

TIPS FOR EFFECTIVE TEACHING LISTENING

Listening is one of four basic communicative language skills (reading, writing, speaking, listening) [1]. Listening means receiving a language through ears. It involves identifying the sounds of speech and processing them into words and sentences. Students usually find listening the most difficult of four skills. Many people find it difficult to concentrate when listening to their native language. Listening in a foreign language is more complicated and requires even greater focus. Also listening is good for our students' pronunciation too, in that the more they hear and understand English being spoken, the more they absorb appropriate pitch and intonation, stress and sounds of both individual words and those which blend together in connected speech.

The scientists differentiate between such kinds of listening as extensive and intensive [2, p. 134]. Extensive refers to listening which students often do away from the classroom, for leisure or some other reason. The audio material they consume in this way should consist of texts that they can enjoy listening to because they more or less understand them without the intervention of a teacher or course materials to help them. Intensive listening presupposes that students listen specifically in order to work on listening skills and to study the way in which English is spoken. It usually takes place in classrooms or language laboratories and occurs when teachers are present to guide students through any listening difficulties and point them to areas of interest.

The formation of listening comprehensive skills includes three stages:

I stage – pre-listening stage, during which we help our students prepare to listen to the information;

II stage – while listening stage, during which we help to focus their attention on the listening text and guide the development of their understanding of it;

III stage – post-listening stage, during which we help our students integrate what they have learnt from the text into their existing knowledge.

Pre-listening work can consist of a whole range of activities, including:

- looking at pictures/a list of items/thoughts etc. before listening;
- making lists of possibilities/ideas/suggestions etc.
- reading the text before listening/reading through questions (to be answered while listening);
- labelling a picture;
- completing part of the chart;
- predicting/speculating [3, p. 34 – 42].

While listening activities can include:

- marking/checking items in pictures/finding the appropriate pictures etc.;
- storyline picture sets/ putting pictures in order/ drawing the pictures;
- carrying out actions;
- making models/ arranging items in patterns;
- following the route;
- completing grids/charts/forms/text;
- using lists (making a shopping list/a list of places to visit etc.);
- doing true/false activities;
- multiple-choice questions;
- spotting mistakes [3, p. 49 – 68].

Post-listening activities can include:

- extending lists;
- matching with a reading text;
- sequencing/grading;
- extending notes into written responses;
- summarising;
- using information from the listening text for problem-solving and decision-making activities;
- jigsaw listening;
- establishing the mood/attitude/behaviour of the speaker;

– role-play/simulation [3, p. 80 – 90].

REFERENCES

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2. Jeremy Harmer. How to teach English. Pearson Education Limited, 2007. – 288 p.
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