to understand what is being said.

Motivation

It is enormously important that before listening students are motivated to listen, so a teacher should try to select a text that they will find interesting and then design tasks that will arouse students' interest and curiosity.

Contextualization

When we listen in our everyday lives we hear language within its natural environment, and that environment gives us a huge amount of information about the linguistic content we are likely to hear. Listening to a tape recording in a classroom is a very unnatural process. The text has been taken from its original environment and teachers need to design tasks that will help students to contextualize the listening and access their existing knowledge and expectations to help them understand the text.

Preparation

To do the task teachers set students while they listen there could be specific vocabulary or expressions that students will need. It's vital that teachers cover this before they start to listen as we want the challenge within the lesson to be an act of listening not of understanding what they have to do.

While listening

When we listen to something in our everyday lives we do so for a reason. Students too need a reason to listen that will focus their attention. For students to really develop their listening skills they will need to listen a number of times - three or four usually works quite well - as practice shows the first time many students listen to a text they are nervous and have to tune in to accents and the speed at which the people are speaking.

Ideally the listening tasks should guide them through the text and should be graded so that the first listening task they do is quite easy and helps them to get a general understanding of the text. Sometimes a single question at this stage will be enough, not putting the students under too much pressure.

The second task for the second time students listen should demand a greater and more detailed understanding of the text. Make sure though that the task doesn't demand too much of a response. Listening long

responses as they listen can be very demanding and is a separate skill in itself, so keep the tasks to single words, ticking or some sort of graphical response.

The third listening task could just be a matter of checking their own answers from the second task or could lead students towards some more subtle interpretations of the text.

Listening to a foreign language is a very intensive and demanding activity and for this reason we think it's very important that students should have 'breathing' or 'thinking' space between listening.

Post-listening

There are two common forms that post-listening tasks can take. These are reactions to the content of the text, and analysis of the linguistic features used to express the content.

Reaction to the text

Of these two we find that tasks that focus students' reaction to the content are most important. Again this is something that we naturally do in our everyday lives. Because we listen for a reason, there is generally a following reaction. This could be discussion as a response to what we've heard - do they agree or disagree or even believe what they have heard? - or it could be some kind of reuse of the information they have heard.

The following tasks may be suggested to draw pupils' attention to what they are auding:

- listen and try to grasp the main idea of the story. You will be asked questions later on;

- listen and try to grasp the details. You will have to name them;

- listen and make a plan of the story;

- listen to the story and try to finish it (think of the end of the story);

- listen to the story. You will ask questions on it afterwards;

- **2.1. Learning Strategies in Listening**

According to Saville-Troike (2006) learning strategies refer to students' behaviors and techniques they adopt in their effort to learn a second language which is influenced by their motivation, cognitive style, and personality, as well as by specific contexts of use and opportunities for learning.

Learner autonomy in listening

In interactive listening, students' motivation increases whenever they are given opportunities to take initiative in their learning which eventually boosts their confidence and abilities to learn ESL more effectively. Therefore, giving students opportunities to engage in a class discussion, to ask questions and to constructively argue their viewpoints based on questions raised by classmates becomes beneficial for their vocabulary acquisition (Baumfield & Mroz, 2002; Aukrust, 2008).This view suggests that class discussions are crucial resources of ESL learning because they involve listening as well as listening. Therefore, ESL scholars should be more considerate of the richness of class discussions in their research. This means that ESL teaching and learning ought to be geared towards the development of attentive listening. Students need to have varied opportunities in which they could choose the activity that best fits their interests and their style of learning, and increased use of autonomy-supportive behaviors so that all students have an opportunity to become involved in a way that is most comfortable for them.

As it is known, listening skills did not receive priority in language teaching for many years since it was widely assumed that listening skill is a passive skill, one that should not be thought apart from the other language skills. However, in 1970's, researchers began to understand the importance of listening comprehension (LC) in language development and placed more value on listening skills in their language instruction

approaches. Seyed Mohammad Jafari (2001) holds an MA Department of Foreign Languages and Linguistics of Shiraz University. He contributed to the development of attention to this skill by his research. This recognition has inspired researchers to review the factors that may influence LC. Rubin (1994) reviewed more than 120 studies and came to the conclusion that five major factors influence LC: (1) text characteristics, (2) interlocutor characteristics, (3) task characteristics, (4) listener characteristics, and (5) process characteristics. One of the listener's individual personality and point of view that can affect LC is a motivation which has not received the research attention it deserves. Without having an interest in and a motivation for learning, students get bored with taking part in listening classes, normally, such feeling leads them to acquire passive attitude toward this skill and making less progress in LC . By taking into account these gaps that LC still remains a young field that merits greater research attention (Rubin, 1994) and that, to author knowledge no inquiry into relationship between listening comprehension and motivation and individual differences such as gender, and years of university study.

Newkirk and Linden (1982) present a system that examines three specific listening types: *time wasters, dissonance reducers and active listeners.* Time wasters daydream, which is not in itself bad. It can provide a healthy outlet for their imagination. They may loose control and tune all speakers out. Dissonance reducers attempt to deal with the internal conflict they encounter from new information we receive, that is inconsistent with our existing attitudes. This results from the way they receive and process new information. They need to sharpen our listening skills to achieve a new capability called active listening. As an active listener they must listen with a greater degree of sensitivity, so that they better understand what is being said. Here they must not only

understand the content of the message but also the speaker's feelings. The highest and most effective level of listening is the *active listener* (Hunsaker and Alesandra, 1986; Newkirk and Linden, 1982).

Hunsaker and Alessandra (1986) discuss three additional, very important skills, that only active listeners possess. They are *sensing, attending and responding.* Sensing is the ability to recognize and appreciate the silent messages that the speaker is sending, that is facial expressions, intonation and body language. Attending refers to the verbal, vocal and visual messages that the active listener sends back to the speaker acknowledging the speaker and their message.

2.2. Barriers to Effective Listening as complicated skill

In our society today, there are numerous deterrents to listening. Some are obvious and some are quite subtle. Without having a clear understanding that barriers exist, we can't possibly hope to overcome them in our quest to become a better listener. Hunsaker and Alessandra (1986) have identified nine of these barriers, all of which will make us more aware of the physical, psychological behavioral and educational barriers to listening.

Motivation and attitude is the greatest deterrent to effective listening. We hear what we want to hear and we don't hear what we don't want to hear. Without the proper attitude or motivation there is no possible way we will hear, let alone comprehend what the other person is communicating.

Many people are ineffective listeners because of a *lack of concentration and attention.* One of the greatest deterrents to concentration and attention is the mistaken assumption that we can do two things at the same time. The classic example is the person who believes that we can read and listen at the same time. Naturally, nothing is further from the truth. Outside distractions such as phone calls, nearby

conversations and people walking by can all easily distract us. It is important to realize that to listening effectively we need to concentrate and ignore distractions.

Many people possess *negative attitudes toward listening.* To them, listening is a passive, compliant act. This is usually considered to be the most obstinate barrier to effective listening. The reason for this is that we are taught to believe that listening is a passive act. Something that other people do, but not ourselves. We believe that talk is power; when we have "the floor" we are in control. Ironically, the reverse is the truth. True power is in listening. When we truly listen to others, they tell us how to best approach them in meeting their needs.

Experience and background have a great bearing on how good a listener we are. As an example, in order to understand speakers with good vocabularies we must also have a similar vocabulary. If we don't we can either ask the speaker to explain the point or tune them out. Unfortunately, many take the later course.

Daydreaming and fantasizing are perceived by many psychologists and psychiatrists to be a healthy aspect of life. However if we can't control how often and when we do it, it can be extremely detrimental to our listening effectiveness and to our emotional health. As was noted earlier, the reason for daydreaming and fantasizing during the listening process is the fact that people think nearly four times as fast as they can speak. This disparity is used by the skilled listener to their advantage and as an opportunity to let the ineffective listener's mind wander.

Certain speakers have a much easier *delivery* than others. Listeners feel more comfortable when the speakers pace is compatible with theirs. There is a potential for obvious listening problems among people of different delivery styles and listening preferences. A standard

response for speaker - listener incompatibility is for the listener to "tune out" the speaker or distort the message. The listener however, can train to increase attention and concentration when confronted with these styles.

Finally, Hunsaker and Alessandra (1986) suggest that one of the simplest barriers to overcome, but most ignored, is the *lack of learned listening skills.* Awareness and knowledge of the previously noted barriers as well as the motivation to overcome them. They report that above all, however, the most effective way to overcome the lack of listening skills is to increase motivation to become a better listener.

They hypothesize that when people are free to choose to perform an activity, they will seek interesting situations where they can rise to the challenges that the activity presents. By striving to meet these challenges, learners develop a sense of competence in their abilities.

Ryan and Deci (2000) posit that no single phenomenon reflects the positive potential of human nature as much as intrinsic motivation, which is defined as the inherent tendency to seek out novelty and challenges, to extend and exercise one's capacities, to explore, and to learn. Developmentalists acknowledge that from time of birth, children, in their earliest and healthiest states, are active, inquisitive, curious, and playful, even in the absence of rewards. The whole construct of intrinsic motivation describes this natural inclination toward assimilation, mastery, spontaneous interest, and exploration that is so essential to cognitive and social development and that represents a principal source of enjoyment throughout life (Csikszentmihalyi & Rathunde, 1993; Ryan, 1995 in Ryan & Deci, 2000).

According to Deci and Ryan's (1985) self-determination approach to motivation refers to motivation to perform an activity simply for the pleasure and satisfaction that accompany the action. These feelings of

pleasure are derived from fulfilling innate needs for competence and self-determination (Deci & Ryan, 1985; Deci, Vallerand, Pelietier & Ryan, 1991).

Noels, Clement, and Pelletier (1999) investigated the link between motivation orientations and final grades. Seventy-eight students, who had registered in a summer French immersion course, completed a questionnaire assessing several constructs including intrinsic/extrinsic motivation and a motivation. No significant relationship was found between intrinsic, extrinsic motivation, a motivation and final grades. Even external and introjected regulations (sub-types of extrinsic motivation) were negatively correlated with final grades.

Noels, Clement, and Pelletier (2001) explored the relationship between motivation orientations and final course grades. The participants were 59 students in a summer immersion program at a French-English bilingual university in Ontario, Canada. The participants ranged in age from 18-47 years. A questionnaire consisting of several scales was utilized to assess the motivation preferences of students. The respondents rated the extent to which the proposed reason included in the questionnaire applied to themselves by using a seven-point scale varying from one (does not correspond at all) to seven (corresponds completely). They found a significant correlation between intrinsic motivation and final course grades. The correlation between extrinsic motivation and final course grades, however, was not significant. Besides, a negative correlation was found between a motivation and final course grades.

Vandergrift (2005) examined the relationship among motivation, metacognition, and proficiency in listening comprehension. Participants were 57 adolescent learners of French who completed two questionnaires. A motivation questionnaire assessed student responses to three orientations related to motivation: a motivation, intrinsic, and extrinsic. A

metacognitive awareness questionnaire assessed the metacognitive strategies used by students when listening to authentic texts in French. Listening proficiency was determined by a listening comprehension test. The results of the study revealed that listening proficiency correlated negatively with amotivation. There was no significant correlation between intrinsic/extrinsic motivation and listening proficiency

3.1 Learning Strategies of listening skills

Bacon and Finnemann (1990) investigated the relationship between attitudes, motives, and strategies of university foreign language students. The results revealed that motivation played a role in the choice of strategies. Students who were not instrumentally motivated used more global/ synthetic strategies, but avoided the use of decoding/analytic comprehension strategies.

Oxford and Ehrman (1995) examined the relationship between language learning strategies and factors such as proficiency, teacher's perception, gender, aptitude, learning style, personality type, ego boundaries, motivation and anxiety. They found a significant correlation between learning strategies and total motivation. A significant correlation was also found between strategies and intrinsic motivation. The use of metacognitive strategies was positively correlated with intrinsic motivation.

Braten and Olaussen (1998) investigated the relationship between motivational beliefs and use of learning strategy among Norwegian learners. It was found that when students perceive intelligence as a relatively important quality, they tend to use more learning strategies.

Vandergrift (2005) examined the relationships among motivation, metacognition, and proficiency in listening comprehension. Participants were 57 adolescent learners of French who completed two questionnaires. A motivation questionnaire assessed student responses to three

orientations related to motivation: amotivation, intrinsic, and extrinsic. A metacognitive awareness questionnaire assessed the metacognitive strategies used by students when listening to authentic texts in French. Most strategies correlated negatively with a motivation. A significant correlation was found between intrinsic motivation, extrinsic motivation, and use of strategies, but there were more significant relationships between these listening strategies and intrinsic motivation than in the case of extrinsic motivation.

Without a doubt, there are still so many things to be done when it comes to conducting research on motivation. In the end, the voluminous amount that might come from studies related to the said topic would further enhance how teachers practice their profession and how students acquire and process knowledge in general.

3.2 Methods used for teaching listening competence

Total Physical Response (TPR) is language teaching method built around the coordination of speech and action, it attempts to teach language through physical (motor) activity.

TPR reflects a grammar-based view of language. Most of the grammatical structure of the target language and hundreds of vocabulary items can be learned through TPR method. The more often or the more intensively a memory connection is traced, the stronger the memory association will be and the more likely it will be recalled. Tracing can be done verbally (by rote repetition) and in association with motor activity.

Parallel to the processes first language learning, the foreign language learner should first internalize a "cognitive map" of the target language through listening exercises. Physical movement should accompany listening. Speech and other productive skills should come later.

Imperative drills are the major classroom activity in Total Physical Response. Children in TPR have the primary roles of listener and

performer. They listen attentively and respond physically to commands given by the teacher. Learners are encouraged to speak when they feel ready to speak.

TPR also needs a detailed lesson plan - it is wise to write out the exact utterances that will be used and especially the new instruction because the action is so fast-moving there is usually no time for you to create spontaneously.

In the classroom the teacher plays the role of a parent. She starts by saying a word ('jump') or a phrase ('look at the board') and demonstrating an action. The teacher then says the instruction and the students all do the action. After repeating a few times it is possible to extend this by asking the students to repeat the word as they do the action.

The teacher has the responsibility of providing the best kind of exposure to language so that the learner can internalize the basic rules of the target language. The teacher should also allow speaking abilities to develop in learners at the learners own natural pace.
Teachers should refrain from too much correction in the early stages and should not interrupt to correct errors, since this will inhibit the learners.

It is more effective if the children are standing in a circle around the teacher and who can even encourage them to walk around as they do the action.

For absolute beginners, lessons may not require the use of materials, since the teacher's voice, actions, and gestures may be a sufficient basis for classroom activities. Later, the teacher may use common classroom objects, such as books, pens, cups, furniture. As the course develops, the teacher will need to make or collect supporting materials to support teaching points. These include pictures, realia, slides, and word charts.

Children remember phrases or words better – physical actions get the meaning across effectively so that all the students are able to understand

and use the target language. It can be used in large or small classes and in mixed-ability classes as well.

We personally find TPR method very useful and effective. With the help of TPR activities many things can be practised:

- classroom language (Sit down; look at the blackboard; open your book...)
- tenses (past, present, future, continuous)
- vocabulary and actions (slip, stomach-ache, smile…)
- instructions, imperatives (take your pen; stand up…)
- story-telling, role-plays, games (miming, describing, making statues...)

I usually use TPR as a warm-up activity – children are supposed to follow my instructions and movements and I perform them for pupils. I usually use a lot of gestures and mimics. It is a good fun and children see and understand what to do at the same time. TPR activity is also effective when children are sleepy or do not pay attention.

Communicative method focuses on language as a medium of communication. It recognises that all communication has a social purpose – learner has something to say or find out.

Goal of teachers using communicative approach are communicatively competent students – communicative competence involves being able to use the language appropriate to a speech community. Learners will be more motivated to study a foreign language if they feel they are learning to do something useful with the language they study.

Learners acquire the linguistic means to be able to perform different kinds of functions (seeking information, describing something, expressing likes and dislikes), to deal with situations in which they might typically need to use a foreign language (asking for directions, travelling, business), to deal with the topics they might need to talk about (shopping, travelling)

as well as to use vocabulary and grammar.

Richards and Rodgers mention the most important features of <u>the role of the teacher in learning activities:</u>

- facilitator of students' learning
- manager of classroom activities
- establishment of situations that promote communication
- advisor, answering student's questions – monitors their performance
- co-communicator – engaging in the communicative activity along with the students.

Almost everything that is done is done with a communicative intention. Children use the language a great deal through communicative activities such as games, role-plays and problem-solving tasks.

Richards and Rodgers (2008) further select learning activities according to how well they engage the learner in meaningful and authentic language use (rather than merely mechanical practice of language patterns).

There are three features of <u>communicative activities</u>:

- information gap – exists when one person in an exchange knows something that the other person does not
  - choice – what he will say and how he will say it
  - feedback – helps the speaker to evaluate whether or not his purpose has been achieved based upon the information he receives from the listener (2001: 161).

Learners should not use the native language. All the communicative activities as well as teacher's instructions and explaining the activities are done in the target language. The target language is vehicle for communication, not just an object to be studied.

The Audiolingual Method

According to Richards and Rodgers, this approach considers learning a language as a habit formation. "By memorizing dialogues and performing pattern drills the chances of producing mistakes are minimized. Language is viewed as a verbal behaviour.

Language skills are learned more effectively if the items to be learned in the target language are presented in spoken form before they are seen in the written form.

The meanings that the words of a language have for the native speaker can be learned only in linguistic and cultural context and not in isolation" (Richards, Rodgers 2001)

- Language forms occur most naturally within a context.
- Native language should be kept apart and used as little as possible.
- Language learning is a process of habit formation: the more often something is repeated, the stronger habit and the greater the learning.
- It is important to prevent errors. Errors lead to the formation of bad habits. The teacher should correct them immediately.
- The purpose of language learning is to learn how to use language communicatively.
- Learners should learn to answer automatically, without stopping to think.
- Speech is basic to language. The natural order of skill acquisition is: listening, speaking, reading, listening.
- Learners are imitators of the teacher's model. They follow the teacher's directions and respond as accurately and as rapidly as possible.

The teacher is active and has central and leading role in the lesson. The main relationship in the class is teacher-learner. The teacher should speak only the target language; learners are not given any materials before. All their work is based on listening, responding to the teacher – the learners play a reactive role by responding to the stimuli presented by the teacher.

II. PROSEDURES AND PROCESS

RESEARCH PLAN

1. Statement of purpose

A. Purpose for conducting the study

Purpose of the current paper is to show the significant role of motivation in developing listening skills. The research has been held with the first year students of the Second English Faculty of the USWLU. The researcher considers that the necessity of this investigation is to study the role of motivation and its influence in developing and obtaining good listening skills . Having investigated this topic the researcher came to the conclusion that LS is often less paid attention due to the following reason: lack of motivation. Thus, the researcher put the aim of identifying how to reach a good listening skills by using motivation in diverse perspectives.

Goal

To establish the role of motivation and its impact on developing listening skills at EFL classes.

Objectives

The objective of this study is:

* To study literature, articles, papers concerning motivation in learning target language and activities to develop listening skills in the classroom.

* To define the role of motivation at listening classes of students of first year.

* To select material for investigated classes which is respond to learners' needs and expectations

* To implement the selected material into the experiment and study, analyze the effect of the conducted research

Research questions:

1. Why is it necessary to enhance listening skills as a component of English language competence?
2. How to develop students listening skills through different thoughtful listening activities?
3. What methods are suggested in teaching Listening skills?

Method:

Subject

The researcher has chosen for this paper the students of group 216 of First English Faculty of the USWLU. The reason they were chosen is that those students are zeal, industrious, sociable and therefore they are considered as appropriate subjects to have this experiment. The group consists of 12 students, 2 of them are male and 10 of them are female. Almost everyone in this class is in the same age and the same nation – Uzbek. 8 of them are bilingual and 4 of them are multilingual. 4 of them are studying in this University to get diploma, 3 of them are studying to obtain good knowledge and go abroad, 5 of them are studying for their interests, 2 of them are studying according to their parents' wish.

Group№	Age	Gender		Total number N=12
		Male	Female	
Group№216	19-20	2	10	12

Variables

1	Dependent	Listening skills, which is used in this paper to see how it can be improved by means of motivation
2	Independent	Motivation is a key to develop listening skills
3	Moderator	Well prepared materials, age, language background, gender
4	Control	Subjects who were interdentally selected to conduct the present research
5	Intervening	The effectiveness of the suggested hypothesis in developing listening skill

Materials

The researcher has used lesson plans, books, Internet materials, questionnaires, activities, different exercises, listening tracks as materials during this research.

6 lesson plans used for 6 lessons. They are formed by the researcher according to the levels of the students. They consist of activity, objective, procedure, duration, mode of interaction, materials and aids.

"Listening Innovations Book" by Hugh Dellar is used during the process of conducting the lessons. The reason of choosing this book was

- The book is modern and inventive
- It is full of appropriate listening materials to the chosen themes

- The level is suitable

Internet materials are used to give additional information on given topics. They are found exceedingly interesting by the students.

Questionnaires were used by researcher in this paper to get more personal information and their attitudes to the process of studying language. The researches used two questionnaires. The first one consists of 9 questions. The second one consists of 6 questions.

Activities, different exercises, listening tracks were used to organize lesson effectively, to wake an interest in the students to the lesson.

Equipment

The researcher has used a computer, a flash driver, classroom tools as equipment.

Computer was used to play the tracks, to work with activities during the class. Flash driver was used to save, download, deliver the materials. Classroom tools were also used to conduct the lesson effectively.

Stages

The first stage of the research was to take questionnaire from first year students. There were 9 questions with multiple choices. The questionnaire was referred to motivation. Questions were suitably organized according to levels of students. They were aimed to know how is the role of motivation in students' learning the language, particularly raising their LS. Students were asked about the reason why they are learning the language, who encouraged them to do this, what difficulties they face while they are studying, whether listening classes are satisfactorily organized, do they spare their time to do extra listening tasks and etc.

Next stage of the research was to conduct lessons with a group of freshmen students. 6 lessons were held during the research. The topics were "Education" for 2 lessons, "Sport" for 2 lessons and "Music" for 2 lessons. "Innovations book" by Hugh Dellar, a professor of University of Westminster, London, was used as a main material in the first class. 6 listening tasks were listened in this lesson. They were about current University issues, classroom rules, financial problems, and English grammar were also included. Students actively participated during the lesson as they liked the theme, lesson atmosphere, authentic materials and activities. To be specific, in the beginning of the class students were asked their opinions about what education means for them, what kind of education do they prefer, are they satisfied with quality of lessons. They answered so actively and enthusiastically. Then main part of the lesson was started. Listening tracks were put, they were to listen and fill in the gaps with missing words. Next, listening was played and students listened. They were to guess the meaning of the track. In this way the lesson went on and at the end of the lesson students were asked to write their opinions about the lesson.

Data analysis

Background information about subject is as followings:
One of the students started learning English 8 years ago. He knows English grammar very well, in addition He has considerably good listening and reading skills, however, still has poor listening skills. During the investigation the researcher identified that reason for having poor listening is to ignore and not paying enough attention to this skill and lack of extrinsic motivation. During the research it is realized that her interest towards to listening is increased.

He has chosen this field as a future profession. He put the aim of being a tourist guide and studying all the necessary skills. He considers

listening as a significant one, because, one has to obtain good LS to understand and analyze people's speech.

Next student attends to listening lesson for fun, he really enjoys doing the tasks, like filling in the gaps by listening to the track, guessing the meaning through listening tasks, listening to the songs and etc. He also strengthens his listening skills by attending extra courses. As he mentioned, he was motivated by his school English teacher.

Other student wants to go to England. He thinks He needs to improve her LS for this reason. He insists that if He can listen clearly, He can comprehend easily. Other member of this group has been learning English, particularly listening skills for only 2 years. He worked for Uzbek Airlines before entering to the university, so He envied stewardesses. He wants to gain knowledge of listening to understand English speakers perfectly and to have a smart communication skills.

One of them has been learning English since He was in form V at school. He is encouraged by his English teacher. The target of ascertaining listening is to be interpreter in the future. He has been taking an extra English course to be skillful and well-qualified in his field. As far as the researcher is concerned, this student has a strong intrinsic motivation, besides that, her English teacher gives her an extrinsic motivation to learn eastern languages.

Next student was motivated to become skilled at languages by her Sister in her childhood. He is keen on learning a language and was going to be an interpreter when He entered to the university. Through studying, He is motivated to teach English to the future doctors. He is going to teach biology in English. He remembers that when He came to the first lesson at the university, He understood hardly any words of the given song. However, now He feels a good progress in her listening skills. He

considers the first importance of raising LS is to improve pronunciation, then second is to be able to understand fast speeches of English speakers.

Other student has started learning English seriously when he entered to the university. Especially, he likes Listening & Listening, because it is organized remarkably. Another one is strongly motivated by her English teacher. Her listening skills was almost not developed in the beginning of this academic year. Through the year, He enhanced on her integrated skills, particularly her listening skill is efficiently developed. He is going to open an education centre after graduating the university and covering all the necessary skills.

Pre-listening task

Before beginning the main theme pictures were shown to them connected with the context and they discusssed the vocabulary of the lesson. In the next stage of pre-listening the researcher wrote the title and the learners tell what the theme may be about again. The cards were distributed describing the new vocabulary with definitios and explanations. The learners match the words and their meaning with translation on the base of cards distributed. Then they were listened the material. (appendix 1)

While listening task

Different types of tasks were used to activise the subjects and to check their comprehensive skills.

Post listening task

The learners were asked to compare their guessed meaning and the true meaning of the text

The next stage was to give own feedback to the listened material

Questionnaire

The researcher distributed sheets of paper to the learners and they gave their opinions in two-ten sentences. Through questionnarie the researcher

planned to know their preferences, opinions and some more detailed information about teaching Listening . More clearly, a questionnaire (Appendix 2) including ten questions was given to teachers working with the students who have Listening classes in our faculty.

III.DATA COLLECTION

As it was mentioned in the previous part ,the resarcher observed Listening and Listening lessons which were conducted by experiensed teachers.According to syllabus The second year students had the topic "Work and Business"in the course of Listening and Listening in February.Some of the fourth year students with the help of their teachers had practice in groups 216and 220.The teacher F.Mirzaahmedova helped the practicing students encouraging and checking their lesson plans. While observing the researcher made herself notes on nesessary points of conducting the lessons and the stages of the lesson.Also He studied the ways of assessing listening and listening tasks.

The researcher began her lessons since March.The topic for discussion was "Environment".The researcher began planning her lesson on the topic finding suitable material for the level of the leraners.He got specific text from MISSION FCE2 by Virginia Dooley,Unit 7 part1.

Lesson1.March12,2017.

The era of High-tech Pollution

1.Warming up.10minutes.

a)Look at the pictires andthe title.What do you think high tech pollution is? The researcher addressed to the Ss.Exchanging answers

b). Then the researcher drew the cluster sign on the board and told to each student to tell one word to be the major cause of pollution.This way they drew the map of general causes of pollution and discussed the topic.

2.Pre-listening task:Fill in the missing infformation in the following summary by guessing.(the task is shown in the Lesson plan material in the Appendix1)5minutes.

 3.While listening task:Listen to the text and find out if your guesses were true.5minutes.

4. Post-listening task:Giving personal opinion to the meaning of the material and add information.5 minutes.

5.Listening 2.This time the students listened to the tape again following the script form of the text and checked their listening comprehensions.5 minutes.

6.The researcher distributed the words and asked to give definitions to the words in their cards.This way voc.ex.was done.5minutes.

7.Pair work.Ex 8.Look at the pictures and then discuss what the problems are and how they can be solved.12minutes.

8.Group work.The researcher devided the group into two and gave the task of problem solving and decision making.The first group would deal with Air pollution and the other would deal with Water pollution.13minutes for preparation and presentation.

9.Vocabulary exersises on p.160.15minutes.

10.Feedback to the lesson,assesment and homework.5 minutes

To make reports and interviews about environmental problems.

Lesson2.March 10,2017.

The topic :Relations.

As the main theme for the lesson was chosen "Friendship"The data for this lesson were collected from different sourses.Anyway as the main sourse we referred to Mission forFCE2 again as the level of English in the chosen group was intermediate or between B1and B2.To choose the topic the following factors were taken into account:1. The interests of the group. 2.The mutual relationship of the group members.3.The ages and psychology of the students. 4.The gender of the students. 5.The nationality of the students.

Warm up:10 minutes.

a).The picture of two friends were shown and asked:look at the pictures.What is the relationship between these people.The Ss described

the pictures telling own opinions.To make them active the researcher gave logocal thinking questions as:How about their character?are their ages the same?Are their interests the same?

b) Individual questions:What makes a close friendship?each student should tell different reasons not repeating the other's answers.

From the questions the Ss knew the topic of the lesson.

Pre-lisening task.6 minutes .

Pair work.What do you think about man and woman friendship? The pairs should make up dialogues on the question.

While -Listening : 8 minutes.

a)Listen to the text and Do true –false task.

b) relisten to the text and follow the script version of the text underlining bold typed words and phrases in the text .Pay attention to the pronunciation of them.

Post-listening task:16minutes.

A)Discussing and analysing the jist of the text.

B)finding the answers to the questions from multiple answers.P87.

Listening task.Group work.10minutes.

Discuss the picture of Japanese pair in small group and prepare speesh on the picture.

Vocabulary exersises:page 88-89 were done during 20 minutes.

Follow up activities.8minutes

On the base of reaad text talk about friendship under the following headings:How long we have known each other

Things we used to do

Times I have helped him

How we lost touch

The end of the lesson.2minutes.

Final feedback ,assessment and explaining home assignment.

Lesson three.March17,2017

Discussion on the topic "Working mothers"

Warm up:10 minutes.

The teacher showed the paper with the words and sentenses and asked what the theme would be about guessing the topic from vocabulary:1.It is 7 p.m. Mother is not at home.2.Husband: Oh Het.Where are my socks?3.Hhmm... again the meal is not ready.4.How nice tomorrow is Sunday.I can be with mom the whole day. 5.Mother:I pay my daughter's contract fee from my salary.6. Wife to her husband:How do you dare touch my money I am storing to bay jewellery for our daughter?

The students read and discuss the sentenses.They guessed the topic of the lesson.Different answers could be expected.

Pre-reading :6 minutes.

The teacher writes the theme on the blackboard."Working mothers have positive effects on the Family".

He asked to give argumentative answers to the statement.

He asked the students about their critical thinking on Feminizm.discussion was boiling.

While reading task:

Working with dictionary to find the meanings of unknown words. Reading the text:page216.10 minutes.

Post-reading task:Individual work.24 minutes.

Every student was given the titles and during one minute they prepared mini texts on the titles and one minute was given to present the tasks:

1.Financial problems in the family.

2.Father's salary is not so big.

3.I don't want to sit at home and be babysitter.

4.Iam equal with my husband in supporting my family

5.It is natural to work .

6.Why do you stress my working?

7.Is it possible to sit at home the whole day?

8.I have good friends in my job.

9.I feel myself better inthe family hearth.

10.I must be with my child much time

11.I hate to be "John's wife".

12.I can manage all my house affairs and my job.

Group work:15 minute preparation 5 minute presentation.

The teacher told to make up role play from :"Kelinlar qo'zg'oloni"

The end of the lesson : a)the researcher gave her own feedback to the lesson ,then students told their opinions.5 minutes.

b)Assessing and explaining homework.

IV.RESULTS AND DISCUSSION

In this qualification paper we took Listening as one of the productive skills of language learning and teaching. It aimed at investigating effective ways of developing listening skills in EFL learners. The questionnarie was designed for students and teachers to find out their opinions on their language learning progress, lesson organization,attitude of the teachers towards lessons and students. The questionnaire was designed in English.It was distributed to teachers and students in March before the beginning of conducting lessons.The questionnaire was distributed to 12 students and 5 teachers who were conducting Listening and Listening course.YOU may see Questionnaire in the was organised in the form of full answers not Yes ,No questions It was for checking their way of giving their opinions in written form.The results of the questionnaire showed that all students were interested in Listening more rather than the other skills.But most of them did not happen to speak with native speaker.They learned from authentic films,songs, interviews on media.

Questionnaire to the students

1.What subjects do you like more in your study?

2.Why do you think Listening skill is more needed than other skills?

3.Do you have hesitation before you express your opinion in English verbally?IF Yes ,why so?

4.What skills did Listening course help you to form in you?

5.Have you discussed any topic in the English before you entered the Uni?

6.Have you been in talk with a native speaker?

 7.How did you feel that time?

8.Have you experiensed working as interpreter?

9.What difficulties did you come across?

10.What effects did you see in yourself after your Listening- Listening lessons?

Questionnaire for the teachers

1.Why do you prefer teaching LISTENING-LISTENING course rather than other aspects of language teaching?

2.What problems do you see in the students' listening skills?

3.How do you try to go over expected problems?

4.What other skills can be formed and developed in Listening course?

5.What development strategies of listening skill in EFL can you suggest?

The results of the teachers' questionnaire pointed out that they prefer the given course because it coovers not only Listening but also the other perseptive annd pproductive skills of language learning.(LL).

About the problems in students speech they mentioned that they hesitate to tell their opinions because they hesitate on the correctness of their grammar.

To get over such problems the most teachers mentioned to give them group work and discussions to practise English freely. In Listening-Listening courses the learners develop their creative working, critical thinking, problem solving and many other abilities.

The teachers presented several strategies of developing listening skills which we joined and used in conducting the lessons.These results of questionnaire helped us to prepare materials for lessonsas well.

Pre-testing results

AS our subject was Listening we did not take tests in written form but in a definite time the students should prepare a text to the given title and answer spontaneuos questions.E.g.1.Speak about "The problem of abortion in Uzbekistan"2minutes.

2.what doyou think about film production inUzbekistan?Do you prefer celebrity?

The criteria of assesment was as following:

- ✓ The use of special vocabulary   2
- ✓ The fluency of speech   2
- ✓ Pronunciation   1
- ✓ Grammar   1
- ✓ Creativity   2
- ✓ Style of word choice   2

In the resullt of such conversation we saw that 70 percent of the students lacked in the creativity and the use of speciall vocabulary.

N	Names of students 216	Scores	Teacher
1	Abdimurodova Sh.A.	78	
2	Askarov D.A.	66	
3	Ahmedova M.A.	69	
4	A'zamova G.N.	76	
5	Boqiyeva R.Sh	80	
6	Boratova M.S.	80	
7	DjumaHeva A.M.	66	
8	Mingishova D.A.	74	
9	Musayeva M.U.	75	
10	Nurxanov Sh.Sh.	78	
11	Tulyaganova D.F.	79	
12	To'rayeva Y.A.	69	
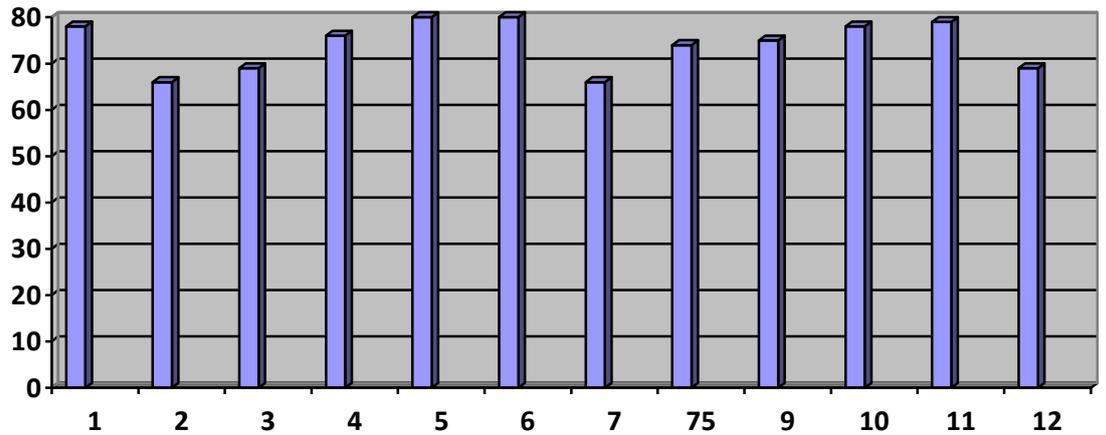
They seem to get used only learning the given material by heart and be under one system.But when they are in real life they try to use only such rules or expressions They do not know how to paraphrase ,how to express their opinions orally or they hesitate to say what they know It is as if they have language barrier.I decided to activise them during the lessons giving them interesting tasks to prepare as presentations on the topics which were suitable to their age, gender, and status;role plays; taking interviews;prepare reports;round table discussions.

Post-test results

With the encouregements of our teachers and my great challenge after conducting the lessons we had post –test with the students again.This time we gave tasks of three types.1. In the form of preparing dialogue on the topics: At the doctor,Asking the way,In the department store,In the court room, At the Barber's, At a hotel.

The aim of setting this task was to check the students if they could speak in English in different spheres of life.

2.Speak on the given topic spontaneously.

3.Optional topic .

The aim of using the third question was to check the creativity of the learners.

The assessment criterium was as in the Pre-test.

This time we got that the students formed beleive in themselves,they had experiense already and their results differed from pre test results.

N	Names of students 220	Scores	Teacher
1	Abdiyeva Z.	90	
2	Abdurahmonov Azizbek	74	
3	Djumaboyeva Ilmira	78	
4	Isanova Maftuna	82	
5	Muhammadiyev Mirjalol	88	
6	Muhitdinova Mukhayyo	89	
7	Saydaxmatova Hilola	75	
8	Tojiboyev Shohrukh	83	
9	Vohidov Tokhir	90	
10	Khamidova Diyora	86	
11	Xolboyeva Dilnoza	88	
12	Gulomova Bakhora	75	
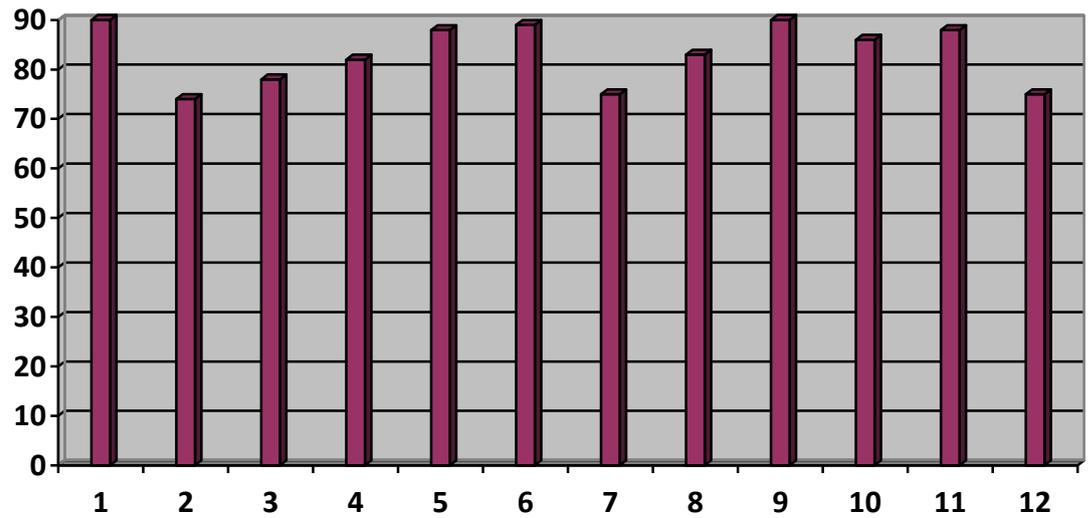
The first and the second questions were answered more eagerly than the third one.We came to conclusion that students learn and develop their listening skills in active conversations and in communication rather than individually.

Type of test	Lowest score	Highest score
Pre-test		
Post-test		
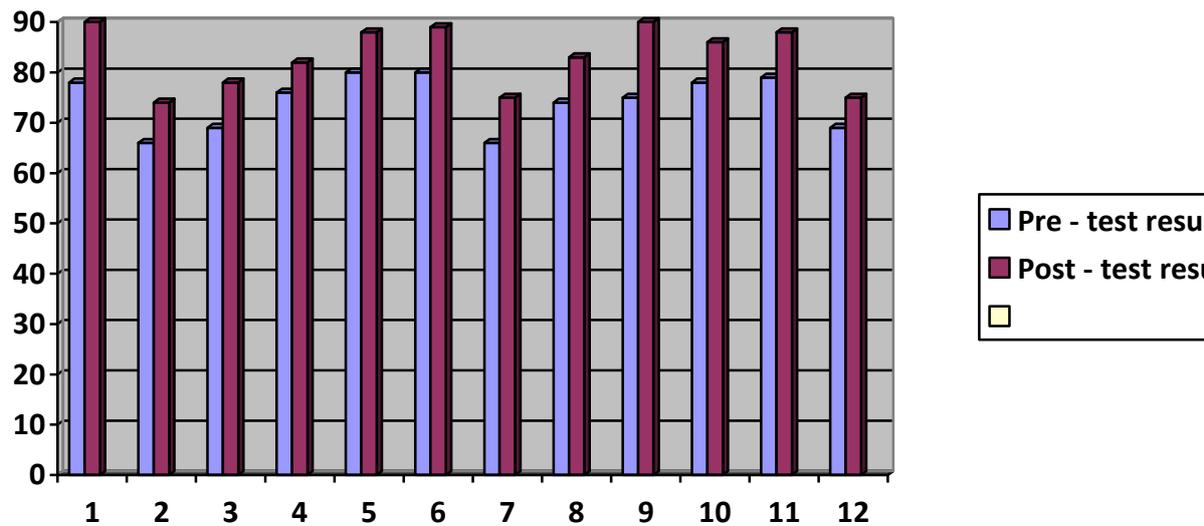
To carry out the investigation we used three methods:

- observation

- comparison

- analytical researches

We used observation method in attending different level classes of PRESETT groups. During the observations we studied the methods of teaching Listening of different teachers in different levels. We compared the distinguishing features of teaching Listening in different programs through the stages of the course.

The advantages of Listening classes in PRESETT groups are that the tasks of listening and the aim of teaching listening lessons provides the students' creative thinking abilities and challenge them feel free in English listening-listening atmosphere. Also listening classes motivated learners on problem solution, cause – effect relations awareness.

Observing

Observing was the activity of collecting data to supervise to what extent the result of "acting" reach the objective. The data being taken were qualitative and quantitative data. The quantitative data covered the

students' progress (the students' score) while the qualitative data comprised students' interest, class management. In short, in this phase, the researcher or collaborator elaborated kinds of data, the procedure of collecting data and instruments (observation, questionnaire, and so forth). Reflecting

Reflecting was the activity of evaluating critically about the progress or change of the students, class, and also the teacher. In this step, the researcher and collaborator could observe whether the "acting" activity had resulted any progress, what progress happened, and also about the positives and negatives, and so on.

In the planning, the writer wanted to improve the students' listening skill. He would use the audio-lingual method for improving the students' achievement in listening. There would be some steps like a pre-test, the teaching-learning activities, and post-test. In data collection part we'll include the materials used for classes.

Table 2

Score Value	Frequency Distribution
0	2
30	1
65	1
70	3
75	2
80	1
90	3

Mean of a Group 220 is 62 and below is shown how it was calculated.

$$\bar{X} = \frac{\Sigma X}{N}$$

$$\bar{X} = \frac{90+70+65+0+0+90+90+70+30+80+75+70+75}{13} = \frac{805}{13} = 62$$

Mode is simply the numerical value that occurs mostly frequently in the set of scores given. The mode is nearly identical to the mean, the mode of Group 220 is 70.

Median is the value at the center of the range which is the seventh score by its values is also 70.

Range (number of points between the highest and the lowest scores in the set, plus 1). To find the range, subtract the lowest score from the highest score and add 1. The range of a Group 220 is 91

R = 90 − 0 + 1 = 91

$$SD = \sqrt{\frac{\sum(X-\bar{X})^2}{N}}$$

$$SD = \sqrt{\frac{11927}{13}} = \sqrt{917,5} = 30,28 \approx 30$$

Standard deviation of the Group 220 is 30 and it's calculated by the help of the Table 3. Moreover, the other tables (5, 6, 7) illustrates the results of Group 216.

Table 3

№	Group 216	Score	Mean	Difference	Difference Squared
1	Abdimurodova Sh.A.	0	62	-62	3844
2	Askarov D.A.	90	62	28	784
3	Ahmedova M.A.	70	62	8	64
4	A'zamova G.N.	65	62	3	9
5	Boqiyeva R.Sh	0	62	-62	3844
6	Boratova M.S.	90	62	28	784

7	DjumaHeva A.M.	**90**	62	28	784
8	Mingishova D.A.	**70**	62	8	64
9	Musayeva M.U.	**30**	62	-32	1024
10	Nurxanov Sh.Sh.	**80**	62	18	324
11	Tulyaganova D.F.	**75**	62	13	169
12	To'rayeva Y.A.	**70**	62	8	64
13	Shoyimova M.	**75**	62	13	169

The final result pre-tests of both Groups 216 and 220 can be "Table 4" which comprises all the valuable data of the research. It includes the data of central tendency and dispersion.

Table 4

Central Tendency				Dispersion			
Group	Mean	Mode	Median	Low	High	Range	SD
A	62	70	70	0	90	91	30
B	71	85	75	50	90	41	15

Table 6

Score	Frequency Distribution
50	2
55	2
60	1
70	1
80	1

85	4
90	1

Mean of a Group 216

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{50+55+90+85+70+60+85+85+55+50+80+85}{12} = \frac{850}{12} = 70,8 \approx 71$$

Mode of a Group 216

The numerical value that occurs most frequently is 85.

Median of a Group 216

The value at the center of the range which is the added scores of two middle values and divided them by two is (70+80)/2 = 75

R = 90 − 50 + 1 = 41

$$SD = \sqrt{\frac{\sum(X-\bar{X})^2}{N}} = \sqrt{\frac{2565}{12}} = \sqrt{213,7} = 14,6 \approx 15.$$

Table 7

№	Group 220	Score	Mean	Difference	Difference Squared
1	Abdiyeva Z.	50	71	-21	441
2	Abdurahmonov Azizbek	55	71	-16	256
3	Djumaboyeva Ilmira	90	71	19	361
4	Isanova Maftuna	85	71	14	196
5	Muhammadiyev Mirjalol	70	71	-1	1
6	Muhitdinova Mukhayyo	60	71	-11	121

7	Saydaxmatova Hilola	85	71	14	196
8	Tojiboyev Shohrukh	85	71	14	196
9	Vohidov Tokhir	55	71	-16	256
10	Khamidova Diyora	50	71	-21	441
11	Xolboyeva Dilnoza	80	71	9	81
12	Gulomova Bakhora	85	71	14	196

Post-test results

Table 8

№	Group 216	Grammar	Vocabulary	Form/ Mechanics	Critical ideas and arguments	**Total score**
1	Abdimurodova Sh.A.	10	10	10	20	**50**
2	Askarov D.A.	25	20	25	25	**95**
3	Ahmedova M.A.	20	25	20	15	**80**
4	A'zamova G.N.	20	15	20	20	**70**
5	Boqiyeva R.Sh	5	10	5	10	**30**
6	Boratova M.S.	25	25	20	20	**90**
7	DjumaHeva A.M.	20	20	25	20	**85**
8	Mingishova D.A.	20	20	15	20	**75**
9	Musayeva M.U.	10	10	10	10	**40**

10	Nurxanov Sh.Sh.	15	20	20	20	**75**
11	Tulyaganova D.F.	20	20	20	15	**75**
12	To'rayeva Y.A.	20	20	15	20	**75**
13	Shoyimova Sh	15	20	20	20	**75**

Mean of a Group 220

$$\bar{X} = \frac{\sum X}{N} = \frac{915}{13} = 70$$

Mode of a Group =220

The numerical value that occurs most frequently is 75.

Median of a Group 220

The value at the center of the range which is the seventh score by its values
is also 75.

R = H - L+1

$R = 95 - 30 + 1 = 66$

$$SD = \sqrt{\frac{\sum(X-\bar{X})^2}{N}} = \sqrt{\frac{4375}{13}} = \sqrt{336,5} = 18,34 \approx 18$$

Table 9

№	Group 220	Score	Mean	Difference	Difference Squared
1	Abdiyeva Z.	**50**	70	-20	400
2	Abdurahmonov A.	**95**	70	25	625
3	Djumaboyeva I.	**80**	70	10	100
4	Isanova M.	**70**	70	0	0
5	Muhammadiyev M.	**30**	70	-40	1600

6	Muhitdinova M.	**90**	70	20	400
7	Saydaxmatova H.	**85**	70	15	225
8	Tojiboyev Sh.	**75**	70	5	25
9	Vohidov T.	**40**	70	-30	900
10	Khamidova D.	**75**	70	5	25
11	Xolboyeva D.	**75**	70	5	25
12	Gulomova B.	**75**	70	5	25
13	Shoyimova M	**75**	70	5	25

Table 10

№	Group 216	Grammar	Vocabulary	Form/ Mechanics	Critical ideas	Total score
1	Abdimurodova Sh.A.	18	17	15	15	65
2	Askarov D.A.	10	15	18	20	63
3	Ahmedova M.A.	25	25	25	20	95
4	A'zamova G.N.	15	18	25	22	80
5	Boqiyeva R.Sh	20	20	20	15	75
6	Boratova M.S.	17	19	15	16	67
7	DjumaHeva A.M.	16	17	25	22	80

8	Mingishova D.A.	20	22	25	23	90
9	Musayeva M.U.	15	15	15	15	60
10	Nurxanov Sh.Sh.	15	12	18	15	60
11	Tulyaganova D.F.	25	20	20	20	80
12	To'rayeva Y.A.	25	20	25	20	90

Mean of a Group 216

$$\bar{X} = \frac{\sum X}{N} = \frac{905}{12} = 75{,}4 \approx 75$$

Mode of a Group B

The numerical value that occurs most frequently is 80.

Median is the value at the center of the range which is the added scores of two middle values and divided them by two is $(75+80)/2 = 77$

$R = H - L + 1 = 95 - 60 + 1 = 36$

$$SD = \sqrt{\frac{\sum (X - \bar{X})^2}{N}} = \sqrt{\frac{1683}{12}} = \sqrt{140{,}25} = 11{,}8 \approx 12$$

Table 11

№	Group 216	Score	Mean	Difference	Difference Squared
1	Abdimurodova Sh.A.	65	75	-10	100
2	Askarov D.A.	63	75	-12	144
3	Ahmedova M.A.	95	75	20	400

4	A'zamova G.N.	80	75	5	25
5	Boqiyeva R.Sh	75	75	0	0
6	Boratova M.S.	67	75	-8	64
7	DjumaHeva A.M.	80	75	5	25
8	Mingishova D.A.	90	75	15	225
9	Musayeva M.U.	60	75	-15	225
10	Nurxanov Sh.Sh.	60	75	-15	225
11	Tulyaganova D.F.	80	75	5	25
12	To'rayeva Y.A.	90	75	15	225

Table 12

Central Tendency				Dispersion			
Group	Mean	Mode	Median	Low	High	Range	SD
A	70	75	75	30	95	66	18
B	75	80	77	60	95	36	12

To put all the pre-test and post-test results into a nutHell, the researcher demonstrates below the difference of the results in both Groups 216 and 220. You can see that the post-test results are more productive than pre-test. The post-test results of these two groups are much common with little difference in standard deviation 18 in Group 220 and 12 in Group 216. Figure 4 shows the results of Group A and Figure 5 demonstrates the results of Group 216
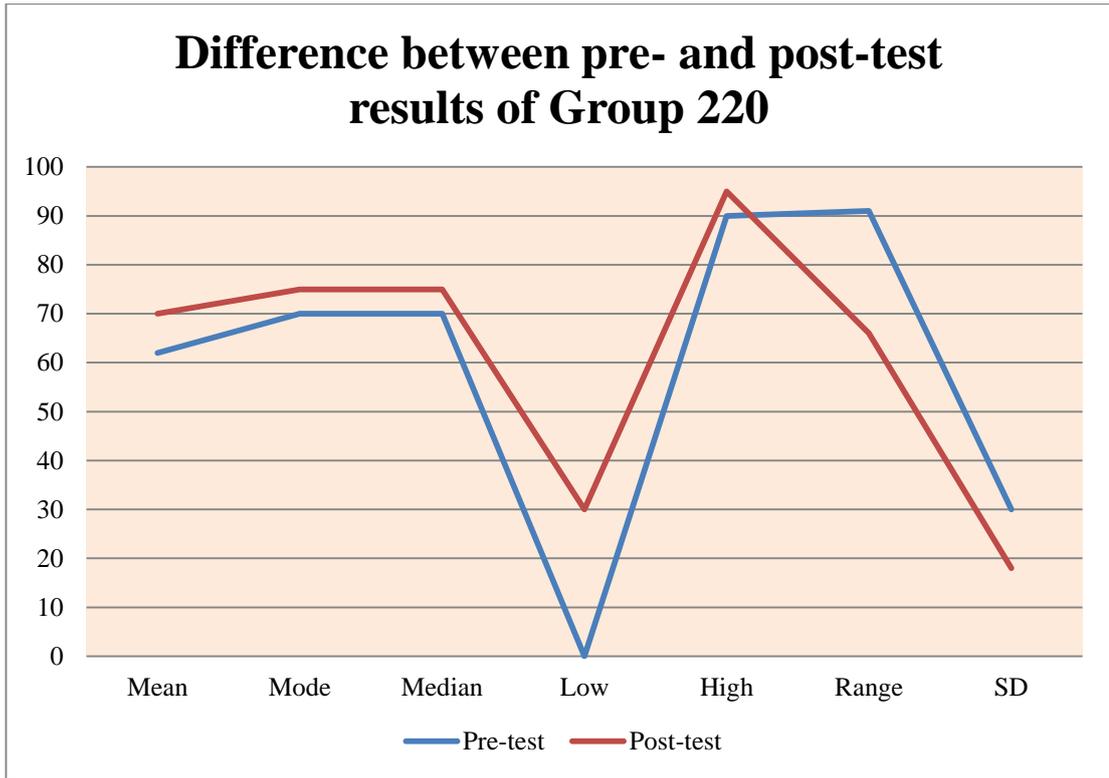
Figure 4

Difference between pre- and post-test results of Group 220

Figure 5

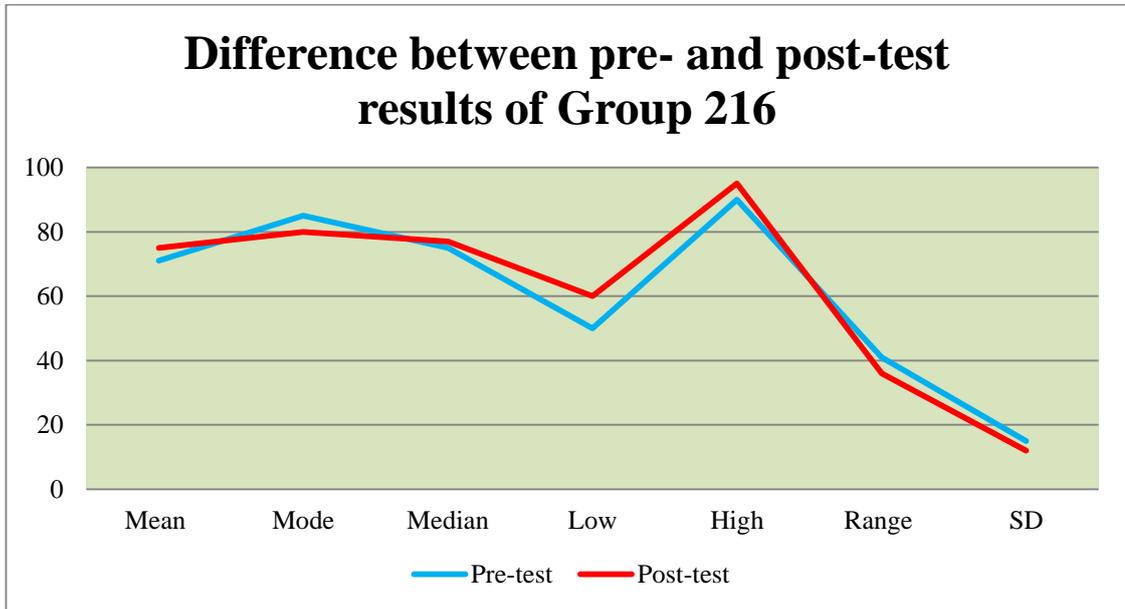**Difference between pre- and post-test results of Group 216**
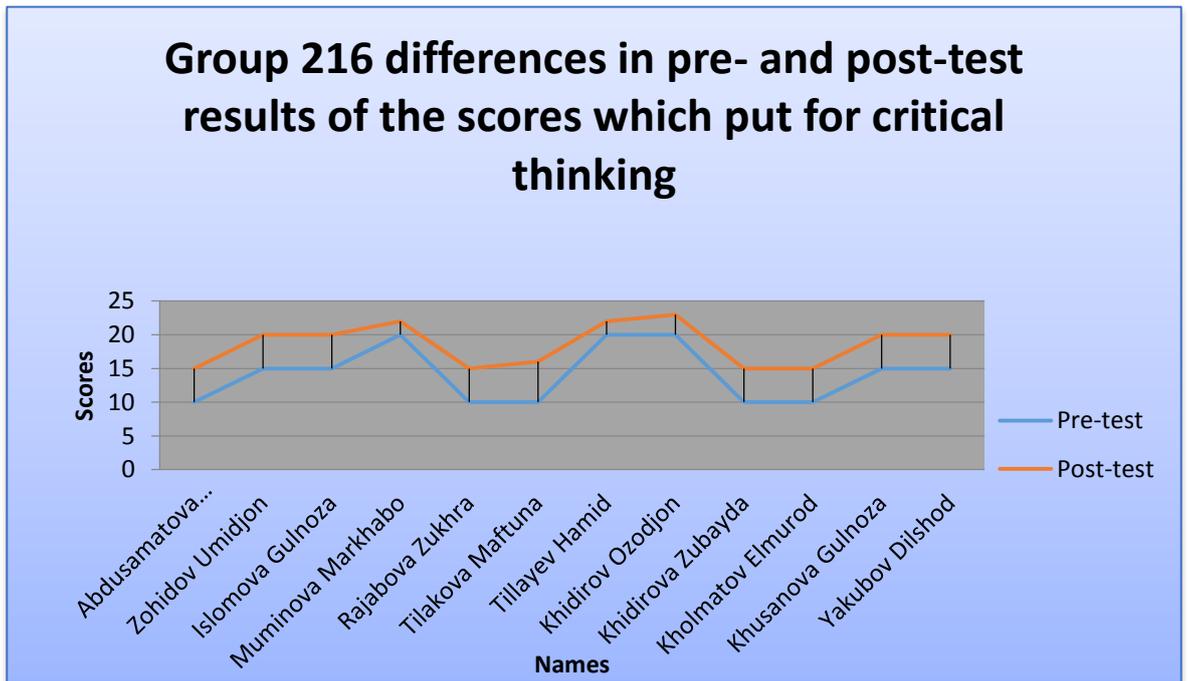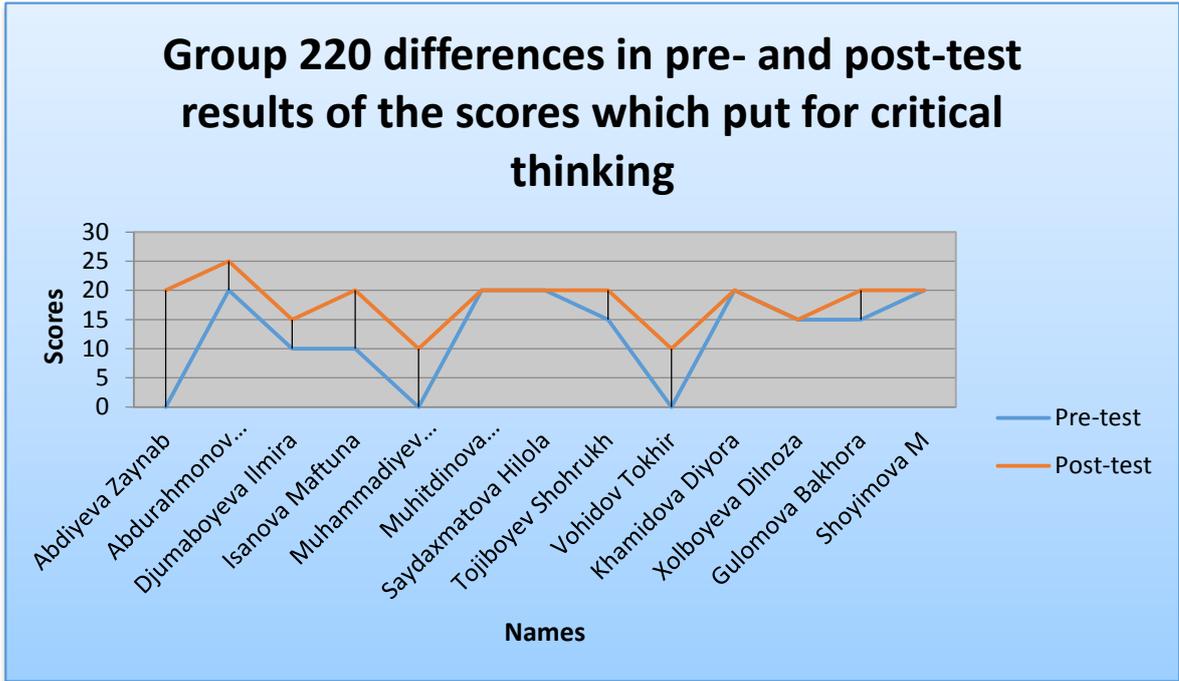

Figure 6 and Figure 7 are the most important part of the research. These data show the difference of results which includes only critical thinking skills in pre- and post-tests within the groups.

Figure 6

Group 220 differences in pre- and post-test results of the scores which put for critical thinking

Group 216 differences in pre- and post-test results of the scores which put for critical thinking

Answers to the research questions

The researcher set up the following question before beginning the entire survey:

1. Why is it necessary to enhance listening skills as a component of English language competence?

2. How to develop students listening skills through different thoughtful listening activities?

3. What methods are suggested in teaching Listening skills?

The first objective of the research was to determine the nessecity for teaching listening skills in language classroom particularly second course students. While investigating, the researcher picked up all necessary information about listening skills by analyzing the book "MISSION FCE2". Besides that the observation and experiments attained the researcher find the answer the question. In general, teaching listening skills is based on the theory "from easy to difficult".

1. The next question was **"How to develop students listening skills through different critically thoughtful essay activities?**

In order to find the answer, the researcher made a observations and hold questionnaire from the teachers at the university of UZSWLU first faculty and analyzed the "MISSION FCE2 English Teachers' book". It became obvious that, in the second course teachers use different teaching methods as the students are able to read and write so they need to learn new words through effective methods and tricks in order to create essays. In addition, they have quite a short attention span and so need variable ways of teaching. Therefore, they are used to routines and enjoy repetition. They have enough knowledge on grammar rules and explanations and they don't use mother tongue in order to ask something in the class (M. Slattery, J. Willis, 2006).

What methods are suggested in teaching listening skills as a foreign language competence?

The investigator found out that the methods have priceless place in teaching listening skills to learners. They motivate learners; make the lesson interesting and fun; increased the assimilation of taught materials. In general while teaching listening skills to young learners the following methods are used:

➢ **Audio-lingual method**

➢ **Suggestopedia**

➢ *Direct and Indirect method*

It's obvious that all the recommended methods and techniques were very helpful to organize an effective listening essay.

V.FINAL REFLECTIONS

In this globalization era, educators are demanded to be more professional in their job, otherwise they will be left behind. So, it is important for them to be more creative in finding a new kind of method in teaching process. To support all those things they have to conduct their own strategy of teaching by doing some kinds of research. They have to try hard in order to meet the demands put for EFL and ESL teacher.

The action research framework is most appropriate for participants who recognize the existence of shortcomings in their educational activities and who would like to adopt some initial stance in regard to the problem, formulate a plan, carry out an intervention, evaluate outcomes, and develop further strategies in an iterative fashion.

In short, this very action research is characterized by having the teacher in the classroom only as facilitator. The lessons should be student centered and this way we can develop students' listening skills in EFL. By carrying out this research we intended to show a workable technique for working classroom teachers. One can conclude that the meaning of classroom action research is reflective action which is done to maintain the doers' rationality in doing their jobs to deepen their understanding of their action in order to make the teaching-learning process better.

An action research is done to improve a teaching learning process. We can conclude that action research improves a teaching learning process by saying "The fundamental aim of action research is to improve practice rather than knowledge"

From those explanations, one can conclude that the meaning of classroom action research is reflective action which is done to maintain the doers' rationality in doing their jobs to deepen their understanding of their action in order to make the teaching-learning process better.

The advantages could be described as follows:

a). The students showed a great enthusiasm during the lesson

b). Using teaching method to teach listening to the second year students was very good and effective for both to the students and to us.. It was supported by the higher scores gained by the students who have been taught using teaching methods.

c). This teaching method has an impact on the students' listening skills may derive from the fact that the students become more confident and motivated in learning the language because of the teaching aids and materials used in the class along with the provision at the teacher's positive reinforcement.

e). The students of group 216 have positive attitudes towards the carried Teaching Method. This may be because during the class, students were positively reinforced. With the positive reinforcement, students' intrinsic motivation became promoted that was the most fundamental to learn the language for their own self-perceived needs and goals leading them to positive attitudes towards the teacher, the class, the teaching method, and of course, language learning.

From the advantages of using interactive teaching methods in teaching listening English to the second year students, we would like to give some suggestions to be considered by English teachers as follows:

a). Interactive teaching method as an alternative method of the teaching process is a good way to be applied in the school to improve their ability in listening.

b). The students are more likely to be shy and afraid to take risks in listening the target foreign language causing them to reach the satisfied levels of English comprehension and production should conduct a study using the Audio-lingual teaching method for their listening class with a larger number of subjects.

c). the teacher should give more chances to the students to be more active, and let the students to do several practices. The teacher should trust the students that they are able to do those activities by themselves. Here, the teacher only observes and helps the students when they meet difficulties.

d). High appreciation from the students does not make the teachers in a hurry to add more words, sentences, and or dialogues building to learn. The teacher should not rush to add new material before their students internalize the words, sentences, and or dialogues given before.

To summarize the theme we have taken under discussion we can state that teaching listening using interactive methods has profound advantages:

- it helps students form the experience of English text reading
- it helps the students work with dictionaries
- it supports the students enlarge vocabulary
- it helps students be aware of the history, social life and culture of people whose native language they are learning as a second or foreign language.
- it helps the students to develop listening techniques; to improve their observational skills, to obtain analytical methods and make stylistic interpretation analysis.
- It forms the students' fluency in the English language
- It provides the students' effective communication
- It develops students' critical thinking and creative approach abilities
- It helps the students to gain much knowledge, form the outlook.
- More over Teaching listening using interactive methods implements professional aim as to develop pedagogical – professional practice in students.

In conclusion, the definition of listening skill lexically is the ability to utter words or sounds with the ordinary voice; or the ability to communicate vocally or to have conversation through practice, training, or talent. In addition to that, Lado points out that listening ability / skill is described as the ability to report acts or situation, or the ability to report acts or situations in precise words, or the ability to converse, or the express a sequence of ideas fluently. The writer can conclude that someone who wants to speak a foreign language has to know the rules of that language, like grammar, vocabulary, pronunciation, and word-formation, and to apply them properly in communication.

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APPENDIX

Needs Analysis Questionnaire

Full Name _____.

Gender _____   Age _____

Group _____   L2 Level (CEFR) ___

1. What do you listen in English?

    a) Recordings

    b) Music

    c) Conversation

    d) Tapescripts

    e) Or _____

2. How often do you listen something in English?

    a) Every day

    b) Once per a week

    c) Once per a month

    d) Never

3. Do you make notes after/while Writing a text?

    a) Yes

    b) No

4. What is your attitude towards feedbacks and critiques of others?

    a) I always accept and follow them

    b) I sometimes accept and follow them

    c) I accept them warmly but do not follow them

    d) I never accept and follow them

5. How often does your English teacher organize group listening activities?

    a) Every lesson

    b) Once per a week

    c) Once per a fortnight(two weeks)

d) Once per a month

e) Never

6. Whom do you discuss with what you listened or read?
_____.

7. Why do you listen something?

a) To persuade

b) To entertain

c) To analyze

d) Or _____

8. How many times do you read after listening something?

a) Never

b) Once

c) Twice

d) More

PART 1.

PRE-LISTENING

Time: approx. 20 minutes

Task 1.

You will hear an interview with Vicky Jack who talks about the last 15 feet of her second attempt to reach the summit of Everest. Listen and write TRUE or FALSE. **You will hear a recording twice.**

1. There is three times more oxygen at sea level.

   _____

2. Vicky collapsed because of tiredness.

   _____

3. If you are determined, you'll succeed.

   _____

4. Your body stops functioning normally after 25,000 ft.

   _____

5. As you reach the top, you're still mentally aware of the dangers.

   _____

POST-LISTENING

Task 2.

You will hear a woman talking on the radio about things for children to do during the school holidays. Complete the notes using NO MORE THAN ONE WORD AND\OR A NUMBER. **You will hear a recording twice.**

Things to do in the holidays

- Main problem – children do not have a traditional (6) …………………….. .

Some ideas

- Give children jobs, for example cleaning the (7) ………………….. .
- At home, ask children to help in the (8) ………………………… .
- Get children to make (9)……………………………. .
- Get children involved in community work such as visiting the (10) ……………….. .
- Involve older children in long-term (11) ……………………... .
- You may get some ideas from the (12) …………………… .
- The local (13) …………………… is often the best place to find ideas.

Things to remember

- Make sure children stay (14) ………………………. .

Children up to the age of (15) ……………….. need to be supervised by an adult.