

## CONTENTS

<b>INTRODUCTION</b> .....	3
<b>CHAPTER I. ENGLISH LANGUAGE TEACHING METHODS</b> .....	8
1.1 Teaching listening methods.....	12
1.2 Principles of developing listening ability.....	21
1.3 Teaching foreign languages through songs.....	26
1.4 Teaching listening skills to young learners.....	30
Conclusion on chapter I.....	34
<b>CHAPTER II. PRACTICAL USAGE OF TEACHING LISTENING BASED ON CREATIVITY</b> .....	37
2.1 Lesson plan based on usage new Pedagogical technologies.....	39
2.2 Practical usage of songs.....	46
2.3 Practical aspect of ways of teaching.....	54
Conclusion on chapter II.....	57
<b>CONCLUSION</b> .....	59
<b>LIST OF USED LITERATURE</b> .....	63

## INTRODUCTION

Language is a medium of communication, which helps the members of a community in the society, to communicate and interact with one another. This involves both verbal and non-verbal communication. Language focuses on listening and reading that can be named as passive or receptive skills, while speaking and writing can be named as, active or productive skills. Listening is one of the important skills in learning a language. The process of acquiring a language starts with listening and ends up in the production of writing. After birth, a child hears variety of sounds and can distinguish among them. Every language has a common and a natural sequence for the development of the language skills. Listening skill is ranked first of all the four folds. This highlights the importance of listening skill in the life of human beings. Students normally face and encounter listening problems especially in foreign languages.

The worldwide demand for English has created an enormous demand for quality language teaching and language teaching materials and resources. Learners set themselves demanding goals. They want to be able to master English to a high level of accuracy and fluency. Employers, too, insist that their employees have good English language skills, and fluency in English is a prerequisite for success and advancement in many fields of employment in today's world. The demand for an appropriate teaching methodology is therefore as strong as ever.

Paying attention to the importance and value of the teaching foreign languages in the country, the first President of the Republic of Uzbekistan said:

“We should process the creation of the progressive methodic of teaching foreign languages on the national basis in our country”.

As he has mentioned “In teaching intelligent young generation and in developing the society as high educated, only healthy, energetic and patient human can manage the modernization and development. The morality of the ideas and attempts of our great ancestors will be the basis of the economical changes”.

On December 10, 2012 the first President of the Republic of Uzbekistan Islam Karimov signed Decree “On measures to further improvement of foreign language

learning system". According to the decree starting from 2013-2014 school year foreign languages, basically English, will be taught gradually throughout the country 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 [1, 1]

This paper presents arguments for an emphasis on listening comprehension in language learning/teaching. An explanation of how listeners can use strategies to enhance the learning process is presented, with a review of the existing research base on how second language listening is taught. The major part of the paper presents and discusses pedagogical recommendations and practical patterns.

Listening and speaking are often taught together, but beginners, especially non-literate ones, should be given more listening than speaking practice. It's important to speak as close to natural speed as possible, although with beginners some slowing is usually necessary. Without reducing speaking speed it is possible to make a language easier to comprehend by simplifying vocabulary, using shorter sentences, and increasing the number and length of pauses in speech.

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 research available on second-language listening comprehension is insufficient. Comparing with other skills W. Goh said that "there are fewer insights about the process of listening and the way it is learnt". Similarly, D. Richards stated that: "there is little direct research on second language listening comprehension". As for that, we are doing this research not only to help students with better listening but also to contribute a small part to enrich the listening research which has been done so far.

The topicality of this research is due to the fact that the issues of teaching listening at school is studied insufficiently and require more attention and methodological development.

**The aim** of the present research is to explore the classification of techniques for teaching listening a foreign language and developing students' listening comprehension.

The general aims define the following **objectives** of the research:

1. To explore listening comprehension peculiarities and fundamental characteristics.
2. To consider listening comprehension methods.
3. To study effective techniques for developing listening skills.

The **object** of the given research is extending the process of teaching listening at schools, academic lyceums and professional colleges.

The **subject** is the ways of developing students listening skills using a set of teaching materials which provide the formation of listening skills.

**The major methods** used in the research process are: the method of linguistic description and analysis, which let us create the theoretical basis of the present course paper. The method of continuous selection was used to single the research material out. The structural, formalization methods were used for working with the results got in the research process. The research material of the work is the exercises taken from different modern course books and manuals. The given material presents a broad field for research. It also gives us an opportunity to rich the set goals of the present research.

**The actuality of the work.** Accordingly, now pupils have an opportunity to conquer the English far too faster that did their older graduates. To be more specific, put in comparison with previous generation they are much more aware of present key issues of today's life however struggle while delivering them in English. That's why, it is not enough for them to "adequately absorb" the information but also its correct delivery is of great essence. In this process listening

plays pretty crucial role though keeping to being somewhat neglected angles of the language.

**The purpose of the work.** Learning English as a foreign language has become an essential part of our lives. Being a part of the European Union is closely connected with the need to communicate in English. The other important aspect of teaching languages is that the concept of CEFR has become a part of the National Curriculum. On the basis of the National Curriculum pupils are supposed to start learning languages in their third year and teachers are expected to teach their pupils the four basic skills e.g. Speaking, Listening, Reading, and Writing. Because of the recent trend I focus on teaching listening in my bachelor thesis.

**The theoretical value of my work** concentrates on the organization of the listening in the most accessible way so that learners can be successful in a variety of listening exercises. This part of my work is also focused on a diverse choice of listening strategies that I suppose could help student with proper understanding of listening exercises. Furthermore I would like to pay attention to student's motivation, interests in diverse topics and their actual reasons for listening. Moreover I would like to focus on different learning approaches that influence the whole learning and listening process.

**The practical value** is considered to present teaching listening and provides two lesson plans for teaching listening. Lesson plans include self-reflection and students feedback. In the practical part I will also deal with three main hypotheses.

Firstly, from my experience I know that the majority of the students are visual learners and due to this fact I will use pictures as a visual support in the lessons.

Secondly, the students need a lot of language support and because of their need I will provide them with key vocabulary before each listening. But on the other hand I know that they will not be given this support at the exam and due to this fact I will reduce the number of the words gradually.

Thirdly, I would like to help my students to learn good learning strategies. I will focus on teaching guessing and predicting the possible answers in the listening exercises because I think that this will be helpful during the exam.

**Scientific novelty of the work.** This paper will, hopefully, contribute to the development of listening skills in English as foreign languages and English as second languages classrooms, and help enthusiastic teachers to improve their students' listening skills and enable them to become competent English speakers.

**The structure of the work.** In terms of the structure, the graduating diploma thesis consists of introduction, two chapters, conclusion and the list of used literature.

In the introductory part described the general content of the work: its actuality, the theoretical and practical significance, the purpose and tasks, the methods of scientific approaches used in this work.

The first one entitled 'English language teaching methods' focuses on different types of methods of teaching foreign language. We first briefly characterize the methods of effective teaching in general and then their usage in real classes.

The second chapter named 'Practical usage of teaching listening' deals specifically with the previous treatments of the problem of teaching listening skills.

In the conclusion we tried to draw some results from the scientific investigations made within the main part of qualification work.

## **Chapter I. English language teaching methods.**

Principles of teaching are understood as starting statements which determine the purposes, the contents, methods and the organization of teaching and are shown in interrelation and interconditionality. In our case principles are used to define strategy and tactics of teaching English language at all stages practically in each point of educational process.

As far as the result of teaching of pupils foreign language is formation their skills of using language as means of intercourse, the leading principle is the principle of a communicative orientation.

Its main function is in creation of all conditions of communications: motives, purposes and problems of intercourse. The communicative orientation defines selection and the organization of language material, its situational conditionality, communicative value both speech and training exercises, communicative formulation of educational problems, organization and structure of the lesson. This principle assumes creation of conditions for speaking and intellectual activity of pupils during each moment of teaching.

Proceeding from the aforesaid teacher should follow the rules:

### ***1) Principle of communicative orientation***

- Rule 1 - Selection of situations.
- Rule 2 - Recurrence and novelty.
- Rule 3 - Participation of everyone in intercourse.
- Rule 4 - Favorable conditions for intercourse.
- Rule 5 - Communicativeness of tasks.

As far as juniors have still insignificant experience of collective intercourse and they are taught not only to associate in English, but also to associate in general, teacher should provide the support on pupils' realizing the models of intercourse in native language, realizing the communicative function of this or that language unit. Realization of this principle is carried out through system of cognitive problems, solving which children "open" laws of the native language.

On the basis of this realizing there is children's acquaintance with the form and functions of corresponding units of English language.

Proceeding from this, it is possible to plan some rules - following which allows realizing this principle in teaching and educational process.

**2) *Principle of support on the native language:***

- Rule 1. Display of generality between Russian and English languages.
- Rule 2. Formation of the common educational skills.
- Rule 3. Use of similarity and distinctions in the script.
- Rule 4. Use of similarity and distinctions in pronunciation.
- Rule 5. Uses of carry and avoidance of interference in teaching vocabulary and grammar.

It is established, that for each kind of speaking activity "set" of actions and even the lexical and grammatical registration. It has allowed formulating methodical principle of the differentiated approach in teaching a foreign language.

Thus the differentiation is carried out as though at different levels of generalization - precise differentiation is conducted in teaching:

- oral and written speech;
- speaking and listening;
- reading aloud and reading silently;
- script and spelling.

In teaching English language process of integration is realized, it shows, first of all, that mastering of various aspects of language, its phonetics, grammar, lexicon occurs not separately as certain discrete components of language, but is also integrated. Pupils seize and acquire them during carrying out of speech actions which realization can demand the use of a word, word forms, a word-combination, super phrase unity and, at last, the text, caused by situations of intercourse.

Considering the given specific principle of teaching the English language it is possible to formulate rules, their observance will help the teacher to realize this principle [4, 285].



### ***3) Principle of differentiation and integration:***

- Rule 1. The account of specificity of each kind of speaking activity.
- Rule 2. Use of teacher's speech and sound recording for listening.
- Rule 3. Teaching monologic speech, proceeding from features of each form.
- Rule 4. Teaching reading aloud and silently in view of features of each form.
- Rule 5. Mastering of aspects of language in speech units.
- Rule 6. Use semi-typed font in teaching writing.

In a basis of teaching any subject at school including foreign language, there are general didactic principles. Such principles are: scientific character, availability, presentation in teaching, an individual approach in conditions of collective work and others.

Specific and general didactic principles express typical, main, essential, that should characterize teaching a foreign language at school and, first of all at the beginning stage where bases of mastering are pawned by this subject. The understanding of action of principles of teaching and direct use of rules will allow the teacher to carry out teaching effectively.

The learning is the active process which is carried out through involving pupils in a various activities, thus making it active participant in reception of education. In this bilateral process it is possible to allocate the basic functions which are carried out by each the parts. The teacher carries out organizational, teaching and supervising functions. Functions of the pupil include acquaintance with a teaching material, the training which is necessary for formation of language skills and speaking skills, and application of investigated language in the solving of communicative problems.

We distinguish three basic functions which are carried out by the pupil, and the teacher is to organize and direct the doctrine of the pupil. Then it is necessary to attribute acquaintance, training and application to the basic methods. Control including correction and an estimation is accompanying, as it is in each of the basic methods.

The organization of acquaintance with "portion" of a teaching material includes:

First display I.L.Bim marks, that display is addressed to sensual perception of pupils - acoustical, visual, and motor. The teacher can accompany display by some explanatories;

Second, an explanation inducing pupil to reflection is necessary and enough for understanding and realizing of a perceived material with a view of the subsequent intelligent training and application. The teacher can involve various means of presentation.

Due to training memory of the pupil is enriched with new units of language and automatism in their use is developed. At application of new vocabulary organizing function of the teacher is shown most precisely. He should create favorable conditions, benevolent atmosphere for normal course of the speech act. He should make such conditions in which each pupil would like to participate in work of group, in which children aspired to understand the contents and sense of the text, they have read or listened to, and were not afraid to make a mistake. At application of new vocabulary it is supervised formulation of speaking skills, it is established, how the pupil can use each of them in the practical purposes.

The considered methods reflect essence of pedagogical process in which the teacher and pupils cooperate. These methods are used in teaching a foreign language at school, open specificity of a subject and are directed on achievement of the practical, educational and developing purposes.

Each of the considered methods is realized in system of the modes used by the teacher in the organization of teaching pupils, carried out by the latter through the decision of set of the specific targets which are bound up with cogitative operations and perception by sense organs. Modes as well as methods are structural-functional components of mutual action of teacher and pupil. But if the method names the basic, dominating activity mode is bound up with the concrete action making essence of formed speech activity.

It is very important, that modes which are applied by the teacher, let pupils solve tasks, and not just demand simple storing. And also it is necessary, that the pupil not only reproduces speech unit, but also creates his own «speech product », i.e. he

can construct the statement in connection with a communicative problem facing to him, using units of language.

Language education is the teaching and learning of a language. It can include improving a learner's mastery of her or his native language, but the term is more commonly used with regard to second language acquisition, which means the learning of a foreign or second language and which is the topic of this article. Some scholars differentiate between acquisition and learning.

Methods of foreign language teaching is understood here as a body of scientifically tested theory concerning the teaching of foreign languages in schools and other educational institutions. It covers three main problems:

- aims of teaching a foreign language;
- content of teaching, i.e. what to teach to attain the aims;
- methods and techniques of teaching, i.e. how to teach a foreign language to attain the aims in the most effective way.

Methods of foreign language teaching are closely related to other sciences such as pedagogic, psychology, physiology, linguistics, and some others.

### **1.1 Teaching listening methods**

Listening is more than merely hearing words. Listening is an active process by which students receive construct meaning, and respond to spoken or nonverbal messages.

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

- discrimination between sounds
- recognizing words
- identifying grammatical groupings of words
- identifying 'pragmatic units' - expressions and sets of utterance which function as whole units to create meaning

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

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

- recalling important words and ideas

Successful listening involves an integration of these component skills. In this sense, listening is a coordination of the component skills, not the individual skills themselves. This integration of these perception skills, analysis skills, and synthesis skills is what we call a person's listening ability.

Even though a person may have good listening ability, he or she may not always be able to understand what is being said. In order to understand messages, some conscious action is necessary to use this ability effectively, so it is not possible to view it directly, but we can see the effects of this action. The underlying action for successful listening is decision making. The listener must make these kinds of decisions:

- What kind of situation is this?
- What is my plan for listening?
- What are the important words and units of meaning?
- Does the message make sense?

Successful listening requires making effective 'real time' decisions about these questions. In this sense, listening is primarily a thinking process - thinking about meaning. Effective listeners develop a useful way of thinking about meaning as they listen. The way in which listener makes these decisions is what we will call a listening strategy.

Listening skills are essential for learning since they enable students to acquire insights and information, and to achieve success in communicating with others. You can improve your listening skills just as you improve any other skill. Life within and outside school affords many listening opportunities, but some students

fail to seize them because they let their minds wander or they may concentrate on what they want to say themselves rather than on what a speaker is saying. Listening is the ability to accurately receive messages in the communication process. Listening is the key to all effective communication, without the ability to listen effectively messages are easily misunderstood – communication breaks down and the sender of the message can easily become frustrated or irritated. Listening is so important that many top employers give regular listening skills training for their employees. This is not surprising when you consider that good listening skills can lead to: better customer satisfaction, greater productivity with fewer mistakes, increased sharing of information that in turn can lead to more creative and innovative work. Many successful leaders and entrepreneurs credit their success to effective listening skills. Frequently quotes listening as one of the main factors behind the success of Virgin. Effective listening is a skill that underpins all positive human relationships, spend some time thinking about and developing your listening skills—they are the building blocks of success. A greater number of friends and social networks, improved self-esteem and confidence, higher grades at school and in academic work and even better health and general well-being. Studies have shown that, whereas speaking raises blood pressure, listening brings it down [18, 74].

Rachel Naomi Remensays that listening is not the same as hearing. Hearing refers to the sounds that you hear, whereas listening requires more than that: it requires focus. Listening means paying attention not only to the story, but how it is told, the use of language and voice, and how the other person uses his or her body. In other words, it means being aware of both verbal and non-verbal messages. Your ability to listen effectively depends on the degree to which you perceive and understand these messages. “The most basic and powerful way to connect to another person is to listen. Just listen. Perhaps the most important thing we ever give each other is our attention.” Teachers can show students why good listening is useful and even crucial in some situations. Poor listening can lead to unnecessary arguments and problems. Students’ listening skills may be enhanced

and tested by asking them questions about what they have heard. They may be given practice in note-taking and could be asked questions about the facts and inferences that may be made from their notes. They can be taught to recognize the difference between the main points and incidental or less relevant ideas and information. Learners can also benefit from practice in recognizing the purpose of presentations and other information they hear. It can be useful if they are taught to set goals for what they want to learn from a presentation and to monitor how well they accomplish their goals. Students can be taught to listen selectively for specific kinds of information, such as the main purpose, the themes, the details and any implications. They can even be tested for their ability to identify the essential information in the presence of irrelevant material and distractions, as in the case of adult life. Teachers can help students become effective listeners by making them aware of the different kinds of listening, the different purposes for listening, and the qualities of good listeners [19, 66].

One of the largest inhibitors for students is often mental block. While listening, a student suddenly decides that he or she doesn't understand what is being said. At this point, many students just tune out or get caught up in an internal dialogue trying translating a specific word. Some students convince themselves that they are not able to understand spoken English well and create problems for themselves.

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

Students need to apply the same approach to listening skills. Encourage them to get a film, or listen to an English radio station, but not to watch an entire film or listen for two hours. Students should often listen, but they should listen for short periods - five to ten minutes. This should happen four or five times a week. Even if they don't understand anything, five to ten minutes is a minor investment. However, for this strategy to work, students must not expect improved

understanding too quickly. The brain is capable of amazing things if given time; students must have the patience to wait for results. If a student continues this exercise over two to three months their listening comprehension skills will greatly improve.

Effective, modern methods of teaching listening skills encompass everything from interactive exercises to multimedia resources. Listening skills are best learned through simple, engaging activities that focus more on the learning process than on the final product. Whether you are working with a large group of students or a small one, you can use any of the following examples to develop your own methods for teaching students how to listen well. [25,555].

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

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

You can also teach listening skills through audio segments of radio programs, online podcasts, instructional lectures and other audio messages. You should model this interactive listening process in class with your students, and then instruct them to repeat the exercise on their own. First, instruct students to prepare for listening by considering anything that they will want to learn from the content of the audio segment. Once they have written down or shared these ideas, then play the audio segment, allowing the students to take notes if helpful. Once they have gained confidence and experience, repeat this activity but instruct students to not take notes until the completion of the audio segment. You can use shorter or longer audio segments, and you can choose more accessible or more challenging material for this type of exercise.

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

Whatever method you use for teaching listening, keep a few key instructional tips in mind that will help both you and your students navigate the learning process. One, keep your expectations simple, as even the most experienced listener would be unable to completely and accurately recall the entirety of a message. Two, keep your directions accessible and build in opportunities for students not only to ask clarifying questions, but also to make mistakes. Three, help students navigate their communication anxiety by developing activities appropriate to their



skill and confidence level, and then strengthen their confidence by celebrating the ways in which they do improve, no matter how small.

Listening-really listening to students is critical to the student/teacher relationship, for knowing their teacher is interested in what they are saying, makes students feel cared about and emotionally connected to school. Since research shows that feeling connected is requisite to students' motivation to learn, showing that we listen is important not only as a matter of kindness, but also as a motivational strategy [21, 448].

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

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

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

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

- Turning a speaker off and dwelling on the plethora of internal distractions we all have.
- Letting an early remark of a speaker, with which one disagrees, develop a prejudice which clouds or puts a stop to any further listening.
- Allowing personal characteristics of the speaker or his poor delivery to prevent understanding.

Although some people recommend giving feedback with a statement rather than a question, the objective remains the same to clarify either the factual and/or emotional content of the message. By refining the listener's interpretation of his statements, the speaker gains greater insight about his own feelings, he may reap benefits of a catharsis, and he knows the listener is really paying attention to him. The listener improves his ability to focus on a speaker and to think about implied meanings.

Although the feedback step is at the heart of active listening, to be effective, each of the following steps must be taken:

- Look at the person, and suspend other things you are doing.
- Listen not merely to the words, but the feeling content.
- Be sincerely interested in what the other person is talking about.
- Restate what the person said.
- Ask clarification questions once in a while.
- Be aware of your own feelings and strong opinions.
- If you have to state your views, say those only after you have listened.

The main conclusion can be based on following suggestion: there is an analogy between native and foreign languages. In the first case a child goes from hearing to speech. In the second case a student does the same thing, where a teacher's speech is the basic condition and factor predetermining these transfer.

Also it has become clear that recognition is possible under several conditions: solid lexical, grammar and pronunciation skills. There is a methodological recommendation that texts for lauding tasks should be given only after working with lexical and grammar items [20, 344]

We also have come up with the conclusion that without correct teacher's actions during a lesson there is no possibility to teach students listening comprehension. And a teacher is the one whose speech is indicative for students from the first moment of learning foreign language. That is a teacher should carefully choose material for a lesson and ways of introducing it.

Listening comprehension has a number of roles to play within a language course, and its importance clearly depends on the aims of the program as a whole. It may only be a minor feature, just to give learners exposure to what English sounds like: alternatively, it may have a major function for someone planning to study in English – speaking country or to interact extensively in the language. Whatever its purpose, we have tried to show in this chapter how views on the learning and teaching of listening have developed from a growing understanding both of the nature of the skill itself, and of the variety and range of language on which it can be practiced [24, 387-409].

Listening skills are vital for learners. Of the “four skills”, listening is by far the most frequently used. Listening and speaking are often taught together, but beginners, especially non-literate ones, should be given more listening than speaking practice. It's important to speak as close to natural speed as possible, although with beginners some slowing is usually necessary. Without reducing our speaking speed, we can make our language easier to comprehend by simplifying your vocabulary, using shorter sentences, and increasing the number and length of pauses in our speech.[22, 505].

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

To conclude the theoretical part we can say that listening is a difficult process with the same measure for a teacher and for a student. The effectiveness of listening depends on several strategies which can help a teacher make his or her

lesson productive. However, the results of research we have accomplished show that the most common difficulty for students is pronunciation, accent and colloquial language. That is why a lesson developing listening skills should take into account these facts.

## **1.2 Principles for developing listening ability**

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

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

Listening develops through focusing on meaning and trying to learn new and important content in the target language. By focusing on meaning and real reasons for listening in English, learners can mobilize both their linguistic and non-linguistic abilities to understand [13, 137].

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

Listening develops through attention to accuracy and an analysis of form. By learning to perceive sounds and words accurately as they work on meaning-oriented activities, our learners can make steady progress. By learning to hear sounds and words more accurately, learners gain confidence in listening for meaning [14, 101].

One of the main reasons for getting students to listen to spoken English is to let them hear different varieties and accents - rather than just the voice of their teacher with its own idiosyncrasies. In today's world, they need to be exposed not only to one variety of English (British English, for example) but also to varieties such as American English, Australian English, Caribbean English, Indian English or West

African English. There are, of course, problems associated with the issue of language variety. Within British English, for example, there are many different dialects and accents. The differences are not only in the pronunciation of sounds ('bath' like 'laugh' vs. 'bath' like 'cat') but also in grammar (the use of 'shall' in northern varieties compared with its use in 'Standard English' - the southern, BBC-type variety). The same is of course true American, Indian or West African English.[3, 24].

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

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

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

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

- a) Discrimination between sounds;
- b) Recognizing words;
- c) Identifying grammatical groupings of words;
- d) Identifying 'pragmatic units' - expressions and sets of utterance which function as whole units to create meaning;

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

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

g) Recalling important words and ideas.

Successful listening involves an integration of these component skills. In this sense, listening is a coordination of the component skills, not the individual skills themselves. This integration of these perception skills, analysis skills, and synthesis skills is what we call a person's listening ability. Even though a person may have good listening ability, he or she may not always be able to understand what is being said. In order to understand messages, some conscious action is necessary to use this ability effectively, so it is not possible to view it directly, but we can see the effects of this action. The underlying action for successful listening is decision making [16, 98].

Listening is one of the most challenging skills for students to develop and yet also one of the most important. By developing their ability to listen well teachers develop students' ability to become more independent learners, as by hearing accurately they are much more likely to be able to reproduce accurately, refine their understanding of grammar and develop their own vocabulary.

The basic framework on which a teacher can construct a listening lesson can be divided into three main stages:

- Pre-listening, during which teachers help students prepare to listen.
- While listening, during which teachers help to focus their attention on the listening text and guide the development of their understanding of it.
- Post-listening, during which teachers help students integrate what they have learnt from the text into their existing knowledge.

Pre-listening

There are certain goals that should be achieved before students attempt to listen to any text. These are motivation, contextualization, and preparation.

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

### Contextualization

When we listen in our everyday lives we hear language within its natural environment, and that environment gives us a huge amount of information about the linguistic content we are likely to hear. Listening to a tape recording in a classroom is a very unnatural process. The text has been taken from its original environment and teachers need to design tasks that will help students to contextualize the listening and access their existing knowledge and expectations to help them understand the text [2, 166].

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

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

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

The second task for the second time students listen should demand a greater and more detailed understanding of the text. Make sure though that the task doesn't demand too much of a response. Writing long responses as they listen can be very

demanding and is a separate skill in itself, so keep the tasks to single words, ticking or some sort of graphical response.

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

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

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

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

The second of these two post-listening task types involves focusing students on linguistic features of the text. This is important in terms of developing their knowledge of language, but less so in terms of developing students' listening skills. It could take the form of an analysis of verb forms from a script of the listening text or vocabulary or collocation work. This is a good time to do form focused work as the students have already developed an understanding of the text and so will find dealing with the forms that express those meanings much easier.

There are numerous activities to choose from for developing listening skills. T. Lund has categorized them according to eight responses that can be observed as comprehension checks [15, 298].

Choosing: the listener selects from alternatives such as pictures, objects, texts, or actions;



Transferring: the listener transforms the message such as drawing a route on map, or filling in a chart;

Answering: the listener answers questions about the text;

Condensing: the listener takes notes or makes an outline;

Extending: the listener goes beyond the text by continuing the story or solving a problem;

Duplicating: the listener simply repeats or translates the message;

Modeling: the listener performs a similar task, e.g. gives instructions to a coworker after listening to a model;

Conversing: the listener is an active participant in a face-to-face conversation.

### **1.3 Teaching foreign languages through songs**

If it's true that listening skills are the most important outcomes of early language teaching that explains the constant demand for methods that successfully improve listening skills of learners. Songs can be one of the most enjoyable ways to practice and develop listening skills. Any syllabus designed for teaching English as a Second Language and English as a Foreign Language to young learners typically contains songs, chants, and rhymes. Musical expression is an essential part of the human experience, and children respond enthusiastically to songs and welcome them. Teaching young learners is different from teaching adults. Young learners tend to change their mood every other minute, and they find it extremely difficult to sit still. On the other hand, children show greater motivation than adults to do things that appeal to them. It therefore helps if the teacher is inventive and selects a wide variety of interesting activities, especially with songs. The purpose of this article is twofold: I will first provide a theoretical discussion about listening skills and young learners, and about songs and young learners in general; second, I will provide a sample lesson for what can be called "Listen and Do" songs for young learners at the beginning level. These are the songs to which students physically respond by performing an action (e.g., a song contains the words "wake up," and whenever students hear "wake up" they perform an action, such as raising their

hands). Teachers around the world can apply this lesson to songs of their own choice to make students active participants in the listening activity from start to finish. Following the lesson plan is a short list of online song resources for teaching young English as a Second Language and English as Foreign Language learners [7, 205].

The most prominent features of songs that reinforce language acquisition include their rhythmic and repetitive nature and the joy that the association between melody and content brings to the learning activity. Children have a keen awareness of rhythm, and they have not yet experienced the anxiety that can accompany learning a second language. Therefore, songs are considered to be a *sine qua non* of teaching English as a Second Language and English as a Foreign Language to young learners. I feel that among the many advantages of using songs in young learners English as a Second Language and English as a Foreign Language classrooms, the most striking ones are the following. Songs are key to primary practice. Most primary school teachers generally use songs as a teaching technique, and claims that the use of songs and rhymes is also important for young learners in foreign language classrooms. Likewise, John Stone claims that teachers of young learners may make an important contribution to children's early language education by introducing their classes to recorded songs. Demirel makes the strongest claim when he argues that the most effective way to teach listening comprehension, pronunciation, and dictation to young learners is through teaching songs. Songs create a safe and natural classroom ethos. According to songs are significant teaching tools in teaching English as a Second Language and English as a Foreign Language because, as most teachers find out, students love listening to music in the language class - room and they often hold strong views about music. This affinity with music makes songs vital tools to create a safe and natural class - room ethos and to overcome feelings of shy - ness and hesitation on the part of the learners. Because of their limited attention span, young learners need a variety of activities. Young learners are often shy, and they should join in classroom activities when they feel ready rather than when the teacher demands an

opportunity that songs create. The learning characteristics of young learners also reveal a need to develop a strong emotional attachment to their teacher. Listen and Do songs support this attachment since the students and the teacher are physically involved in doing the same actions; that is, they share a common experience. The students' education, including language education, is a process in which they should be encouraged to contribute physically, emotionally, and intellectually. This type of learning environment is best achieved when the teacher creates a safe, nonthreatening context within which learners can play with language. Songs provide opportunities for repetition and practice. Songs provide excellent opportunities for repetition and practice that might otherwise be tedious. Repetition of language is pleasurable such as repeating choruses, or singing cumulative songs where each verse borrows words from a previous verse (e.g., "The Twelve Days of Christmas"). This repetition, most often accompanied by physical actions, helps learning and in turn leads to familiarity so that children feel comfortable with the foreign language. In addition, as argued by Sharpe by singing songs pupils gradually internalize the structures and patterns of the foreign language as well as the specific language items that the teacher wants them to learn. Songs provide opportunities for real language use. According to Sharpe songs provide an occasion for real language use in a fun and enjoyable situation. She claims that singing is a vital part of the life of a young child, inside and outside the school, and incorporating the foreign language into this fundamental activity is another way of normalizing it. Young children readily imitate sounds and often pleasurably associate singing and playing with rhythms and rhymes from an early age. Sharpe believes that the following three patterns emerge from the research on why songs are valuable in the English as a Second Language and English as a Foreign Language classroom [27, 122].

1. Affective reasons: A positive attitude and environment enhance language learning. Songs are an enjoyable activity that contributes to a supportive, non-threatening setting with confident and active learners.

2. Cognitive reasons: Songs contribute to fluency and the automatic use of meaningful language structures.

3. Linguistic reasons: In addition to building fluency, songs provide exposure to a wide variety of the authentic language students will eventually face in nonacademic settings.

How to teach songs A word of caution is necessary. As language teachers, we should always bear in mind that our main responsibility is to teach the target language. No matter how fun and enjoyable song activities may be for young learners, we should not get carried away by the music and rhythm of songs. Our main responsibility is not to teach singing skills, but to teach the target language. Therefore, if songs are used ineffectively, they can easily become mere entertainment and pleasurable interruptions in the school day that, in the long term, result in boredom and a lack of interest. There should be a clear reason in the language teacher's mind as to why and how to use a song. Songs can be an effective means of developing children's language skills only when they are well integrated into a scheme of work and carefully selected for the cognitive and linguistic needs of pupils. Kirsch states that listening activities should be based on meaningful, appropriate, and authentic texts (e.g., a story, song, or poem) that assist listening and remembering and that match the language and grade level of pupils. Ersöz suggests that teachers should be careful to choose songs that:

- contain simple and easily understood lyrics
- link with a topic or vocabulary that learners are studying in class
- contain repetitive lines
- allow children to easily do actions (to help emphasize meaning)

The usage of the authentic listening material is one of the problems in the teaching listening comprehension. The important point, as always, is to meet the needs of the learners. On the short-term basis the learners need to listen to material, which allows them to feel comfortable, perhaps because it is mainly recycling known language. In addition to this, particularly taking their long-term needs into account, the learners have to be exposed to listening material, which is beyond

their productive level. Whether this is ‘authentic’ in the early stages is not entirely relevant provided the material gets them used to *not understanding* every word; encourages them to *guess* - and, over and above this, stimulates them to talk (or read or write, if these are following-up activities). But, of course, whenever possible, some authentic material should be used, and on an increasing scale as the course progresses. However, it must be kept in mind that the use of authentic material for listening is very different from reading, where, because the learners can work individually and at their own pace, authentic material carries fewer risks. In the typical listening situation, care has to be taken to see that learners are not discouraged by excessive difficulties. In general, authentic materials are best used where the learners themselves are likely to appreciate them and accept them in spite of difficulties [26, 168].

#### **1.4 Teaching listening skills to young learners**

President of the Republic of Uzbekistan Islam Karimov has mentioned “In teaching intelligent young generation and in developing the society as high educated, only healthy, energetic and patient human can manage the modernization and development. The morality of the ideas and attempts of our great ancestors will be the basis of the economical changes”.

On December 10, 2012 the first President of the Republic of Uzbekistan signed Decree “On measures to further improvement of foreign language learning system”. According to the decree starting from 2013-2014 school year foreign languages, basically English, will be taught gradually throughout the country 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 [1, 1].

Listening comprehension is formed and developed by doing the necessary tasks. During the activity, they are observed in their wholeness.

We know that for teaching listening given special time and it devoted to exercises. From the first lesson of foreign language teaching in schools paid

attention language teaching till pupil graduating the school. Without general requirements of oral speech in educational program has the list of phrases which only devoted to language teaching. We must know that these phrases are for understanding the teacher's speech.

Listening comprehension exercises are leading during the lesson. Listening comprehension is differing from other types of language skills and studies as a aim and content of education. The aim of practical learning is to take information in English. Content of all oral speech and reading materials is assimilated by listening comprehension.

Listening comprehension as a means of teaching is used as a way of introduction of the language material in oral form (in a talk, in speech patterns); a means of forming well-set acoustic images of language phenomena (words) together with their meanings, which is ensured by multiple perception of the same material by the ear; a means of acquiring pronunciation subskills, because instruction only won't help pupils to pronounce a sound strange to their mother-tongue if they don't hear how it is pronounced by a teacher or by the speaker; and skills in a an effective means of developing habits foreign language; a means of mastering the (teaching) technique of reading aloud, as the mechanisms of reading aloud comprises also acoustic images [2, 163].

Listening comprehension as the means of teaching permits multiple listening of one and the same speech material; while Listening comprehension as a language activity constitutes a skill of comprehending speech by ear at single (presented but once) perception (presentation).

There are different ways of teaching listening comprehension in practice. One of them is teaching at first language materials then language skills. In this method-first of all pupils' must study words and word phrases, sentences then pupils' attention paid to content of learned material. The result of this method is inefficient because it take much time, that's why it's undesirable method.

In second way, which teacher's use listening comprehension going with forming language skills. By teaching speaking, reading and writing pupils' practice or train

the listening comprehension. Herewith paid attention for teaching language materials. This method is useful for teachers. Pupils practice listening comprehension during writing, reading and speaking, with it they pay attention to teaching language materials. This method is more effective [7, 64].

There are special texts for listening comprehension without speaking, reading and writing materials. With the listened text they can practice other 3 listening comprehension.

Listening comprehension is a means of assessment of pupils' comprehension when they hear or read a text. Properly used oral language ensures pupils' progress in language learning and, consequently, arouses their interest in the subject.

The aim of assessments forming to listening comprehension skills and define how he/she know or understand it. For it, when fathoming, they should know. A.R. Luriya divided into 4: word degree, sentence degree, complex syntax unit and text.

Systems of exercises for listening comprehension are divided into two: special and no special exercises.

In no special exercises listening comprehension teaches in passing. For ex.: beginning of the lesson pupils should listen, the teacher's topic. During the lesson teachers shouldn't repeat phrases which used during the lesson, don't translate into mother language.

Special exercises divided into 2 groups: preparatory exercises and real listening comprehension exercises. Some authors said that the first of them is about language materials, another authors said that it's conditionally listening comprehension exercises. The object of the preparatory exercises is acoustic signal.

The aim of preparatory exercises is preclude difficulties of the exercises.

To language exercises we can refer phonetic exercises aimed at perceiving separate words on the flow of speech by the year, separate comprehending phrases and understanding their rhythmic and intonation pattern, types of sentences.

Exercises in comprehension of a definite language form (lexical, grammatical, and phonetically material of an audio text).

Aim of the preparatory exercises—to remove linguistic and psychological difficulties before the presentation of an audio text, so that the listener could concentrate his attention on comprehending the content.

For example: listen to a pair of words and say what sounds are the same in them; try to recognize a new word among the familiar ones (clap your hands...); name nouns which are most often used with the following adjective; define the function of a word (is it a verb, noun or adjective).

Aim of the speech exercises- to develop skills of comprehension of speech under conditions similar to natural ones. These exercises set pupils to divide an audio text into parts, to state the main idea of a text, to extract new information from the text. Speech exercises are subdivided into exercises in auding, a dialogue and a monologue.

Ways of checking up understanding. You can control listening comprehension:

- a) orally and in writing;
  - b) in the mother tongue or in the target language if the pupils' level of mastering the target language is enough to convey the information;
  - c) extra linguistic and linguistic ways - draw, underline, perform an action.
- Pupils are supposed to know the requirements to auding a particular text (e.g. the number of details).

- Multiple choice tests;
- Fill in the blanks in the graphic variant;
- Answer the questions;
- Choose a suitable picture;
- A discussion in the mother tongue;
- Underline the correct answer (or raise your hand when...);
- Make up an outline of the story;
- Perform an action;
- Retell the text according to the plan/ key-words;
- Put the pictures in the logical order, described in the story;
- Colour the picture according to the content of the text;



Listening is a skill in a sense that it's a related but distinct process than hearing which involves merely perceiving sound in a passive way while listening occupies an active and immediate analysis of the streams of sounds. During the history of teaching foreign languages listening comprehension come to the methodology of foreign languages teaching in the 1960. Listening was the brunch of speaking. There were not special exercises for listening before. As we know it is difficult to understand listening than speaking [8, 41].

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 to 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.

### **Conclusion on chapter I**

On chapter one, we have outlined the main reasons for teaching listening comprehension in a foreign language. It is now widely accepted that oral communication plays a vital role in second language teaching for it provides an exposure to language which is a fundamental requirement for the learner. Progress in listening guarantees a basis for development of other language skills. Spoken language provides a means of interaction where participation is a significant component of the listening program.

We have provided a methodological organization of the listening comprehension process and we have discussed the principles of developing receptive skills of the learner. All subtypes of listening provide a natural progression from activities that entail minimal verbal interaction to those that involve a maximum of interaction. The goal of any activity is to provide the optimal challenge for the students. Since learners' listening abilities vary, teachers should note how the activities could be adapted to the learners' capabilities.

In showing a considerable variety of listening activities we have explored some of the many ways to help students acquire the confidence to use their skills for self-expression in language situations. Different activities and procedures provide the development of the listening for communicative tasks and for extracting general or certain specific points in the discourse.

We have discussed the use of authentic listening material and stressed the need for authentic-like texts at different levels. The teachers and students may encounter some difficulties not only in the reliability of the listening material, but also in the quality of English language media (TV and radio broadcasts, audio and videotapes, records) with the help of which listening material is presented. The important point is to satisfy the learners' requirements and to involve their abilities to understand and reproduce the given material.

We have stressed the importance of careful selection of practice material for testing listening skills of the learners. It is necessary to construct different types of practical exercises for students to experience language. Listening comprehension tests present an effective method for developing listening abilities.

There are different ways of teaching listening comprehension in practice. One of them is teaching at first language materials then language skills. In this method-first of all pupils' must study words and word phrases, sentences then pupils' attention paid to content of learned material. The result of this method is inefficient because it take much time, that's why it's undesirable method.

In second way, which teacher's use listening comprehension going with forming language skills. By teaching speaking, reading and writing pupils' practice or train the listening comprehension. Herewith paid attention for teaching language materials. This method is useful for teachers. Pupils practice listening comprehension during writing, reading and speaking, with it they pay attention to teaching language materials. This method is more effective.

Moreover, we have distinguished the following patterns why teaching English through listening is important:

1. Affective reasons: A positive attitude and environment enhance language learning. Songs are an enjoyable activity that contributes to a supportive, non-threatening setting with confident and active learners.

2. Cognitive reasons: Songs contribute to fluency and the automatic use of meaningful language structures.

3. Linguistic reasons: In addition to building fluency, songs provide exposure to a wide variety of the authentic language students will eventually face in nonacademic settings.

## **CHAPTER II.PRACTICAL USAGE OF TEACHING LISTENING BASED ON CREATIVITY.**

In this chapter, the first of a series on creativity in language teaching, we would like to offer an introduction to some of the main concepts and explain what teaching creatively is, why we need to be creative, and how we can go about developing our creativity. Moreover, we would like to present some ready material on teaching listening skills.

In teaching, there are always new challenges: creative teachers, it seems to us, may be better equipped to deal with them with greater confidence. Creative teachers can constantly reinvent themselves and adapt their teaching styles and strategies to better understand and manage the diversity of their classroom [12,114].

Creativity is a cluster of skills that are needed to produce ideas that are both original and valuable and Teaching Creatively has been defined as ‘teachers using imaginative approaches to make learning more interesting, exciting and effective. Teaching creatively requires both the ‘right’ set of skills and dispositions. One way to teach more creatively is to look at teaching as a problem-solving activity and to adopt a growth mindset. But can teachers learn to develop our creativity. The good news is that the so-called everyday type of creativity can indeed be developed. On the condition that one is [23, 53-76].

- a) motivated.
- b) has the right attitude.
- c) uses some strategies.

So, before we embark on a creativity journey, we should be clear about what our motives are. We would like to achieve through more imaginative teaching approaches. The great Italian film-maker Federico Fellini, for example, used to talk about his own excuses for being creative (in Fellini’s case, creativity was about being alive. You exist in what you do used to be his motto). Well, motivation for wanting to teach creatively then, maybe you want to inject more life into your

course books/lessons or you are looking for ways to make language more memorable.

Once we've established what our main target is, we should take into consideration what state of mind is conducive to creativity. There is no doubt, for example, that being able to silence our internal critic is absolutely key: nothing is more annoying than hearing our little voice inside tell us: 'This is not going to work', or 'I've never been creative, anyway', or 'the students won't like it', 'this is silly', etc. Doing so hijacks our brain and gets in the way of the creative process, slowing it down considerably, and in some extreme cases, making it impossible for us to come up with an original thought. We should acknowledge the fact that this negativity comes from stepping into unknown territory, and then we should try to get rid of it as quickly as possible. We should learn to embrace creativity, invite it to sit next to us, welcome it in our lives. We should also learn how to persevere, believe in our ideas and trust the process [17, 89].

We also need to use strategies. Find out what works for you and stick to it. One such strategy is the ability to take (sensible) risks. Trying to come up with something new means taking a risk because you are *de facto* pushing yourself out of the comfort zone and into your learning zone. There is no other way to do it. But isn't there an element of risk in any type of teaching, Even if you are not interested in creative ideas, and you stick to the true and tried, wouldn't you be taking a risk then, a risk called boredom.

There are many reasons why I happen to think Teaching Creatively is a very good idea:

- First and foremost, new ideas are appreciated by the students. Creativity is needed to provide the students with ideas that are challenging, that get them to experience the language in meaningful contexts while at the same time stretch them beyond content.
- Teaching creatively is also needed to come to terms with the individual differences that are the norm in each group, think about these: different motivations, different cognitive and social styles, different background, different

levels, different ages, and different expectations. If education must be inclusive, then I think Teaching creatively is necessary to reach out to all the students in one group.

- Furthermore, more imaginative approaches are necessary to surprise the students. Bruner called the essence of teaching being able to provide the students with effective pedagogical surprises. Surprise, not shock mind you! This is fairly easy to understand if you think about it for a second: when a student is surprised, he/she is bound to pay attention. Now, getting the students to pay more attention to what's going on around them is very important, you will agree.

- Most importantly, though, is this: I believe teaching is a dialogic, dynamic endeavor, that is to say, an activity that involves people, and which is, as such, unpredictable. Creativity is then needed to deal with the uncertainties that in a classroom are the rule, rather than the exception. Handling these uncertainties, exploiting unpredictable moments to the fullest, turning unexpected outcomes into meaningful, fresh learning opportunities becomes much easier if we keep an open mind and learn how to improvise, to adapt to the needs of the students, be spontaneous and stay in the moment. Certainly, this does get easier with experience, but experience is not the end of the story. To conclude, what we are talking about here is operating a shift from pedagogy of certainties to pedagogy of possibilities.

## **2.1 Lesson plan based on usage new Pedagogical technologies**

Technology plays an integral role in the English Language classroom today, yet teachers and teacher educators continue to develop understandings of how technology influences pedagogy. This qualitative study explored how and why two English language teachers used different technologies in the secondary English classroom to plan for and deliver instruction. Analysis revealed that the English teachers, one novice and one experienced teacher, valued integrating technologies into their instruction and experienced similar challenges in that integration. The novice teacher believed that technologies played a primary role and centered her

instruction on the available technologies, while the experienced teacher viewed technologies as having a secondary role, choosing to integrating technologies only if they added to her instruction.

Considering digital technologies widespread availability and influence in everyday life, the use of different technologies for educational purposes is an important subject for teachers and teacher educators to consider. Whether referencing specific low or high tech tools for learning and instruction or the collective grouping of these tools, technology offers the potential to impact positively students learning and teachers instruction.

Adding technology to instruction does not automatically create a meaningful change in learning or instruction, however. As Bruce noted, “Simply using computers or connecting to the network does not ensure that teaching is easier and more effective or that adolescents will be automatically well prepared to read, write, and live in the 21<sup>st</sup> century”.

Meaningful technology use can support positive teaching and learning outcomes that include effective instruction, support for authentic learning, increased student learning, and alternations in teacher pedagogy. Such outcomes require teachers and teacher educators to consider purposefully the application and integration of technology for classroom teaching and learning, including potential advantages and limitations to technology. English language teachers must also consider implementing different technologies as they relate to expanding conceptions of literacy.

Rather than focusing solely on the single literacy of print, English teacher navigate multiple literacies or multi literacies in the classroom, working across print, visual, and media literacies. To connect these literacies to their instruction and the students in the classroom, English teachers benefit from implementing the technologies in their instruction to support student learning, a framework for understanding the use of technology in the English language classroom and a qualitative study created to examine our technology use for instruction. The study’s main themes are discussed: the role of the English language teacher, the

use of technology for English language instruction and challenges and benefits of technology use in the English language classroom [9, 296].

Technology enriched English language classrooms have the ability to support student centered, constructivist learning environments, which in turn, may offer advantages for student learning in the secondary English classroom. Technology has the ability to support students higher order thinking skills, motivation, and engagement when used constructively.

In addition, teacher instructional practices can be augmented when technology use aligns with their pedagogical beliefs. To support an active learning environment, teachers must engage students with technology, rather than simply using it as a reward e.g., watching a movie, playing a game or to project information.

Many of the specific technologies integrated into English classrooms are used for creating products: a publishing program to create a brochure, for example, word processing software to type an essay. In many respects, the specific technologies available for the English language are somewhat lacking when compared to other disciplines, where content-specific technologies are often more numerous, readily available, and more interactive. Instructional software exists to support and develop specific literacy skills, such as grammar and spelling, but these specific technologies are not always realistic for classroom use, as the timing and pacing of the instructional modules may require a great deal of time. Moreover, many of these technologies are geared toward elementary aged students, using drill and practice games to support beginning literacy skills [10, 307].

Technology used for more general purposes can be implemented effectively in secondary English instruction. Publishing programs, concept mapping and graphic organizer software, word processing and presentation software, and the Internet support student's efforts to locate information, create products, and organize information related to their study of English. Email, video conferencing, and discussion boards allow for engagement with those outside the English classroom, connecting students with the world beyond classroom walls.



Although technology developed specifically for English language learning may be limited, the role of technology in the English language curriculum is described as “both a facilitator and a medium of literacy teaching and learning”. English teachers generally offer a positive view of technology and support its use in the classroom.

A limited number of studies, however, focus on English teachers use of technology for instruction. Existing research tends to explore short-term technology interventions and focus on student learning rather than teacher instruction, such as integrating a specific technology based intervention. Though limited, these studies are useful in exploring the different issues of technology use in the English language.

### SAMPLE LESSON PLAN

Course title: Listening and Speaking1

Topic: Personal information

Level: Pre-intermediate – intermediate

Materials: Craven M. Listening Extra. Unit 1.2, p.13 + CD 1 track 3

Aim: to give students an opportunity to practice exchanging personal information

Time: 80 min

<b>Activity</b>	<b>Objective</b>	<b>Procedure</b>	<b>Time</b>	<b>Mode of interaction</b>	<b>Materials</b>
Warm up activity	-to let students get to know each other, to give an opportunity to practice agreeing/disagreeing	<ul style="list-style-type: none"> <li>• T reminds phrases to students for agreeing/disagreeing (taught in Integrated Skills session)</li> <li>• T puts students into pairs and gives some markers and a piece of poster paper to each pair; tells them to draw 2 big, overlapping circles and write their names (one above each circle).</li> <li>• Students must talk about their experiences and likes/dislikes to find at least 5 things they have in common</li> </ul>	20 min	Whole class  Pair work	Markers posters



	listening; to pre-teach the vocabulary	<p>stayed in a youth hostel. T encourages them to explain what a youth hostel is. T asks them to talk about their experience and the people they met.</p> <ul style="list-style-type: none"> <li>T writes the words from the recording students might not know and elicits their meaning from the students: e.g. <i>Identity Card, to be born, computer science, curry, delicious, a guy, to pass, a plate, etc.</i></li> </ul>	min		Board, chalk/markers
While-listening activity	- to let students practise listening for specific information	<ul style="list-style-type: none"> <li>Ss will listen to a conversation between several people who meet in the kitchen of a youth hostel. Explain that they must listen to the conversation and note each person's first name. When students are ready T plays the recording.</li> <li>T asks students to call out the first names of each of the people in the recording, and write them on the board: <i>James, Peem, Simone, Takeyuki.</i></li> <li>T puts them into pairs and tells them to exchange any additional information they can remember about each person.</li> <li>T divides students into groups of four and gives each student a different International Identity Card. T gives each group a set of cards with the missing words and phrases. T tells them to</li> </ul>	20 min	<p>Individual work</p> <p>Whole class</p> <p>Pair work</p> <p>Group work</p>	<p>CD player, Listening Extra. CD 1</p> <p>track 3</p>

		<p>spread the cards out on the table, face upwards so they can read them.</p> <ul style="list-style-type: none"> <li>• Ss will listen to the recording again and when they hear a word or phrase that is missing from their own International Identity Card, they should take the word or phrase and put it in the correct place. Before listening T explains what to do and gives few moments to study the words on the cards so they can anticipate which ones to listen for.</li> <li>• When students are ready T plays the recording.</li> <li>• After listening T checks students' answers.</li> </ul> <p><i>Answer key:</i></p> <p><i>James Kent, American, New York University, History</i></p> <p><i>PeemThalong, Thai, Ascension University, Engineering</i></p> <p><i>Simone Clement. French, the Sorbonne, History</i></p> <p><i>Takeyuki Saito, Japanese, Tokyo University, Computer science</i></p>		<p>Group work</p> <p>Whole class</p>	<p>List ening Extra. Unit 1.2, p.13</p>
Role-play	-to let students practise exchanging personal information	<ul style="list-style-type: none"> <li>• In the same groups as above SS will role play the conversation using the information on their International Identity Card.</li> </ul>	10 min	Group work	
Pronunciation activity	- to let focus students' attention on	<ul style="list-style-type: none"> <li>• T puts some words from the recording on the board: meet, Peem, kitchen, me, pleased, is, be, etc.</li> </ul>	10 min	Whole class	

	pronunciation of minimal pair <u>i</u> and <u>i:</u>	<ul style="list-style-type: none"> <li>In pairs, Ss will have to distinguish where the sound <u>i</u> and <u>i:</u> and underline the letter(s) which gives these sounds:</li> </ul> <table border="1"> <tr> <td><u>i</u></td> <td><u>i:</u></td> </tr> <tr> <td>k<u>i</u>tchen</td> <td>m<u>ee</u>t</td> </tr> </table> <p>If students find it difficult to do the task, T can play the recording once more or ask students to look up in the dictionary.</p> <ul style="list-style-type: none"> <li>Check the answers</li> </ul>	<u>i</u>	<u>i:</u>	k <u>i</u> tchen	m <u>ee</u> t		Pair work	
<u>i</u>	<u>i:</u>								
k <u>i</u> tchen	m <u>ee</u> t								
Home work		T asks students to complete the crossword with the words containing the vowel sound /i/.	5 min	Whole class	Boyer S. (2003) Spelling and Pronunciation for English Language Learners. P.10-11				

## 2.2 Practical usage of songs

One of the big problems we all face, whether teaching English to children or adults, is maintaining learners' interest throughout our lessons. Consequently, we often have to be very creative in the techniques we use. What makes music such a great teaching tool is its universal appeal, connecting all cultures and languages. This makes it one of the best and most motivating resources in the classroom, regardless of the age or background of the learner.

The process of selecting a song is one of the most difficult aspects of using music in a lesson. Here are some things you probably need to think about to ensure you get the right song.

Is this going to be a lesson focusing on vocabulary, grammar, pronunciation, or a particular topic? I once used ‘You’re so vain’ by Carly Simon to introduce a text that looked at vain people. In another lesson, I used ‘In the air tonight’ as it uses the present perfect continuous tense. Whatever your focus, remember that this doesn’t necessarily place a limit on what you can do with the song. For instance, you might wish to use the song in question to exemplify a particular verb tense, and structure your lesson accordingly, but you might at the same time wish to take the opportunity to look at those interesting idioms in the lyrics!

The language level of your class will determine not only which songs you can use, but also what other activities – such as games or written exercises – you will use to develop the lesson. Lower levels will become extremely frustrated with fast-delivered lyrics, for instance, while simple repetitive lyrics might not be interesting for more advanced-level learners.

If you’re a teacher of young learners, you will probably want to use songs that are repetitive and very easy to understand. For teenagers, however, use contemporary or fairly recent pop and rock songs. My advice: it’s often best to ask them ‘what’s cool’. Alternatively, for adult learners, who will probably have a more open approach to classes, use songs that are interesting to their age group? What kinds of things are generally unacceptable in the culture in which you teach? Whatever you do, don’t use music solely based on your own cultural norms. Consider the audience and their sensibilities; even better, let them choose the songs that you use [11, 36].

Let’s face it, this is the age of YouTube and you can find practically any song on this website. Nevertheless, an mp3, which doesn’t require a connection, or even a good old-fashioned CD, can often be a useful backup.

Let's analyze six steps for making a song the focus of your class. Intention here is to provide a basic outline you can use with any song. Remember, these are just suggestions so make sure to keep the profile of your learners in mind.

### 1. Listen to the song

That's it – start things off by just listening. It's important to remember that this is supposed to be a fun activity; don't make it too serious or boring.

As an alternative, you can show a video clip if you have one – in fact, it is strongly recommended, as it will cater to more learners' needs in terms of learning styles (visual and audible).

Ask learners if they've heard it before, and don't overload them with tasks at this point; simply let them enjoy the music.

### 2. Ask some questions about the title

Here are a couple of examples of the types of questions you can ask:

For John Lennon's wonderful 'Jealous Guy':

- 'What is a 'jealous guy'?'
- 'What are three things a jealous guy might do?'
- 'What kinds of jealousy are there?'

For Queen's classic 'We are the champions':

- 'What is a champion?'
- 'What kinds of champions are there in the world?'
- 'What activities have champions?'

Such questions tend to work really well as conversation starters, so group three or four learners together and then get feedback from each group on their thoughts. If you think it would help, make this your first step, i.e., before the initial listening.

Alternatively, prior to having listened to the song you can teach a couple of words and give a simple task for the first listening. Favorite strategy is to give three or four words from the song and ask them to listen out for the words that rhyme with them. You could also brainstorm possible rhymes before listening.

### 3. Listen to the song again, this time with lyrics

This time, you should give learners the chance to read the lyrics to the song. At this point you might do one or more of the following activities:

- Learners can just read the lyrics while they listen. They can possibly highlight unknown words for later discussion.
- You can make a lyric worksheet as a gap fill; learners fill in the gaps as they listen.
- You can make cut-out strips of selected missing words and again make a lyric worksheet as a gap fill; this time learners match the word strips to the gaps as they listen.

#### 4. Focus on a particular verb tense or aspect of grammar

Virtually every song centers on a particular verb tense. This is too good an opportunity to pass up in terms of uncovering the grammar. Our suggestion is to start with questions such as these:

- How many examples can you find of the past simple in the lyrics?
- Why did the writer of this song choose this verb tense?

This acts as a springboard for discussing the function of a specific tense, as well as examining its form. Furthermore, it often tends to raise awareness of grammatical flexibility and ‘poetic license’ in the construction of song lyrics. Students often expect songs to obey the grammatical rules that have been drummed into them. In a surprisingly large number of cases, this can lead to the enlightening discovery that rules can be broken!

#### 5. Focus on vocabulary, idioms and expressions

We’ve noted that many songs bend the rules of grammar. It’s also useful to focus on the creative and artistic use of vocabulary we encounter in lyrics. Start with questions like these (again, for Queen’s classic song ‘we are the champions’):

- What does ‘I’ve paid my dues’ mean?
- What does ‘my share of’ mean?
- What does ‘I’ve taken my bows’ mean?

Go through the meanings, illustrating with other examples if necessary. Songs often serve as really good contexts for phrases and idioms, but it’s good to make



sure that the meaning is clear. As with grammar, years of misunderstanding can come to light in this way!

#### **6. Round things off with some creativity**

Creativity is an important part of maintaining motivation but it shouldn't be limited to the teaching approach. Depending on the factors highlighted in the first part of this post (age, language level, cultural specifics, etc), you might want to try finishing things off with an activity that stimulates creative thought. Here are a few examples of things you can do to get the creative juices flowing:

- Write another verse of lyrics, maintaining the same mood and style as the original. This can be done individually or in groups. These new lyrics can be presented to the rest of the class. Perhaps several groups can work on this to come up with a completely new set of lyrics for the whole song.
- A song tends to give you the perspective of the singer. Write a response (this can be a paragraph, i.e., not necessarily in lyric form) from the point of view of the person the song is being sung about, or any other protagonist.
- Have the learners plan a music video for the song. In groups they decide the location, the characters, and what happens. Then each group explains their idea to the rest of the class and the learners vote on the best one. The results can be surprising, as they frequently come up with an interpretation that hadn't even occurred to you!
- Write a diary entry for a character in the song. Get learners to examine the thoughts and feelings that inspired the story being played out in the lyrics.

### **WE ARE YOUNG**

**(Janelle Monae)**

Give me a second, I  
I need to get my story straight  
My friends are in the bathroom  
Getting higher than the Empire State  
My lover she is waiting for me

Just across the bar, My seat's been taken by some sunglasses  
Asking 'bout a scar  
I know I gave it to you months ago  
I know you're trying to forget  
But between the drinks and subtle things  
And the holes in my apologies  
You know I'm trying hard to take it back  
So if by the time the bar closes  
And you feel like falling down  
I'll carry you home

Tonight,  
We are young  
So let's set the world on fire  
We can burn brighter  
Than the sun

Tonight,  
We are young  
So let's set the world on fire  
We can burn brighter  
Than the sun

Now I know that I'm not  
All that you got  
I guess that I,  
I just thought,  
Maybe we could find new ways to fall apart  
But our friends are back  
So let's raise the cup

'Cause I found someone to carry me home

Tonight,

We are young

So let's set the world on fire

We can burn brighter

Than the sun

Tonight,

We are young

So let's set the world on fire

We can burn brighter

Than the sun

Carry me home tonight

(La lalalala la)

Just carry me home tonight

(La la, la lalalala la)

Carry me home tonight

(La lalalala la)

Just carry me home tonight

(The world is on my side, )

Carry me home tonight

(I have no reason to run, )

Just carry me home tonight

(So will someone come and carry me home tonight?)

The angels never arrived,

But I can hear the choir

So will someone come and carry me home

Tonight,  
We are young  
So let's set the world on fire  
We can burn brighter  
Than the sun

So if by the time the bar closes  
And you feel like falling down  
I'll carry you home,  
Tonight.

**–Fill the blanks with the missing words.**

Give me a \_\_\_\_\_, I  
I need to get my story \_\_\_\_\_  
My friends are in the \_\_\_\_\_  
Getting higher than the Empire State  
My lover she is \_\_\_\_\_ for me  
Just across the \_\_\_\_\_,  
My seat's been taken by some \_\_\_\_\_  
Asking 'bout a scar  
I know I gave it to you months \_\_\_\_\_  
I know you're trying to \_\_\_\_\_  
But between the drinks and subtle \_\_\_\_\_  
And the holes in my \_\_\_\_\_  
You know I'm trying hard to take it back  
So if by the time the bar \_\_\_\_\_  
And you feel like falling \_\_\_\_\_  
I'll carry you \_\_\_\_\_

### **2.3 Practical aspect of ways of teaching**

In this column, so far, we've focused primarily on tips targeted to foreign language students and advice for learning a new language. Today's tips, however, are for the teachers of foreign languages, those who are hoping to bridge the gap between cultures. Even so, these tips will also benefit students of new languages; after all, every disciplined student is also a teacher to oneself. So whether you are a professional teacher or a self-taught disciple, these tips should help you on your path to language education. While this may sound like an obvious thing to do, it is not always utilized in classrooms. Limit the native language and focus on the target one in your interactions with your students. Even if they don't know any of the target language, they can still easily learn simple classroom commands. Spend the first day going over some simple phrases that you can utilize throughout the classroom experience. ("I don't understand" and "May I be excused to use the restroom?") Sometimes the native language will be required, however your job as a teacher is to expose as much of the target language as possible, enabling your students to also begin using it as quickly as possible [5, 166].

Learning a new language cannot be a passive experience; get your students involved utilizing games and role-playing. Grammar exercises can be turned into participatory games that encourage students to think on their feet. Role-playing is essential for recreating real-world scenarios in which students would use their language skills. If your students are a bit younger, using rewards can help foster participation and engagement.

To effectively learn a new language, students need to be as engaged as possible even when outside of the classroom. Give your students the tools to practice beyond textbook homework by assigning exercises that require interacting with real people. For example, if you're teaching Italian, encourage your students to visit the local Italian restaurant or cafe to order something in Italian. The idea is to expose your students to how language is used in the real world, while giving them examples of practical application.

It is not enough to simply teach speaking; students must understand the meaning behind the language. Unveiling the culture from which the target language originates is essential in helping the student appreciate the true depth of the words being taught. But culture should not encompass only traditional history but also that of the modern. Use the news to demonstrate the important issues of the day in the target language's country. Political updates are also invaluable, as it provides a connection between the target language's country and the students' home country.

The problem most language students have after learning in the classroom is the inability to communicate effectively in the country of the language. We each know at least one person who studied many years of a language in high school, only to find him or herself incapable of ordering a coffee when it comes down to it. Often, this is because the student isn't taught to think and speak in a real-world environment. In the classroom, words are often enunciated, sentences are complete, and the pacing of speech is often slower. Get your students ready for the real world by using television, film, and radio broadcasts. While novice's will not come close to understanding what's being said on such mediums, they'll at least get a hint of how the language flows, how gestures are used, and how quickly native speakers converse [6, 80].

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 necessitates 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.

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 non-interventional 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 20 Teaching Listening 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 [8, 122].

If you're a teacher of young learners, you will probably want to use songs that are repetitive and very easy to understand. For teenagers, however, use contemporary or fairly recent pop and rock songs. My advice: it's often best to ask them 'what's cool'. Alternatively, for adult learners, who will probably have a more open approach to classes, use songs that are interesting to their age group? What kinds of things are generally unacceptable in the culture in which you teach? Whatever you do, don't use music solely based on your own cultural norms. Consider the audience and their sensibilities; even better, let them choose the songs that you use.

### **Conclusion on chapter II**

The diploma thesis focused on the ways of teaching foreign languages with the usage of listening through the different activities such as songs, fairytales, movies in the primary classrooms. Practical part dealt with defining listening activities in general and then possibilities of exploitation of songs in the English language teaching classrooms. The practical part consists of two complete and evaluated lesson plans based on songs for children and possibilities of their usage in lessons of English with young learners. The lesson plans include collection of activities which exploit the songs, the structures and vocabulary used in them. As a second part of the practical part of the thesis some professors of our institute and students of academic lyceums and professional colleges were questioned in order to find out experience and motivation towards learning English with the help of songs. The usual opinion from the literature is that listening is considered as the most difficult skill from learners' point of view. The questionnaire did not confirm this hypothesis as on the contrary, more than a half of respondents find listening as the least difficult and demanding of the four skills (listening, speaking, reading and writing). According to the results it can be concluded that



the majority of pupils seems to be motivated towards learning English through songs, which was also confirmed during the lessons where the lesson plans were tried out and evaluated. Pupils were motivated and it was obvious they were involved in the actions of the lessons. I hope the thesis can be helpful for other teachers in providing a collection of teaching materials for others. The results are motivating for me as well as I find songs as a pleasant way of learning and practicing English and the thesis tends to be useful for my future teaching career as a primary teacher.

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

## CONCLUSION

My bachelor thesis focuses on teaching listening and outlines the features and benefits of listening. In the work I tried to concentrate on different learning styles and strategies as they influence the whole teaching process and teachers should be aware of them.

The first part of my work involves the theoretical background of teaching listening. In this part I have outlined the teacher's role; looked at student's learning styles and strategies; touched purposes for listening and the listening process; summarized the most common problems connected with listening; and focused on the process of listening as such. The first chapter deals with the theoretical part while the second presents practical recommendations and ready lesson plan with the effective tips.

As we know songs present a powerful tool for language learning. No wonder that the idea of using music in a language classroom receives more and more attention by both researchers and practicing language teachers.

The most obvious reasons for integrating "musical lessons" in language teaching process would be such advantages as easy memorizing and consolidation of vocabulary; implicit practicing of pronunciation; mastering language patterns through their repeated use and building motivation through emotional involvement. Furthermore, they help to improve our listening skills, influence our behavior and emotions, and have positive effect on motivation. Moreover, everybody likes music; using music in the classroom is a great way to liven up listening activities or, on the other hand, calm things down; it enables teachers to teach grammar and vocabulary in an entertaining and relaxing way; the language of songs extends beyond everyday language that people know; frequently, the lyrics of songs stick into memory very easily; it is a great way how to practice pronunciation and intonation, plus, it can be easily done at home as well; memorable melody imprints linguistic patterns (when listening to catchy music, learners will retain grammatical structures and vocabulary for the rest of their lives) learners will learn about the culture and people, which also inspires various interesting topics for discussion.

However, let us think about the affective component which music and songs add to any kind of teaching. Keeping in mind that the best teaching results occur in the relaxed learning environment with minimum anxiety and maximum stimulation, the usefulness of music can scarcely be exaggerated. Music helps the teacher to create a positive emotional state in the learner.

As far as the language learning is concerned, listening can be regarded as a valuable means of internalizing of the target (foreign or second) language. There are two processes that take place in acquisition of language skills: intuitive and conscious. Using listening can successfully contribute to both of them. On the one hand, being exposed listening in the target language the learner can pick up the language much quicker than through systematic study. On the other hand, the authentic material can be used in various types of learning activities, as they very often present interesting linguistic material.

These two processes are connected with the use of both brain hemispheres. It is a common knowledge that the left part of the brain is responsible for logic and analytical thinking, while the right hemisphere ensures for creativity, using images, metaphors and emotional expressiveness.

A number of researches show that the real learning and mastering a skill happens when there is a switch from the left to the right hemisphere of the human brain.

Furthermore, one of the main functions is in creation of all conditions of communications: motives, purposes and problems of intercourse. The communicative orientation defines selection and the organization of language material, its situational conditionality, communicative value both speech and training exercises, communicative formulation of educational problems, organization and structure of the lesson. This principle assumes creation of conditions for speaking and intellectual activity of pupils during each moment of teaching.

According to the results of our research work we have defined listening into components as the following:

- discrimination between sounds
- recognizing words
- identifying grammatical groupings of words
- identifying ‘pragmatic units’ - expressions and sets of utterance which function as whole units to create meaning
  - connecting linguistic cues to paralinguistic cues (intonation and stress) and to nonlinguistic cues (gestures and relevant objects in the situation) in order to construct meaning
  - using background knowledge (what we already know about the content and the form) and context (what has already been said) to predict and then to confirm meaning
  - recalling important words and ideas

Successful listening involves an integration of these component skills. In this sense, listening is a coordination of the component skills, not the individual skills themselves. This integration of these perception skills, analysis skills, and synthesis skills is what we call a person’s listening ability.

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

In another way, which teacher’s use listening comprehension going with forming language skills. By teaching speaking, reading and writing pupils’ practice or train the listening comprehension. Here we paid attention for teaching language materials. This method is useful for teachers. Pupils practice listening comprehension during writing, reading and speaking, with it they pay attention to teaching language materials. This method is more effective.

We hope that our research work will help teachers of schools, academic lyceums and professional colleges to find out the right ways of teaching listening. Realize

the efficiency of teaching languages through listening by using effective, authentic materials.

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