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APPLICATION OF PRE-, WHILE-, AND POST LISTENING ACTIVITIES IN TEACHING ENGLISH

ПРИМЕНЕНИЕ МЕРОПРИЯТИЙ ДО, ВО ВРЕМЯ И ПОСЛЕ ПРОСЛУШИВАНИЯ В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ

INGLIZ TILINI O'QITISHDA TINGLASHDAN OLDIN VA KEYINGI FAOLIYATLARNI QO'LLASH

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Abstract: This article highlights the vital roles of listening activities so as to enhance effective class interaction among students and teachers. Besides, this study sets a goal to introduce pre,-while, and post listening activities in order to promote active engagement in teaching English as a foreign language.

Key words: listening skill, pre-listening activities,while-listening activities,post-listening activities, comprehension.

Annotatsiya: Ushbu maqola talabalar va o'qituvchilar o'rtasida samarali sinf o'zaro ta'sirini kuchaytirish uchun tinglash faoliyatining muhim rollarini ta'kidlaydi. Bundan tashqari, ushbu tadqiqot ingliz tilini chet tili sifatida o'rgatishda faol ishtirok etishni targ'ib qilish uchun tinglashdan oldin, vaqt va keyingi faoliyatni joriy etishni maqsad qilib qo'ygan.

Kalit so'zlar: tinglash malakasi, tinglashdan oldingi faoliyat, tinglash paytida, tinglashdan keyingi faoliyat, tushunish.

Аннотация: В этой статье подчеркивается жизненно важная роль слушания в повышении эффективного взаимодействия учащихся и учителей в классе. Кроме того, в этом исследовании ставится цель внедрить мероприятия до, во время и после прослушивания, чтобы способствовать активному участию в преподавании английского языка как иностранного.

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Ключевые слова: умение слушать, деятельность до прослушивания, деятельность во время прослушивания, деятельность после прослушивания, понимание.

Introduction

Listening is a crucial medium for information gathering language acquisition and that very basic language skill is consistently interrelated and intervened with other language skills -speaking , reading and writing.Listening is the process of paying attention to sounds and trying to get meaning from them. However, in the past, some assumed it was a passive activity, listening is an active operation in which the listener must separate within sounds, understand words and verbal structures, interpret intonations, and retain the information gathered in order to interpret it in the context or setting.In the contemporary English language teaching and research, listening is becoming more and more important.

Methodology

With the presence of activities,teachers are able to provide successful procedure of listening and deal with factors influencing the listening competence.So,the process of listening class can be divided into three stages:

•pre-listening stage,

•while-listening stage

• post-listening stage.

1.Pre-listening Stage

The teacher can also motivate students by:

-providing background knowledge of the text;

-organizing students to discuss a picture or a related topic which involves in the text;

-asking some related questions to the text, and etc.

In general, pre-listening plays a role of warming-up and the main aim of this stage is to make students focus their attention on the following while-listening stage and decrease the difficulties of the text. It is more important in its relating to and being of help to many other aspects which will be represented later.

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The activities chosen during pre-listening may serve as preparation for listening in several ways. During pre-listening the teacher may:

✓ assess students' background knowledge of the topic and linguistic content of the text

✓ provide students with the background knowledge necessary for their comprehension of the listening passage or activate the existing knowledge that the students possess

✓ clarify any cultural information which may be necessary to comprehend the passage .This prepares them mentally and emotionally for the listening task and helps them focus their attention.

Sample pre-listening activities:

•looking at pictures, maps, diagrams, or graphs

•reviewing vocabulary or grammatical structures

•reading something relevant

•predicting the content of the listening text

•going over the directions or instructions for the activity.

2.While-listening Stage.

While-listening is the main procedure of listening information input. In this stage, students are given some audio materials for listening. Students may be requested to deal with some questions with the listening materials, such as Yes/No questions, True/False questions and etc. Usually students need to answer the questions simultaneously or take note of some main points of the listening materials.

Teacher keeps the following points in mind when planning while-listening activities:

✓ If students are to complete a written task during or immediately after listening, allow them to read through it before listening. Students need to devote all their attention to the listening task. Be sure they understand the instructions for the written

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task before listening begins so that they are not distracted by the need to figure out what to do.

✓ Keep writing to a minimum during listening. Remember that the primary goal is comprehension, not production. Having to write while listening may distract students from this primary goal. If a written response is to be given after listening, the task can be more demanding.

✓ Organize activities so that they guide listeners through the text.

✓ Combine global activities such as getting the main idea, topic, and setting with selective listening activities that focus on details of content and form.

Sample while-listening activities:

-listening with visuals

-filling in graphs and charts

-following a route on a map.

3.Post- listening Stage.

Post-listening is also an important stage as it reviews and checks the listening efficiency and result. During this stage, teachers are not only supposed to check the answers, they also need to lead the students to consolidate the comprehension of the listening input. They can organize further discussions on the listening text, explain some new terms and phrases, summing up appeared language rules and designing some related exercise for the students to strengthen their impression about the knowledge.Discussions provide opportunities for students to practice using the language in a meaningful way and develop their speaking skills. Reflection and analysis tasks deepen their understanding and critical thinking skills.

Samples for post-listening activity

-Using pictures

- Personalising

-Predicting Vocabulary.

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Conclusion

In this paper, the importance of listening activities in the development of listening skills consistently and specific types of listening activities pre,-while -and post listening stages are discussed to implement each of them in the classes and to unveil the prime value in the field of learning.

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