

**Petrova O.B. Strategies in teaching listening (Петрова О.Б. Стратегії в навчанні аудіювання) // Проблеми і перспективи навчання іноземних мов у ВНЗ : матеріали міжнародного науково-методичного семінару (Харків, 18 листопада 2016 р.). – Х. : ХНАДУ, 2016. – С.118-122.**

Урахування потреб та проблем студентів допомагає у плануванні занять з аудіювання, які дозволятимуть студентам відчувати себе комфортніше та впевненіше у розмовній практиці. Позитивні результати, в свою чергу, мотивують до подальшого розвитку на шляху формування навичок аудіювання. Це сприяє цілеспрямованому слуханню та підвищенню ефективності навчання англійської.

**Ключові слова:** навчання англійської мови, аудіювання, ВНЗ

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Учет потребностей и проблем студентов помогает в планировании занятий по аудированию, которые помогают студентам чувствовать себя комфортнее и увереннее у разговорной практике. Позитивные результаты, в свою очередь, мотивируют к дальнейшему развитию на пути формирования навыков аудирования. Это способствует целенаправленному слушанию и повышению эффективности обучения английскому языку.

**Ключевые слова:** обучение английскому языку, аудирование, вуз

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Consideration of the students' needs and problems could help the teacher to design listening classes which allow the students to feel more comfortable and confident in English speech practice, motivating them to develop listening skills. It makes their listening purposeful, helping to rise the efficiency in English acquirement.

**Key words:** teaching English, listening, university

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## **Strategies in teaching listening**

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Communicative Language Teaching (CLT) supposes listening strategy as an important part of L2 training. Listening to a foreign language is a very intensive and demanding activity. Therefore, the English teacher has to design his listening lessons in a way that will develop the students' listening skills as those which are not the least of the value in their learning to communicate in English. Nevertheless, listening somewhere remains such a neglected skill. We made an attempt to outline the issues in L2 listening involved which interfere the teaching and learning process, and the directions in which they could be overcome.

As it was mentioned by the English as a foreign language methodology researchers [1-9], in order to improve communicative competence, in particular, proficiency in Academic English, the educators should teach their students listening strategies, "learners who are aware of a range of strategies, and who are able to match their strategies to their listening purposes, will be better listeners and better learners" [6, p. 147].

The growing support for the listening strategy training is seen while English teachers and students realize that the inclusion of listening procedures, skills and strategies provides true contribution to their communication and thus, the focus on L2 listening becomes more common.

It is emphasized in CLT methodology that the students "work on all four skills from the beginning" [5, p. 130]. The functional view treats the language as a communication tool and provides a way to facilitate the ability to use language for different purposes, thus this idea should be kept in mind at all levels of L2 acquiring.

One of the core skills is a skill to use classroom listening effectively, to get as more fruit as possible. The best way of it is to integrate training these skills into the classwork routine – teaching in practice, showing the students the milestones, steps,

algorithms, techniques, and finally, their achievements. It is not obvious for every trainer, that these skills in listening should and could be taught, but it must be admitted to avoid the common 'non-understanding' foreign audio presentation which entails entire poor output in communication.

Incorporation of listening practice with pre-listening, listening and post-listening tasks [2, 4, 8] improves the students' academic performance, but it needs study the skills, that is to be integrated in with the L2 teaching, because lack of them cause the well known lag in moving forward.

At the stage of Academic English training, the specific field related material for listening, as well as the specially focused tasks (to find out the core information, to choose true/false statements after the listening, to describe characters or objects mentioned in the audio presentations, etc.) help in motivating students devote their time for training listening [1, 6, 8].

If training listening is being neglected on a regular basis, the not being developed listening skill means that the students continue to be weak in understanding and producing spoken language, failing to attain the CLT goal of communicative competence [6].

We remember that with introduction of CLT, listening was given further prominence because it is believed that learners learn through the act of communication [4, p.25]. To add an argument, Tricia Hedge' opinion could be mentioned, who stated that an overall emphasis on listening is crucial since "contemporary society exhibits a shift away from printed media and towards sound, and its members therefore need to develop a high level of proficiency in listening" [9, p. 229].

The conventionally accepted (OUP, CUP, BC methodologies) framework of the listening classroom activity contains pre-listening, listening, and post-listening stages [2, 4, 8]. Pre-listening helps the students to prepare for listening. The listening itself focuses the students' attention on perception and guides the development of their understanding the text. Post-listening stage integrates what the students have learnt from the audio text into their existing knowledge.

It needs to be emphasized that the certain goals in listening should be recognized by the students before they started listening the record. They should be motivated to this listening, and this idea proves the teacher's task to demonstrate them their intentions to be realized. Contextualisation also adds value to the listening, so the content of audio presentations should be rational and really practical for the listeners. The students are to be prepared properly as it was above mentioned.

The functional purpose of listening makes the group relevant and helps to motivate the students. It is important to recognize and identify the different functions of the following audio material. The teacher's task is to select the text which the students will find interesting, catching, curious; the tasks are required to be designed provoking the listeners' interest and curiosity. It is very important to support the students in their learning, making them sure in the capacities to improve their listening skills. Every step should be emphasized and demonstrated.

Specific vocabulary or expressions which students need to understand the record are to be available for them in pre-listening preparation, before they start to listen. They are to be aware that while listening the attention should be focused, if they want really to develop their listening skills [1-3 ].

As a rule, a number of times is required to attain the comprehension. General understanding of the text could be checked with just one or two questions. If the more detailed understanding is interesting, then the more detailed questions or tasks are given. Check ups may be either in written or in oral forms.

One of the ways to control the understanding is to ask students to render the essence or interpret some statements connected with the record content as true or false. The students may be offered to ask their groupmates the questions concerning the content of the audio text.

Cognitive researches prove that active learning is much better recalled, enjoyed and understood [6, 8, 9]. It results from active making own meanings, conceptualisations, views of what is being learnt. Thus, encouraging students to help each other in cases of incomplete understanding develop thinking and analytical

activity. Post-listening tasks can focus the students' attention on linguistic features of the text.

Consideration of the students' needs and problems could help the teacher to design listening classes which allow the students to feel more comfortable and confident in English speech practice, motivating them to develop listening and speaking skills. The students should be exposed to various listening experiences, making their listening purposeful, helping them to attain confidence in their own listening ability.

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