

TEACHING LISTENING ON THE TOPIC “MY SCHOOL” FOR THE PRE-INTERMEDIATE STUDENTS**Kobilova Komila***Senior student, article, 2nd Department, Uzbekistan State World Languages University, Tashkent, Uzbekistan**Scientific advisor: Umida Abdullayeva**EFL instructor, Methodology teaching course, 4th Department, Uzbekistan State World Languages University, Tashkent, Uzbekistan*

Annotation: This present article represents the data involved in teaching listening on the topic «My school» for the pre-intermediate level pupils in the event of utilizing various kinds of activities. It is required from a skillful teacher to know and hold a range of contemporary methods and techniques used in foreign language education to make learners engaged in the lesson and help them acquire the vocabulary used in this topic which can be handy while speaking. Moreover, this article provides different types of interactive activities for teachers to use.

Key words: Hear strategy, passive listening, active listening, key strategies, dramatized listening, dictation, picture matching, audio stories, Simon says, Popcorn storytelling

INTRODUCTION

The actuality Listening is often something we take for granted. It is common that people often hear what is being said but hearing is a lot different to listening. To listen, we need to make a conscious effort not to just hear what people are saying but to take it in, digest it and understand. Not only does listening enhance your ability to understand better and make you a better communicator, it also makes the experience of speaking to you more enjoyable to other people. Listening plays an integral part of communicating and the differences from actively listening can be seen in multiple facets of our lives and development. Students need to be provided with ample opportunities to practice their listening skills not only in class with their peers but also by themselves in more autonomous conditions. Practice with peers is important because communication takes more than one person and it is crucial to have real-time communication of messages. However, some students may be reticent and not very willing to participate for fear of making mistakes or feeling like they are embarrassing themselves in front of others. To counter that, it is critical to provide independent practice so learners can improve their listening skills in comfortable learning environments and at their own pace

I. CHAPTER ONE

1.1. Importance of teaching listening to pre-intermediate level students

In any language, there are basic linguistic skills that humans need to master in order to communicate effectively, and among those skills are reading, writing, speaking and listening.¹ Thus, listening is a very important skill and it is important to prepare appropriate and effective listening activities for your classes. There are tons of listening activities to choose from whether they are information gaps, listening for details/ main ideas, role plays, simulations, debates, or a host of other activities. The choice of the activity will depend on the objective of the activity (are the students listening for comprehension/fluency or listening for accuracy?) as well as the level of the students. And of course you will have to consider the amount of time allotted, but the most important thing to remember is that listening should be an integral part of English lessons. In terms of teaching strategies for students to develop their listening skills, I would recommend the HEAR strategy (Halt – Engage – Anticipate – Replay) which is built on the idea that listening actually takes active work and it is not just a passive skill. The HEAR strategy seeks to help students to focus on listening and be more attentive during any communicative exercise. HEAR strategy is that students should: Halt – “...[to] free your mind to pay attention to the person speaking” Engage – “Focus on the speaker” by some sort of physical movement towards his/her direction Anticipate – Actively think about what the speaker might share next Replay – Review what the speaker is saying and try to make sense of commonalities, either independently or with peers. Additionally, students should keep a log of new vocabulary words as I am a firm believer that vocabulary is a critical component of listening (and reading) comprehension. Students can simply keep a journal and write down the word and its corresponding meaning from the context in which he/she heard it. Hopefully by implementing all of these strategies in your classrooms, your learners will be on their way to improved listening fluency. Here’s a fast fact: over 60% of all misunderstandings come from poor listening and only 1% from poor reading. If one does not currently teach your students specifically how to listen, it may be time to add activities to your curriculum that strengthen this skill. The benefits of strong listening skills may begin in class, but they extend through all aspects of your student’s academic and personal lives. Before diving into why it’s important to teach effective listening skills, let’s go over what exactly that looks like. One great way to think of positive versus negative listening skills is through the example of active and passive listening. Active listening, loosely defined, is paying attention to a speaker and listening to understand, not to respond. It also includes complete focus on the speaker with minimal

¹ <https://www.teachingenglish.org.uk/professional-development/teachers/knowning-subject/magazine/power-and-importance-listening>

distractions out of respect and an intent to learn. In school, one example of active listening would be a student waiting their turn and considering what their peers have to say before stating their opinion in a classroom discussion. Passive listening, however, is like listening while multitasking. A passive listener might pay attention to a speaker with the sole intent to respond or place some of their attention in another task. A classroom example of passive listening? Students who text during class, interrupt other classmates to voice their opinion, or do homework during lecture or story time may be passive listeners. Strategies that encourage active listening and limit its passive counterpart as much as possible are important ways to help students perform well in class. Before diving into why it's important to teach effective listening skills, let's go over what exactly that looks like. One great way to think of positive versus negative listening skills is through the example of active and passive listening. Active listening, loosely defined, is paying attention to a speaker and listening to understand, not to respond. It also includes complete focus on the speaker with minimal distractions out of respect and an intent to learn. In school, one example of active listening would be a student waiting their turn and considering what their peers have to say before stating their opinion in a classroom discussion. Passive listening, however, is like listening while multitasking. A passive listener might pay attention to a speaker with the sole intent to respond or place some of their attention in another task. Additionally, improved listening skills can lead to improved self-efficacy, or a student's belief that they can succeed in class. This means that students who develop better listening skills are more likely to feel confident, comfortable, and prepared to succeed in school. Learning how to listen can also teach students how to communicate their ideas. This is because students who listen pick up more knowledge to reflect on and think critically about before they respond. Plus, for dual language learners in your class, learning how to listen can help students pick up their second language faster. The importance of active listening also branches into social-emotional development. Active listening promotes mindful thinking, which can reduce anxiety and depression in students. It can also help students build relationships because as they engage themselves in conversation, their peers are more likely to view them as open and interested. And finally, practicing active listening can promote empathy—a skill that can enrich a student's life both in and outside of the classroom. On average, people listen at about 25% of their potential. And in the classroom, teachers often understand that listening is an important skill to have but rarely teach it.

1.2. Theoretical basis of strategies in teaching listening

Students spend more time listening than doing anything else at school yet often we don't spend much time teaching students how to be good listeners. Listening with understanding is vital because it provides input for the learner. If learners are conscious of the processes underlying what makes a good listener and then learning will be more

effective. Key strategies that can be taught in the listening classroom include selective listening, listening for different purposes, predicting, visualizing, and inferencing. These strategies should not be separated from the content teaching but woven into the ongoing fabric of the lesson. Some possible Teacher Inquiry questions:

-To what degree does what the students draw, reveal their depth of topic knowledge as opposed to their ability to listen and understand in English?

-What other strategies can I use to build listening capability and how can I integrate them into my teaching and planning cycle as required?

-Do my English language learners have a deeper level of topic understanding than their spoken English contributions to class discussions reveal?

-How does what they draw reveal gaps in my students' knowledge and what does this mean for my future teaching?

Dramatized Listening

The purpose of this activity is to revise the vocabulary, by giving students a key word to listen out for. Each time they hear 'their' word, students must perform a certain action which helps to demonstrate the meaning of the word. Divide the students into groups of two to three students. Demonstrate the actions to do every time they hear their key word(s). Give students the time to practice their words – one word per two to three students (depending on class size.) As you read the text, students must react instantly to their keywords by doing the actions. The last student to respond is 'out'. Note: an extension of this activity is to give the students a sentence to say as they do their actions. For example: Convection currents could say: "We make the magma move around." The dramatized listening activity can be repeated several times, and students can be given different keywords, so that the vocabulary and the process are well rehearsed. Students are given the text to read. They highlight the words from the listening, and tick them if they know what they mean or put a cross above them if they do not know the meaning. Students must learn the words for homework.

Listening dictation

In listening dictation, students are given a partially completed graph or other visual. Teachers read out the missing statements in short sentence-length chunks and repeat each sentence twice. Speak at a normal pace, but pause after each sentence to give students time to process the sentence meaning and add to the graph.

-shared dictation

How to use shared dictation

Shared dictation helps students to practice speaking clearly. Teachers can use this strategy to revise recently learned vocabulary, structures and genre, or to focus student attention on something important such as an overview of the lesson. The language of the dictated text needs to be familiar to the students. Each student has half of the text. The students sit back to back, or facing each other with their papers out of

each other's sight. They read out their phrases in turn, starting with 'A' who reads out the first group of words to 'B'. 'B' then writes down what s/he has heard. Then 'B' says the next phrase to 'A' and so on. Students can spell out words only after they have tried to get the message across three times.

-split dictation

The students work in pairs and take turns dictating sections of a text to one another.

- The dictated text is short and simple. Two 'forms' — 'A' and 'B' — are made from this text. On each form, approximately half the words have been omitted and replaced with 'blanks.' Whole clauses or short sentences are removed in order to make the dictation more natural.

- One partner has Form A and one has form B. The partners take turns dictating and filling in the blank spaces. All proper names are printed out on both forms — so there will be no temptation to spell them out.

- The instructions below are for using split dictations in a classroom, but they can also be used easily effectively by two independent students working together.

- For comments on the benefits of pair work and also of how to deal with the difficulties presented by pair work and other kinds of group work, see Notes on Pair Work and Notes on Group Work

-running dictation

A running dictation gets students out of their seats and engages reading, writing, listening, and speaking skills. It can be used in a variety of contexts, one example is for reinforcing those "little" words (e.g. helping verbs, articles) that are sometimes overlooked by students.

Set-up: Prepare a short text (3–5 sentences) that incorporates the target grammar. You can also use an excerpt from the textbook that contains the grammar point. Print a copy in a 16-point font for easy reading. Place the text at the front of the room. It remains there throughout the activity. (For larger classes, you may need 3–5 copies placed around the room.)

Groups: Students can work in pairs or threes. One person is the designated writer. The other partner is the runner. They can only read and speak. (If you have groups of three, the two non-writers take turns being the runner.)

Listen up

Listen-up is an activity for developing fluency in recognising word/sound correspondences and to identify main ideas in a text. It can also be used to recycle vocabulary or to help students to notice certain types of words. The teacher prepares a list of words (about 10 at most) from a short text, about 200-250 words maximum. Students copy down the list in a column. The teacher reads the text aloud, a little more slowly than normal reading speed, and students tick each word every time they hear it.

At the end of the reading, count up the number of ticks for each word and this will help to identify the main ideas in the text.

Picture dictation

The teacher describes a picture, or sequence of pictures, to students who draw what they hear. The aim is for close listening, the drawing should be quick and simple.

Normally the exercise takes about 20–30 minutes, depending on the length of the dictation. Prepare a text that is appropriate to the level of the learners, is written in simple visual terms and has a series of steps.

1. Tell the students the number of visuals they will be drawing, or the shape of the picture if there is only one.
2. Read each step aloud to the class twice, allowing time for the drawing.
3. Where there is a series of visuals, the students work in pairs to retell the sequence.
4. The students check their visual against the original.

Variations:

1. Have one or two confident students drawing their pictures on the board so that the other students can copy when they are unsure (if they judge they are correct).
2. Picture dictations can be done in pairs, one students reading and one drawing.

Picture matching²

The teacher creates a series of clear diagrams or pictures that illustrate the central concepts of the unit of work or the main events in a text. The teacher also writes one sentence that describes each diagram simply, mixes them up and numbers each sentence. Provide a copy of the diagrams/pictures to each student. The teacher reads each sentence out aloud twice. On the first reading the students just listen. On the second reading they listen and write the number of the sentence next to the diagram it describes.

Audio stories If story time is a favorite activity in your class, your students will love this last center idea. Here, all you need to do is pick a read aloud story to play for your small group. Be careful not to let your students see the words. Once the story is finished playing aloud, have your students summarize what they heard in as much detail as possible. If time allows, replay the story so students can see if they were correct.

Don't speak twice

This activity is an exercise in restraint for some students because until everyone has spoken once, no one is allowed to speak a second time.

² <https://esolonline.tki.org.nz/content/download/23784/265304/file/Picture+Matching.doc>

For this speaking and listening activity, you or a student will select a broad topic of choice, such as movies or animals. Then, students will take turns commenting on or asking a question about the topic. If a question is asked, no one is allowed to speak unless responding to the question until an answer has been given. This is repeated until every student has spoken at least twice for one to two minutes.

Simon says

This classic childhood game is perfect for practicing listening skills in small groups. To make this game into a center, you or a student lead will say a command then wait to see if the players responded correctly. To make this game slightly more challenging for older grades, have students take turns giving commands.

Typically, students who perform a command that didn't begin with the phrase "Simon says" lose the game and must sit out; however, to keep all students engaged during the entire center, an alternative rule can be having that student miss their next turn to say a command.

A boy next to a speech bubble labeled "Simon Says"

Popcorn storytelling

This game can be played one of two ways. The first way begins with a student reading a passage from a book or printed story. At the end of any sentence, the student may call on another student to pick up where they left off. Students will do this until the story is finished or until it's time to move to the next center. This version works best for upper elementary students who are capable of reading long passages. Here's a story you can use for this listening activity.

The second method offers students a bit more room for creativity because here they will construct their own story. One student begins the story in any setting with any character and provides as much or as little detail as desired. They will then select another student at random to continue the story. Students will continue to add to the story until it's time to move to the next center. To give your students inspiration, have them read this story beforehand.

In both games, each student is required to speak at least twice.

My favorite sport

Not only does this game help students practice active listening – it also exercises their memory. In this center, everyone stands in a circle and one student is given a ball. The student holding the ball begins by choosing a topic, such as books or food, then shares their favorite item from that topic. That student then passes the ball to any other student who must first tell the favorite of everyone before them then add their own favorite.

For example, if the beginning student said their favorite sport was swimming, the next student would say, "Andrew's favorite sport is swimming, and my favorite

sport is basketball.” The following student would say, “Andrew’s favorite sport is swimming, Maria’s favorite sport is basketball, and my favorite sport is hockey.”

The game continues until every student tells a favorite and correctly lists the favorites before their own. If a student lists the previous favorites incorrectly, the other students must help them repeat the list correctly. Once the game is finished, the next student creates a new topic.

Two children standing next to each other with a speech bubble saying "My favorite sport is swimming"

CONCLUSION

In the present article, there has been made an attempt to analyze peculiarities of teaching different types of methods in the light of foreign language acquisition and English teaching methodology.

On the basis of the material collected the following conclusions may be deduced: This paper deals with the importance listening and speaking. Listening can be considered as the first step in learning the language. Thus, listening plays a very important role in students’ success of learning language skills. Therefore, the objectives of this research are to improve (1) students’ listening skill in getting the gist of the text and reconstruct it (2) students’ listening activity (3) enhance the speaking level of the students. English is now used by millions of speakers for a number of communicative functions. It was the official language of administration, medium of instruction and subject of study in the Indian schools, colleges and Universities. English Language has occupied an important place in the educational system of India. It was the language of administration, a compulsory subject of study at the school, college and at the university level. It occupies an important place in courts, commerce and industry. Besides being link and library language, it is the window of the modern world. The current needs of students using English in daily life are restricted for making some enquiries, taking examinations, producing occupational and occasional letters, filling applications, writing complaints or petitions etc. Listening, as we know, is the skill of understanding spoken language. Listening is an essential skill, present in most of the activities we carry throughout our lives, as Lindsay and Knight Shows: We Listen to a wide variety of things, for example; what we someone says during a conversation, face to face or on the telephone; announcements giving information, for example, at an airport or railway station; the weather forecast on the radio; a play on the radio; music; someone else’s conversation (eves dropping); a lecture; professional advice, for example, on how to use a photocopier or other machinery; directions; a taped dialogue in class.

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