



УДК 371.38

EFFECTIVE STRATEGIES FOR INCREASING THE ENGLISH LISTENING
SKILLS OF UNIVERSITY STUDENTS

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Annotation. *This paper presents the findings of a study on the listening skills of university students. Because listening is still a neglected ability, the authors propose that it should be taught at the university level in order to promote communicative competence and, in particular, proficiency in English. The article begins with a theoretical review of teaching listening. Then it introduces realistic and effective assignments and materials that are relevant for the Kazakhstan university context and will help students increase their listening skills. The authors offer the effective activities to improve students' listening skills. Since mastering oral speaking in a foreign language requires understanding the interlocutor's speech during face-to-face communication as well as on radio, television, and other mass media material, listening*

is a crucial and sophisticated type of speech activity. The paper demonstrates that effective exercises are the key to better understanding of the listening material and its benefit for other skills.

Key words: *teaching, listening, English, methods, skills, effective strategies.*

ЭФФЕКТИВНЫЕ СТРАТЕГИИ ПОВЫШЕНИЯ НАВЫКОВ АУДИРОВАНИЯ
АНГЛИЙСКОГО ЯЗЫКА СТУДЕНТОВ УНИВЕРСИТЕТА

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Аннотация. *В данной статье представлены результаты исследования навыков аудирования студентов вузов. Поскольку способность аудирования до сих пор игнорируется, авторы предлагают преподавать ее на университетском уровне, чтобы развивать коммуникативную компетентность и, в частности, владение английским языком. Статья начинается с теоретического обзора обучения аудированию. Затем предлагаются реалистичные и эффективные задания и материалы, которые актуальны для казахстанского университетского контекста и помогут студентам улучшить свои навыки аудирования. Авторы разрабатывают эффективные задания по*

совершенствованию навыков аудирования учащихся. Так как овладение устной речью на иностранном языке требует понимания речи собеседника при личном общении, а также по радио, телевидению и другим материалам средств массовой информации, аудирование является важнейшим и сложным видом речевой деятельности. В статье показано, что эффективные упражнения являются ключом к лучшему пониманию прослушанного материала и осознанию его пользы для других навыков.

Ключевые слова: обучение, аудирование, английский язык, методы, навыки, эффективные стратегии.

Introduction

Presently, knowledge of foreign language is not required for only studying abroad but also it is considered as a determining element of the competitiveness of a specialist in the labor market. In Kazakhstan knowledge of foreign language is becoming more demanded. The necessity of the language knowledge was emphasized by the President of Republic of Kazakhstan K. K. Tokayev that taking into account global trends, special attention should be paid to priority subjects such as mathematics, languages and computer science (Tokayev, 2022).

Moreover, the latest reforms in the education system of the Republic of Kazakhstan have influenced all stages of education. These changes affected the teaching at university level as well. It is due to universities' responsibilities for preparation of future specialists who are well educated and good at foreign languages.

In order to meet the communicative needs of learners, language learning is a protracted, difficult, and complex process that necessitates knowledge of fundamental grammar, vocabulary, phonological elements, and communicative functions in addition to the four fundamental language skills of listening, speaking, reading, and writing. The ability to listen while speaking is likely the one that is most frequently used for various linguistic activities. Contrary to popular opinion, understanding what you're hearing is everything but a passive task. The listener must distinguish between sounds, comprehend vocabulary and grammatical structures, interpret stress and intonation, retain what was learned in all of the aforementioned steps, and interpret it

within the immediate as well as the larger sociocultural context of the utterance. This is a complex, active process (Vandergrift, 1999, p. 168). Such disregard for the development of listening skills may seem quite absurd given that, according to Burley-, more than 40 % of the time we spend communicating each day is spent listening, 35 % speaking, 16 % reading, and only 9 % of the time communicating each day is spent writing. Listening is considered to be one of the challenging skills to teach as students do not have opportunities to listen to real speech (Flowerdew and Miller, 2005). Scholars, teachers and methodologists of foreign language teaching have been conducting a serious theoretical search in the study of listening, and work on practice of teaching is being renewed, developed and improved nowadays.

Creating effective conditions for students studying a foreign language at university level will increase students' listening skills. Search for new methods and techniques for teaching listening which make the process of perception of foreign language speech more effective are relevant. New methods and techniques used for teaching listening skills at university will contribute to pave the way to better understanding and improve students' listening skills.

The aim of the research is to identify the main aspects of teaching listening on the basis of the study of all available sources and work experience in teaching listening at university level and creation of effective activities to overcome the challenges in teaching English to university students.

Literature Review

Language is an important means of communication; human society is not able to exist without it. Nowadays, new technologies and innovations are being introduced, all sectors of the economy are switching to a digital model, and the mobility of human resources is growing. All these changes require improving the communicative competence of people, especially foreign language skills. The main goal of a foreign language is to form communicative competence, i. e. ability and readiness to carry out foreign interpersonal and intercultural communication with native speakers. English plays an important role among foreign languages. It should be noted that the scale of the spread of the English language in the world practice is perceived quite ambiguously

by different researchers (Castells, 2001). Thus, in most cases, English language proficiency is considered one of the most important conditions for integration into the world community, an essential element of positive social changes, economic well-being and new technologies.

Thus, great attention is paid to effective teaching and learning foreign languages currently. It is obvious that foreign language learning is a long, difficult and time – consuming action which demands knowledge of grammar, vocabulary, pronunciation. A foreign language is taught in two forms: oral (listening and speaking skills) and written (reading and writing skills). Of all these four skills, listening is connected with speaking and used often for various purposes of language. Listening requires listeners to make meaning from the oral input by drawing upon their background knowledge of the world and of the second language and produce information in their long term memory and make their own interpretations of the spoken passages. The above given statements are contrary to the belief that listening comprehension is anything but a passive activity. It is a complex, active process in which the listener must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain what was gathered in all of the above, and interpret it within the immediate as well as the larger sociocultural context of the utterance (Vandergrift, 1999). One should emphasize that listeners need to be active to receive information (Bidabadi, 2011)

Scholars Goh and Taib underlined that beginners and intermediate level students should be paid more attention to listening (Goh, Taib, 2006). Therefore, teachers should plan the activities related to listening in detail.

Listening is a meaningful understanding of auditory speech. It is a receptive type of speech activity and, first of all, is aimed at identifying, extracting and processing the information. Comparing the process of listening to the process of reading, it builds the following logical chains for listening: We hear – we listen; we listen for reading; We see – we look – we read. The process of listening involves hearing, listening, recognizing spoken language and interpreting spoken characters, bringing them into characters.

After his interpretation the term has been used in works on psychology and methodology of teaching foreign languages. Many studies have been conducted in the field of studying the process of auditory perception of speech, in which scientists have defined the concept of “listening”. Most researchers adhere to the definition given by Z. A. Kochkina: “Listening is the process of perception and understanding of audible speech”, making their own additions and clarifications to it (Kochkina, 2015).

Distinctive features of listening as a type of speech activity were highlighted by I. A. Zimnyaia.

1. By the nature of speech communication, listening as well as speaking refers to the types of speech activities that implement oral direct communication (although information can be transmitted by technical devices).

2. According to its role in the communication process, listening is a reactive type of speech activity, as well as reading.

3. Direction to the reception or delivery of the information (voice message) listening comprehension is the receptive kind in contrast speaking and writing.

4. The main form of listening is internal. The basis of the internal mechanism of listening is such mental processes as perception by ear, attention, recognition and comparison of language means, their identification, anticipation, grouping, retention in memory, inference – that is, the re-creation of someone else's thought and an adequate reaction to it. Therefore, the subject of listening is someone else's thought, encoded in the text and subject to recognition.

5. The product of listening is inference, and its result is already an understanding of the perceived semantic content and one's own response behavior – speech or non-speech (Zimnyaia, 1976).

The term “listening” as a foreign language skill is explained by foreign language teaching professionals. For example, E. I. Passov explained the term “listening” as “listening with comprehension” or “comprehension of what is said” (Passov, 1989). According to Bacon listening is the basic skill in language learning and learners spend half of the time dealing with listening. Listening takes an important place learning a foreign language (Bacon, 1992). Anderson stated that “we only become aware of what

remarkable feats of listening we achieve when we are in an unfamiliar listening environment, such as listening to a language in which we have limited proficiency” (Anderson, 2005). Many people think that they master the foreign language if they can speak and write, however, if people don’t acquire the skills of listening, it will be concern to communicate in a foreign language.

Listening plays an important role in learning a foreign language, especially in the communicative – based direction. As an ultimate outcome of learning, listening is thought to be the goal of teaching. It should be able to comprehend two-way communication in interactions (such as T-S, S1, S2, and CL) as well as deliberate reading comprehension at a normal reading speed with some interruptions (unknown words) from the teacher's voice or recording.

The opportunity to achieve three goals, including raising, education, and development, is provided by mastering listening skills. Through listening, children are able to understand what is being said, form the semantic meaning of speech, and develop a culture of listening in both their own language and a foreign language. The educational value of understanding what is being said has a good effect on a child's memory development, which is crucial for studying any subject, including foreign languages.

Identifying the challenges students encounter while listening can help us better grasp the challenges in teaching listening. The fact that "words may also be spoken very differently from how they appear in print" is one clear barrier (Bloomfield et al, 2010). The student may have difficulty identifying the words that make up the spoken discourse since the acoustics of spoken language frequently differ significantly from the structure of written language. In addition, “listeners, unlike readers, do not have the luxury of regular gaps that signify where words begin or stop” (Vandergrift, 2007), indicating that pupils are also attempting to interpret the spoken words in addition to trying to recognize them despite their foreign pronunciation.

Prosodic features of spoken discourse, such as where the stress falls, weak and strong word forms, and intonation, in addition to pronunciation and the recognition of word boundaries, also affect how well listeners comprehend spoken passages.

Speaking in short, loosely connected phrases or clusters rather than consistently complete sentences is another characteristic of spoken discourse (Osada, 2004; Field, 2008). Mispronunciation, hesitation, rephrasing of utterances, repetition, and even losing track of what one is trying to say can all affect verbal interaction.

Another thing to keep in mind is that the language used “tends to be far more colloquial and much less formal” (Osada, 2004) than what the student may be used to, which could lead to confusion if their vocabulary knowledge is unfamiliar with such expressions. This is because “an obvious factor that can influence comprehension of a spoken passage is the overlap between the listener's vocabulary knowledge and the vocabulary of the passage” (Osada, 2004).

The term “attention” refers to a person's focus on a certain topic for understanding or study. From the perspective of auditory activity, attention signals the start of participation in the process of hearing and processing oral speech. Voluntary, involuntary, and post-voluntary attention is three different types of attention that psychologists identify.

Both internal and external unexpected circumstances, such as specific characteristics of object acting on a person right now, might lead to involuntary attention. This could be due to the information's emotional connotation, the effect of prior knowledge, or the novelty and peculiarity of the message received.

Voluntary attention is intentional, active, and takes mental concentration to sustain during action. The awareness of significant information is what drives this kind of cognitive activity.

Both voluntary and involuntary aspects of attention are present in postvoluntary attention. Although it serves clear objectives, upkeep is not necessary. The following attentional qualities are crucial for effective listening: “concentration – the capacity to concentrate on the main thing; selectivity – concentrating on the most significant objects; distribution – the presence of several different objects in the mind at the same time or the performance of a complex activity that includes many operations at the same time. The success of auditory activity depends on the ability to retain perceived information in memory. There are three types of memory: short-term, long-term and

operational. Short-term memory is used to hold an audio message for a few seconds and then transfer some of the information to long-term memory. Long-term memory is a repository of auditory-articulatory images of words, phrases, syntactic constructions, grammatical structures, rules and schemes for their connection. Low accuracy in hearing and processing sound information as well as weak noise immunity are characteristics of operative memory, especially in the early stages of learning.

The listener records words and phrases in his working memory while listening, blends what he is hearing now with what he has heard in the past, and converts the succession of incoming sound signals into a simultaneous integral signal. Short-term and working memory plays a service role. With their help, a certain part of the information enters the long-term memory, and the success of this function depends on the qualitative and quantitative selection, on the method of introducing the material and its consolidation. The effectiveness of speech perception mechanisms, which in turn are developed and enhanced in the process of executing activities for teaching listening at all levels of text comprehension, is essential for successful perception and interpretation of foreign speech by ear. This is illustrated in Table 1.

Table 1 – Skills that ensure the speech perception apparatus is functioning properly

<p>Mechanism of speech perception</p> <p>Skills</p>	<p>Skills</p>
<p>Speech hearing</p>	<ul style="list-style-type: none"> – divide speech into semantic syntagmas, words, phrases; – recognize sounds of different heights and timbres; – determine the direction of the sound by ear; – perceive a certain pace of speech; – correctly hear and reproduce the rhythmic pattern of the word (number of syllables, stress)

Inner speech	<ul style="list-style-type: none"> – use a motor analyzer to convert sound pictures into articulatory ones; – replicate the actions taken during external speech; – capture data
Attention	<ul style="list-style-type: none"> – to disperse attention, focusing it on specific aspects of the text's content; – to concentrate on specific segments of the speech flow; – to maintain attention on the content of the sounding text from the beginning to the end of the information-receiving process
Memory	<ul style="list-style-type: none"> – retain sound information in various types of memory: operational, short-term, long-term; – save and remember certain parts of the text that are important for understanding

More thought should go into listening mechanisms.

Speech perception is the first element. Methodists categorize listening comprehension into three stages: executive, analytical-synthetic, and incentive-motivational.

In the initial stage, the listener's objective is to comprehend the audio message. He needs to turn on the auditory canal in order to hear information.

The motivation of the listener is increased if the audio message is clear, fascinating, and appropriate for his age and cultural background. Both naturally and artificially, i.e. for educational objectives, the desire to hear and comprehend a clear message may arise.

The implementation of gradually growing more complicated mental operations in phases is the next level of sound information perception and understanding:

Language units are identified and chosen from the speech stream, perceived language units are compared to standards of perception already stored in memory, similar perceived language units are issued with standards of perception, and semantic connections are made between text segments.

The listener infers, comprehends, and understands the information of the message at the final stage of auditory message perception. Methodologists consider the inner speech process using a variety of techniques. Therefore, it represents the interaction of several systems from a physiological perspective and consists of auditory, visual, speech-motor, and motorographic representations. In the process of hearing and processing speech by ear, the inner speech mechanism is crucial. It enables people to understand verbal signals, anticipate events, and form generalizations – even when there is background noise. The observed sound signal is processed by "internal imitation," which is then transformed into an articulatory signal. This does not imply that the listener verbatim expresses all that he hears. These may take the form of spatial patterns, images, intonation echoes, specific words, etc.

Short-term memory loss, according to psychologists, is thought to be caused by interference, which is manifested by the resemblance of perceived elements. The capacity to estimate the possibility of specific events in the future using information from prior experience is known as anticipation or probabilistic forecasting. Forecasting is divided into structural and semantic types. The first has to do with understanding the range of lexical unit compatibility. The second is governed by the context, potential scenarios that call for the usage of particular structures, cliches, and speech styles, and other factors.

At the phonetic level, anticipation is based on selecting the best sound decision and is influenced by knowledge about the alleged sound order in words. The first noises and the middle percussion sounds are the most crucial for perception when

listening. There is more information packed into shorter words than longer ones. This explains why their recognition is particularly difficult. The sorts of syntactic and semantic linkages serve as the foundation for phrase prediction at the language level. Certain issues arise from syntactic constructs. It needs a mental distribution of difficult phrases and a simultaneous overview of the entire structure to understand them. It can be challenging to remember all the details, connect many facts in a common context, and deduce the message's underlying meaning when forecasting at the text level.

Mastering listening skills gives an opportunity to realize three aims of education such as upbringing, educational and developing. Listening makes it possible for students to listen and comprehend what is said, to form the semantic content of speech and thus to educate culture of listening not only in a foreign language but in native language. The educational meaning of comprehension of what is said, impacts positively on the development of child's memory, that is very important not only for the learning a foreign language but also any other subject.

For the successful mastering of listening skills it is necessary to use various methods in teaching a foreign language. Methods of teaching are a complex of didactic techniques and tools which influence the achievement of educational aims. Methods of teaching are interconnected ways of purposeful activity of the teacher and student. They are sequential alternation of ways of interaction of the teacher and student, directed to achievement of the definite didactic aim.

The term "methods" is a Greek word and means "way to something" – the way of achievement of the aims. It is the way of acquisition of knowledge. Any method of teaching assumes the aim, system of actions, and ways of teaching and intended result. A student is an object and subject of the teaching method.

M. N. Skatkin studied methods as a cognitive activity and defined that methods can be:

- explanatory – illustrative (story, lecture, conversation, demonstration and others);
- reproductive (solution of tasks, revision of experience);

- problem – based (problem – based tasks, cognitive tasks and others);
- partly – search;
- research (Skatkin, 1949).

A researcher U. K. Babansky explored methods as well and considered them as a component of activity. U. K. Babansky divided them as:

- organizational – effective – methods of organization and implementation of learning and cognitive activity;
- stimulating – methods of stimulating and motivation of learning and cognitive activity;
- control – evaluative – methods of control and self-control of learning – cognitive activity efficiency (Babansky, 1989).

If we talk about listening methods they depend on the aim of listening material. At the initial stage listening contributes to the achievement of the educational aim, providing students with the opportunity to understand statements in the language of another nation.

Listening makes it possible to master the sound side of the target language, its phonemic composition and intonation; rhythm, stress, and melody. Through listening, the lexical composition of the language and its grammar structure are assimilated. At the same time, listening makes it easier to master speaking, reading, and writing.

The work on listening starts with learning a phonetic system. The correct pronunciation of sounds determines the correct transmission of thought, on the one hand, and the correct understanding of speech, on the other. In order to teach students correct pronunciation it is important to focus on pronunciation from the first lessons. It is necessary to provide students with sufficient number of training exercises in perception of sounds. For this purpose it is crucial to select a phonetic material carefully. Material for teaching phonetics should contain not only exercises on sounds and sound combinations, but also peculiarities of phonetic phenomena and intonation models of the language. The material for teaching phonetics is selected according to the following principles.

1. Correspondence to the needs of communication.
2. Stylistic principle.
3. Normativity of pronunciation.
4. Taking into account the peculiarities of the students.

Phonetic exercises are the main way of formation of pronunciation skills and teaching it through listening is one of the effective methods. They realize some important educational objectives:

- a) anticipating and removing the possible phonetic complexities of any order – auditory, pronouncing, rhythmic-intonation;
- b) practice of phonetic skills that for some reason are insufficiently formed;
- c) creating a positive learning environment;
- d) creating motivation to learn a foreign language.

These objectives define the peculiarities of phonetic exercises and one can distinguish the following.

1. Short-term character (5–10 minutes). Thanks to this feature, phonetic exercise does not dominate in the class and it allows younger students to concentrate better, focus on the learning process, and avoid fatigue.

2. Correspondence to the main vocabulary and grammar material. This requirement allows teachers not to practice listening material but also work on vocabulary and grammar of the lesson.

3. Correspondence to the age of learners. This factor reduces the difficulty of perception of the material, optimizes the rate of assimilation of pronouncing units, and allows you to organize a motivated and effective training of the educational material.

4. Activization of learners' attention. This feature plays an important role in mastering the passive phonetic minimum, namely, on the one hand, it contributes to a gradual increase in the volume and time of concentration, on the other hand, it develops attention in listening.

5. A combination of imitative exercises with exercises for independent reproduction of phonetic material. This feature means that phonetic exercise

mobilizes the students' thought processes, which contributes to the development of phonemic listening.

6. Gaming character. It is known that games contribute to the activation of cognitive and creative activity of students, develop their thinking, attention and memory, and increase motivation to learn a foreign language.

7. Content. Another important factor affecting the effectiveness of phonetic exercise as a means of forming the phonetic skills of university students is its content.

In order to shorten the time needed to go over the lexical material that was introduced earlier within the conversational topic and ensure that the logical information chain is not broken, it is advised that the audio material be related to the unit that is presently being covered in the class.

It is important to consider the student's level of preparation and the volume of the text while selecting a text for listening.

Before students even begin to listen to the text, the teacher's job is to promote perception by removing any phonetic, lexical, or grammatical barriers.

In accordance with the task, there are:

- Listening while fully comprehending the material;
- Listening while comprehending the main ideas;
- Listening while extracting only the information you need.

After completing the activities, the possibility of giving students a printed text is not excluded while listening with complete comprehension of the text (“listening for comprehensive information”). This will allow students to detect the misunderstood words and hazy phrases and to practice “self-control”.

This is applicable while hearing a song or a poem. High levels of concentration in memory and attention are needed for detailed listening. It is sufficient to read the text twice while listening with a comprehension of the major points (skim listening). If the text is lengthy, you can take brief breaks after each logically concluded paragraph during the second hearing. One hearing is sufficient when selective information is extracted (listening for partial understanding), as this allows one to

focus on the primary information and forget the secondary and superfluous information. Three phases can be identified in listening instruction:

- Pre-text (before listening);
- Text (while listening);
- Post-text (after listening).

There is a discourse between the teacher and the pupil at the beginning. The first's job is to set up and get ready for listening. It is possible to present visual supports that include the title of the text, unfamiliar or complex terminology according to the teacher, as well as an image (perhaps a picture or a photograph) that is related to the text. Let's use the example of first-year language students in higher education to illustrate our point.

Methods

Two surveys were held in order to reveal the difficulty of understanding the information included in the sounding text on a scale of 1 to 5 (1 = not difficult, 2 = somewhat not difficult, 3 = tough, 4 = somewhat difficult, 5 = very difficult). 100 respondents-students of L. N. Gumilyov Eurasian National University majoring in foreign languages participated in the surveys. Respondents were asked to rank the difficulty of understanding the information included in the sounding text on a scale of 1 to 5 (1 = not difficult, 2 = somewhat not difficult, 3 = tough, 4 = somewhat difficult, 5 = very difficult) at the start and end of the experiment.

Results and discussions

The findings of two surveys done at the start and end of the academic year among one hundred training participants (n = 100) show a good trend in students' perceptions of the difficulty of listening as a sort of foreign language speech activity. According to the findings of the second survey, the percentage of students who identified listening as a “very difficult” type of assignment in a foreign language reduced to 32 % from 41 % prior to the commencement of training. Simultaneously, the proportion of students who consider this sort of speech activity “quite not tough” or “not difficult” increased (from 15 % to 21 % and 18 % to 24 %, respectively).

The following activities have been used during the experiment.

Students are urged to listen to an audio clip of a country-specific nature called “Life without a beam of sun” as part of their study of the topic “There is no place like home”. The passage describes a tiny underground settlement in “What do you think this text will be about?” (content guess from title)

What unusual places for living do you know?

Tell where the apartment is located and what it looks like by looking at the photo. (Visual aid, images that can be downloaded from the Internet)

Make sure to concentrate on careful vocabulary and grammar.

Create new sentences using your own words.

You can structure the work so that the first person reads aloud in English and the second person translates the pronounced sentence into Kazakh, focusing their attention, helping them to remember new words, and helping them to improve their listening skills. This will help the others to listen intently to the examples of their peers. The activities at this point serve to stimulate students to work, expose them to the subject, get them ready for listening, and, if necessary, clear up any lexical or grammatical issues.

At the following step, known as the text stage, students listen to the text and attempt to comprehend the main ideas, the text's subject, and the key details. Determine the type of text by listening to it (for example a description, an opinion article, a narrative). While you are reading, consider your own heading. I tell you what.

Before listening, assign tasks such as: Listen to the text and tell what type of text it is (for example a description, an opinion article, a narrative). Listen to the text and come up with your own heading. Guess what...? If the book is not about a specific country, but rather about a scenario or episode in the narrator's life, you can pause while listening and ask the students to forecast or estimate how the story will conclude. The post-text stage provides numerous opportunities to measure understanding of the content heard while also improving abilities in other sorts of speech activity.

The following tasks may be assigned at the post-text stage:

Please fill in the blanks.

Is one of the following sentences true or false?

If the sentence is inaccurate, correct it. Sort the sentences in chronological order.

Choose the correct answer.

Combine the two sentence fragments.

Make a strategy for the text.

Make your own textual questions.

Do you remember what these numbers mean? These activities help pupils improve both their writing and reading skills. Another set of post-text assignments is designed to develop speaking skills.

These include workouts such as:

Respond to the questions.

Select the best summary.

Talk to your partner about it.

Choose a proverb (think of a proverb) based on the text.

Do you agree with the narrator or disagree?

With whom do you agree? Give your own reasons.

This work is appropriate if the audio recording contains a statement of multiple people's viewpoints on a certain problem. The number of exercises will be determined by the students' degree of preparation, activity, and interest, as well as the amount of time available in the class. If a student is appropriately motivated, learning to listen may be a very exciting, rich, educational, and cognitive activity. Possession of this talent ensures communication success, which includes the capacity to speak and understand English. Listening, in addition to its primary objective, fosters memory, thinking, imagination, and perception, so contributing to an individual's whole growth.

Here are some of the activities offered to students for better understanding of the listening material on the theme "Money"

Pre-listening activity

- a. What is the connection between millionaires and this picture?
- b. Do you think the person in the second picture is a rich man?
- c. Read the title of the unit. What does it mean?
- d. Give some adjectives to describe Millionaires.

Listening material

Reading theme: “5 Secrets of Self-Made Millionaires”

They’re just like you. But with lots of money. When you think “millionaire,” what image comes to mind? For many of us, it’s a flashy Wall Street banker type who flies a private jet, collects cars and lives the kind of decadent lifestyle that would make Donald Trump proud. But many modern millionaires live in middle-class neighborhoods, work full-time and shop in discount stores like the rest of us. What motivates them isn’t material possessions but the choices that money can bring: “For the rich, it’s not about getting more stuff. It’s about having the freedom to make almost any decision you want,” says T. Harv Eker, author of *Secrets of the Millionaire Mind*. Wealth means you can send your child to any school or quit a job you don’t like. According to the Spectrem Wealth Study, an annual survey of America’s wealthy, there are more people living the good life than ever before—the number of millionaires nearly doubled in the last decade. And the rich are getting richer. To make it onto the Forbes 400 list of the richest Americans, a mere billionaire no longer makes the cut. This year you needed a net worth of at least \$1.3 billion. If more people are getting richer than ever, why shouldn’t you be one of them? Here, five people who have at least a million dollars in liquid assets share the secrets that helped them get there (Kristya Kusek, 2010).

Here are the activities we offered as post listening tasks.

1. Answer and discuss:

1. When you think “millionaire,” what image comes to your mind?
2. What motivates millionaires to live simple life like the rest of us?
3. How did Harris get through lots of struggles?

2. Now guess the meaning of the following sentences using examples from

the text

1. Set your sights on where you're going.
2. Passion pays off.
3. No guts, no glory.
4. When money started trickling in, he squirreled it away, putting it all back

into the business.

3. Which of these areas would you like to be a millionaire? Why?

- Construction;
- Tourism;
- Retailing;
- Banking / Finance;
- Electronics / IT;
- Food and drink;
- Transport;
- Other.

Here are the activities that lead to speaking from listening material.

1. Do this task in groups.

1. Make up a business plan.
2. Make up the plan of 'educating yourself'.

2. Topics for discussion.

1. 'I needed to focus on my passion, not on the paycheck'.
2. 'A little moonlighting cash really can grow into a million?'
3. What is 'wealth' for you?
4. Having read the article, did you find a lot of things different/in common?

Give the examples.

5. Do these five secrets of becoming a millionaire work in our country? Give your opinion.

3. Group work.

1. What is the power of knowledge? Make a formula of an educated person.
2. What do you associate with Kazakhstani millionaire?

3. Wanting to be wealthy is a crucial first step. 'Think big, and you'll achieve big things'.

4. Name five secrets of becoming a millionaire.

5. Are there any more secrets to add? Do you agree with five secrets in the text?

Conclusion

Learning to listen is a fairly relevant process of teaching English, since without listening, verbal communication is impossible. The concept of listening includes the process of perceiving and understanding sounding speech by ear. The communicative feature of listening as a type of speech activity plays a major role in the first stage of teaching English. In addition, today, listening can be attributed to developmental learning. This is explained by the fact that the very process of listening to speech provides for the memorization of various types of texts, which improves memory and develops horizons; the use of metaphorical expressions, which trains attention, and, finally, the ability to listen and understand what is heard, which brings up attentiveness to the interlocutor. Thus, all of the above allows us to fully appreciate the benefits of teaching listening in English lessons. In conclusion, students reported an improvement in their capacity to absorb information by ear, an increase in volume, and a decrease in worry about not understanding English speech, which had a favorable impact on their motivation to continue studying a foreign language. As a result, one of the most important responsibilities in the training of specialists is the development of the skill to listen to foreign speech. Listening activities consist of not only conventional exercises but also student independent work and listening to authentic lectures in simulated conditions of real communication, contribute to the full inclusion of students in subsequent professional communication in a foreign language, both in the business and academic fields, as well as to the development of interest in learning a foreign language.

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