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### **Development of Listening Skills in Teaching a Foreign Language**

This article deals with the formation and development of listening skills of students learning a foreign language. The authors have pointed out some difficulties of comprehension of foreign speech by listening. According to the authors, for effective planning and conducting classes it is necessary to diagnose students' abilities, taking into account their mother tongue and education background. A set of exercises may be used to reveal students' listening skills, attention, abilities to imitate and logical thinking. Besides, a range of assignments for developing language, speech and communicative skills are given. The authors emphasize that an intensive work on the development of listening skills must be conducted at all levels of mastering a foreign language, i.e. to be of a successive character. Some recommendations on the development of listening skills in a non-native group are also suggested.

**Key words:** listening skills; testing; language competence; speech competence; communicative skills; stages of teaching and learning; techniques.

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### **Шет тілін оқытуды түсініп тыңдау қабілеттерін дамыту**

Мақалада шет тілін оқытын студенттердің түсініп тыңдау дағдыларын қалыптастыру мен дамыту туралы сөз болады. Авторлар өзге тілдегі сөздерді естіп қабылдағанда кездесетін қиындықтарды атап көрсетеді. Авторлардың пікірі бойынша сабаққа құрылған жоспар нәтиже беруі үшін ең алдымен студенттердің қабілеттері алдын-ала анықталып, өз тіліндегі білім деңгейлері есепке алынуы тиіс. Тестілеу материалы ретінде студенттердің есту қабілеттерінің, ынтасының деңгейін, имитация мен логикалық ойлау қабілеттерін анықтайтын жаттығулар кешені ұсынылады. Мақалада тілдік, сөйлеу, қарым-қатынас жасау шеберліктерін дамытатын тапсырмалар беріледі. Авторлар аудитивті дағдыларын дамытатын жұмыстар шет тілін оқудың барлық деңгейлерінде жүргізілуі тиіс екендігін және оның бірізділік сипатын ерекше атап көрсетеді. Мақалада өзге тілді дәрісханада түсініп тыңдау қабілеттерін қалыптастыруға арналған ұсыныстар берілген.

**Түйін сөздер:** түсініп тыңдау дағдысы, тестілеу, тілдік дағды, сөйлеу дағдысы, қарым-қатынас дағдысы, оқыту кезеңдері, техникалық құралдар.

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### **Развитие навыков аудирования при обучении иностранному языку**

В статье речь идет о формировании и развитии аудитивных навыков у студентов, изучающих иностранный язык. Авторы указали на трудности восприятия иноязычной речи на слух. По мнению авторов, для эффективного планирования и проведения занятий необходима предварительная диагностика способностей студентов, учет их родного языка и образовательного уровня. В качестве материала для тестирования предлагается комплекс упражнений, выполнение которого поможет выявить уровень их слуха, внимания, способности к имитации и логическому мышлению. В статье предлагаются задания для развития языковых, речевых, коммуникативных умений. Авторы подчеркивают, что работа по развитию аудитивных навыков должна вестись на всех уровнях овладения иностранным языком, т.е. носить преемственный характер. В статье даны рекомендации по формированию навыков аудирования в иноязычной аудитории.

**Ключевые слова:** навыки аудирования, тестирование, языковые умения, речевые умения, коммуникативные умения, этапы обучения, технические средства.

## DEVELOPMENT OF LISTENING SKILLS IN TEACHING A FOREIGN LANGUAGE

### Development of Listening Skills in Teaching a Foreign Language

The process of mastering a foreign language presupposes the acquisition of all types of speech activities: speaking, listening, reading and writing. Amidst them listening takes an important place. This type of speech activity is an active process aimed at contemplation, perception, identification and comprehension of messages (every time new ones), which, in its turn, presupposes a model of creative approaches to combining of the already acquired skills and their effective application in conformity with the changed situation.

There exist a number of objective difficulties in the nature of perception of authentic discourse by listening.

They are as follows:

- difficulties related to the perception of the language schemata;
- difficulties related to the perception of the content of authentic materials (i.e. the relations between facts and events), general ideas, and motives of conducts of the acting characters of the narration.

This kind of difficulties may accompany, to this or that extent, any person

throughout the process of learning a foreign language. The main task of the teacher is to develop relevant objectives for learners for listening activities. For all that, it is necessary to take into account such a psychophysiological moment as engendering of listening techniques: *motives* (Why shall I listen to?) – *intention* (How shall I listen?) – *decoding* of the stream of the authentic discourse (What am I listening to?) – *comprehension* of the nature and goals of conversation by the speaker.

One of the main stages of the teaching process in learning a foreign

language is to hold testing of students in order determine to and assess a student's ability which will give the teacher necessary information for developing courses and conducting productive classes.

Of course, while carrying out this kind of work the mother tongue of a student and his education background must be taken into consideration.

The results of testing of foreign students from English speaking countries, the Middle East, China and Korea who are planning to

study the Russian language are quite different. A set of exercises, the fulfillment of which will help to diagnose the level of hearing, attentiveness, abilities to imitation and critical thinking, is suggested as the evaluation materials for testing students.

These exercises comprise the following tasks:

– for revealing a student's ability to imitate he /she is given unknown words or phrases to repeat after the first presentation or after the second or third presentation if a learner is not able to repeat after the first or second times.

– for testing students' listening / hearing abilities, they are given a pair of sounds which may be absolutely the same or different (for example, 1) [b-b]; 2) [b-b]).

The purpose of this task is to find out if the students differentiate one and the same or different sounds.

– for testing students' abilities to guess, the teacher gives the learners a phrase or a sentence where 1 or 2 unknown words are included such as geographic names, proper names, international words or exotisms, in order to make a student «capture» the meaning of them and comprehend the whole.

– for diagnosing to what extent the students are attentive, they are given such a task: they look at the picture for some seconds. Then they close the picture and tell what they have memorized.

While learning a foreign language, it is very important for a student to develop skills to differentiate by listening the phonological pairs and intonation patterns, to perceive grammatical structures, vocabulary, to be able to correlate the sounding with the meaning, etc. But not all the students possess such skills and habits. That's why there exist different techniques for developing this or that exact skill. For example, for developing listening / hearing skills (technical skills), it is necessary to practice the skills of differentiating the pairs of sounds. For instance, for the students from South –East Asia it is very difficult to differentiate such sounds as ж-ш, з-с, д-т, л-р.

It often happens that they cannot «capture» the main idea of the recorded text if they hear even one unknown word or the familiar word with the other ending. In order to help the students master this type of speech activity, it is necessary for the teacher to constantly develop and instill into students such skills as:

1) technical – skills to differentiate by listening / hearing phonological pairs and intonation nuances, as well as to correlate the sounding with the meaning;

2) language – knowledge and skills of perception by listening / hearing phonological and grammatical structures, vocabulary;

3) speech – skills and habits of decoding sound signals, i.e. to correlate the sounding with the meaning;

4) communicative – skills to comprehend the sounding instruction of the speaker (position), to have and realize by listening the purpose of listening position.

For developing the above mentioned skills it is suggested to use such methods and techniques as:

1) imitation – drills and practice for differentiating sound pairs, listening to the texts with technical hindrance, «capturing» familiar words from the stream of speech;

2) comprehension and learning by heart – after repeated presentations of the material; listening and filling in the gaps with omitted words, etc;

3) listening to the texts, retelling, asking and answering questions, fulfilling comprehension exercises with omitted words and phrases;

4) solution of problematic situations with the given purpose positions for partners; listening instructions.

It is impossible to shape and develop listening skills and habits at once or at some stage of teaching. At all stages of teaching listening must be an indispensable part of each class. The students listen to the audiomaterials «alive», i.e. the teacher reads himself / herself or they listen to the audiorecords.

In teaching a foreign language it is necessary to use such educational methodical curricula (EMC) which comprise sufficient amount of tasks designed for the development of this speech activity as listening throughout the whole process of teaching.

Some forms of tasks aimed at developing of listening skills at the initial stage of teaching are given below:

A. To differentiate phonological pairs and intonation nuances.

Examples:

1. Listen to the pair of words and syllables, put (+) if you hear identical words, or (-) if you hear different words (listening drills).

For example: дом – дом; дом –дым; ток-док

2. Listen and determine where to put a full stop, an exclamatory mark or interrogative mark. The teacher pronounces the phrase with different intonations.

For example: Вчера было тепло. It was warm yesterday.

Вчера было тепло? Was it warm yesterday?

Вчера было тепло! It was warm yesterday!

3. Listen and mark the names in the list (development of hearing, attention and guessing). The teacher reads the names. The students have the list of names and they follow the teacher. They mark only those names that they hear (Хуан, Виктор, Ю. Нук, Карина, Линда, Мэри, Ахмед, Пауль, и т.д.)

4. Listen to the phrases where the car designs are given. Write in the cards the car design which you will hear. (development of hearing, guessing).

а) Японская машина «Тойота» мне очень нравится.

б) Однажды я ездила на огромном старом «Кадиллаке».

в) Машины марки «ниссан» довольно популярны в Казахстане.

г) А как вам нравится «Рено»? Неплохая, по моему, машина.

д) А мне больше всего нравится «Мерседес».

Б. To be able to «capture» an unknown word from the speech stream, to correlate the sounding with the meaning.

For example, the students are given a microtext to be listened and fulfill some comprehension tasks. In fulfilling such kind of work the students must keep in mind the purpose – why they should listen to this or that text.

For example: а) to get the necessary information; б) to be able to express your own attitude or point of view to a certain event; в) to compare the information from the text with the already known data, etc.

В. To be able to identify the familiar word

1. Listen to the questions, answer them according to the model and insert the omitted words in the given answers.

With a focus on the development of language skills, besides the basic textbooks, foreign students studying at the Language and General Education Department are recommended additional educational manuals on listening with CD disks which are also building confidence of students for independent learning. The teachers and experts of the department have written the textbook «Learn to Listen and Speak Russian. A Practical Guidance on Listening and Speaking for Foreign Students at the Elementary and Intermediate levels of Teaching» [4]. This manual has been designed for the work in the language laboratory for listening the audiorecords of educational materials under the guidance of a teacher and for self-study work as well.

The work on the development of listening skills is conducted not only during practical classes of

Russian but also during the language adaptation period. It is very important that during these classes the teacher constantly tells them something that may arouse their interests encouraging them to speak. No doubt that using video-and audio -materials in the course of conducting classes is a great plus.

For further academic success other educational manuals are offered to students: а) educational manual on speaking. «Listen. Ask. Answer. Dialogues. For foreign students». Belyaeva G.V., Gorskaya E.U., etc. [2]. This manual has 2 compact –disks for use in class.

б) educational methodical manual «Let's Go to the Cinema!» Aitpaeva A.S., Kildyushova I.V., Shouhovtsova T.A. [1]. This manual is provided with editing records of 8 animated cartoons and 3 extracts from the feature film «Lermontov». The material is grouped in cycles in increasing grade of difficulties. These animated cartoons can be watched in the Internet on-line. The usage of such technical devices enables students to listen to phrases, dialogues or polysyllables, to listen to the texts with technical hindrances, to repeat the words they have memorized, phrases, remarks, etc.

The more and longer a student learns a foreign language, the more important it becomes for him to comprehend the speech in this language.

Skills and habits cannot be acquired immediately, that's why it is very important to observe the continuity of the learning and teaching processes.

It should be stressed that at the initial / elementary level of the acquisition of a foreign language the learners can mainly comprehend short phrases, they need to repeat them many times, the tempo of the speech should be rather slow. The learner's speech will consist of the learnt by heart separate words and cliches. He reads texts with familiar words and phrases, sometimes «capturing» the main content of the text if there is some visual support and background knowledge.

Taking into account the authors' length of work with foreign students, their experience, they can give a range of useful recommendations on the formation and development of listening skills in a non-native class.

1. Listening must be a regular element of the learning process.

2. Listening must be a regular element for independent learning (in the language laboratory)

3. While working with the audiomaterials, the students must know the main aim why they should listen to this or that text: а) to get some necessary information; б) to be able to express their attitude to

this or that event; c) to be able to compare the new message from the text with the previous information they've learnt, etc.

4. It is obligatory to include assessment procedures using a listening proficiency rating scale, in the diagnostic and examination materials.

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