**How to help learners develop their** **listening skills.**

*В статье содержатся советы по методике развития навыка аудирования.*

Методическая статья касается вопросов обучения учащихся *аудированию* на иностранном языке. Аудирование – очень сложный вид речевой деятельности. Практика показывает, что именно с аудированием у учеников связано большинство проблем и неудач. Звучащую речь трудно понимать из-за высокого темпа, незнакомых слов и грамматических структур. Трудно также воспринимать речь незнакомых людей из-за непривычного произношения.

Процесс восприятия речи на слух предусматривает запоминание различных видов текстов, что улучшает память и расширяет кругозор, развивает умение слушать и понимать услышанное, воспитывает внимательность к собеседнику.

Обучению аудирования на уроках английского языка необходимо уделять особое внимание. Аудирование составляет основу общения. Оно помогает человеку понять то, что ему сообщают и адекватно реагировать на сказанное, изложить свой ответ собеседнику, что и является основой устной речи.

Умение аудировать — это умение особого рода и его нужно специально развивать.

В статье предлагаются некоторые советы в обучении и развитии навыка аудирования.

Listening is the most challenging of the skills to master in a second language.

Spoken language most of the time is different from written text. A spoken conversation between several people is chaotic and complex. There is no time to stop and go over something again, as if you would if you were trying to understand a written text.

A speaker may often hesitate to think about what he is going to say next, and use fillers (little words or phrases like um, you know, like, and I mean).

Speakers may also include words, phrases, or ideas that are not necessary, often in the middle of a sentence.

The language used in a conversation is often less formal than written English.

These features make listening difficult for leaners, but there are ways we can train our learners to become better listeners.

**Focusing listening or listening with a purpose**

One way to do this is to encourage learners to think about why they are listening and exactly what information they are listening for. They can then adapt the way they listen to their aims.

**Listening for gist**

You can help learners to listen for gist by setting a question or task which you give to the learners before they listen so that they know what information they are listening for.

**Listening for specific details**

Another way of listening is to listen for details. We can give tasks that direct learners to listen for a specific piece of information. Listening with a clear purpose in mind means that learners develop the ability to filter out everything they don`t need to know.

**Subskills: Dealing with unfamiliar vocabulary**

Another problem can be caused when learners simply don`t understand the meaning of what is said and so unable to tell if the information is important or not. This may because the vocabulary or the topic is unfamiliar. We can help learners with this in several ways:

Activating background knowledge

It can be useful to introduce the topic and related vocabulary before doing a listening activity. This activates any knowledge the learners already have and provides a context for listening.

Predicting

It helps learners understand the topic and try to predict what the speaker might say. This means they will have questions in their mind when they come to listen and this will help them focus their listening.

Pre-teaching vocabulary

It can help learners if we teach them some key words before they listen. We do not have to teach all the new words, just those which are important for understanding the main meaning.

Guessing meaning

In everyday life people sometimes try to guess the meaning of a word. It will help our learners if they can learn to guess meaning of unknown words from context.

**The stages of a listening lesson.**

Before: **Lead in:** Engage learners` interest, introduce the topic and context, activate learners’ background knowledge, help the learners to predict what the speakers might say, and introduce some key words and expressions.

**Language focus**: We may also want to introduce some key vocabulary.

During**: Tasks**: We should aim to repeat the listening several times with some listening tasks. They should begin with tasks focusing on gist and then tasks involving more detailed listening. Learners may need to listen more than once for each task. After focusing on meaning we can work on subskills (guessing meaning, identifying words in connected speech, etc.). We must remember to check comprehension after each task, and be ready to explain things that the learners did not understand.

After: **Language focus**: You might choose to focus on some of the language in the text, such as new vocabulary, expressions or a particular structure or function.

**Selecting listening texts**

Texts should be selected on the basis of interest and level. In general, the listening text should be slightly above what can be easily understood by learners. There is little value in texts that learners can understand immediately. A text that is too far above the level of the learners can be demotivating.

A more difficult listening text can be balanced with an easy listening task, or vice versa.

Listeners should also have an opportunity to listen to a wide variety of texts: conversations, announcements, talks, and stories.

**Sample lesson**

**Level**: Low intermediate

**Skills Focus**: Predicting content; Listening for meaning; Listening for detail

**Language**: Invitations: Would you like to…? And Can you…? Vocabulary for leisure activities (concert, football match)

**Grammar:** present simple, present continuous with future meaning, Can

**Resources:** board, CD or transcript of answerphone messages.

**Lead in** 1. Begin to draw a picture of a telephone on the board. Ask the learners to guess what it is you are drawing. Tell them that it is your telephone, and that you were out all day yesterday and when you came back there were four messages. Ask your class to predict what the messages might be. Use their suggestions to teach the words invitation and appointment if they do not know them.

**Listen for gist:** 2. Ask the learners to listen to the four messages. What are the four appointments? (dinner, dentist, football, jazz concert). Play the CD or say the message. Get learners to check in pairs, then go through the answers.

**Listen for main meaning:** 3. Draw a diary on the board and ask learners to copy it.

|  |  |
| --- | --- |
| Мonday | Friday |
| Tuesday | Saturday |
| Wednesday | Sunday |
| Thursday |  |

Ask them to listen for who, what, and when. They should write the invitations in the right days on the diary. Give them an example.

Ask learners to compare their answers in pairs. Ask one learner to come to the board. Play the CD or say the message again, stopping after each one for the learner to fill the diary.

**Listen for detail**: 4. Ask learners to listen again and write the time next to the appointment in their diary.

5. Repeat the message again. Before each one give a question, for example,

Who else is coming to dinner?

What was wrong with the football tickets?

What kind of concert is it?

What number do you ring if you have a problem with the appointment?

Check the answers as before.

**Language focus:** 6.Ask learners what language the speakers used to make an invitation.

Write up:

Can you come to dinner?

Would you like to go to a concert? (to the cinema, go to a football match)

Then ask how you could reply. Write up some ways of replying, for example:

Sorry, I`m afraid I can`t.

I`d love to!

That would be great.

Get learners to repeat, practising pronunciation.

**Transfer:** 8. Get learners to sit in pairs back to back. Get them to imagine that one of them is ringing back to accept or refuse the invitation. Get each learner to copy the diary and write in three activities (for example, go to the cinema, go out for a meal) on different days. Ask them all to stand up and walk around, asking other learners to come with them, accepting or refusing invitation.

Get feedback from the class on the arrangements they have made for the weekend.

**Lesson materials. (**Answerphonemessages**)**

1. Oh, hi it`s Teresa here … just wanted to invite you over.

Wanted to know … can you come to dinner on Tuesday?

Sam and Ian are coming. Eh about 8 o`clock … er … hope you can come.

2. This is to remind you your dentist`s appointment is on Friday this week at 10.30 If there is a problem ring us back on 5759194.

3. Oh… er… hello this is Pete. Er… just to ah… let you knower… the time is wrong on the tickets… the football match is at 3 on Saturday not 2. I`ll ring again tonight.

4. Ah…hi this is Sue…er, just to say…We are going to a concert - ah jazz concert - on Saturday - this Saturday in the – It starts…I think it starts at 7…no sorry…7.30. Would you like to go with us?