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The Role of Listening in teaching English at the specialized schools

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INTRODUCTION

Teachers only open the door to the world,
Students should enter themselves.

(Chinese saying)

As President I.A. Karimov states: "Currently it is difficult to assess the value of a profound knowledge of foreign languages of our people for our country which is striving to take a worthy place in the world community; for our nation sees its great future in harmony and cooperation with foreign partners" [1: 223]

It is worthwhile to state that the role of foreign languages, especially English language is becoming more and more crucial this year after our president I.A.Karimov's resolution on "On measures to further improve foreign language learning system".

According to the decree, starting from 2013/2014 school year foreign languages, mainly English, gradually throughout the country will be taught from the first year of schooling in the form of lesson-games and speaking games, continuing to learning the alphabet, reading and spelling in the second year (grade).[2:5]

Furthermore, In order to increase teaching standarts in distant rural areas, the higher educational institutions are allowed targeted admission of people living in distant areas to foreign language programs on the condition that they will oblige themselves to work in the acquired specialty at their residence area for at least 5 years after graduation. The decree also envisages 30% salary increase for foreign language teachers in rural areas, 15% increase for those in other areas.

The National Teleradio Company, State Committee for communications, informatisation and telecommunication technologies, Agency for Press and Information of the Republic of Uzbekistan are tasked to prepare and broadcast language-learning programs, significantly increase access to international educational resources via "Ziyonet" educational network, promote publication of foreign language textbooks, magazines and other materials.

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”.¹

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.

One criterion is the number of speakers of the language. A 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? A 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? A fourth 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,

¹ Karimov I.A. “Dream of Intelligent Generation”. T.;“Sharq”,1999.p.51

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.

One of distinctive features of the contemporary, rapidly developing world is the increasing use of new information technologies (such as computer software, the Internet, e-mail, CD-ROM and distant education programs) in almost all sphere of life. One of the sphere where new information technologies are becoming more important is education; in particular, foreign language learning.

Nowadays **technique aids** are considered to be powerful tools, which vastly increase capacity to perform logical, numerical, and symbolic computations. Most of the technique aids during teaching listening that is now commonplace in virtually every area of education uses them in this way. And moreover, computers are an interactive and potentially intelligent medium with it is possible to carry out our most important social and cognitive activities, which underlines **actuality of the paper**.

All complex and serious technique aids, which become the basis of Computer Aided Institution, Computer-Assisted Language Learning, and Computer-Aided Learning, which are widely used in Distance Education nowadays, originate from Artificial

Intelligence. This was the branch of computer science which tried to exploit the intelligence and instructiveness of teaching listening. With regard to the acquisition of knowledge, this entailed addressing two basic questions, which can be the **object and the subject of our qualification paper:**

- Learning environments: what are the characteristics of the physical and social settings in which people learn efficiently and effectively, and how can such settings be constructed or simulated?
- Knowledge communication: how is knowledge successfully communicated and skill successfully imparted, and how can those communication processes be emulated and enhanced?

Interest in the opportunities and problems posed by the use of the teaching listening in language learning is so widespread that it is sometimes difficult to remember that only in the last decade has it become a real issue for many in the language teaching profession. While few scientists and researchers argue about the advantages of word-processing and grade-book software for scholars and teachers, debates about appropriate ways for language learners to interact with the technique aids are a feature of nearly every language teaching conference and journal. 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.**

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 research are pointless and divisive if they only pose broad and ideologically loaded questions without specifying the hypotheses to be explored, the theoretical framework within

which those question 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.

The purpose of this qualification paper is to try to demonstrate how the development science and new information technologies influences education. How the use of the technique aids as basis and facilitator have passed from Artificial Intelligence to Distance Education. Certainly, the way was not and is not an easy one, because there have always been debates and discussions about that, which have continued up to the present day. That is why we have tried to illustrate the controversial character of this phenomenon and to present various pieces of research that have been done to make the use of technique aids during teaching listening in education (and foreign language learning in particular) more effective. Today, researchers are actively probing the effectiveness of using technique aids during teaching English in traditional and novel ways. These past and contemporary research investigation have implication for the technique aids during teaching listening course designers (to have them with purchase and effective utilization of computers in the school environment). The effectiveness research base needs, in other words, to be disseminated to language learning theorists, researchers, administrator, practitioner alike, and research approaches other than the traditional laboratory – like experiments need also to be presented in order to help gauge the usefulness of technique aids during teaching English for second language learning.

The problem under consideration in the qualification paper possesses definite theoretical value, for, list of all; it is based on the principles of approach, which is, revealed on all the stage of investigation. The result of the investigation present interest for a number of fields of branches of the English language: theoretical grammar, theoretical phonetics, theory of translation.

Practical significance of the result of investigation consists in the fact they can be used in:

1. In teaching English for Uzbek and Russian students
2. In compiling practical courses of English
3. In learning English skills
4. In increasing listening skill

Investigations have been carried out on a vast language material, based on lexicographic sources. We used mainly teaching English.

The structure of the qualification paper:

It includes **introduction, chapters, conclusion, and list of used literature.**

CHAPTER I- TYPES OF SKILLS IN TEACHING ENGLISH LANGUAGE.

1.1. Hearing and listening.

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 your own activities, especially

those related to college. Are most of your activities focused around listening, especially in the classroom?

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**.

Listening is the absorption of the meanings of words and sentences by the brain. Listening leads to the understanding of facts and ideas. But listening takes attention, or sticking to the task at hand in spite of distractions. It requires concentration, which is the focusing of your thoughts upon one particular problem. A person who incorporates listening with concentration is actively listening.

Active listening is a method of responding to another that encourages communication.² 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.

Poor Listening Habits and Good Listening Habits

Poor Listening Habits	Poor Listeners...	Good Listeners...
Criticizing a speaker	criticize the speaker's voice, clothes, or looks. Therefore, they decide that the speaker won't stay and say anything	realize that a lecture is not a popularity contest. Good listeners look for the ideas being presented, not for things to

² Jan Starve. Listening Contemporary English. England; Longman, 1992, p.77

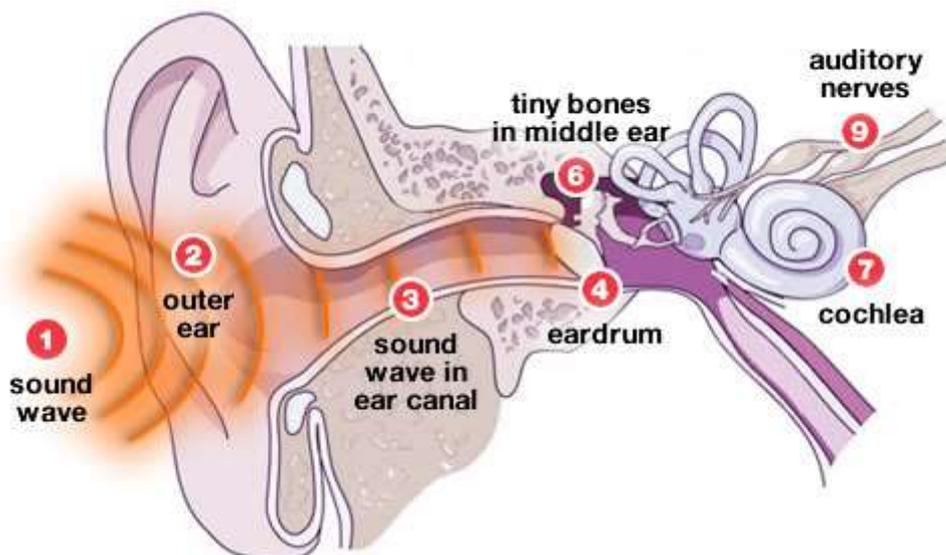
	important.	criticize.
Finding fault with the speaker	become so involved in disagreeing with something the speaker states that they stop listening to the remainder of the lecture	listen with the mind, not the emotions. Good listeners jot down something they disagree with to ask the speaker later, then 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.
Faking 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	hear these same words. When they do, they listen very carefully. A good listener tries to understand the speaker's point of

	ends.	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

Benefits of Teaching Listening

Does this seem familiar? You give a set of directions for students to follow. You check for understanding and feel confident that everyone knows what they are supposed to do. And while some of your students complete the task correctly, without intervention, there are always students who don't know what they are supposed to be doing, can't remember what you said or simply got your instructions wrong. "Why does this happen? I know they all heard me," you may think. Your students appeared attentive, they were able to repeat your instructions, and no one had any questions. As exasperating as this scenario is, it illustrates an important issue — that there is a real distinction between listening and hearing.

Although hearing is a complex process, it is essentially an automatic, passive activity. It is possible to hear sounds without consciously engaging in the process. Below is a step-by-step description of how we hear:



1. Something vibrates and creates a **sound wave**.
2. The sound wave travels to the ear and is collect by the **outer ear**.
3. The sound wave then moves into the **ear canal**.
4. When it reaches the end of the ear canal, the sound waves bump up against the **eardrum**.
5. The ear drum vibrates with these sound waves.
6. The vibration moves **tiny bones in the middle ear**.
7. These bones carry vibrations into the inner ear to a fluid-filled tube called the **cochlea**.
8. The fluid inside the cochlea vibrates a series of tiny hairs called cilia, which are attached to auditory nerves.
9. The movement of these cilia stimulates the **nerve cells**, and they send signals to the brain via the auditory nerve.
10. The brain processes these signals into the sounds we hear

Step 10 is where the brain identifies those sound vibrations as familiar sounds or words. The brain doesn't automatically translate these words into the message they are conveying. That is essentially what listening is – determining the meaning and the message of the sounds or words. It is an active process that involves much more than assigning labels to sounds or words.³

Listening Skills

The average college student spends about 14 hours per week in class listening (or perhaps I should say "**hearing**"--there is a difference!) to lectures. See if you can improve your listening skills by following some of the strategies below:

Maintain eye contact with the instructor. Of course you will need to look at your notebook to write your notes, but eye contact keeps you focused on the job at hand and keeps you involved in the lecture.

³ David Beglar, Neil Murray. Listening Contemporary Topics. England; Longman,1993, p.116

Focus on content, not delivery. Have you ever counted the number of times a teacher clears his/her throat in a fifteen minute period? If so, you weren't focusing on content. **Avoid emotional involvement.** When you are too emotionally involved in listening, you tend to hear what you want to hear--not what is actually being said. Try to remain objective and open-minded. **Avoid distractions.** Don't let your mind wander or be distracted by the person shuffling papers near you. If the classroom is too hot or too cold try to remedy that situation if you can. The solution may require that you dress more appropriately to the room temperature. **Treat listening as a challenging mental task.** Listening to an academic lecture is not a passive act--at least it shouldn't be. You need to concentrate on what is said so that you can process the information into your notes. **Stay active by asking mental questions.** Active listening keeps you on your toes. Here are some questions you can ask yourself as you listen. What key point is the professor making? How does this fit with what I know from previous lectures? How is this lecture organized?

Use the gap between the rate of speech and your rate of thought. You can think faster than the lecturer can talk. That's one reason your mind may tend to wander. All the above suggestions will help you keep your mind occupied and focused on what being said. You can actually begin to anticipate what the professor is going to say as a way to keep your mind from straying. Your mind does have the capacity to listen, think, write and ponder at the same time, but it does take practice.

What does it mean to really listen? Real listening is an active process that has three basic steps.

1. **Hearing.** Hearing just means listening enough to catch what the speaker is saying. For example, say you were listening to a report on zebras, and the speaker mentioned that no two are alike. If you can repeat the fact, then you have heard what has been said.
2. **Understanding.** The next part of listening happens when you take what you have heard and understand it in your own way. Let's go back to that report on zebras. When you hear that no two are alike, think about what

that might mean. You might think, "Maybe this means that the pattern of stripes is different for each zebra."

3. **Judging.** After you are sure you understand what the speaker has said, think about whether it makes sense. Do you believe what you have heard? You might think, "How could the stripes to be different for every zebra? But then again, the fingerprints are different for every person. I think this seems believable."

Tips for being a good listener

1. Give your full attention on the person who is speaking. Don't look out the window or at what else is going on in the room.
2. Make sure your mind is focused, too. It can be easy to let your mind wander if you think you know what the person is going to say next, but you might be wrong! If you feel your mind wandering, change the position of your body and try to concentrate on the speaker's words.
3. Let the speaker finish before you begin to talk. Speakers appreciate having the chance to say everything they would like to say without being interrupted. When you interrupt, it looks like you aren't listening, even if you really are.
4. Let yourself finish listening before you begin to speak! You can't really listen if you are busy thinking about what you want say next.
5. Listen for main ideas. The main ideas are the most important points the speaker wants to get across. They may be mentioned at the start or end of a talk, and repeated a number of times. Pay special attention to statements that begin with phrases such as "My point is..." or "The thing to remember is..."
6. Ask questions. If you are not sure you understand what the speaker has said, just ask. It is a good idea to repeat in your own words what the speaker said so that you can be sure your understanding is correct. For example, you might say, "When you said that no two zebras are alike, did you mean that the stripes are different on each one?"

7. Give feedback. Sit up straight and look directly at the speaker. Now and then, nod to show that you understand. At appropriate points you may also smile, frown, laugh, or be silent. These are all ways to let the speaker know that you are really listening. Remember, you listen with your face as well as your ears!

Ask About Feelings. Ask them to expand on what they're feeling. Asking about their feelings provides a good emotional release and might be more helpful than just focusing on the facts of their situation.

Keep The Focus On Them. Rather than delving into a related story of your own, keep the focus on them until they feel better. You can reference something that happened to you if you bring the focus back to them quickly. They will appreciate the focused attention, and this will help them feel genuinely cared for and understood.

Help Brainstorm. Rather than giving advice in the beginning, which cuts off further exploration of feelings and other communication, wait until they've gotten their feelings out, and then help them brainstorm solutions. If you help them come up with ideas and look at the pros and cons of each, they're likely to come up with a solution they feel good about. Or they might feel better after just being able to talk and feeling heard.⁴

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

⁴ Ellen Kisslinger. Selected Listening Topics. England; Longman. 1994, p.128

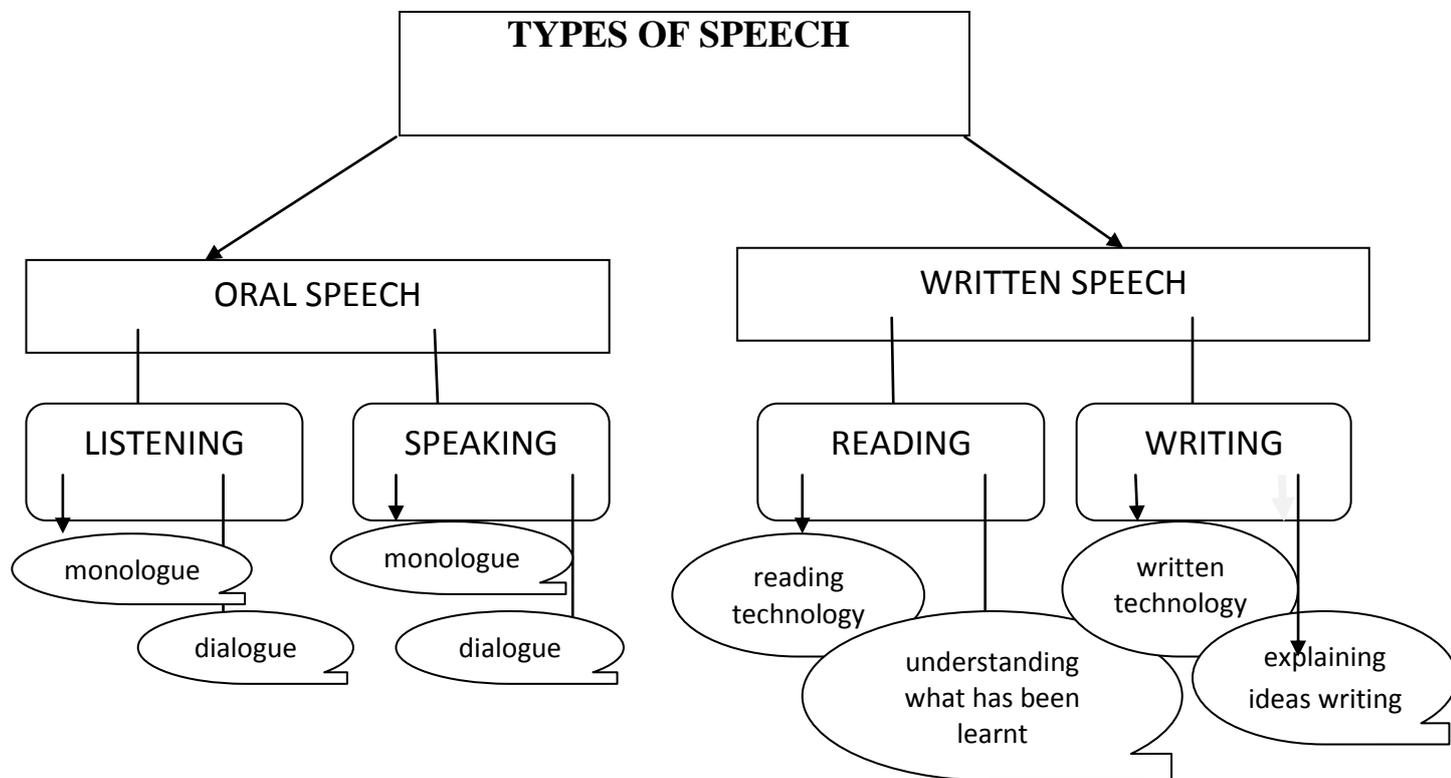
themselves in the interpretation of what they hear, bringing their own background knowledge and linguistic knowledge to bear on the information contained in the aural text. Not all listening is the same; casual greetings, for example, require a different sort of listening capability than do academic lectures. 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. 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. *All teachers have asked themselves the question, "Why aren't these students listening to me?" Learn a few easy steps that you can follow today to help students become better listeners now.*

Active Listening T-chart: Did you know that you can actually see and hear an active listener? Use this T-chart to talk to students about what active listening looks and sounds like. Create the T-chart as a class. Act out and sound out the active listening behaviors. Make the Chart into a poster and review it prior to listening activities.

Language for Social Interaction Checklist: This checklist is based on New York's Learning Standards for English and Language Arts - Standard 4, Language for Social Interaction. The language for social interaction skills are listed in the left hand column, with suggested activities in the center column. When available, one can link directly to the activity on the Learning through Listening website. The Mastery column can be checked off when the student has mastered the skill at a 95% confidence level.

Listening Quiz and Teacher’s guide: Use this quiz to introduce the importance of listening to your students. Use the Teacher’s Guide with answers to discuss why listening is important and how they may be able to improve their listening skills.

1.2. Differences between listening and other skills.



A language skills lesson for teaching reading and listening

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

- 1 . Pre-reading, or pre-listening activities.
2. While-reading, or while-listening activities.
3. Post -reading, or 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.⁵

⁵ U.Hoshimov, I.Yakubov. Methodology of Teaching English. T.;"O'qituvchi",1993, p.102

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 'Before-During-After' lesson, you need to include PPP elements (such as presenting new vocabulary), Here is an example of a lesson plan for a 'Before-During-After' lesson which includes these elements:

A 'Before-During-After' language skills lesson, with PPP activities

Objective: students practice reading a story for the main ideas.

Pre-reading activity

Discuss the title (for example, 'A disastrous adventure'). Students suggest words connected to the topic which may appear in the text and possible story lines (without reading the story).

[New vocabulary- optional PPP activity: present and teach key words from the text to make sure that students understand the meaning, the use and the correct pronunciation of the new words.]

While-reading activity

Students read the story within a time limit to encourage faster reading, and fill in a chart to note what happened, and when.

Post-reading activity

Students compare their charts (without the text in front of them) in pairs or groups to confirm what they read. Then students individually write a letter to a friend about the incident.

(Functional language- optional PPP activity: to practice the 3rd conditional using information from the story, for example: 'If he hadn't left home late, he wouldn't have missed the bus! Students suggest further examples and then the teacher checks the meaning of the 3rd conditional. Students work through the events in the story by drilling and controlled pair work.]

Difficulties in learning listening in English

There are 2 difficulties in listening: extra linguistic and linguistic.

Extra linguistic difficulties.

1. Speech must be mechanic: listening on the phonogram, video phonogram;
2. Listening to speaker's speech;
3. Speech tempo;
4. Speech speed;
5. Speech towards somebody or something;
6. Listening condition, situation – pupils' discipline;
7. Speech must be necessary;
8. Pupil's attention;
9. How many times speech is listened;
10. Support means in listening.

Linguistic difficulties:

1. Having dialogue and monologue in speech;
2. Phonetic difficulties, pronouncing words correctly;
3. Lexical difficulties – polesemy of the words;
4. Grammatical difficulties – tenses, grammatical forms, word order.

Grammatical difficulties are complicated, uncomplicated. Uncomplicated difficulties: *affixes*

Complicated difficulties: *tenses, interrogative sentences.*

1. Stylistic difficulties: *dialects*

G.V.Rogova distinguished difficulties into following types:

1) phonetic difficulties: following phonemes

[o -s]; [tr -ts]; [s -z]; [t-ts]; [u:-u]; [i- i:]; [w- v]; [dʒ- ʒ]; [dʒ - z]; [o-o:]

Pupils have difficulties in listening these words: **worked-walked, first-fast, fast-forced, lion-line, tired-tide, bought-boat-board.**⁶

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.* \leftrightarrow *The horse is slipping.*

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

Ex: to work \leftrightarrow work

to answer \leftrightarrow 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".

⁶ U.Hoshimov, I. Yakubov .Methodology of Teaching English. T.; "O'qituvchi",1993, p.103-109

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.⁷

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.

⁷ G.V.Rogova Methods of Teaching English.M.;1996

- 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.⁸

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.

⁸ www.yahoo.listening.comprehension

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 listener's 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 understandings 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 the 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.

How to Study

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 natural 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. Which is exactly what you can do here, at the English Listening Lounge.



Teaching Children Listening Skills through Reading

Teaching children listening skills by reading to them will improve their listening skills and train them in the art of active listening.

In fact, **teaching children listening skills** is one of the most important traits we as adult human beings can help them develop for many different reasons, ranging from academic and real world success to becoming a friend and experiencing true friendship.

Think about it . . . if we aren't talking or reading, we most likely are listening. We listen to the radio, the television, our friends, our family, and our coworkers. But listening is something we have to do actively because **"listening to" something and "hearing" something are two very different concepts**. This is why teaching children listening skills is so important.

We hear the familiar sounds of the refrigerator humming, the microwave beeping, the dog barking, the baby crying, and the cars honking. And if we are fortunate enough to break out of the rat race, we can even enjoy the sounds of nature like birds chirping, a brook babbling, the wind blowing, or leaves rustling. But **just because we have heard these sounds doesn't mean they have registered in our brains.**⁹

The passive nature of hearing is very different from the active nature of listening. Take, for example, watching the evening news. If your household is anything like mine, there is usually a lot of commotion going on during the news and the kids just can't seem to give me a moment of peace. So although the news is on, I am sitting in front of it, and I can hear it, I generally have no idea what was said because I wasn't really listening.

I am distracted by my kids and I am not actively listening to the news.

My solution is generally to turn the TV off because it is just added noise and some day when my kids are older I will be able to watch the news again. But this is a perfect example of the differences between hearing and active listening. I heard the news, but I wasn't actively listening to it, so **I had no idea what had been said when it was over.**

Another situation that exemplifies this difference is remembering people's names. How many times have you been introduced to somebody at a party or gathering and within seconds can't remember the person's name. As the introduction was being made, you were probably thinking to yourself, "well, I'll never remember

⁹ David Beglar, Neil Murray. Listening Contemporary Topics. England;Longman,1993, p.62

the name anyway . . . or . . . I am so bad with names." You heard the person talking and acted polite by pretending to listen, but your brain was really a million miles away and you weren't actively listening to the introduction. **Without engaging your active listening skills, the person's name never entered your brain and therefore, you never had a chance at remembering the name.**

Listening skills are developed, and the more we practice the more skilled we become at teaching children listening skills. **Reading to our children not only is a way of teaching children listening skills, it forces them to practice their listening skills.** And we know our children are engaging their active listening skills because of how many times our older children have corrected us.

We hear, "You skipped a page." Or sometimes if I play word games with my son and say, "Beep! Beep! Elephants in a jeep . . ." while reading *Sheep in a Jeep*. I immediately hear, "It's not elephants, Mommy. It's sheep." So again, I know my son is actively listening to the story being read to him. So, it stands to reason that the more time we spend teaching children listening skills by reading to our kids, the more they practice their active listening skills and the better they become at it. In a nutshell, **teaching children listening skills by reading aloud to our little ones improves their listening skills, and more importantly, their active listening skills.**

Teaching children listening skills is not intuitive. I know we all sometimes wonder if our younger children are actually listening. And it is harder to know with younger children because they don't have the words and vocabulary yet.

Teaching Children Listening Skills: A Personal Reflection

I remember before my oldest son turned 2, it was very difficult to read to him. Oh, I tried, but Eric would never sit still and listen . . . or so it seemed. I think part of that was because he didn't realize he was supposed to. Young children learn to sit with you when you read by doing it over and over and over again. **Each time we read to our children we are not only teaching children listening skills, but we are conditioning them about the mechanics of reading.**

As I read to Eric, he would wander across the room and I would think to myself, "Is this kid ever going to sit still and listen?" But I kept at it because I knew the [true importance of reading](#) to him.

An early favorite of his was ["Go! Dog! Go!"](#) by P.D. Eastman. Even if Eric moved across the room and started playing with something else, I continued to read. I really never knew if he was actively listening or not. I never pressed the issue nor forced him to stay with me. I let him go, but I continued to read his favorite, "Go! Dog! Go!"

One day Eric moved away again. I hadn't seen any improvement and I just didn't see

the point, so I stopped reading. Well, Eric immediately stopped what he was doing and said, "No! No! Tree! Tree!" We were at the point in the book where the dogs were in their cars and the book asked, "Where are all those dogs going?"

Lo and behold, Eric had been using his active listening skills all along! He knew the story and he knew the dogs were going to the tree. Eric had been listening all along, but it had just been in his own way. I guess in hindsight I should have known that to be the case, because Eric is very much a child who "has to do things in his own way."

Over time, Eric came closer and closer to me as I read aloud. Today, we snuggle up together all over the house while we read and I can't tell you the number of times a day I hear, "Read, Mommy! R-E-A-D!"

So, "YES!" they are actively listening and practicing their listening skills . . . even the young ones.

Don't ever put pressure on your child about reading, as the benefits are just too important, and most definitely keep on reading. Some day you just might be surprised like I was.

**"A wise old owl sat in an oak.
The more he listened, the less he spoke;
The less he spoke, the more he listened.
Why aren't we like that wise old bird."**

Why do you want students to be active listeners

Students spend a large portion of the school day listening. They listen to announcements, to classroom instruction, to peers and to various school personnel. Students with good listening skills are generally more successful than their peers who are passive listeners. All students, however, can be taught to be better listeners and reap the benefits below:

Successful Time Management

Students with good listening skills generally follow directions correctly the first time they are given. This means they spend more time on task. Active listening skills enable students to use their time more wisely. They don't have to spend as much time asking questions, clarifying information or fixing mistakes made as a result of passive listening.

Educational Success Students who are active listeners use new information more productively. They are better equipped to access their prior knowledge, which allows them to make connections with new information. It also enables them to decide how to use this information. By activating their schema, they have a framework for understanding new content and whether or not the content is relevant. As a result, they are much better at sifting through all of the information they receive and determining what the main points are and what are extraneous details. Because good listeners tap into their prior knowledge when hearing new information, they can more readily integrate new ideas into their schemas. Students who use active listening strategies also exhibit better concentration and memory. Active listeners filter information, connect to what is important, use it and store it in a meaningful way. Consequently, they often seem to have a better grasp on academic content than their peers who listen more passively.¹⁰

Interpersonal Success Active listeners tend to have more successful interpersonal relationships. Their active attention supports the speaker and helps build his confidence. Because speakers know they are really being listened to, they feel valued. This promotes feelings of trust and respect which in turn, makes the speaker more likely to cooperate. By encouraging feelings of respect, active listeners have the ability to persuade and successfully negotiate.

Students who use active listening skills are better able to determine when miscommunications have occurred. They are also more successful at gleaning additional information from the speaker. Therefore, good listeners are able to initiate a resolution to the misunderstanding more readily. And because active listeners engender respect, the speaker is more likely to accept the suggested solution.

How do we teach students to be active listeners?

Early childhood educators weave listening skills into their daily curriculum. They know that young children need to be taught to listen and pay attention. So, they

¹⁰ www.Google.Listenign English

integrate listening into almost everything they do. Teachers prompt children to attend to them by getting down on the floor and making eye contact. They gain group attention through rhyming phrases such as “1,2,3, eyes on me.” During circle time, children sing songs that require turn-taking and group interaction. Songs like B-I-N-G-O require students to listen for the silent pauses. They play rhythm games that involve listening to a clapping pattern and then repeating it. They play games where they dance until they hear music stop, and then they freeze.

Teachers read books to the class and elicit comments and reactions. When resolving conflicts between children, teachers ask each child how they are feeling and then repeat what the child said or have the other child repeat how his friend is feeling. Although this is just a sample of what occurs in a preschool classroom, these activities clearly illustrate how listening is an integral part of the early childhood experience.

As children get older, these listening activities begin to fall by the wayside as curriculum demands increase. At the same time, oral language in the classroom gets increasingly complex. Children are expected to listen to this information without direct instruction in how to process this information. If there was unlimited time, teachers could adapt early childhood listening activities to be more age-appropriate. But the reality of most classrooms is that there is barely enough time to cover the mandated curriculum. Since active listening skills can increase your students overall success, finding ways to integrate these skills into your classroom would benefit everyone. How can you fit explicit listening instruction into your daily classroom?

Discuss why listening is important and that you are going to emphasize listening in your classroom. Then, teach students the active listening steps below, changing the language as necessary to make it more age-appropriate for your classroom. One way to teach these skills is to model them during a mock-interview. As each step occurs, stop the interview and address your audience, pointing out opportunities to carry out each step.

Active Listening Steps

1. Make eye contact/Follow speaker – Look the speaker in the eyes. When the speaker is addressing a large group (e.g., during a lecture or presentation), eye contact will not be possible. In this case, follow the speaker’s movements.
2. Summarize what the speaker is saying – Summarize every few sentences by stating the main ideas. Take notes, if this is helpful.
3. Make connections – Link what you are hearing to what you already know.
4. Ask and answer questions – Check your understanding of what you’re hearing by asking questions about what you are hearing. If you can answer the questions, you understand the material. If you can’t answer the questions, you need to ask the speaker for help.

Model and practice these steps over and over, in the context of your curriculum. For example, when students are giving presentations to the class or to small groups, practice the active listening steps. Then, ask students to use the steps during the presentations. Have them take notes, if that is appropriate. Follow up with a discussion about how active listening is working for them. Ask them to share some of the main ideas they came up with or the connections they made. Ask them questions about the content or have them ask each other.

When introducing new content to your students, use the active listening steps to check their comprehension.

CHAPTER II -THE ROLE OF LISTENING AT SPECIALIZED SCHOOLS

2.1. Some ideas of teachers about teaching listening.

About teaching listening

I am an English teacher from Uzbekistan. Because of less of language environment, most of students did weak in listening.

I always try to improve their listening by any ways. For instance, I let them

listen to English songs before class and watch English movies. But the result is not good. What should I do?

Bobur Komilov

Songs and movies are good

Songs and movies are good ways to get your students interested in English. But you could think about the following questions first.

How do you check if your students have understood anything from the songs and movies? Do you set any tasks or exercises for your students to do while listening?

Do you discuss the topics or themes of the songs and movies with your students before listening? What do you expect them to be able to understand from the songs and movies you have chosen for them? For movies, do you show them the whole movie or just short clips?

Improving listening skills

Developing listening skills is not easy especially when the students are beginners. As trainers we can ask the students to listen to us carefully while we speak, read, we can sing songs together this helps with the pronunciation too and in a week or two they will be ready to listen and understand the dialogues in the movies they watch.



Nodira

One thing that can really help is preparing them for the listening beforehand.

When you read or listen to something in your own language, you always have a lot of background information about the topic ready, and you constantly make predictions about the text based on the topic, context, title, pictures, and how much you've read/heard already. For example, before I read the news article "George Bush's approval ratings: 2001-09" I had the following information:

- I knew George Bush was the president of the US from 2001 - 2009.
- I knew George Bush was very unpopular. Most of the world hated him, and many people from the US didn't like him either.
- I remembered reading another article saying Bush was one of the most unpopular US Presidents in history.
- I knew Bush was president when the wars against Afghanistan and Iraq started and that Bush supported those wars very strongly.
- I had a rough knowledge of the two types of government in the US: 'Rightists' support guns, hate drugs, and like to be 'tough' on crime. Rightists are often accused of being racist, invading people's privacy. 'Leftists' support freedom of speech, alternative lifestyles, and are 'light' on crime. Bush is 'rightist'.
- I knew the title of the article is "George Bush's approval ratings: 2001-09"
- I knew that 'approval ratings' are based on votes by the public.
- I could see in the picture accompanying the article that Bush looks sad (so I guess the ratings are pretty bad).

All of this information helps me to understand the text when I read it.

Suggestion

In class, though, teachers often have Ss just 'listen/read' and that makes it much more difficult than it actually is in real life. So, *before* they listen:

- Tell the Ss about the topic(s) and talk about it a little bit.
(eg. for the article above start off by talking about the news, then talk about Bush in general, then talk about approval ratings).
- Help them with any cultural information that they need to know.
(eg. many people in Uzbekistan probably assume that Americans *like* Bush, but more than 50% of Americans actually hate him; approval ratings probably aren't done for Presidents in Uzbekistan, but are very common in Western Countries, etc).
- Show them related pictures (the photo in the news article; a screen shot of the video; draw a picture on the board; take in a photo that you got off the Internet, etc) and have them talk about the pictures.
- Tell the Ss the 'title' of the article, story, TV show, etc, and predict why it might have that title.
- Give the Ss several key words or phrases from the story.

- And have the Ss spend some time *predicting* what will happen, by using all the information you've just given them.

This is helpful for both listening and reading. Do all this and the Ss will find the listening experience more interesting, more achievable, and more rewarding... a that should result in good improvements in listening.

Speak English to your students

I've also worked with Uzbek teachers in Uzbekistan. I really have to say that the very sad thing is Uzbek teachers don't speak English to their students outside class. Some don't even speak much English in class. My Uzbek colleagues always claim that their students are too weak to understand spoken English. But I doubt if that's all true - as far as I know in fact there are of students who want opportunities to use English outside class. Even if it's true that students are weak, they'll never get a chance to improve if you don't speak English to them. I always pretend I don't understand the language much in front of my students, for the sake of forcing them to communicate in English with me.

2.2. Teaching Listening at specialized schools

You are the most important source of spoken English for your pupils. Your English is the example that pupils will follow for their own speech. However, other sources of spoken English are easy to find. Invite quests to visit your lessons. Foreigners, businessmen and women who use English in their work, or other English teachers can come to your classroom and speak about interesting topics. Guest lectures provide pupils with opportunities to listen to different accents and dialects. Cassettes of BBC World News, Voice of America, Radio Canada taped from short wave radio demonstrate British and American varieties of English.[1, 25-26p.] You can use these tapes of native speakers in activities or as examples of pronunciation.

Your pupils are the second most important source of spoken English. Even if your pupils are beginners, they have interesting things to say in English. Unfortunately most teachers do not force pupils to listen to each other. In classes that I have observed, pupils only listen to the teacher. While the teacher speaks,

pupils listen attentively. When a pupil speaks, the other pupils do not listen. They stare at the wall, talk, read, and do work for other lessons. [7, pp. 21-29] You are the only one person, with one voice. There are 20 other English speakers in your classroom.

If your pupils never learn to listen, they will not be able to communicate inside or outside the classroom. Here is how to make your pupils listen to each other.

- Test pupils to see if they are listening. If you ask one pupil a question, ask another pupil a question about the first pupils' answer. If the pupil does not know, tell the pupil to repeat the answer and ask the second pupil again. If you do this often, your pupils will listen to each other.
- Call on pupils in a random order. Do not begin at the first desk and finish at the last. Call on different pupils every time. Test pupils who haven't raised their hands. Keep them guessing! When the teacher is predictable, pupils stop listening and begin sleeping.
- Compliment your pupils for listening to each other. This is called positive reinforcement. Tell Oybek that he did a "good job" of listening to Shahnoza. [7, pp. 21-29]
- Use interesting activities so that the pupils want to hear their friends' answers. Ask about pupils' opinions, family, favorite things, hobbies, etc...
- Ask questions about other pupils. People want to listen when others talk about them.
- Listen to pupils carefully. Tell them that their opinions are interesting and important.
- Ask pupils to repeat each other's answers. "Repeat after Alisher, everyone."

Do pupils need to understand every word?

It depends on the activity. If you are using a listening passage to teach vocabulary, phrases, or grammar, you may want your pupils to understand everything they hear. If this is your goal, choose a passage which is appropriate for

your class' English level. You wouldn't want to play a cassette of BBC World News to a beginning English class. If pupils understand less than 70% of the words in a listening passage, they will become depressed and stop listening. So if your goal is for the pupils to understand everything, pick a passage which is fairly easy for them.

Pupils do not always need to understand every word they hear. Pupils need to learn how to "get the gist", have an approximate understanding, of difficult English passages. Hearing new words in context is a good way to learn vocabulary. Pupils can guess the meaning of unknown words when they appear with known words. Outside of your classroom pupils will be forced to "get the gist". Inexperienced speakers of English do not understand every word or phrase they hear from native speakers. Give pupils activities where they must guess the meaning of some words. Getting the gist is a valuable skill to practice.

Overview of a listening activity

All the activities listed in this chapter are "task oriented". During the activity, your pupils will perform a task based on the listening passage. The task will be physical, verbal, or written. They may answer questions, make a drawing, or get up and do something. Following these steps will make sure that your pupils do not start dreaming while they are listening. All the listening activities are different, but they will follow this basic format. [2, pp. 60-63]

1. Make them interested. First choose interesting listening material. Tell the pupils about the topic of the passage. Make it sound interesting. Motivate them to listen.
2. Help them by preparing them. Before you read or play the passage, talk to them about the topic. Ask the pupils what they think the passage will be about.
3. Tell them about the task. Give them some questions which will help them understand the topic. Tell them which information is important to listen for. Explain their task and give an example. [12, pp. 32-36]
4. Read or play the passage one time. Speak clearly and do not stop.

5. Check for understanding. Ask pupils questions to see if they understand the passage.
6. Repeat or play the passage again. This time you may stop and answer or ask questions. You may repeat the passage as many times as is necessary.
7. Ask the pupils to finish their task. Later, they can discuss or write about the passage they heard.
8. Repeat the passage for the final time. It will be easier for pupils to understand the passage. They will realize that they learned something from you. [3, pp. 217-239]

How to use the activities.

After you present the information of your lesson, you may take activities from this list to use for practice. These activities can be used with your textbook to practice any information. Look over the list and choose suitable activities for your lesson. Or you can use these activities with listening passages which you have translated or written yourself. Remember passages with topics that are connected to pupils' lives are more interesting. Don't forget about the task. Making a list, a chart, or a drawing associated with the passage will be especially helpful for them.

Improving Listening Skills

When students listen to a cassette or to a person speaking they may find it a challenge. This is because they have no visual clues and may think that they will not understand. Also, we usually only have once chance to hear something. This is why, we need to start by doing activities to prepare students. Then we need to do the activities in which the students need to use the information from the item they have listened to. The main sub-skills of listening are:

1. predicting
2. listening for the main idea (skimming)
3. listening for specific information (scanning)

To help improve listening, we plan a lesson in these phases:

1. Pre-listening activities
2. While-listening activities
3. Post-listening activities

The purpose of these activities is to focus students' attention on the item they will listen to. You can tell them that they probably will not understand everything but this does not matter. [21, pp. 189-207]

Pre-listening activities

A before-listening activity needs to be short five minutes at most. It can include any of the following ideas, but make sure you choose a different one in different lessons for variety and to keep students motivated.

Brainstorming. Discuss the title or topic of the item they will be listening to with the class. You or a student can write any important vocabulary on the blackboard, for future checking and reference.

Discussion. Ask the students to discuss among themselves a picture about the item they will be listening to, or the title. They can talk about what they think the topic will include, who could be in it, and what might happen. Encourage everyone to say something by asking them to work in pairs or small groups.

Questioning. Students look at a picture related to the item they will listen to and think of questions that they would like answered. This gives useful practice in question formation, as well as giving students a reason to listen (to find out if their questions are answered).

Pre-teaching difficult key words. Sometimes you may want to teach students some of the difficult and important key words that they will hear.

While-listening activities

To help students practice listening for general information only, ask them to listen and find out, for example:

- How many people are in the story or dialogue
- Who the story or a dialogue is about
- Where the story or dialogue happened
- When the story or dialogue happened

Listening for specific information means students must learn to ignore the details. To practice this, you can ask the students to listen carefully for the answers to specific questions. [15, pp. 14-22] They can more easily record the information required by filling in a chart copied from the blackboard. For example, students listen to people who have applied for a job and complete the chart.

Post-Listening Activities

In real life we usually do something after we have listened to someone. So it is important to do some follow-up activities after listening, for example, students make up a similar dialogue, or discuss what they have heard in pairs or small groups. Students can write notes on what they thought they heard, and then compare their notes with a partner. Students could write a letter to a newspaper or radio station, giving opinions on what they heard.

2.3. Basis of teaching listening.

Using Textbook Listening Activities. The greatest challenges with textbook tape programs are integrating the listening experiences into classroom instruction and keeping up student interest and motivation. These challenges arise from the fact that most textbook listening programs emphasize product (right or wrong answer) over process (how to get meaning from the selection) and from the fact that the listening activities are usually carried out as an add-on, away from the classroom. You can use the guidelines for developing listening activities given here as starting points for evaluating and adapting textbook listening programs. At the beginning of the teaching term, orient students to the tape program by completing the exercises in class and discussing the different strategies they use to answer the questions. It is a good idea to periodically complete some of the lab exercises in

class to maintain the link to the regular instructional program and to check on the effectiveness of the exercises themselves.

Integrating Listening Strategies with Textbook Audio and Video

Students can use this outline for both in-class and out-of-class listening/viewing activities. Model and practice the use of the outline at least once in class before you ask students to use it independently. When you are listening to a CD, you get less information because you can't see the speakers. For example, in a Tourist Information Office, the officers will point to brochures and information inside them. This helps you to understand what he or she is saying.¹¹

1. Plan for listening/viewing

- Review the vocabulary list, if you have one
- Review the worksheet, if you have one
- Review any information you have about the content of the tape/video

2. Preview the tape/video

- (tape) Use fast forward to play segments of the tape; (video) view the video without sound
- Identify the kind of program (news, documentary, interview, drama)
- Make a list of predictions about the content
- Decide how to divide the tape/video into sections for intensive listening/viewing

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

- Jot down key words you understand
- Answer the worksheet questions pertaining to the section
- If you don't have a worksheet, write a short summary of the section

4. Monitor your comprehension

¹¹ Sally Logan, Craig Thaine Real listening and speaking. England;Cambridge,2008, p. 82

- Does it fit with the predictions you made?
- Does your summary for each section make sense in relation to the other sections?

5. Evaluate your listening comprehension progress

Assessing Listening Proficiency

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

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

- It must have a purpose other than assessment
- It must require students to demonstrate their level of listening comprehension by completing some task.

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

Use this response type as a base for selecting appropriate post-listening tasks. You can then develop a checklist or rubric that will allow you to evaluate each student's comprehension of specific parts of the aural text. For example, for listening practice you have students listen to a weather report. Their purpose for listening is to be able to advise a friend what to wear the next day. As a post-listening activity,

you ask students to select appropriate items of clothing from a collection you have assembled, or write a note telling the friend what to wear, or provide oral advice to another student (who has not heard the weather report). To evaluate listening comprehension, you use a checklist containing specific features of the forecast, marking those that are reflected in the student's clothing recommendations.¹²

Models of Language Teaching and Learning

Language instructors at the university level in the United States are often in one of three situations:

- They are language instructors with experience teaching in their countries of origin, but little or no training in the teaching approaches commonly used in the United States
- They are professionals in other fields who are native speakers of the language, but are not trained as teachers
- They are graduate students who have extensive knowledge of language, literature, and culture, but are not trained as language teachers

These instructors often must begin their work in the classroom with little or no guidance to help them appreciate which methods work, how, and why. In response, they may fall back on an outdated model for understanding language teaching and language learning.

Older model: Language learning is a product of transmission. Teacher transmits knowledge. Learner is recipient.

This teacher-centered model views the teacher as active and the student as fundamentally passive. The teacher is responsible for transmitting all of the information to the students. The teacher talks; the students listen and absorb (or take a nap).

¹² Sally Logan, Craig Thaine Real listening and speaking. England; Cambridge, 2008,p. 46

The teacher-centered model may be attractive to new language instructors for several reasons:

- It is the method by which they were taught
- It makes sense: The teacher should be the focus of the classroom, since the teacher knows the language and the students do not
- It requires relatively little preparation: All the teacher needs to do is present the material outlined in the appropriate chapter of the book
- It requires relatively little thought about student or student activities: All student listen to the same (teacher) presentation, then do related exercises

However, experienced language instructors who reflect on their teaching practice have observed that the teacher-centered model has two major drawbacks:

- It involves only a minority of students in actual language learning
- It gives students knowledge about the language, but does not necessarily enable them to use it for purposes that interest them

To overcome these drawbacks, language teaching professionals in the United States and elsewhere have adopted a different model of teaching and learning. Newer model: Language learning is a process of discovery. Learner develops ability to use the language for specific communication purposes. Teacher models language use and facilitates students' development of language skills.

In this learner-centered model, both student and teacher are active participants who share responsibility for the student's learning. Instructor and students work together to identify how students expect to use the language. The instructor models correct and appropriate language use, and students then use the language themselves in practice activities that simulate real communication situations. The active, joint engagement of students and teacher leads to a dynamic classroom environment in which teaching and learning become rewarding and enjoyable.¹³

¹³ Sally Logan, Craig Thaine Real listening and speaking. England;Cambridge,2008, p. 81

Language instructors who have never experienced learner-centered instruction can find it daunting in several ways.

- It requires more preparation time: Instructors must consider students' language learning goals, identify classroom activities that will connect those with the material presented in the textbook, and find appropriate real-world materials to accompany them
- It is mysterious: It's not clear what, exactly, an instructor does to make a classroom learner centered
- It feels like it isn't going to work: When students first are invited to participate actively, they may be slow to get started as they assess the tasks and figure out classroom dynamics
- It feels chaotic: Once student start working in small groups, the classroom becomes noisy and the instructor must be comfortable with the idea that students may make mistakes that are not heard and corrected
- It sounds like a bad idea: The phrase "learner centered" makes it sound as though the instructor is not in control of the classroom

This final point is an important one. In fact, in an effective learner-centered classroom, the instructor has planned the content of all activities, has set time limits on them, and has set them in the context of instructor-modeled language use. The instructor is not always the center of attention, but is still in control of students' learning activities. This site is designed to help new language instructors become comfortable with learner-centered instruction and put it into practice in their classrooms. The pages on Teaching Goals and Methods, Planning a Lesson, and Motivating Learners provide guidelines and examples for putting learner-

centered instruction into practice. The pages on Teaching Grammar, Teaching Listening, Teaching Speaking, and Teaching Reading illustrate learner-centered instruction in relation to each of these modalities.

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.

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. 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. 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. *All teachers have asked themselves the question,*

“Why aren’t these students listening to me?” Learn a few easy steps that you can follow today to help students become better listeners now.

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. They help each other. 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.

SUMMARY

The present qualification paper is dedicated to try to demonstrate how the development science and new information technologies influences education. How the use of the technique aids as basis and facilitator have passed from Artificial Intelligence to Distance Education. Certainly, the way was not and is not an easy one,

because there have always been debates and discussions about that, which have continued up to the present day.

The problem under consideration in the qualification paper possesses definite theoretical value, for, list of all; it is based on the principles of approach, which is, revealed on all the stage of investigation. The result of the investigation present interest for a number of fields of branches of the English language: theoretical grammar, theoretical phonetics, theory of translation.

In this work I tried to define to exploit the intelligence and instructiveness of teaching listening, difference between listening and other skills. I have also discussed the role of Listening at specialized schools.

The work is enormously valuable because of scientific matters and using a great range of information sources, literatures and internet sources supporting with the latest surveys and research of renowned scholars of the world and opened the work clearly.

The qualification paper includes the recent research and information which helps to clarify this work widely

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