

ҚАЗАҚСТАН РЕСПУБЛИКАСЫ БІЛІМ ЖӘНЕ ҒЫЛЫМ МИНИСТРЛІГІ
Л.Н. ГУМИЛЕВ АТЫНДАҒЫ ЕУАЗИЯ ҰЛТТЫҚ УНИВЕРСИТЕТІ



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XI Халықаралық ғылыми конференциясының
БАЯНДАМАЛАР ЖИНАҒЫ

СБОРНИК МАТЕРИАЛОВ
XI Международной научной конференции
студентов и молодых ученых
«НАУКА И ОБРАЗОВАНИЕ - 2016»

PROCEEDINGS
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«SCIENCE AND EDUCATION - 2016»

2016 жыл 14 сәуір
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LISTENING SKILLS ENHANCEMENT AS A CRUCIAL POINT IN THE ENGLISH LANGUAGE TEACHING

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Perception and understanding of oral speech is an arduous psychological process. Comprehending depends on short term and long term memory, perception, logic, consciousness, comparison and summarizing. In the process of listening phonetic and intonation abilities should be formed by students' consciousness. Being a complex process, special problems are needed to be mentioned. [1, 15p] They are:

- The lexical and grammatical material can be unfamiliar, it becomes quite challenging for a student of secondary school to comprehend the speech. This problem can be solved by extending passive and potential vocabulary of students.

- It is trivial that everyone has got their own peculiarities in pronunciation and intonation. Students are usually get used to their teachers' speech and might be unable to understand speech of others. This problem can be solved by utilizing technical devices on a daily basis.

- In order to be understood teachers speak at a slow pace at classes. They usually get accustomed to this kind of speech and it is difficult for them to understand natural speech. Usage of audio and video materials is one of the solutions.

- At lessons teachers repeat utterances several times in order to be comprehended by students. Students study this kind of repetition. At senior classes teacher should be able to teach students to know the meaning of words without repeating the utterance, because in real communication people do not repeat what they have said. In some cases listening to the material for the second time might be applied, regarding the fact that a teacher will provide extra material in the repeated listening. For example: In the repeated listening please pay attention to the main characters, time and place of the action;

- The following problem is: if the listener faces body language, it is easy for him to understand the speech. However, this can not happen all the time (talking to the phone, listening to the radio etc). Prerequisite of overcoming difficulties mentioned above is to utilize wide range of technical equipment and the proper organization of exercise for improving listening skills.[2,108p]

To enhance listening abilities four type of exercises can be offered.

1. Overcome the linguistic and physiological hardness before listening to the text.
2. Do listening exercises. By listening to the text students need to identify the title and idea of the text, fill in the gaps and answer different type of questions.
3. Complete comprehension of the material. Developing such abilities as: analysis of the listened material, depicting sound differentiation of characters.
4. Make conclusion.

Requirements for listening materials:

1. The content of the material should contain educational peculiarities and fit the age of the students.

2. There should be interesting new facts in the discourse.
3. The text should be coherent (logically structured).
4. Materials should be authentic.

Usage of authentic materials at teaching listening [3, 117p].

Authenticity of the material is an important part of teaching listening. «Authentic» comes from the Latin word «Authenticus», which means real, genuine.

Authentic materials are oral and written texts, and other subjects of culture, which are real products of native speakers and not adapted for the levels. E.N.Solovova classifies different type of advertisements in foreign language as authentic materials, news, radio programs, diverse instructions and adverts, performance of actors, telephone conversations, films, songs and video materials. [4, 91p]

Authentic texts have several advantages than educational texts as they keep facts and peculiarities of national culture. Through authentic materials students get new knowledge, values of native speakers and cultural competence is formed. Real life reflection in the texts inspires students to learn the material and enhances their motivation.

E.V.Nosovich and R.P.Milrud classify the following criteria for authenticity:

- cultural authenticity suggests acquaintance with culture and customs of foreign country.
- informative authenticity suggests presence of new information which should be interesting to the recipient.
- situational authenticity highlights naturalness of situation and discussion
- authenticity of national mentality depicts national specifics of foreign country.
- reactive authenticity is a capability of the text to produce authentic emotions and mental voice response. The followings might be rendered to reactive authenticity: interjection, exclamatory sentence, rhetorical questions.

- authenticity of decoration in audio texts these are acoustic series: traffic noise, conversations, telephone rings, without them the material might lose its real communicative feature.[5, 11p]

Usage of authentic materials should not trigger problems at senior classes, as they already have got a good command of the language and range of vocabulary. At this stage the language is used as a means of getting information and deepening knowledge in the different areas of culture, science and technology.

Authentic materials create illusion of familiarizing to natural language environment which is the main factor of acquiring foreign language successfully. At senior classes radio and television programs, audio materials and authentic podcasts can be used.[6, 3p]

According to **the first research challenge** we have carried out the analysis of psychological and pedagogical conditions of training listening at senior classes in order to reveal the existing problems and to plan possible ways of their solutions. We have allocated five major factors which are negatively influencing process of training listening at the senior classes:

- 1) insufficient accounting on age, psychological and individual features of students;
- 2) absence of continuity between secondary and high school system and insufficient professional orientation of students to the subject;
- 3) too slow transition from knowledge centered paradigm of high school language education to the personal focused paradigm, in particular inadequate realization in practice of training audition by the principles of communicative and cognitive approach;
- 4) underestimation of the importance of audition as type of speech activity in training senior students and inconclusive providing students with training materials on audition.

In general, having considered the basis as process of training in this type of speech activity, we have come to a conclusion that at the moment there is a shortage of scientifically based technology of training audition at senior classes which would based on 1) the techniques of training in foreign languages by the purpose developed according to modern theoretical principles, methods and tutorials 2) would correspond to the needs of this addressee.

Completion of these gaps requires accurate understanding of structure of audition as a type of speech activity and difficulties which can arise in the course of its development. Therefore, the analysis of audition as the type of speech activity and difficulties arising at senior students in the course of training became *the second challenge of our research*. On the basis of researches of domestic and foreign psychologists we have developed the scheme of process of audition which 1) reflects the fact that audition represents difficult intellectual activity, and 2) visually illustrates course of the processes entering into its structure.[7, 66p]

Practical part

Practical experiment was held at school- lyceum №56 in 11th grade at Astana city

Before the experiment

1. The level of proficiency at senior classes in skills and abilities of audition strongly varied, however, in general preparation on audition was weak.

2. All types of audition (with the general understanding, with detailed understanding and with selective extraction of information) were developed deficiently.

3. Students had difficulties as at a perception stage (generally connected with insufficient development of mechanisms of internal pronunciation and probabilistic forecasting), and at a comprehension stage (were connected with the fact that pupils were not able to process information: to allocate the main thing, to generalize, compare, etc.).

4. Huge difficulty was presented by parallel processing of the decoded information and perception of new one.

5. Out of 26 students at the classroom 57% (15 students) of them were not familiar with different strategy of audition (audition with the general understanding of the text, detailed understanding and selective extraction of information).

6. 26 students were divided into 2 groups, the first one was experimental group and the second one was the control group. During the testing held on the 11th grade, we have found out that students experience difficulties while listening to authentic materials in English. On the following table results of answers of students to a question presented: Whether you experience difficulties when listening to authentic materials or when fixing piece of information from the audio in English?

Before the experiment

Table 1.(Experimental group)

Always	Often	Sometimes	Never
38% (5students)	31% (4 students)	31% (4 students)	0%

Table 2(Control group)

Always	Often	Sometimes	Never
46% (6 students)	39% (5 students)	15% (2 students)	0%

The experimental group was studying by the method conducted by me and the control group was studying by traditional method. As we can observe, both groups faced difficulties while listening to authentic materials. Thus, we had come to a conclusion about need of written fixation beginning from the 11th form. Since, it is an ability everyone who is going to learn academic English should have. Secondly, it will help students to get gist of the listening or to obtain detailed information from the material provided. Thirdly, written fixation can be used in general as a support at audition in actual practice of foreign-language communication.

For further research it was required to solve the *third challenge*, that is to specify what we understand as the phrase "written fixation" and to reveal what role it can play in listening process. Furthermore, we have formulated theoretical provisions on the basis of which, from our point of view the technology of training of written fixation has to be constructed.

1)In the bases of written fixation abilities there are receptive and productive skills and abilities, in particular a) skills and abilities of all three types of audition (with the general

understanding, with full understanding, with selective extraction of information); b) skills and abilities of conducting records.

2) In the course of written fixation it is important to allocate and write down only significant information, i.e. the main sense of the audited text or what needs to be heard in this situation. For this purpose it is necessary to be able to distinguish essential information from minor, to distinguish the facts, estimated judgments, arguments, examples, and also to define whether information is essentially significant and new. It is important also to be able to analyze the selected essential information, how it is possible using different types of folding, (graphic, language, semantic), most briefly to convey its meaning.

3) For successful implementation of written fixation it is not necessary just to seize the developed system of strategy and receptions allowing quickly, briefly, accurately and clearly to write down essential information, but also on its basis to develop own strategies, ways and methods of fixing and to realize that they need to be improved and developed in further activity.

4) In the course of written fixation both contents and drafting of written information are important, as it causes ease or complexity of the subsequent work.

On the basis of the solved research challenges we have planned the main directions of modernization in process of training audition at senior classes:

1) Accounting on the principles of the personal focused training, communicative and cognitive and competence-based approaches to training foreign languages;

2) Ensuring continuity in the secondary school and high school systems;

3) Accounting of psychological characteristics of youth age;

4) Inclusion of written fixation of essential information in process of training audition as means of increase in its efficiency.

These provisions have made a basis for the solution of the subsequent research problems, namely: specifications of the purposes, contents, the principles, requirements to the texts used for training in audition at the high school and development of training technology in audition with written fixation of essential information.

How was this method carried out and how students' knowledge was checked?

Table 3.

Students	Yes (1 point)	No (0 point)
1) Students have written all the essential information from the audio.		
2) Students do not write unnecessary information.		
3) Students underline key words in the listening tasks.		
4) Students use a method of elimination		
5) Students utilize successfully short form of writing words. (Abbreviations)		

From the testing held overall band score in the experimental group was 4.1 out of 5, whereas in the control group average point was 3.5. When students' works were checked I followed all this criteria. This method paved the way for us to develop active listening abilities.

To the end of the course students felt more confident while listening to authentic materials.

After the experiment the listening skills were noticeably improved.[8, 69p]

Results.

The same question was asked at the end of the experiment. Do you have any difficulties while listening to authentic materials or while actively listening to the recording?

After the experiment

Table 4(Experimental group)

Always	Often	Sometimes	Never
15.35% (2 students)	23.1% (3 students)	46.2% (6 students)	15.35% (2 students)

Table 5(Control group)

Always	Often	Sometimes	Never
30.75% (4 students)	38.5% (5 students)	30.75% (4 students)	0%

As we can observe there is a huge gap between initial and final results of students. When we completed this course 70% of students felt themselves quite confident while doing both IELTS listening tests and listening to authentic materials actively.

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USING FILMS AS A LISTENING STRATEGY IN TEACHING ENGLISH

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Listening comprehension is the process of understanding speech in a second or foreign language. The purpose of listening as a special type of speech activity is the formation of an auditive competence – to understand the meaning of sounding text, statements as well as the ability to formulate own relation to the heard information. Thus, teaching listening in the process of mastering a foreign language is aimed to develop speech, language, sociocultural, compensatory, learning and cognitive competences.

Mastering the skills of listening in English being outside the country of the target language is one of the most difficult tasks. Therefore the teacher has to create real situations of communication at the lessons using for this purpose various new methods and techniques. Using films in learning languages is considered as one of such innovative approaches that is gaining popularity among English teachers. The influence of watching English movies is improving student's listening skill. The movies along with the movies' script are widely used as a teaching method to improve student's listening skill in English lessons; however, practicing only in class is never enough. As a rule, successful listening skills are acquired over time and with lots of practice. Tafani suggests that we should encourage students to see as many movies as possible outside the classroom or parts of