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UDK

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MODERN TECHNOLOGIES OF TEACHING LISTENING

IN ACADEMIC LYCEUMS

5A120102 – linguistics (the English Language)

DISSERTATION

For Academic Master's Degree

The work has been discussed and recommended for defense,	Scientific advisor: PD., As.Prof. Karaeva .K.N.
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Introduction

Topicality of the research.

Begun from 1991 the system of education in Uzbekistan has been reconstructed according to the requirements of independent state. This process was carried out step-by-step in correlation with the types and forms of education – pre-school education, secondary school education, secondary specialized, professional (vocational) education, and higher education.

There are more than nine thousand primary schools, secondary schools, vocational collages and academic lyceums in Uzbekistan. Education is free in all of them. The right to education is guaranteed by our constitution.

New higher educational institutions were established. The first law of educational system – "Law on Education" of the Republic of Uzbekistan was adopted in 1997.

Main purpose of this Program is to train independently thinking specialists.

"Children are the future of every country. What is good for the youth is good for the future of that country". [1,p138]

According to the decree PQ18/75 of the President of the Republic of Uzbekistan which was hold on December10 in 2012, much attention is paid to the positive development of young people in learning and teaching English and their preparation for employment. Teachers try to do their best to educate young people and to bring them up in the spirit of democratic ideals and internationalism. They try to teach children good morals and ethics.

It is the young people who will take the world's future in their hands. That is why it is necessary for them to develop their own interests and goals and to recognize   and understand the problem of today.

Nowadays learning and teaching foreign languages are very important process. However, it is necessary to admit the circumstance that foreign languages should be taught in a comparative way without causing damage to the mother language. Only in this way our children, studying at academic lyceum and

vocational colleges will be able to open for themselves the beautiful and wonderful world of world languages.

In this respect, it will be appropriate to cite the words of the President of the Republic of Uzbekistan Islam Karimov, who said: "Our land produced outstanding scientists who are the pride of the whole world. We have all conditions to continue and enrich national traditions of scientific thinking established by them". [2, p151]

English is generally acknowledged to be the world's most important language. It is perhaps worth glancing briefly at the basis for that evaluation. There are, after all, thousands of different languages in the world, and each will seem uniquely important to those who speak it as their native language, the language they acquired at their mother's knee. But there are more objective standards of relative importance.

The first criterion is the number of speakers of the language. The second is the extent to which a language is geographically dispersed: in how many continents and countries is it used or is knowledge of it necessary? The third is its functional load: how extensive is the range of purposes for which it is used? In particular, to what extent is it the medium for highly valued cultural manifestations such as a science or a literature? the forth is the economic and political influence of the native speakers of the language.

If we restrict the first criterion to native speakers of the language, the number of speakers of English is more than 300 million, and English ranks well below Chinese (which has over three times that number of speakers). The second criterion, the geographical dispersal of the language, invites comparison with (for example) Hebrew, Latin and Arabic as languages used in major world religions, though only Arabic has substantial number of speakers. But the spread of English over most of the world as an international language is a unique phenomenon in the world's history: about 1500 million people-over a third of the world's population-live in countries where English has some official status or is one of the native languages, if not the dominant native language. By the third criterion, the great literatures of the Orient spring to mind, not to mention the languages of Tolstoy,

Goethe, Cervantes, and Racine. But in addition to being the language of the still more distinguished Shakespeare, English leads as the primary medium for twentieth-century science and technology. The fourth criterion invokes Japanese, Russian, and German, for example, as languages of powerful, productive, and influential nations.

No claim has here been made for the importance of English on the grounds of its quality as a language (the size of its vocabulary, its relative lack of inflections, the alleged flexibility of its syntax). The choice of an international language, or lingua franca, is never based on linguistic or aesthetic criteria but always on political, economic, and demographic ones.

Research has been indicated to develop listening skill of Uzbek pupils freely paying attention to the spread English as the language of the changing world at the present days.

Aim of the research: to increase pupils' listening skill in any place, such as in internet, on TV, on the radio and to make lyceum pupils communicate with the English world.

Tasks of the research: to create the communicative atmosphere for English teachers and at a certain time for the learners that can help to decrease the challenges in learning listening.

Object of the research: the process of teaching listening in academic lyceums.

Subject of the research: development of listening competence of the first course pupils of academic lyceums.

Main matter and assumption of the research:

Fair to say that there is no single aspect of the issue on which there is universal agreement. And then of course every debate on the topic ends with the ritual call for more research. Teacher and administrators who must make decisions about whether, and to what extent, to make computers available to language learners want reliable research findings about cost-effectiveness-and about-effectiveness, too. Unfortunately one of the most serious problems in this complex issue is the lack of agreement as to the appropriate research questions and research methodologies. Calls for the research

are points and devises if they only pose broad and ideologically loaded questions without specifying the hypotheses to be explored, the theoretical framework within which those questions are meaningful, the data that confirm or disconfirm the hypotheses, the method by which such data can best be collected, and the bases on which the results of the data analysis are validly generalized. Too many studies on the effectiveness of teaching listening use have produced contradictory or irreconcilable findings because they have asked inappropriate questions and thus the field as a whole is still at a loss concerning how to assess the value technology for language learning.

Short explanation of used technologies in the research: learner-centred methods, content-focused methods and interactive/participative methods; diagnostic approach, collaboration, individualization, personalization.

Novelty of the research: learners can cope with understanding and catching the meaning of any speech by the people who are making conversation in English even Native speakers by the help of following statements:

- to determine the psychological/individual destination in pre-listening;

- to adapt speech temp and listening temp;

- to analyze B1 textbook for academic lyceums.

Material of the research: English B1 textbook for academic lyceums and vocational collages; pictures from the book; tape-scripts of the books; texts for listening.

Theoretical value of the research:

Both endorsement of and opposition to the use of the technique aids during teaching listening skill for a wide range of teaching and learning activities are based on such diverse assumptions and ideological arguments about language-learning and language-teaching methodology that it is which enlarges theoretical knowledge of the learners.

Practical value of the research: the material of the research can be used by the teachers who teach listening skill in practical English at academic lyceum and have challenges in teaching listening:

1.In teaching English for Uzbek pupils

2.In compiling practical courses of English

3.In increasing listening skill

The results obtained of research: 1) hearing and listening has been determined; 2) connection listening skills with other skills has been defined; 3) strategies in listening has been worked out; 4) using several tasks for multi-level pupils has been recommended; 5) using variety of words in every lesson has been recommended.

The structure of the **Dissertation**:

It includes **introduction, 3 chapters, summary for each chapter, conclusion and list of used literature.**

Chapter I. Theoretical problems of teaching listening

I.1. Psychological feature of listening

The term "audition" was first used in science by Russian psychologist I.Kochkina in 1965. This term was taken from Russian language "аудирование" and was introduced as a competence into psychology. Sooner another Russian psychologist I.A.Zimnya continued worked out the competence listening in his research "Слушания и Говорение".

Listening was first recognized as a major component of language learning and teaching in the late 1970s. At that time, research suggested that language instruction should focus on the learner's listening comprehension in the early stages of acquisition, while delaying oral production until the learner was more familiar with the new language.

The ability to hear is a natural process that develops in all normal infants. Indeed, most of us begin to hear sounds before we are even born. The physical components of listening process combine with the cognitive development in a child, resulting in sophisticated listening skills. The ability to discriminate sounds at a very early age appears to be evident not only in the mother tongue but in other language, too. The natural ability to hear, however, is often mistaken for fully developed skills that needs no further fine turning. It is necessary to understand that L1 listeners (the mother tongue) often need training in how to listen just as much as FL listeners do. [4,p146]

If you ask a group of students to give a one word description of listening, some would say hearing; however, hearing is physical. Listening is following and understanding the sound – it is hearing with a purpose. Good listening is built on three basic skills: attitude, attention, and adjustment. These skills are known collectively as listening.   [5,p62]

At past times listening was known as a part of speaking. There were no exercises for listening. Hearing and listening are two concepts that we have to

distinguish: "listening" – understanding, catching meaning (Oz so'zla – ko'p tingla); "hearing" - physic ability done by ears (Qizim, senga aytaman, kelinim, sen eshit). In listening listeners desire to catch, understand the meaning, but in hearing listeners may not cope with clarify the thought. [6, p220]
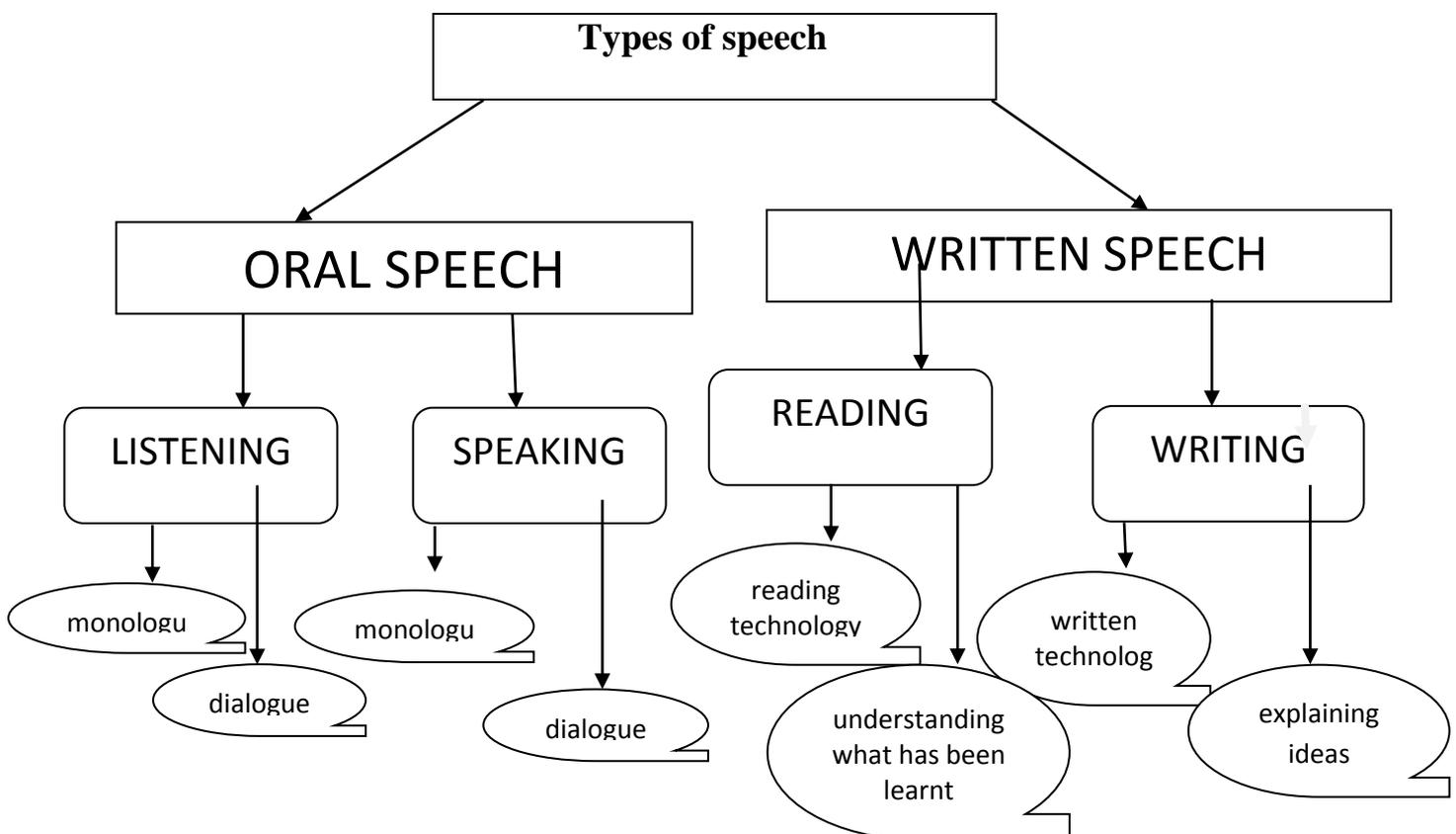
Teaching listening skill has been worked out for many years and scholars who illustrated on this competence are Jan Starve, J. Flowerdew, L.Miller, G.V.Rogova, O'Malley, A. Chamot, Vandergrift and Goh, Buck G, Ur, P., Willingham, D. T., and other foreign scholars. J.J.Jalolov, A.Iriskulov, G.Bakieva, G.T.Mahkamova, Sh.S.Ashurov have been worked out on listening competence in Uzbekistan.

There were no listening activities and tasks in any textbooks where English was EFL until the 1970s because listening was taught as a part of speech. In Uzbekistan only grammar subskill and reading were important comprehensions. The first four skills based book was Fly High for school forms and listening began to be taught from the fifth form. In 2013 new designed textbook was made up for academic lyceums and colleges. Besides four skills subskill competence exist in the book.

I.2. Integration of listening with other skills

In real life we often listen to understand information with a certain purpose to each other. Verbal (oral) communication is the necessity of human, which is conducted via speaking and listening to get information and understand the received information. Hence, listening is considered as a speech activity. If students do not understand the meaning of the speech in a complete form, it means that they lack listening comprehension skills.

Which activity involves the most amount of listening? Students spend 20 percent of all school related hours just listening. If television watching and one-half of conversations are included, students spend approximately 50 percent of their waking hours just listening. For those hours spent in the classroom, the amount of listening time can be almost 100 percent. Look at own activities, especially those related to academic lyceum or college. Are most of your activities focused around listening, especially in the classroom?

Types of speech

ORAL SPEECH — WRITTEN SPEECH

LISTENING — SPEAKING — READING — WRITING

monologu — dialogue

monologu — dialogue

reading technology — understanding what has been learnt

written technolog — explaining ideas

In order to decode the massage sent by the speaker the listener has to use his linguistic knowledge and divide the stream of sounds into meaningful units and then compare these items with the shared knowledge between him/her and the speaker in order to get the meaning of the sentence.

During communication a listener switch analyzers to perceive and understand the massage. When we say "Did you listen?" we try to analyze did he understand or not. In one word "listening comprehension" means to understand massage. Perception and comprehension of the massage go simultaneously. We can divide them into different sentences to express different meaning.

Thus, listening is a complex skill of a student. While speaking a student selects the selects the languages units and compensates for his deficiencies; while listening he/she can not take the control over the language that is used. He must be prepared to cope with a wide range of extralinguistic and linguistic performance factors, which are out of his/her control (background noise, distance, accent, and dialect). He/she also needs to be familiar with the characteristics of spoken language to get the information. Among the language skills speaking and listening are the part of the oral speech. It is difficult to distinguish them when we use the term "listening comprehension". So it would be better if we call this process as "listening – speaking comprehension". [4, p 147]

I. Listening is Different from Reading

There are many skills necessary to listen to spoken English. Some skills are similar to the skills used in reading. But many important listening skills are different from reading skills. That's why if you want to learn to listen, you must practice listening. Listening skills are different from reading skills because speech is different from writing. Below are some of the main ways speech is different from writing.

Speech Consists of Sounds

The biggest difference between speech and writing is that speech consists of sounds. This is very important, because processing the sound adds a whole new set of skills that are not necessary for reading.

- You must know the sound system; if you don't, you cannot understand the speech.
- You must also know how the sounds change in fast speech. Fast pronunciation is very different from the dictionary form of the word.
- The English sound system varies from place to place, and from speaker to speaker.

Speech Uses Different Language

Written English consists of neat, correct sentences; speech does not. Speech usually consists of idea units. Each idea unit is a short piece of spoken language; usually about two seconds long, and consisting of just a few words; on average about 7 words.

Sometimes idea units are complete sentences, but sometimes they are not. The main differences between spoken idea units and written sentences are:

- Spoken idea units are usually shorter than written sentences.
- Speech usually has simpler grammar--idea units are usually just strung together--but writing usually has more complex grammar.
- Speech contains many mistakes, and grammatical errors; so it also has corrections and repairs. Written language is usually more correct and polished.
- Speech contains many pauses and hesitations. There are also fillers, meaningless words that give the speaker thinking time. Examples of fillers are um, well now, uh, let me see. Written language has none of those.

- Spoken language is more modern and up to date; there are more slang words, swear words, new expressions, figures of speech, and humor. Written language tends to be more conservative and old-fashioned.

- In speech a lot of things are not actually stated. Speakers often use their tone of voice, or stress and intonation to express important information. For example, emotions such as pleasure and anger, attitudes such as disbelief or sarcasm, and so on, are often not clearly stated in words.

Speech is Fast

Speakers decide how fast they will speak, and most speakers speak very fast. So listeners have to listen fast. When reading, the reader can choose a comfortable reading speed, but the listener cannot choose the listening speed. Listeners must listen to the speaker's speed.

- The speed of the speech is called the "speech rate". It is a very important for second language listeners: usually, as the speech rate increases, comprehension decreases. If the speech rate is too fast, comprehension stops.

- Because speech is generally fast, the listener must get the meaning very quickly and very efficiently. There is no time to stop and wonder about the language used (e.g. the vocabulary or grammar). That means that listening must be automatic.

II. Language Comprehension

Listening and reading also have many things in common. Both listening and reading are a form of language comprehension. In both cases we are trying to get some meaning from the language. It is important to understand how comprehension works.

Types of Knowledge

To understand the meaning, listeners use their knowledge. They use not only knowledge of the language but other types of knowledge too. The 4 most important types of knowledge used in comprehension are:

- knowledge of the language. This includes knowledge of the vocabulary, the grammar, and the way longer discourse is structured. Also knowledge of the sound system for listening, and the writing system for reading.

- Knowledge about what has already been said. This is important because we usually understand things based on what we have already understood of what came earlier.

- Knowledge about the situation in which the speech is taking place. This is important, because it gives us expectations about what might come next.

- Knowledge about the world. We use our background knowledge about the world and how it works to help us understand everything.

Applying Knowledge

Not only do we use different types of knowledge in comprehension, but this is applied in complex ways.

- There is no fixed way in which this knowledge is applied. Listeners have expectations about what they are hearing, and they use whatever knowledge seems relevant. Any relevant information might be used.

- Comprehension is basically a guessing game. Not all the necessary information is clearly stated. We use our knowledge to make inferences about the meaning. We don't always listen to every word, but make inferences based on the 4 types of knowledge.

- Comprehension does not understand what words mean, but is understanding what speakers mean. Even after getting the meaning of the words, the listener (or reader) must still try to understand what the speaker means by that. Not everything is clearly stated, and it is often necessary to figure out the real meaning. Again. this means making inferences. Inferences are the core of comprehension.

- Many people assume that the meaning is contained in the passage, and the listeners job is to get the meaning out of the message. That is not true! The meaning is not in the passage, but is constructed by the listener.

Reasonable Understanding

Because meaning is constructed by the listener (or reader) by making inferences based on knowledge, different people might make different inferences, and get different understanding of the same passage. This happens because listeners vary.

- Different people have different knowledge and different ideas about the world. A person with more knowledge about something may understand more than a person with less knowledge.

- Different people have different purposes for listening. Some people may want all the details, and others may only want to get the general idea. And so they will get a different understanding.

- Different people have different interests. If something is interesting, people pay more attention and will understand more.

- So different listeners, who hear the same thing, may have different ideas about what he speaker means. And that is ok, because these different ideas about the speaker's meaning may all be reasonable. Now here's the important thing: there is often no single correct understanding of a piece of language, but a number of possible understandings. The purpose of

listening is to get a reasonable understanding of what the speaker said, not the 'correct' understanding.

So what does all this theory mean for how we study listening. We think it means that:

- Listening ability can only be developed by practicing listening, to get all the necessary skills.
- The listener needs a lot of practice, so the skills become over-learned and completely automatic.
- The listener needs to listen to realistic spoken language, with all the characteristics of neutral language use.
- New listeners need to pay special attention to the sound system. Listening to lots of easy passages (even if they know a lot of English) is a good idea to help them learn the sound system well.
- Intermediate listeners need to listen to a wide variety of speakers and accents, to get familiar with the wide range of English pronunciation.
- All listeners need to listen to a wide variety of different passages.
- When listening the listener should concentrate on trying to understand what the speaker means, and not think about the language too much.
- And most important of all, just relax and enjoy listening. If you can do that, all the rest will just follow naturally.

Listen to lots of realistic passages, with different speakers, different accents, and different topics, and try to understand what the speaker means. This is exactly what you can do here, at the English Listening Lounge.

In native speech we understand the meaning and the form of speech immediately, but in a foreign language it is difficult. We should have vocabulary,

grammar and pronunciation subskills to perceive and comprehend received information. In other words, listening skills can be developed by teaching vocabulary, grammar and pronunciation. Vocabulary helps you to understand the main idea of the audio text and grammar helps you to understand the meaning of the text concretely.

Listening has unconditioned character which has the following elements: the desire and analysis of the sound. As a listener is a processor of language he/she has to go through three processes of listening: [4, p148-149]

a.   Processing sound/Perception skills:

As the complete perception doesn't emerge only from the source of sound, listeners split the stream of sound and detect word boundaries, contracted forms, vocabulary, sentence and clause boundaries, stress (especially the long words) and effect on the rest of the words, the significance of intonation and other language-related features, changes in pitch, tone and speed of delivery, word order pattern cohesive devices, etc.

b.   Processing meaning/ Analysis skills:

It's a very important stage as researches show syntax is lost in the memory within a very short time whereas meaning is retained for much longer. They say that, 'memory works with propositions, not which sentences'. While listening, listeners categorize the received speech into meaningful sections, identify redundant material, keep hold of chunks of the sentences, think ahead and use language data to anticipate what a speaker is going to say, accumulate information in the memory by organizing them and avoid too much immediate details.

c.   Processing knowledge and context/ Synthesis skills:

Here, 'context' refers to physical setting, the number of listener and speakers, their roles and their relationship to each other while 'linguistic knowledge' refers to their knowledge of the target language brought to the listening experience. Every context has its individual frame of reference, social attitude and topics. So, members of a particular culture have particular rules of speech behavior and certain topic which instigate particular understanding.

Listening is assumed to be 'interplay' between language and brain, which requires the "activation of contextual information and previous knowledge" where listeners guess and predict, organize and confirm meaning from the context.

However, none of these micro-skills is either used or effective in isolation or is called listening. Successful listening refers to 'the integration of these component skills' and listening is nothing but the coordination of the component 'skills'.

It is very important to make and choose the text. It should be interesting and be adequate to learner's age. If the learner is interested in the text, he/she will read it with pleasure. Activities in this stage would be interesting and easy including face interaction, using visual and tangible topics, clear description of the listening procedure, minimum use of written language, and immediate and ongoing responses and etc. So that learners can easily keep pace with the text and activity.

Listening to short chunks, music image, personal stories, teacher's talk. Small question – answer and interview may be applied in this stage.

The main source of getting information by listening is teacher's speech, tape recorder, radio; in any case, recording must be authentic. Recording two to three times is preferred in order to avoid rewind that may discrete attention of the listeners, films, filmstrip, TV program and many others.

One more important features of listened text is to clarify its' sipmlicitice and difficulties. It is significant to know difficulties and their causes.

The process of obtaining knowledge has sensitive and logical sides. These qualities come together in listening teaching. The mechanisms of listening are studied well in the theory.

Psychologists stress that mechanism to understand speech is the first step. This mechanism is closely connected with the mechanism of listening memory, while understanding speech it helps to understand a part of speech automatically.

Let's read information about speech recognition and memory working suggested J. Flowerdew and L.Miller in the book " Second Language Listening. Theory and Practice". [7, p23-24]

We have three types of memory: sensory memory, short-term memory, and long-term memory. Auditory massage is first received by sensory memory from environment around us. The sensory memory, which detects the signals, is activated, and the massage is held for a period of not more than one second. In this period, the massage is held in its exact form, then, depending on a number of factors, such as the quality of the massage, the urgency of the massage, and the source of the massage, it is either passed on to our short-memory or lost.

In short-term memory, we begin to process the message consciously, but we have fewer 15 seconds to decide what to do with it. We have to decide whether the message contains old new information. If it is old information, we check it against what is already held in our long term memory. If it is new information, we have to begin to try to match the information with our existing knowledge and make ``sense,, of the message, then it can be committed to our long-term memory and be fully assessed. Our long memory contains a huge amount of information, and the new message is placed within the systems we have developed. In placing the new information we must make decision about its usefulness: whether it will be needed again soon, or later: and how to categorize the special syntactic, semantic, phonological features of the message. Once this is done we can hold the new message in our long-term memory for as long as we wish.

The level of understanding the message is connected with speaking and listening experience. That's why it is recommended to teach listening and speaking interactively.

There are two approaches to listening process; bottom-up and top-down approaches. We will describe these models based on the aforementioned book by J.Flowerdew and L.Miller.

According to the bottom-up model, listeners build understanding by starting with the smallest units of the acoustics message: individual sounds, or phonemes. These are then combined into words, which in turn, together make up phrases, clauses and sentences. Finally individual sentences combine to create ideas and concepts and relationship between.

Top-down model emphasizes the use of previous knowledge in processing text rather than relying upon the individual sounds and words. Listeners rely on more than just the acoustic signals to decode a verbal message; they rely on the prior contextual knowledge as well. In applying contextual knowledge to interpret, listeners use pre-established pattern of knowledge and discourse structure stored in memory. Pre-established patterns or structure expectations include knowledge related to schemata, frame, script, and scenario, although schemata are often used as a cover term. A schema consists of an active organization of past experience. Frame organizes knowledge about certain properties of objects, events , and action, which typically belong together. A script deals with event sequences. A scenario consists of representations of situations or events from long-term memory.

Listening involves these processings, however, some individuals prefer to rely more on top-down processing, while others favour a bottom-up one. Beginners need to spend more time on developing bottom-up skills of decoding. Advance students need to develop top-down skills and apply schematic knowledge, because they have mastered basic phonology and syntax and know specificity of discourse organization.

These processings are related to development of listening mechanism.

In listening there is a mechanism of comparison of the signals coming to the memory. Comparison may be correct or incorrect depending on the person's previous experience.

Listener's experience is the trace left by listening and speaking in brains while comparing them listener succeeds in recognizing them. Next mechanism is called anticipation, which means prediction. When mechanism works there is a possibility to guesses the content of the audio text (through words and combinations). One more mechanism is understanding audio text logically. By forming this mechanism, the listening/comprehensive skill of students is developed.

I.3.Difficulties in teaching listening in English

Listening is a very important skill, especially for tutors. Many tutors tend to talk too much during a tutorial session. This defeats the purpose of tutoring, which is to allow students to learn by discussion. Rather than turning the session into a mini-lecture, tutors must actively listen and encourage their students to become active learners. Giving a student your full attention is sometimes difficult because you start to run out of time, or you find yourself thinking about your next question; however, the time you spend actively listening to your student will result in a quality tutoring session. [5,p77]

Active listening is a method of responding to another that encourages communication.

Poor speaking Habits and Good Listening Habits

Table 1

Poor speaking Habits	Poor speakers...	Good listening...
Criticizing a speaker	criticize the speaker's voice, clothes, or looks. Therefore, they decide that the speaker won`t stay and say anything important.	realize that a lecture is not a popularity contest. Good listeners look for the ideas being presented, not for things to criticize.
Finding fault with the speaker	become so involved in disagreeing with something the speaker states that they stop listening to the remainder of the lecture	listen with the mind, not the emotions. Good listeners jot down something they disagree with to ask the speaker later, then go on listening.
Allowing yourself to be distracted	use little distractions -- someone coughing, a pencil dropping, the door opening and closing -- as an excuse to stop listening.	filter out distractions and concentrate on what the speaker is saying.
Focusing attention	look at the speaker but don't listen. They expect to get the material from the textbook later.	understand that speakers talk about what they think is most important. Good listeners know that a good lecture

		may not contain the same information as the textbook.
Forcing every lecture into one format	outline the lecture in detail. The listener is so concerned with organization that he misses the content.	adjust their style of note-taking to the speaker's topic and method of organization.
Listening only for facts	only want the facts. They consider everything else to be only the speaker's opinion.	want to see how the facts and examples support the speaker's ideas and arguments. Good listeners know that facts are important, because they support ideas.
Listening to only the easy material	think it is too difficult to follow the speaker's complicated ideas and logic. A poor listener wants entertainment, not education.	want to learn something new and try to understand the speaker's point. A good listener is not afraid of difficult, technical, or complicated ideas.
Calling a subject boring	decide a lecture is going to be dull and "turn out" the speaker.	listen closely for information that can be important and useful, even when a lecture is dull.
Overreacting to "push button" emotional words	get upset at words which trigger certain emotions -- words such as communist, income tax, Hitler or abortion. Emotion begins and listening ends.	hear these same words. When they do, they listen very carefully. A good listener tries to understand the speaker's point of view.
Wasting thought speed	move along lazily with the speaker even though thinking is faster than speaking. A poor listener daydreams and falls behind.	use any extra time or pauses in the lecture to reflect on the speaker's message. They think about what the speaker is saying, summarize the main points, and think about the next

According to some scholars listening is influenced by the following factors:

-      Inner factors (interest, level of attention and concentration convection of significance of the information, degree of development of phonemic memory,

individual peculiarities of pupils' quick-wittedness, reaction and quick transfer from one intellectual operation to another, etc.) which are strictly personal;

- Outer factors (the linguistic structure of an audio-text its content, some situational factors).

- Some training specialists specify some other difficulties of listening-extra-linguistic and linguistic ones.

- I. To the extra-linguistic difficulties we refer:

- The volume of the auditory memory;

- a kind of speech to be listened to;

- tempo of speech. From the very beginning period of teaching tempo of speech must be normal (200-250 syllables/min)

- the number of presentation the volume of an utterance. The volume and character of a text for LC in junior classes-descriptive text consisting of 3-6 sentences (1-2 min.), at the intermediate stage-10-15 sentences (2-3 min.), in senior stage- 20-25 sentences (3 min);

- peculiarities of the speaker's timbre

- props and reference-points of perception:

a) semantic (intonation, rhythm, pauses, logical, sress, parenthetical phrases);

b) formal props (pictures, title);

c) visual verbal props (voc.notes).

II. The linguistic difficulties are:

a) phonetic (phonemic oppositions, or contrast sounds: short-long, voiced-voiceless, different intonation patterns and their meaning), tempo, indistinct (defective) pronunciation;

b) lexical (antonyms, lexical constructions, interruptions, etc. are difficult to comprehend); homonyms, paronyms;

c) grammatical (tense forms, elliptical words and sentences, analytical forms);

d) compositional structure of a text (description or narration or reflection, the beginning or the end of the story);

e) structural peculiarities of a text;

f) the presence of proper names, geographical names, terms;

g) a major linguistic difficult is the extension of sentences in a text for LC. The more complicated syntax of sentences is, the more difficult it is to comprehend it, because it requires a retentive shorten memory. (7+-2 lexical units deep);

h) peculiar stylistic devices, implication, dialectisms, slang words, jargonisms, euphemisms.

Modern methodological literature contains instructions about influence of a context on a text comprehension. It may be of 3 kinds:

-favourable;

-neutral;

-unfavourable;

Favourable influence is produced by a text, which:

✓ is interesting to the pupils of a particular age-group from the point of view of emotional colouring;

✓ has a simple plot;

✓ is logical characterized by the development of events;

✓ is free from too many details;

✓ doesn't contain too many proper and geographical names, terminology;

✓ has but several evidently unfamiliar words distributed, preferably presented not at the beginning of the text or a context (Context is a sentence or a group of sentence united by a sense – common idea).

One of the main tasks of communicative competence development is the mastering listening skills. In curriculum listening is the object and means of FLT.

The purpose of reveling difficulties for students' listening comprehensions is to work out the ways of preventing them from instructional point of view. Remedy of difficulties demands time, work and doing special exercises.

V.Rogova distinguished difficulties into following types: [8,p42-44]

1) phonetic difficulties: following phonemes

[s -z];[t-ts]; [u:-u]; [i- i:]; [w- v]; [d3- 3]; [d3 - z]; [o-o:]

Pupils have difficulties in listening these words: **worked-walked, first-fast, fast-forced, lion-line, tired-tide, bought-boat-board.**

2) lexical difficulties: G.V.Rogova said that pupils couldn't understand words because they heard them incorrect. These difficulties depend on phonetics.

Ex: *The horse is sleeping.* ←→ *The horse is slipping.*

3) grammatical difficulties: these difficulties are met in analytic language.

Ex: to work ←→ work

   to answer ←→ answer

The matter of learning listening in English is meant what to learn and whom to teach. It is defined for each form:

1.   Linguistic part: speech organs;

2.   Psychological part: listening, understanding the meaning;

3.   Methodological part: teaching pupils the ways of listening.

It can be information, daily news, the life, customs and traditions of English speaking countries.

According to the G.V.Rogova's methodology listening can be divided into following steps:

Step 1. Pupils listen to short easy texts from the teacher supported by visuality.

Step 2. Pupils learn to and short easy texts from the teacher without visual "props".

Step 3. They learn to and short easy texts in the recording without visual "props".

Step 4. Pupils learn to and from the teacher longer texts supported by visuality.

Step 5. They learn to and from the teacher easy longer texts without visual "props".

Step 6. Pupils learn to and easy longer texts in the recording supported by visuality.

Step 7. They learn to and easy longer texts in the recording without visuals "props".

Step 8. Pupils learn to and texts containing unfamiliar linguistic material from the teacher supported by visualty.

Step 9. They learn to and texts containing unfamiliar linguistic material from the teacher without visual "props".

Step 10. Pupils learn to and texts containing unfamiliar linguistic material supported by visuality (sound film strips and films of educational value and amusing) in the recording.

Step 11. Pupils learn to and texts more difficult for perception containing unfamiliar linguistic material in the recording.

Summary of Chapter I.

This chapter is based on the theoretical problems of teaching listening.

The first paragraph illustrates psychological features of listening and hearing. It is stated that hearing is physical ability of beings which not only humans can do, but also all existence have this ability, while listening is only for the person. Listening is catching meanings. Before investigate any method or theory, we should know backgrounds of using the concept. Listening was used in teaching at the last XX century.

The second paragraph is focused on integration of listening with other skills. No skills can be taught separately. We know that each stage of education connects with each other. The most important thing in teaching foreign languages is communicating with people with the language and standing at the same sphere with them. English is the second language for some countries and foreign language for the others. In Uzbekistan English is taught as FL (foreign language), listening and hearing are involved by FL students because of the difference of temp of listening and speech. Here we need listening and at the same time speaking. Listening comprehension has connection mostly with speaking because listening and speaking are in oral speech type. No speech is no listening. Watching competence is much more fruitful because real actions happen before listeners and the result of listening and watching will be better that the listeners expect. Listening and reading are in common in planning lessons. Pre-Post-While processes are used in teaching both compresention.

The third paragraph discusses the difficulties in teaching listening which were clarified in different ways by several scholars. Linguistic and extralinguistic difficulties regard as obstacles in learning and teaching listening. Russian linguist Rogova mostly investigated in phonetic, lexical and grammatical difficulties.

Chapter II. Modern approaches of teaching listening at academic lyceums

II.1. Analyses of syllabuses for academic lyceums

Nowadays in Uzbekistan the results of nation-wide reforms in the sphere of education basing on the laws as "On Education" and "National Program of Personnel Training" create an opportunity for our youth gaining qualitative education in the thousands of newly built modern schools, colleges, academic lyceums, sports, music, art schools and higher educational institutions.[9] Created conditions in the field of education in our country serve for bringing up well-educated, modern intelligently thoughtful, intellectually and harmoniously developed generation, who get complete professional preparation. On December 10, 2012, the implementation of the Presidential Decree №1875 on *"The measures of strengthening the system of learning foreign languages"* creates the basis for reforming on teaching foreign languages in the education system of the country.

Until the adoption of the above-mentioned Presidential Decree foreign languages to be taught at the general secondary schools from the 5th grade. According to the Decree from 2013-2014 school year included 2 hours foreign languages classes in the school curricula of the general secondary schools, so that now at the Primary classes, actually from the 1st grade our children have 2 hours foreign language lessons every week. [11]

In 2013 basing on the elaborated State Education Standards in learning foreign languages in the system of continuous (general secondary, secondary-specialized, professional, higher and post graduate) education the requirements for obtaining foreign languages to be indicated for graduators of all stages of education. [12] The same time new curricula on systematically teaching foreign languages starting from the first grade has approved. The requirements on defining the level of language learning competency of learners developed according to the measures of International Standards of "Common European Framework of Reference for Languages- Learning, Teaching and Assessment" (CEFR).

Table 2

Stage of Education	Requirements to Graduates	CEFR Levels	Name of the Level
General secondary Education	Primary class (4th grade) graduates	A1	Basic user initial level
	Graduates of 9th grade	A2	Basic user level
	Graduates of 9th grades in specialized schools majoring in learning foreign languages.	A2+	Basic user enhanced level
Secondary special, vocational education	Graduates of academic lyceums with non-language profile	B1	Independent user initial level
	Graduates of vocational colleges		
	Graduates of academic lyceums with language profile – **second foreign language**		
	Graduates of academic lyceums with language profile	B1+	Independent user enhanced level
Higher Education	Graduates of bachelor's degree courses in non-language departments of HEIs.	B2	Independent user level
	Graduates of bachelor's degree courses in language departments of HEIs - **second foreign language**		
	Graduates of master's degree courses in non-language departments of HEIs	B2+	Independent enhanced user level
	Graduates of bachelor's degree courses in language departments of HEIs	C1	Proficient initial user level
	Graduates of master's degree courses in language departments of HEIs		

As it started above the new designed textbooks were established on the Decgee 18/75. For academic lyceum and proficiency college students B1 textbooks were made up. Textbooks include students' book, teachers' book, workbook and CD. There are four skill (listening, speaking, reading and writing) tasks, activities and grammar, vocabulary subskills exercises in the textbook. The question here is why subskills were included in this book?

Table 3

COMPETENCE	
CEFR	Uz DTS
L/S/R/W	L/S/R/W/G
Listening	Listening
Speaking	Speaking
Reading	Reading
Writing	Writing
	Lexical and Grammar

CEFR (Common European Framework of Reference) is broadened throughout the world. In other countries Standards of CEFR are the same as local one.[13] But in Uzbekistan one extra competence was added. This competence is lexical and grammar. For this reason in the textbook these competences' tasks were included for Uzbek students. In the following global scale of reference:

Table 4

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Table 5

		A1	A2	B1
U N D E R S T A N D I N G	Listening	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.
S P E A K I N G	Spoken Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.
W R I T I N G	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.

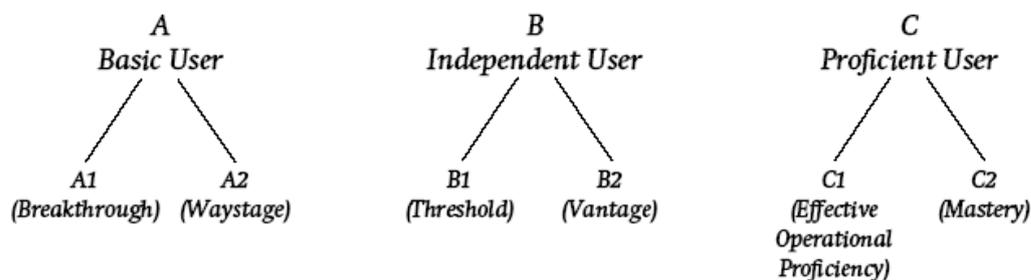From the table we take listening competence.

Listening

A		B		C
Basic User		Independent User		Proficient User

A1 (Breakthrough)   A2 (Waystage)   B1 (Threshold)   B2 (Vantage)   C1 (Effective Operational Proficiency)   C2 (Mastery)

Figure 1

B1 Listening
- I can understand the main points of clear, standard speech on familiar matters regularly encountered in work, school, leisure, etc.
- I can understand the main points of many radio or TV programs on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.

In *aural reception (listening)* activities the language user as listener receives and

processes a spoken input produced by one or more speakers. Listening activities include:

• listening to public announcements (information, instructions, warnings, etc.);

• listening to media (radio, TV, recordings, cinema);

• listening as a member of a live audience (theatre, public meetings, public lectures, entertainments, etc.);

• listening to overheard conversations, etc.

In each case the user may be listening:

• for gist;

• for specific information;

• for detailed understanding;

• for implications, etc.

Illustrative scales are provided for:

• Overall listening comprehension;

• Understanding interaction between native speakers;

• Listening as a member of a live audience;

• Listening to announcements and instructions;

• Listening to audio media and recordings.

To listen, the learner must be able to: [35, pp. 137-153.]

• *perceive* the utterance (auditory phonetic skills);

• *identify* the linguistic message (linguistic skills);

• *understand* the message (semantic skills);

• *interpret* the message (cognitive skills).

Listening material

In the textbook B1 for 1st courses listening competence is based on dialogues, conversations, and interviews. The speakers of tape scripts' are Uzbek people. This helps Uzbek people to keep national mentality by transferable skill.

Listening purpose

Tasks on listening in TB are combination of gist, specific information and detailed understanding. There is no intensive listening activities in it.

Listening language

The language of the text book is neutral and modern academic too. Formal language is used and not informal one.

Listening topics.

This text book is not only for the academic lyceum students, but also for college students. Considering this purpose, topics of listening text are indicated to modern life, not for scientific purpose.

II.2.The diagnostic approach in listening through B1 level requirements.

The research findings discussed in the previous chapter have several important implications for teachers. Although many aspects of the traditional listening classroom remain the same as in the past, the current view of listening as a many-sided interactive process necessitate a more comprehensive approach to teaching listening to help learners meet the challenge of real-life listening. Although listening is an individual activity hidden in one's brain, the teaching and learning of how to listen could be taken out of students' private domain into the public space of the classroom. The focus of instruction changes from whether comprehension is achieved to how it is achieved.

The Diagnostic Approach

Typically, teachers do some pre-listening and then have students listen to the text and perform a variety of tasks. Teachers evaluate students' comprehension based on the correctness of their responses and proceed to the next activity. Implicit here is the focus on the result, the product of listening in the form of correct answers. This approach tests students' listening comprehension, informing them that they failed at certain points, but does little to teach how to listen, that is, to help them understand what went wrong with their listening and how it could be repaired. Field (2008) calls for a *diagnostic approach* to listening, which allows teachers and students to attend to listening difficulties and practice strategies to diminish them. Characteristics of the approach are described in the following sections. [15, 76 p34-35]

Using Incorrect Answers to Detect Weaknesses and Designing Activities to Help

How often do teachers rush to supply a "correct" answer when a student fails to respond to a listening task? Teachers may play a recording several times and ask for other students' input to make things right, missing an opportunity to determine the reason for the listening error.

To revise this approach, a teacher could identify problems by making a note of students' lapses in comprehension as he/she checks their answers.

He/She would then discuss with students how they arrived at a certain answer, what prevented them from understanding parts of the text, and what could be done to improve their listening facilities. Finally, he/she would follow up with activities that target specific listening problems that emerged during the discussion. The aim is to increase students' awareness of their listening processes and reinforce effective listening behaviors they can use when they face these problems again.

Avoiding Listening Tasks That Require Memorization

Understanding a message does not mean remembering every single detail, so students' inability to recall information does not always signal a lack of comprehension. Yet some exercises—namely, multiple-choice and very specific questions—test listeners' memory skills rather than focusing on the listening process. Instructors should try to include various types of comprehension questions that discuss the content of the text as well as invite students to examine their listening performance.

Helping Students Develop a Wider Range of Listening Strategies

Ineffective listeners rely on a single strategy (e.g., focusing on individual sentences, missing the relationship between ideas) without changing or adapting it. To cope with difficult texts more effectively, students should be exposed to a variety of strategies. Explaining, modeling, and regularly practicing with students how to set goals, plan tasks, self-monitor, and evaluate helps them control their listening. Anticipating content, inferring, guessing, and recognizing redundancies improves specific listening problems. Encouraging interaction with classmates and native speakers through listening expands communicative contexts and enhances self-confidence.

Effective strategy use does not happen by itself. Although the very idea of strategies may seem to be too abstract to students, teachers can help them appreciate the importance of strategies by including activities with a focus on their

listening process. For example, students could discuss (in small groups or with the class) what they did to prepare for listening, follow the text, identify key points, and so forth. Or the class could share personal experiences with various listening tasks and develop a master list of effective strategies for different types of texts, adding to it as their strategic competence grows. To introduce a strategy, the teacher needs to get students to realize that there is a problem and a way of dealing with it. She could model the strategy by explaining what she does and why it is helpful in this particular case, and provide multiple opportunities to practice in different listening situations.

Depending on the task, she also could remind students to be flexible in their choice of strategies and to employ strategic listening outside of the class.

By identifying a set of distinctive behaviors that work together toward comprehension, teachers allow learners yet another glimpse into the listening process. Listeners may be used to employing micro skills in their native language, but specific activities need to be designed to help them transfer those skills into a new language. Although each skill could be practiced separately, the key to skills instruction is not to treat them as a laundry list of discrete practice points that students get or do not get. Rather, skill training should become a part of a larger listening proficiency picture, inviting students to try new behaviors in a variety of contexts and tasks. [16, p123]

Providing Top-Down and Bottom-Up Listening Practice

The fact that listening is a complex multistep procedure that involves different types of processing implies that both *top-down* and *bottom-up* skills should be practiced in the classroom. Although many teachers tend to favor such top-down activities as comprehension questions, predicting, and listing, listening practice should incorporate bottom-up exercises for pronunciation, grammar, and vocabulary that allow learners to pay close attention to language as well.

Bottom-up processing helps students recognize lexical and pronunciation features to understand the text. Because of their direct focus on language forms at the word and sentence levels, bottom-up exercises are particularly beneficial for

lower level students who need to expand their language repertoire. As they become more aware of linguistic features of the input, the speed and accuracy of perceiving and processing aural input will increase. To develop bottom-up processing, students could be asked to

- distinguish individual sounds, word boundaries, and stressed syllables
- identify thought groups
- listen for intonation patterns in utterances
- identify grammatical forms and functions
- recognize contractions and connected speech
- recognize linking words

Top-down processing relies on prior knowledge and experience to build the meaning of a listening text using the information provided by sounds and words. To arrive at a meaning of a text, the listener draws on her knowledge of the context, topic, speakers, situation, and the world, matching it to the aural input. Top-down listening skills include

- listening for gist, main ideas, topic, and setting of the text
- listening for specific information
- sequencing the information
- prediction
- guessing
- inference

Look at the list of bottom-up and top-down skills and think of specific assignments that target those skills. For example, to develop a skill of identifying thought groups, students can mark them in a transcript while listening.

Skilled listeners simultaneously engage in top-down and bottom-up processing, using both types of skills to construct meaning. Although pedagogically people often practice them separately because of their distinctly different focus, they can be addressed within the context of a single listening text.

For example, students are going to listen to a 2-minute-long conversation about getting around the city. Before they begin, they are asked to listen to

sentences giving and asking for directions from the conversation and repeat them, paying attention to the intonation, meaning, and grammatical structure of each phrase. They do a fill-in-the-blank exercise, choosing an appropriate form of the verb.

They listen to a short monologue and trace the speaker's route on the map. They practice asking and answering questions about different locations on the map. They have a class discussion about getting to campus by using different kinds of transportation. Next, students listen to the conversation several times. They start by listening to the first 15 seconds of the recording to make predictions about the topic and the setting of the conversation; they will check their predictions after listening. Other while-listening tasks include summarizing the conversation, answering comprehension questions, ordering the possible routes mentioned by the speakers, listening for the bus numbers, and a cloze exercise. After listening, students discuss their predictions, practice saying numbers, act out situations asking for and giving directions, and write a story based on a picture which clearly involves finding one's way in the city. [17, p54]

Categorize each of the starred activities above as either top down or bottom-up. What is the objective of each?

The Role of Students

The process view of listening has changed the role of the listener from someone who was thought to passively receive the spoken message to an active participant in the act. Translated into the realities of classroom teaching it means that students take responsibility for their own learning how to listen. Instead of ingesting language and content, responding to comprehension questions when asked, and receiving instruction, they interact with the text and the task at many levels. They construct meaning by drawing on their schemata and switching between bottom-up and top-down processing. They employ a variety of strategies and skills, and discuss their effectiveness with their classmates. They rely on metacognitive abilities to overcome difficulties and seek additional opportunities to

listen outside of class. By actively attending to their listening needs, learners improve performance in listening and learning the second language.

Vandergrift and Goh maintain that learners need to control their listening. Another very important aspect of active listening is its social **dimension**. A typical listening textbook as well as most teacher-made material contains only recorded speech. Thus students cannot rely on facial expressions and body language to gain valuable cues to meaning, and they are missing the opportunity to communicate with the speaker as well. To approximate real-life listening experiences, students can be grouped or paired up to practice showing understanding or incomprehension, asking questions, agreeing or disagreeing with the speaker, and interrupting when appropriate. [18,pp221-250]

As you read the following partial script of a lesson for low– intermediate students, think about the focus of listening instruction in this class. What is its main goal? What roles do the teacher and students play in this class? Consider the pros and cons of this approach. What would you do differently and why?

Teacher: We are going to watch a video about a Thanksgiving holiday celebration in the United States. What do you think people will be talking about at such a party? *(Students answer.)* Have you ever been to a U.S. Thanksgiving meal? *(Students answer.)* What is it like? *(Students answer.)* How about your country? Do you have something like that? A day of giving thanks? Is it different than in the United States? *(Students answer.)*

Teacher: OK, very good. Now, here are some words that we've learned. *(Points students to a vocabulary box on a worksheet)* You have to group them according to three categories. *(Gives students time to finish)* What do you have under beverages? *(Students answer.)* How about food? *(Students answer.)* What did you put into greetings? *(Students answer.)* What other U.S. traditions do you know of? *(Students answer.)* What could you add to each category? *(Students answer.)*

Teacher: Let's watch the video now. As you listen to the conversation, try to find answers to the questions on your handout. Let's read the questions together to

make sure we understand them. *(Students read and discuss questions.)* OK, let's watch it.

After watching:

Teacher: What did you choose for the first question? Does everybody agree? What do you have, Fahd? What else do you have here? Oh . . . I think he said, *delicious*. Let's listen to this piece again. *(Students again watch the segment they did not understand.)* Did you hear that? *(Students nod.)* OK, question number two. *(Students answer.)* Right. How about number three? *(Students answer.)* Nobody got that? Let me go back there. *(Plays the segment again)* Did you get it? *(Students shake their heads.)* She says, *the last harvest.* OK. Number four. Why was he late? Tagrid, what's your answer? *(Student answers.)* Romina, what do you have? *(Student answers.)* Good job, everyone! We are going to watch it again. This time we'll focus on expressions they use at the table. Look at exercise number two on your handout. As you listen, circle the expressions they use. Did you find the exercise? *(Students nod.)* Any questions? *(Students say* no.*)* Are you ready?

After second viewing:

Teacher: So, what can you say to invite everybody to have a seat at the table? *(Students answer.)* What else can you say? *(Students answer.)* Pei-Chan? *(Student answers.)* Good! What does Shelly say to get the gravy? *(Students answer.)* How about drinks? How do you ask for a drink? *(Students answer.)* And if you don't want it? *(Students answer.)* All right. What did the hostess say to offer food? *(Students answer.)* Yes. And how did the guests thank her? *(Students answer.)* Very good! You got it!

Teacher: Now that you've learned the phrases, let's role-play. Imagine that there is a Thanksgiving dinner, and you are invited. Two students will be the hosts, the others will be the guests. Try to use the expressions we've learned. I'll put them on the board. *(Students work in groups.)*

The Role of the Teacher

What characteristics make a good teacher of foreign language listening skills? When teachers teach, they seem to take charge of everything. They select

input, design and sequence activities, determine tasks, and decide what constitutes a correct response. When several students give the desired answer, the teacher acknowledges their effort and moves on, never pausing to think if everyone in the class understood the text, and if not, what caused their confusion. When students make a mistake, teachers deem it their professional duty to immediately correct it. By doing that, teachers hope they are keeping the lesson going and also helping learners avoid the same mistake in the future. This approach puts the teacher in control of classroom activity and allows students to check the accuracy of their responses, but does it change students' listening behavior? In a process-oriented classroom, the teacher assumes a more supportive role, facilitating rather than controlling and testing listening. She continues to manage the classroom business of planning, implementing, and assessing listening while taking a nonintervention stance in listening instruction. Instead of presenting students with the correct answer, she guides them in comparing responses and reflecting on different steps they took to achieve comprehension. She encourages students to become aware of their listening, monitors their efforts, and provides feedback on their performance.

It is essential that students receive feedback immediately after the task, while they still remember the activity. At the same time, teachers do not want to embarrass weaker listeners in front of their classmates, so the discussion of common errors and ways to avoid them should be impersonal and nonjudgmental (*There were some problems with* . . . instead of *You made a mistake in* . . .). Personal feedback can be spoken or written; a quick in-class conference right after the activity may be followed by an email message with observations and suggestions after class. Individual comments should be transparent, targeting specific strengths and weaknesses and providing tips for improvement. A good strategy is to start with a general positive statement (*You did a great job understanding all the reasons the speaker stated*), mention areas for improvement (*I didn't see you taking notes while listening. Did you pay attention?*), and finish with encouragement (*You managed to understand a lot from the text*) to sustain confidence and create a positive listening environment where students are not

afraid to try new strategies, make guesses, and discuss. To relieve anxiety associated with listening in a foreign language, I also tell my students about my own auditory problems (such as replaying phone messages eight times to get the phone number) and find ways to praise even their smallest successes to give them a sense of accomplishment.

Summary of chapter II.

The second chapter is devoted to Modern approaches of teaching at academic lyceums. The first paragraph deals with the analysis of the syllabuses for academic lyceums. Our country draw a special attention to strengthening learning and teaching foreign languages of our youth targeting at forming conditions and chance for fostering international collaboration and communication, widely and effectively using the advance achievements of the world civilization and the information sources as well as providing their integration into the world mutual society. New syllabuses was adopted under the implementation of the Presidential Decree №1875 on "The measures of strengthening the system of learning foreign languages" creates the basis for reforming on teaching foreign languages in the education system of the country. Differentiated from CEFR our national foreign language syllabuses rely on UzDTS requirements. An additional competence was included. Now students of academic lyceums need B1(non philology department) and B1+ (philology department) degree. And B1 textbook helps students to gain their aims.

The second paragraph is based on the diagnostic approach in listening B1 level requirement. Standing far from traditional method this new discipline encourages not only students, but also teachers. When students come to new atmosphere, diagnostic approach adapts them to learn listening competence

Chapter III. Teaching listening to 1ˢᵗ course students in academic lyceums.

III.1 Teaching listening to multi-level classes

One of the big challenges that teachers face today is "multi-level" classes, because even if the learners are grouped according to level of language, any class, in a sense, is a mixed-level group. In fact, the best definition of a mixed-level group is a class of two. If you have two students, you have more than one level.

Usage the word "heterogeneous" to define the sort of groups that are mixed in more than just level of language. Any class is heterogeneous. Students vary in:

- background
- interests
- age
- gender
- personality
- motivation
- cognitive ability
- learning styles.

Problems

Some of the specific problems teachers face in working with multi-level groups are the following:[19. P54]

1. How to teach the students and ensure learning listening. How to make sure that they all learn conversation through listening. How to cater for different needs.

2. How to choose suitable material as listening text. Most of the material in the market is geared to a single level, which is too easy for some

and too difficult for others. This can lead to learners getting bored, ceasing to pay attention, and possibly disrupting the class.

3.   How to cater for different interests.

4.   What pace to use: too fast, too slow.

5.   What level of difficulty.

6.   How to reach individuals with different learning styles.

Some advantages

While multi-level groups can pose challenges for a teacher, there are also advantages to be gained from the experience. For example, such educational principles as tolerance, respect and cooperation can be developed. This is good preparation for all involved, as the class is a microcosm of what happens outside.

Also, if faced appropriately, teaching multi-level groups can make a person become a better teacher, thinking of different and better ways to teach his or her students. Therefore one progresses in his or her own professional ability.

The heterogeneity of the group can also be seen as a plus. A heterogeneous class has richer human resources. Contributions to debates and discussions become much more varied. Learners have different ideas and experiences coming from different backgrounds. Pair teaching is a good strategy. When the teacher cannot reach every single individual, he or she can have the learners teach one another, taking advantage of the diversity in the group. [22, p118]

A. Keeping them motivated:

Variation: Abraham Lincoln said: *You can fool some of the people all of the time, and all of the people some of the time, but you cannot fool all of the people all of the time.* This applies to teaching. The teacher can teach all of the learners some of the time, some of the learners all of the time but not all of the learners all of the time. Therefore, one must vary his or her teaching to reach an optimal overall balance.

Variation can occur on many different planes:

- Level

- Pace

- Amount

- Demands on the learners

- Classroom organization: teacher-fronted, group work or individualized.

Some students learn best on their own, others really like working in groups. Some students prefer to learn from the teacher. Some learners are more visual; others more aural; some are more productive, while others prefer to listen or read more reflectively. [21, p26] I want to make sure that in my class I provide many different interactive patterns to cater for different learning styles. So, in terms of material, for instance, I use textbooks, worksheets, the board, the computer and other sources of input and interaction. Variation is an important aspect of teaching

Visual materials. Give them something to look at. These materials do not need to be particularly dramatic. When working in pairs or groups, referring to a particular visual element fosters collaboration. If the visual aid is something funny, or a video, so much the better.

Maximum participation. This is the key to effective teaching and learning. Everybody should be involved at the same time, rather than having a series of interactions between the teacher and single students.

 Reaching the individual

Collaboration: Learners work together in order to get a better result than they would on their own. An example of this is the *recall and share* technique, in which several items appear on the board. The learners are given a short time to look at them. Then the items are deleted and students have to remember as many as

they can. They then share their list with the group. The moment of sharing gives the individual great relief.

It is also a very useful technique for other aspects of language, like spelling or revision of past tenses. This is a case of *situation collaboration*, in which no matter what the level of the student they will always get better results by sharing than they would have got on their own. So any individual, no matter how advanced, can benefit from this sort of activity. All activities based on recalling or brainstorming can really spur collaboration in a mixed-level classroom.

There are several educational gains here as well: working together, feeling like a member of a team, and not very obvious but implicit pair teaching. But we have to be aware of certain disadvantages, too. What about those learners who prefer working on their own? So, we cannot do too much of this because there are students who genuinely do not like working in groups.

Not all tasks work as collaborative activities. Pair work usually works better than group work, partially because it is easier to control, and partially because there is higher participation. Two students work well together, whereas, in a group of five, one or two might opt out. The teacher must make sure that the task is such that it is likely to be better done by a group than by an individual. But, the teacher must also allow for individuals to work on their own if they prefer.

Individualization: The teacher should make sure that the material can be done at different levels and at different paces. He or she should allow for individual variations in speed and level, even in a teacher-led or set exercise.

The following are some examples of techniques to encourage individualisation:

- Different starting points. Learners choose where to start. This allows them to make choices based on their own interests and preferences at that moment.

- Giving a time limit rather than a quantity-of-work limit. By giving an instruction like *"Do as much as you can in five minutes"* rather than *"Do exercise 6"*, the teacher enables students to work at their own speed and set their own limits.

- Allowing self-checking and only asking the teacher when there is a problem. This allows students to take more responsibility for their learning and to work at their own pace.

Personalization. The learners express their own opinions, thoughts and desires. This relates to their personal experiences as individual people. One might argue that this is not easily done with beginners or young learners, but here is a very simple example:

Imagine you are seven years old and choosing a pet. Use an element from each of the three columns below to say what kind of pet you would choose.

A big	black	cat
A small	brown	dog
A medium-sized	white	pony

Once you have made your decision, find out if any of your classmates have made the same one.

Learners walk around and feel delighted when they find someone who shares his or her taste. For more advanced groups, you could ask a question like,

"*What is the best metaphor of an English lesson?*

A variety show	Eating a meal	A symphony
A conversation	Doing the shopping	Consulting the doctor
Climbing a mountain		
A wedding	A football game	A menu

It is very illuminating to hear other people's ideas about a language class.

Open Ending. Provide students with open-ended exercises and activities. An open-ended item has many right answers, so learners can respond at different levels. A closed-ended item, on the other hand, has only one right answer. Instead of teacher-answer, teacher-answer, open-ended items yield the interaction pattern of teacher-answer, answer, answer. You get more learner-talk than teacher-talk, and the answers are unpredictable and very often interesting. Some students will give easy answers, while others will give more difficult ones. This kind of technique develops creative, higher-order skills.   [24, p84]

A closed-ended exercise is homogeneous. For example:

Complete the following sentences by putting the verb in parentheses in the correct past form:

o   She _____ early. (leave)

o   He _____ the cake. (make)

o   I _____ there for six hours. (sit)

o   The man _____ the book. (read)

Apart from the fact that this can be done without understanding, it is inappropriate for a heterogeneous class. But this can be turned into an open-ended exercise. For instance, the teacher could put in the target form and asking the learners to end it up.

o She left _____

o He made _____

o I sat _____

o The man read _____

Another possibility is doing it the other way round:

o She _____ early.

o He _____ the cake.

o I _____ there for six hours.

o The man _____ the book.

Another type of open-ended task is brainstorming. For example, an oral fluency exercise focusing on *can/could* could consist of answering the following kind of question: *How many ways can you think to use an empty tin can? (A pen? A piece of plasticine?).* Exercises on adjective position and vocabulary could answer these kinds of questions: *How many adjectives can you think to describe the noun 'road'? How many nouns can you think that could be described by the adjective 'hard'?* Comparatives could be worked on through questions like: *How many things can you think of to compare a train with a car?*

In a similar vein, originality or "lateral thinking" thinking can be fostered through activities like:

- Think of ten ways to compare a tree with a piece of spaghetti.
- Think of as many reasons as you can about why a lesson is like a wedding.
- Suggest at least three advantages of being an only child / of not having a cell phone / ...
- Name ten things you have never done.

Compulsory plus optional. One more way of making lessons and activities personalized is by giving students the opportunity to do more than what is required. Such phrases as *"Do at least..." "Optionally," "If you have time..."* are key components of instruction, particularly with mixed-ability groups. The class is given a task that is easy enough to be done successfully by everyone (or nearly everyone), but they are also given an optional task which may be done if they have time, such as the following test item:

Every group is heterogeneous, and we must take this into account. The activities outlined above are just a small part of the things we should do with our students in order to meet the needs of all of them. The important thing is to bear the group's heterogeneity in mind constantly and to seek to address it in every lesson.

Experiement of listening competence for multi-level students

I work at academic lyceum of TTLII as an English teacher and I make experiments as much as possible for each course. Once I took listening text from additional source not from the textbook, because as it stated about most materials of listening in the textbook are towards communicative competence. The listening text was about *Water Cycle*. I divided the first course students into two and gave them different handouts. This experiment was while-listening activity. For the above level students I used lexical task through listening and for the upper level the task was listening skill and then the specific information purpose was carried out. The number of students was 40. A half was above level and the other ones were upper.

The Water Cycle
Evaporation, Condensation and Precipitation

The **sun** evaporates **water** from lakes and oceans. As the air rises, it cools. The water vapor condenses into tiny droplets of **water**. The droplets crowd together and form a **cloud**. Wind blows the **cloud** towards the land. The tiny droplets join together and fall as precipitation to the **ground**. The water soaks into the ground and collects in **rivers and lakes**. The **cycle** that never ends has started again!

We have highlighted the target vocabulary from content and designed the following exercises, which offer different degrees of difficulty:

DI option 1 *(Above Level)*

The ____ (**1a. moon b. sun c. water**) evaporates _____ (**2a. fish b. water c. rain**) from lakes and oceans. As the air rises, it cools. The water vapor condenses into tiny droplets of _____ (**3a. evaporation b. water c. cloud**). The droplets crowd together and form a _____ (**4 a. cloud b. lake c. storm**). Wind blows the

_____ (**5a. cloud b. droplet c. rain**) towards the land. The tiny droplets join together and fall as precipitation to the _____ (**6a. river b. ground c. lake**). The water soaks into the ground and collects in _____ (**7a. rivers and lakes b. oceans and clouds c. jars and cups**). The _____ (**8 a. storm b. cycle c. river**) that never ends has started again!

DI option 2 *(On level)*

1. Water evaporates because of the sun

   a) False b)True

2. Water becomes vapor

   a) False b) True

3. Vapor condenses into water

   a) False b) True

4. The droplets form rivers

   a) False b) True

5. Precipitation is also known as rain

   a) True b) False

6. Precipitation falls to the ocean

   a) True b) False

7. Rain water goes to rivers, lakes and oceans

   a) True b) False

8. The water cycle begins with the precipitation

   a) True b) False

Now try answering both exercises and discover surprising answer key.

DI option 3 *(Below level)*

Differentiated Instruction **feels** right to students who learn in different ways and at different rates, bringing to school different talents and interests. More significantly, such classrooms work better for a full range of students than do one-size-fits-all settings. Teachers in differentiated classrooms are more in touch with their students and approach teaching more as art than as a mechanical exercise. [20, p67]

According to the results of the experiment 75 % of above level students was able to find 7-8 answers, but for the on-level students only 65% of them coped with finding 6-7 answers.

It is seen from the experiment that using listening competence with integrative skills gives better result in teaching multi-level learners.

III.2. Modern Technology in Teaching Listening

Listening is the language modality that is used most frequently. It has been estimated that adults spend almost half their communication time listening, and students may receive as much as 90% of their in-school information through listening to instructors and to one another. Often, however, language learners do not recognize the level of effort that goes into developing listening ability. Far from passively receiving and recording aural input, listeners actively involve themselves in the interpretation of what they hear, bringing their own background knowledge and linguistic knowledge to bear on the information contained in the aural text. Not all listening is the same; casual greetings, for example, require a different sort of listening capability than do academic lectures. [25, pp437-442.]

Language learning requires intentional listening that employs strategies for identifying sounds and making meaning from them.

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. [26, p55]

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.

The one of the best ways introduce students to listening strategies is to integrate listening activities into language lessons using multimedia technology. As multimedia technology (interactive videodisc, CD-ROM, CD-I, etc.) becomes more accessible to teachers and learners of other languages, its potential as a tool

to enhance listening skills becomes a practical option. Multimedia allows integration of text, graphics, audio, and motion video in a range of combinations.

The result is that learners can now interact with textual, aural, and visual media in a wide range of formats.

The past two decades have brought to language teaching and learning a wide range of audio-visual technologies. From among these, no single tool for teaching and learning has had greater impact than the personal computer. Today, individual learners can, in addition to interacting with computer-generated text and graphics, control combinations of analog and digital sound and images. Arranging these combined media into intelligent, pedagogically-driven material is a challenge to teachers. [27, p96]

Over the years, a wide variety of teaching aids have been placed at the disposal of language teachers. Charts, slides, tape-recorders, videos, overhead projectors and many other technological innovations have taken the place of traditional chalk and board, though not completely. Not long ago a language laboratory was widely used in learning listening as it was tied to the belief that individual listening practice with audiotape helps build a learner's ability to understand and speak the target language. Technology continues to be perceived as an enhancement to the process of language acquisition. The large-scale infusion of computers in language instruction programs in the past decade attests to this belief.

The rationale behind what is now growing support for Computer Assisted

Language Learning (CALL) is not unlike earlier enthusiasm for audiotape based technologies. That is, both media provide individualized access to target language material that the learner can control and use in a self-study format. However, expectations for CALL in general, and multimedia in particular are much higher. 28, [pp85-87]

The fast and powerful computational capacity, in conjunction with the orchestrated video, text, and graphics of today's multimedia learning systems would predict more sophisticated paradigms within which students can interact with the target language and, consequently, more effective learning. Learning a

language via individualized instruction with the computer — especially when audio and video are involved — is an extremely appealing proposition, one that has sold to many an administrator in search of instructional panaceas.

Listening skills fall into three categories: *Passive listening* (listening for pleasure or entertainment); *Active listening* (listening to learn and retain information); and *Critical/Analytical listening* (listening to critique or make judgments about what one has heard). Modern, computer-based technology fosters listening skills by providing a multitude of opportunities for listening to spoken language. A good language teacher will be aware of these current and emerging technologies to immerse their students in the spoken language experience.

Jack Richards describes listening competency as being comprised of a set of "microskills". These are the skills effective listeners employ when trying to make sense of aural input. Let's examine potential correspondence between multi modal processing opportunities for language learners in a multimedia environment and how these can interact to complement listening skills acquisition. [29, p148]

1. **Retention of information in short term memory.** Most current multimedia applications allow the student some control over the rate of language presentation.

That is, users can start, stop, and review pieces of information to better understand and remember the aural text. The addition of video provides a clear, logical flow of events so that linking (remembering) new information to old is facilitated. [31, p45]

2. **Discriminate the sounds of the target language.** User control over language presented in more than one modality supports a student's ability to discriminate where words begin and end. The synchronized display of text along with the aural text assists the learner in distinguishing phonetic groupings and boundaries. When learners can see the faces of those speaking in the video, moreover, they can additionally make use of facial movements to understand the sound-meaning correspondence in the target language. [32, pp61–63.]

3. **Recognize patterns of stress, rhythm, and intonation and how they signal information and intent.** Stress, rhythm, and intonation are automatically highlighted when aural language is divided into syntactic units. When we speak, the logical breaks in our discourse (the places where we pause ever so slightly) occur at syntactically predictable junctures. When specific words are stressed and patterns of intonation used, learners can be cued to closely examine the visual and spoken reactions of interlocutors in the video presentation. [33, p69]

4. **Understand reduced speech**. Multimedia is particularly well suited to assist learners in their understanding of reduced forms of target language speech. Having the written version of fast, naturally-paced aural text on the computer screen allows the learner access to both the written and spoken forms simultaneously. That is, the learner may hear "wadjagonnado?" but will read "What are you going to do?" In this way, learners can come to understand the two different forms of the target language – spoken and written – as well as learn to decode these reduced forms.

5. **Recognize core vocabulary and the rules and patterns of words used to communicate**. Coordinated aural, visual, and textual information on the computer screen at the same time makes up an ideal laboratory for student problem-solving at the level of individual words and sentence structures. The learner has at her disposal rich visual and contextual clues that can assist in breaking the code of the written and aural text. The multi modal cues can be cross-referenced for word, sentence-level and broader understanding.[38, p105]

6. **Understand communicative functions of utterances according to context**.

Video can be a very rich source of context for language processing. In a multimedia format, learners are provided control over the rate and order of video presentation and can therefore take advantage of starting and stopping the action in order to study language in a well-represented context. Video also typically boasts tight correspondence between what is seen and what is heard. That is, in only very rare cases is the audio portion of video temporally disconnected to what is being

viewed. By studying target language communication in a multimedia format, learners can experience and come to understand the connections between utterances and how they function within a visually depicted context.[36,p75]

7. **Process different speech styles, different rates, and performance errors.** Rate and style of audio naturally vary according to the genre of the video selection.

Many situation comedies, for example, exemplify slowed speech. Interlocutors speak slowly and deliberately so the joke can be processed and understood. There are other kinds of programming, talk shows, for example, that are very fast-paced and difficult for non-native speakers to comprehend. Multimedia that includes varied genres permits a broad experience of different voices with differing rates and speech styles. Students can control the aural text so they have sufficient time for their individual processing needs.[37, pp. 63–108.]

8. **Recognize that meanings can be expressed in different grammatical forms.**

Redundancy in video presentations is common. That is, interlocutors and narrators frequently repeat the same information in different ways so that meaning and intention is made clear to the viewer. In a multimedia format, phrases and sentences that carry the same or similar meaning can be highlighted for users and/or the learner can be prompted to highlight those phrases and sentences she feels express like meanings.[39,p98]

9. **Infer meaning and make predictions using personal knowledge, experiences, and strategies**.

Video is a medium to which language learners come well equipped. Students are very accustomed to inferring meaning and making predictions from what they see and hear on the screen. In a multimedia format, these viewing/comprehension strategies can be cued and guided by, for example, posing pre-viewing questions on top of the stilled first frame of the sequence they are about to watch. Inference, predication, and calling up prior knowledge and experience can thus be activated.

The Internet is suitable place to practice languages as it offers the possibility, with the right software, of using images and audio resources at the same time, combining sounds and images as in communicative situations in the real world. It also provides users with a highly appealing and innovative format. But only when the sources are properly selected can the internet be useful in learning environment. [40, p145]

We may say that using technology in the classroom

- allows teachers to add multisensory elements, text, sound, pictures, video, and animation, which provide meaningful contexts to facilitate comprehension;

- allows teachers to increase authentic materials for study

- encourages greater interaction between teachers and students and students and peers

- emphasizes the individual needs of learners

- allows learners to hear the available input as many times as needed until they feel they understand it

- allows learners to develop their autonomy to review and practice materials as many times as they wish

- allows to reduce the learning stresses and anxieties

- allows learners to build their self-instruction strategies and self-confidence

- promotes second language learners' learning motivation.

However, there are disadvantages and obstacles in using technology for improving listening skills in terms of financial barriers, content considerations, technical features and pedagogical perspectives.

There is no doubt that technology offers teachers and learners vast amount of materials and communication possibilities to enhance their language teaching and learning. For successful integration of multimedia technology in language courses, both teachers and learners need to be prepared to adopt new roles and use the available technology in appropriate ways. Teachers should be prepared with

professional skills which include pedagogical and technical skill because the more enthusiastic and more knowledgeable language teachers are, the more successfully they can implement Internet in the language classroom. Learners can only benefit from technology – based activities provided that these activities are relevant to their needs and interest.

III.3. Pre – While – Post listening activities In Teaching Listening

We plan a reading skills or listening skills lesson in three parts:

1 . Pre-listening activities.

2. While-listening activities.

3. Post -listening activities.

These phases reflect what we do in real life when we read or listen. Think about how we read and listen in our own language. We usually read or listen for a reason: we may do it for pleasure or to get information. We also usually choose to read or to listen. We may read a newspaper or a letter from a friend. We may listen to a weekly sports programmer on the radio or to an announcement at the railway or bus station. [14,p102]

So, before we read or listen in our own language, we usually already know something about the text we are reading, or what we are listening to. We know the kind of language which will probably be used. We can often predict what some of the information will be, based upon our previous knowledge or interest in the subject. For example, if we are listening to a radio sports programmer, we expect to hear the names of athletes, players and teams. The information we choose to read or listen to is not often completely new or uninteresting to us. This is a skill called prediction.

Students who are good at these skills will find that their reading and listening improves, which makes them more motivated.

We have said that in a «Pre-While-Post» lesson, you need to include PPP elements (such as presenting new vocabulary), Here is an example of a lesson plan for a «Pre-While-Post» lesson which includes these elements:

Listening procedure

When the procedure is first introduced, learners may need to hear the recording several times. The first time, the students are not permitted to take notes or write anything. They only listen to get a general idea about the text. The second time they can take notes. As inexperienced learners tend to try to write down everything, teachers should emphasize that they should focus on key words only

that will help them with the reconstruction of the text. (These are often the words that were introduced in the preparation stage). A third listening gives learners a chance to confirm the information and revise their notes if necessary. A short 5-minute break between the second and the third listening gives students a chance to discuss their notes and identify the points they need to focus on. As learners get used to the procedure and their listening comprehension improves, it may be sufficient to only play the recording twice.

In the textbook of academic lyceums there is little pre-listening task and teachers have lessons without this process. I make up pre-listening activities for the first course listening text.

Tape-script 7.

I'm Nargiza Azizova. I study at university and I won the President's scholarship last year. I regard my parents and teachers every time. I achieved more success than my group mates, do you know why? I prefer to be an independent learner. Because you can control over your study time or spare time yourself, you can choose the place, time and subjects yourself, there isn't a teacher looking over your shoulder all the time, you are responsible for your success...Yeah…, there are full of risks too: wasting time, forgetting things that must be done, missing essential deadlines, using all the spare time for study, not getting down to study, not addressing for weaknesses, ignoring feedback, and falling behind in your work, losing motivation, losing a sense of what you are supposed to do and not asking for help. Sometimes ... choosing subjects that do not contribute career interests. But ... if you manage time effectively, meet deadlines, use spare time effectively, create the structure for your day, organise a place to study, all these help you to be more independent and to be self-issuer. Don't forget to keep yourself motivated and learn from your mistakes. Never be ashamed of asking for help if you need it. Remember our teachers are always ready for helping! [30, p35]

Pre-listening activity combines conventional teaching procedures such as topical warm-up, explicit vocabulary instruction and possibly grammar correction with a new type of meaning-based listening activity and cooperative learning. The procedure entails both language decoding (dictation) and its encoding (reconstruction) and, as a result, enhances both students' listening and communication skills. It pushes learners to produce a meaningful and accurate text and to reflect on their choices.

Before recording the listening text I give warm-up questions.

1. How many types of learning do you know?

2. What is individual learning?

3. Advantages and disadvantages of individual learning?

4. Do you prefer traditional learning? Why?

5. Do you manage to learn individually without teachers? How?

6. What is motivation?

7. Are there any differences between difficulty and challenge? If yes, what are they? …

I call these kind of questions "*WH warming-ups*". Sometimes I make students ask like these "*WH warming-ups*" each other in working small groups.

Reconstruction

Reconstruction is the central part of the listening lesson. Working in small groups (3-4 people), students discuss what they heard and attempt to produce a coherent text close in content and organization to the original version. Limiting the group size is important to allow for individual contributions to be incorporated into the group effort. [24,p84] (The groups reconstruct the text in writing. The purpose is not to replicate the original text, but to maintain its informational content. One person is "the recorder" and the text is produced from the pooled information of the group members. In order to enforce the target vocabulary and ensure that the main points are included, students are asked to use all the words from the preparation stage. During reconstruction, the teacher's role is to monitor the activity. No language input should be provided during this stage. There are several

things, however, that the teacher can do to make the reconstruction process easier for the students. For example, enlarged copies of the lecture script may be posted around the room. One member from each group can check the script and then go back to the recorder to report what information was missing. Another student may go to another group to ask for missing information or clarification. When gathering information, students should not write anything nor have the written reconstruction with them. All information should be exchanged orally and that the more advanced students do not dominate the group. They should encourage silent students and adjust the timing if necessary.

The last stage of the procedure is the analysis and correction of the learners' texts. In a listening class, the main purpose of the analysis and correction stage is to identify the problems students had with text comprehension. Therefore, although the reconstruction task requires writing ability, spelling mistakes should be less of a concern. One well-recognized characteristic of language processing is that learners tend to remember the content of the message rather than the exact words used. [25, pp437-442] The reconstruction task asks students to use their language ability to put words in the meaningful units. In that process, higher-ability students are likely to replace the words from the original text with their own synonyms. These ideas should be marked as being correct. However, in order to facilitate the acquisition of new vocabulary, students should get points for using the words from the preparation stage. Correction can be done as a class or as group work. One option is to select 1-2 recorders to read what they wrote for each section / paragraph and then compare it to the original text. Another option is to give the students the transcripts of the recording and have them swap their reconstructions with another group and then ask them to give feedback on accurate/inaccurate or missing information. Instead of a transcript, teachers may want to give students a Reconstruction Checklist.

While-listening activity

Read the questions. Listen and tick the correct answers.

a) Who won the scholarship?		**The president.**
b) Where does she study?		**At college.**
c) What kind of learning does she prefer?		I**ndependent learning.**
d) What kind of risks are there in learning?		**Ignoring feedback, using all spare time for study**.
e) What are the advantages of independent learning?		**We can choose the subject ourselves and have control over time spent studying**

Post-listening activity check students' knowledge after listening the text complete the table.

benefits	challenges	risks
having control over study time	*managing time*	*wasting time*

The task provides students with a sense of achievement and personal accountability and encourages them to think about the process of language learning and how to approach it more effectively. In short, if implemented correctly, the Pre-while- post approach results in active involvement of the students and offers a challenging and rewarding learning experience.

Summary of Chapter III.

Chapter III is related to Teaching listening I courses in academic lyceums'. The first paragraph deals with teaching multi-level students in academic lyceums. There are multi-level students in each class although they stand at the level in English. Because some students are good at grammar, some are at listening, others are at writing or reading and the others fluently speak in a foreign language. Participating at the same lesson together students may be bored in easy activities or vase-verse. English teachers should manage the lesson using several tasks for multi-level students and using students' intelligence in teaching each other. In this process demand teaches integration of listening with other skills. The experiment was worked out in this field and the results were sorted statistically.

The second paragraph indicates modern technologies of teaching listening. There is no doubt that technology offers teachers and learners vast amount of materials and communication possibilities to enhance their language teaching and learning. For successful integration of multimedia technology in language courses, both teachers and learners need to be prepared to adopt new roles and use the available technology in appropriate ways.

The third paragraph deals with Pre – While – Post listening activities In Teaching Listening. Each listening stage is towards communication. Each student must clarify the meaning of the typescripts and answer the questions asked in the questionnaires. The main purpose of Pre-listening activity is warming up listeners and to interest their intention to the topic. For the while-listening activity there are some purposes: for gist, specific information, intensive, detailing information.

The post-listening activity show the result of the listening lessons. Teachers have to find out stickers for each lesson to encourage their ambition on learning.

Conclusion

Listening is also one of the types of speech. Listening is receiving information from the speaker's speech on the radio, on the type-recorder, on TV. It is just complex activity, because a listener should understand the meaning, keep in his mind, otherwise there is no condition, source to read again. While you are listening to another person speaking a foreign language (English in this case), the temptation is to immediately translate into your native language. This temptation becomes much stronger when you hear a word you don't understand. This is only natural as we want to understand everything that is said. However, when you translate into your native language, you are taking the focus of your attention away from the speaker and concentrating on the translation process taking place in your brain.

It is reported that the pupils' listening is developed less than their speaking. When they read anything they get information 6 times than they watch or listen, the reason is to work little on them.

Listening is connected with other activities: speaking, reading, and watching. It is an inseparable part of speaking. It is known that listening is developed by increasing speaking. Especially the pupils participate very active in dialogues. Language learning depends on listening. Listening provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication.

Extra linguistic and linguistic listening difficulties regard as obstacles in communication. To decrease these challenges the implementation of the Presidential Decree №1875 on "The measures of strengthening the system of learning foreign languages" creates the basis for reforming on teaching foreign languages in the education system of the country on December 10, 2012.

According to this new degree teaching English syllabuses was declared in education system in Uzbekistan. It is focused on learning, teaching and assessing

in the syllabuses. From the early age children begin to learn English as FL. This system was adapted in 2013 year.

In 2013 basing on the elaborated State Education Standards in learning foreign languages in the system of continuous (general secondary, secondary-specialized, professional, higher and post graduate) education the requirements for obtaining foreign languages to be indicated for graduators of all stages of education. The same time new curricula on systematically teaching foreign languages starting from the first grade has approved. The requirements on defining the level of language learning competency of learners developed according to the measures of International Standards of "Common European Framework of Reference for Languages- Learning, Teaching and Assessment" (CEFR).

Hence the main attention have been drawn to teaching foreign languages, especially English by introducing advanced foreign language teaching strategies and techniques using modern pedagogic and information-communication technologies. Aiming at improving and strengthening the quality of foreign language teaching further years in the Public Education system have defined the measures on widening parents' involvement (collaborative pedagogy) in the process of foreign language teaching at Primary classes, providing additional learning materials and different literary resources. As it is pointed that academic lyceums prepare students to enter the higher education. Extra competences-grammar and lexis were introduced in teaching and learning. Because sooner testing system dramatically will be changed and Uzbek national UzDTS certificates will open to enter the state universities.

Students need well-prepared sources to learn a subject. Textbooks for middle education were published.

Teachers evaluate students' comprehension based on the correctness of their responses and proceed to the next activity. Implicit here is the focus on the result, the product of listening in the form of correct answers. This approach tests students' listening comprehension, informing them that they failed at certain points, but does little to teach how to listen, that is, to help them understand what

went wrong with their listening and how it could be repaired. This is called for a *diagnostic approach* to listening, which allows teachers and students to attend to listening difficulties and practice strategies to diminish them. Characteristics of the approach are described in the following sections. To determine students' knowledge this approach is used.

Teaching multi-level groups can make a person become a better teacher, thinking of different and better ways to teach his or her students. Therefore one progresses in his or her own professional ability.

Learners have different ideas and experiences coming from different backgrounds. Pair teaching is a good strategy. When the teacher cannot reach every single individual, he or she can have the learners teach one another, taking advantage of the diversity in the group.

There is no doubt that technology offers teachers and learners vast amount of materials and communication possibilities to enhance their language teaching and learning. For successful integration of multimedia technology in language courses, both teachers and learners need to be prepared to adopt new roles and use the available technology in appropriate ways. Teachers should be prepared with professional skills which include pedagogical and technical skill because the more enthusiastic and more knowledgeable language teachers are, the more successfully they can implement Internet in the language classroom. Learners can only benefit from technology – based activities provided that these activities are relevant to their needs and interest.

Pre – While – Post listening activities In Teaching Listening. Each listening stage is towards communication. Each student must clarify the meaning of the typescripts and answer the questions asked in the questionnaires. The main purpose of Pre-listening activity is warming up listeners and to interest their intention to the topic. For the while-listening activity there are some purposes: for gist, specific information, intensive, detailing information.

The post-listening activity shows the result of the listening lessons. Teachers have to find out stickers for each lesson to encourage their ambition on learning.

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