



Listening models for ESL students and teaching them

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ABSTRACT

The article focuses on improving sound skills, as well as preventing difficulties in choosing authentic materials in the process. In addition, the article considers specific ways of teaching students to listen to ESL and how it is implemented by teachers. In keeping with the natural process of listening, the article recommends new ways of adapting.

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ESL talabalari va ularni o'qitish uchun tinglab tushunish modellari

Kalit so'zlar:

tinglash,
sinfxona,
metodologiya,
anglash,
model,
kontekst.

ANNOTATSIYA

Maqola audio ko'nikmalarni takomillashtirish, shuningdek, jarayonda haqiqiy materiallarni tanlashda qiyinchiliklarning oldini olish haqida. ESL talabalari uchun tinglashni o'rgatishning o'ziga xos usullari va buni mentorlar qanday amalga oshirishi haqida. Maqolada tabiiy tinglash jarayoniga mos ravishda moslashishning yangi usullari tavsiya etiladi.

Модели прослушивания для студентов ESL и их обучение

Ключевые слова:

аудирование,
класс,
методология,
познание,
модель,

АННОТАЦИЯ

Статья посвящена совершенствованию звуковых навыков, а также предотвращению трудностей при выборе аутентичных материалов в процессе. Кроме того, статья рассматривает конкретные способы обучения студентов слушанию ESL и тому, как это реализуется

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контекст.

преподавателями. В соответствии с естественным процессом слушания в статье рекомендуются новые способы адаптации.

Introduction

According to Nunan, listening accounts for more than half of the time students spend operating in a foreign language. Despite this, we take frequently listening for granted, and it is arguably the least understood and most overlooked of the four language skills (L, S, R, and W) in the classroom.

Hearing is a natural predecessor to speaking; the early phases of language development in a person's native language (and in the naturalistic acquisition of other languages) are based on listening. Indeed, Gillian Brown and others demonstrated that continual attention to oracy and literacy development was required in first language instruction. Previously, it was assumed that first language speakers needed education in how to read and write, but not in how to listen and talk because native speakers possessed these abilities naturally.

Similarly, in the early 1980s, some writers and academics claimed that listening played a critical role in second language learning. This emphasis on listening was associated with a commensurate decrease in the significance placed on speaking in the early stages of learning, with numerous authors arguing that speaking early in a course should be deliberately discouraged [4].

One of the most compelling arguments for emphasizing listening and postponing speaking is based on a specific understanding of what it means to learn a language. Some approaches to language training place a high value on speaking.

Methods and Results

Students practiced speaking techniques incorporating repetition and substitution in the very first class. Because listening was considered a technique to give examples that learners emulated quickly, the lectures featured almost as much speaking as listening. The goal of acquiring a language was to be able to communicate, and language was considered a sort of behavior.

Different principles underpinned approaches that prioritized listening. Nord states this point of view succinctly:

Some individuals now feel that learning a language is more than just learning to speak; it is also about creating a mental map of meaning. These people feel that talking can signal that a language has been learned, but they do not believe that talking practice is the best approach to developing this "cognitive map" in the mind [1].

They believe that practicing meaningful listening is the greatest way to do this.

Listening is the method of language learning according to this viewpoint. It provides the student with information from which to gain the knowledge required to use the language. When the student has accumulated this information, he or she will be able to talk.

What conditions must exist for language learning to take place? Several authors (Krashen, 1981; Newmark, 1981; Taylor, 1982; Terrell, 1982) who used alternative nomenclature discovered significant agreement. According to Newmark, "a comprehension strategy can succeed... as long as the information offered for comprehension contains (1) adequate (2) language examples (3) whose meaning can be deduced by students (4) who are paying attention." Terrell and Krashen would also add

that the circumstance should not make the student feel apprehensive or intimidated. Gary & Gary discussed several advantages of deferring speaking and focusing on listening. These advantages include the following:

1. The student is not overburdened by needing to focus on two or more abilities at once—a cognitive gain.

Paying Attention!

2. Coverage speed—receptive information expands quicker than product knowledge. By focusing on listening, it is possible to feel and acquire far more of the language. If learners had to be able to articulate everything in the courses, the development would be extremely sluggish.

3. It is simple to get fast to realistic communicative listening activities. This will have a significant impact on motivation.

4. Learners will not be embarrassed or concerned about their language courses. Having to speak a foreign language, especially when you know very little about it. Little may be a terrifying experience. Listening activities help to minimize language acquisition involves stress, which has a psychological advantage.

5. Listening exercises lend themselves nicely to self-directed learning by listening to recorded music. The understanding technique was not without its detractors. Gregg is one example that criticized the rationale and scientific findings on which the strategy was founded. Others, such as Swain argue that it is insufficient to produce the type of learning required to generate the language [3].

However, critics agree that language acquisition courses should include a significant amount of receptive engagement. They believe that this is receptive. However, exercise alone is insufficient for language learning.

Certainly, the majority of the early research on understanding techniques was conducted on humans. Learning was not properly done, and both study and theory currently believe that early spoken output plays a crucial part in a child's learning language class, the impact of the comprehension method on language.

Discussion

The goal of teaching has been to emphasize the importance of listening and to direct focus on the development of ways for offering engaging, early and persistent chances for listening throughout a learner's life learning a language.

Listening Models

Listening was once thought to be a passive activity in which the listener received information from a speaker.

More modern models see listening as a much more dynamic and interpretive process in which the message is formed in the interactional space between participants rather than being fixed. Context shapes meaning, and the listener constructs meaning through the act of interpreting meaning rather than receiving it whole.

Different Types of Listening

We may divide listening into two categories:

1. One-way listening—usually connected with information transfer (transactional listening).

2. Two-way listening—usually related to the maintenance of social relationships (interactional listening). Again, we may distinguish between classic and current approaches to hearing [3]. Traditionally, listening was connected with information

transmission or one-way listening. This is evidenced by the widespread use of monologues in older listening materials. While this is appropriate when referring to listening in academic contexts, it fails to capture the richness and dynamics of listening as it occurs in our everyday interactions. Most modern materials reflect this re-emphasis with a shift toward more natural-sounding dialogue. When we combine these two modes of processing, we perceive listening as a set of sub-skills rather than a single talent.

It is feasible to understand a spoken communication by using context signals and selecting a few important words, but without paying attention to the message's grammatical structure. In other words, understanding is possible without notice. Merrill Swain, who studied language development in French and English immersion programs in Canada in the 1970s and 1980s, found this issue with the comprehension technique. She discovered that English students in French immersion classes performed as well as French students in subject matter, but their writing and speaking were severely grammatically faulty despite spending many hours listening to subjects. When we have to say or write anything, we must create the phrase in our heads, which requires more attention to grammar; to the syntactic layer of language. As a result, although meaning-focused. While hearing is vital, learners also require opportunities to pay attention to language subtleties so that they may acquire those aspects of the language system that may not be as necessary for basic communication but are critical for accuracy.

Meaning-focused listening is commonly associated with a top-down strategy to listening comprehension. Lynch and Mendelsohn, on the other hand, report on a number of new research that demonstrates the relevance of bottom-up processing in second-language hearing.

Tsui and Fullilove discovered that more proficient listeners fared better on comprehension problems where the right responses did not fit the topic's clear content schema. The inference is that less experienced listeners rely too heavily on content schemata to aid in guessing. While this was useful for items when the content schemata matched the right answer, it was ineffective when there was no match. In a second research, Wu asked students to reflect on how they arrived at their responses to multiple-choice questions on a listening comprehension test. The replies revealed that good understanding was highly related to linguistic ability (bottom-up processing). As a result, data shows that learners must be adept in these bottom-up processes and that learners can benefit from learning how to listen. Lynch and Mendelsohn propose the following practice goals:

- distinguishing between identical sounds; dealing with and processing rapid speech; processing changes in stress and intonation; and processing the meaning of various discourse markers;
- comprehending communication functions and the non-one-to-one correspondence between form and function, for example, "It is chilly in here";

A declarative sentence pattern is used. Function: an imperative function (for example, requesting that a window be closed or a heater be turned on).

Field similarly advocates for greater emphasis on bottom-up listening skills and gives some comprehensive ideas for supporting learners with lexical difficulties.

Meaning-focused listening experiences provide a basic basis for second language growth and content learning. These experiences are frequently enhanced by paying close attention to perceptual processing and parsing abilities. Teachers must strike a balance

between chances for listening skill development through meaning-focused listening and language-focused learning that relies on bottom-up listening practice.

Meaning-focused Listening Activities

Listening to tales is the quintessential teacher-fronted listening strategy for meaning-focused input in children's courses. The instructor selects a graded reader that is appropriate for the student's abilities; the tale has only a few unfamiliar words. The instructor sits next to the whiteboard and reads the narrative aloud to the students. Most sentences are initially read twice [5].

Conclusion

The instructor is always checking to ensure that the students grasp what they are hearing. When terms are mentioned that the students may not recognize or are unfamiliar with, the instructor swiftly writes them on the board and provides a fast explanation, using either a translation, a gesture, pointing a quick graphic, or a simple second language description. When the same word or a member of its word family appears again, the instructor marks it on the board. As the students get more comfortable with the narrative, the teacher reads quicker and reduces the repeats and explanations. The activity's major purpose is for the students to follow and enjoy the tale.

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