

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



Студенттер мен жас ғалымдардың
«ҒЫЛЫМ ЖӘНЕ БІЛІМ - 2016» атты
XI Халықаралық ғылыми конференциясының
БАЯНДАМАЛАР ЖИНАҒЫ

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

PROCEEDINGS
of the XI International Scientific Conference
for students and young scholars
«SCIENCE AND EDUCATION - 2016»

2016 жыл 14 сәуір
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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

movies in the classroom. Watching movies is very important as it increases their visual and critical awareness [1, 88].

Movies encompass various important listening situations and demonstrate paralinguistic features that contextualize the spoken discourse for better understanding [2, 439]. When learners are exposed to movies, they can learn some words, as well as phrases, used in the movies and ultimately improve their target language.

Mirvan affirmed that employing video materials in a classroom could enhance students' motivation to learn since it can expose them to a wide variety of situations that can help them comprehend similar situations in real life [3, 62].

Planning the teaching of foreign languages can be rather challenging at times. Teaching should be varying, versatile and motivating. The learners' level of proficiency may be very heterogeneous and it is important to notice it when planning the lessons. Using movies can be an entertaining and motivating tool also for learners with different levels of proficiency. Movies provide the learners with real-life language input, which may be difficult to receive otherwise in a non-English-speaking environment. In addition, according to many previous studies there are several reasons to use movies in foreign language teaching. Some of these reasons are authenticity, the quality and amount of input provided by movies and the several positive effects that movies have on language learning, for instance the exposure to foreign language and the entertaining aspect of films, which also affects students' motivation.

Several specialists used videos as a listening strategy. These are as follows:

Kusumarsdyati studied *Listening, Viewing and Imagination: Movies in EFL Classes*. The study suggests a technique of presenting movies in EFL listening classes. The researcher experimented with a number of tertiary institutions in Indonesia using the films as learning tools which were presented in two modes: with or without subtitles. The researcher provided three different characters from movies. There were the characters who articulate excessively unfamiliar technical terms, words with a particular accent and fast speech. In the lessons, a handout was devised in three pans, which reflected the stages that were undergone during the lessons previewing, while viewing, and post viewing. Each of the stages consisted of activities for learners to learn about the theme of the movie, the key of vocabulary and events that reflect the culture in the movies. The result of the study was a summary that movies turn out to be an effective teaching device to develop the EFL learners' listening skills and stimulate their imagination simultaneously. Their capacity to stimulate the learners' motivation and their potential to engage the learners in a variety of fruitful activities related to aural perception in the target language can be denied scarcely. Additionally, learners are enthusiastic to learn by using movies and the medium is exploited to improve listening skills. The researcher also suggests that the movies can be utilized in the teaching of English as a Foreign Language listening because of their pedagogical merits [4, 33].

Gebhardt focused on using movie trailers and previews in class. He studied first year university students, and let the learners watch and listen to trailers, do exercises to find out word meaning and use critical thinking. The results provided the students with current, meaningful and relevant content, and the combination of both an autonomous learning environment and collaborative, communicative, task-based interaction [5, 26].

Miriam focused on using video with adults learning English as a second language. He mentioned, "Before presenting the video", the teacher must engage the learners' interest in what they will be doing and prepare them to do it successfully. The teacher tells the students or leads them to discover for themselves why they are viewing the video. Preparation may include a pre-viewing reading activity or a discussion of new vocabulary from the video. Pre-viewing preparation means ensuring that the monitor is available and that the screen is large enough for all students to view the film easily. Next, "While learners view the video", the teacher should remain in the classroom with the learners to observe their actions and see what they do not understand, what they are intrigued by, and what bothers them. The teacher is there also to press pause, rewind, and play. Then "After the viewing", the teacher should review and clarify complex points, encourage discussion, and explain and assign follow-up activities whether they are included in the student

texts and materials that accompany the instructional videos, or they have been developed for authentic video. There are also post-viewing activities that direct learners to discuss in small groups, the language and cultural concepts presented in the video, along with work on grammar or vocabulary activities taken from the language and structures used in the video. He found that video is a powerful strategy in helping an English language learner improve their language skills. It provides the learner with content, context, and language [6, 7].

One of the most important issues of teaching listening is to build a system of exercises aimed at the development of auditive skills.

Having looked through this research of particular scientists we also tried to come up with the technique of using fragments of films during teaching practice at school. We have taken into account that work with the fragment of film should be aimed to serve as a tool that enhances listening skills. Thus, it consists of the following steps:

Work with unfamiliar words

It is not necessary to work with students over those unknown words and phrases, which can be understood by them from a situational context, and which do not influence on understanding of the fragment's storyline. On the one hand, it develops the students' linguistic conjecture, but on the other, helps to overcome fear of meeting with unknown words in an understandable context. Moreover, work on new words has to be carried out on an oral basis or based on an oral advancing for 2-3 lessons before demonstration of the fragment, and it should not take more than 3-4 minutes at all.

Introductory conversation

Prior to the demonstration, the teacher should find out whether the students understand correctly the name of the fragment or not. It is extremely important for teachers to tell to their students that they are more likely to meet some words, which are unfamiliar to them. In this case, the teacher should advise them to try to guess the meaning of unknown words and understand the main gist.

Viewing of the fragment

From the very beginning, the fragment of the film should be shown in the classroom not less than 2 times. If the teacher notices that many students did not comprehend considerable part of the fragment, it is necessary to show it again with a switched-off sound so that the teacher himself could be able to comment on it. As a rule, comments should be made obligatorily in English and only then to show the fragment once again.

Checking comprehension of the fragment

The main task, which faces the teacher at this stage, is to check students' understanding of the content. The following working methods are recommended:

- a. A dialogue: teacher → student. Questions may be put in the following order: general, disjunctive, alternative, embedded, special. Thus, the plot of the film is surveyed about 3-5 times;
- b. Determining whether the teacher's words are corresponded to the plot of the film or not;
- c. Retelling of the fragment content, in which would have come across the phrases that do not meet in the plot of the film. Students, who noticed such phrases, should raise his hand and then the teacher himself can give the correct answer.

Thus, we have shown the stages of work on the fragment. While watching the audio fragment listening serves as the main learning objective.

Movies and W-R-W-R (the watch-write-watch-write method) provide a wonderful opportunity for students to gain background understanding to combine with their own understanding about a story or concept and develop reading skills as well as listening. Hibbing and Rankin-Erickson suggest using a Watch Read-Watch-Read method in which students will build some background of the text, make predictions, watch part of the movie, read more of the text, confirm understandings, make more predictions, watch more of the movie, and continue reading the text [7, 146].

Videos will play an important role in the EFL instruction by providing students the proper environment to activate students' motivation and enhance their listening skill in their classrooms.

Films turn out to be an effective teaching device not only develop the learners' listening skills but also stimulate their imagination simultaneously.

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METHODS AND DIFFICULTIES OF TEACHING SPEAKING IN ENGLISH LANGUAGE

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It has been a long time since the learning of foreign language was typically based on passive rote learning of new words and collocations. Even though there was a huge number of methods and approaches, regarding to our country, the revolution in education occurred only in the 20th century. To be more particular, aims and approaches altered significantly. Nowadays the majority of people all over the world learn foreign languages. The number of methods increased to the number of people subsequently. However, each method has got its pros and cons. “The old school “principle is exposed to acute criticism in spite of the effectiveness of “classic” style of teaching. As a rule, it was inevitable to pore over books, waste time to reading and translating a text, then retell it and complete a list of exercises. Final exams usually were led in the form of dictation or essay.

One of the oldest techniques is considered to be classical or fundamental method. The aim is not only the study, but also the understanding of delicacy and details of foreign language. The main objective of such technique is the formation of foreign language grammatical base. The audience that is encompassed is the people who are going to learn the language from the very beginning. Actually, such method is well-known in primary schools. It should be noticed that fundamental method is mostly preferred in many linguistic institutions in Kazakhstan as well as abroad. Generally, the simplified algorithm of it is grammar learning, its basic rules utilization of which is depicted on examples and later fastened with the set of tasks. The most popular representative of traditional language learning is N. A. Bonk. Undoubtedly, her English textbook in a co-authorship with other adherents of this method is a template that has held out the competition with modern methods. The only drawback seems to be the lack of speaking experience that could be filled by integration with communicative method of language learning.