

## **TEACHING LISTENING**

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

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### Cognitive process of listening as a type of speech activity

The ability to hear is a natural process that develops in all normal infants. Indeed, most of us begin to hear sounds before we are even born. The physical components of listening process combine with the cognitive development in a child, resulting in sophisticated listening skills. The ability to discriminate sounds at a very early age appears to be evident not only in the mother tongue but in other language, too. The natural ability to hear, however, is often mistaken for fully developed skills that needs no further fine turning. It is necessary to understand that L1 listeners (the mother tongue) often need training in how to listen just as much as FL listeners do. In real life we often listen to understand information with a certain purpose to each other. Verbal (oral) communication is the necessity of human, which is conducted via speaking and listening to get

information and understand the received information. Hence, listening is considered as a speech activity. If students do not understand the meaning of the speech in a complete form, it means that they lack listening comprehension skills. In order to decode the message sent by the speaker the listener has to use his linguistic knowledge and divide the stream of sounds into meaningful units, and then compare these items with the shared knowledge between him/her and the speaker in order to get the meaning of the sentence. During communication a listener switch analyzers to perceive and understand the message. When we say «Did you listen?» we try to analyze did he understand or not. In one word «listening comprehension» means to understand message. Perception and comprehension of the message go simultaneously. We can divide them into different sentences to express different meaning.

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

In native speech we understand the meaning and the form of speech immediately, but in a foreign language it is difficult. We should have vocabulary, grammar and pronunciation subskills to perceive and comprehend received information. In other words, listening skills can be developed by teaching vocabulary, grammar and pronunciation. Vocabulary helps you to understand the main idea of the audio text and grammar helps you to understand the meaning of the text concretely.

Listening has unconditioned character which has the following elements: the desire and ability to listen for the successful recognition and analysis of the sound. As a listener is a processor of language he/she has to go through three processes of listening:

Processing sound/Perception skills:

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

b. Processing meaning/ Analysis skills:

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

c. Processing knowledge and context/ Synthesis skills:

Here, 'context' refers to physical setting, the number of listener and speakers, their roles and their relationship to each other while 'linguistic knowledge' refers to their knowledge of the target language brought to the listening experience. Every context has its individual frame of reference, social attitude and topics. So, members of a particular culture have particular rules of speech behavior and certain topic which instigate particular understanding. Listening is assumed to be 'interplay' between language and brain, which requires the «activation of contextual information and previous knowledge» where listeners guess and predict, organize and confirm meaning from the context.

However, none of these micro-skills is either used or effective in isolation or is called listening. Successful listening refers to 'the integration of these component skills' and listening is nothing but the coordination of the component 'skills'. It is very important to make and choose the text. It should be interesting and be adequate to learner's age. If the learner is interested in the text, he/she will read it with pleasure. Activities in this stage would be interesting and easy including face 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. Listening to short chunks, music image, personal stories, teacher's talk, small question – answer, and interview may be applied in this stage. The main source of getting information by listening is teacher's speech, tape recorder, radio; in any case, recording must be authentic. Recording two to three times is preferred in order to avoid rewind that may discrete attention of the listeners, films, filmstrip, TV program and many others. One more important features of listened text is to clarify its' simplicities and difficulties. It is significant to know difficulties and their causes. The process of obtaining knowledge has sensitive and logical sides. These qualities come together in listening teaching. The mechanisms of listening are studied well in the theory.

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