



THE ROLE OF WHILE-LISTENING ACTIVITIES IN EFL TEACHING

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ANNOTATION

This article covers many fun activities to improve listening comprehension skills, provides information and techniques that are very useful for students learning a second foreign language, and explains the types of listening comprehension and its importance

Key words: while-listening, stage, visual aids, script, representing, comprehension, listening tracks, listening activities, listening material.

АННОТАЦИЯ

В этой статье рассказывается о многих интересных занятиях, направленных на улучшение навыков понимания на слух, предоставляется информация и методы, которые очень полезны для студентов, изучающих второй иностранный язык, а также объясняются типы понимания на слух и его важность.

Ключевые слова: аудирование, сцена, наглядные средства, сценарий, представление, понимание, аудирование треков, аудирование, аудирующий материал.

ANNOTATSIYA

Ushbu maqola tinglab tushunish ko'nikmalarini yaxshilash uchun ko'plab qiziqarli mashg'ulotlarni o'z ichiga oladi, ikkinchi chet tilini o'rganayotgan talabalar uchun juda foydali bo'lgan ma'lumotlar va usullarni taqdim etadi va tinglab tushunish turlari va uning ahamiyatini tushuntiradi.

Kalit so'zlar: tinglash paytida, sahna, ko'rgazmali qurollar, ssenariy, ifodalash, tushunish, tinglash treklari, tinglash faoliyati, tinglash materiali.

The aim of the while-listening stage in a language lesson is to provide opportunities for learners to engage with spoken or written language in a meaningful



context. This stage focuses on developing learners' listening and comprehension skills while they are exposed to authentic or semi-authentic language. The while-listening stage seeks to enhance students' ability to grasp specific information, key ideas, and details expressed in the audio or text they are exposed to. This phase plays a crucial role in fostering active engagement with the language being presented, thereby promoting deeper understanding and effective language acquisition. Here are some sample activities ideally suited for the while-listening stage:

1. **Comprehension Questions:** Prepare a set of questions that are directly related to the listening or reading material. These inquiries should prompt learners to actively listen for specific information or to discern the main ideas conveyed in the content. For example, if the listening material is a conversation, questions may center around the speakers' intents, key details, or specific information relayed in the dialogue.

2. **Gap-Filling Exercise:** Provide students with a script that contains deliberate gaps representing missing words or phrases. As they listen, their task is to fill in the gaps with the correct missing words. This activity is designed to strengthen their ability to not only listen for specific information but also to understand contextual clues within the language material.

3. **Matching Tasks:** Distribute a set of visual aids, sentences, or words that correlate with the content of the listening material. Students are then tasked with matching what they listen to with the corresponding visual or textual items. For instance, if the listening material revolves around typical daily routines, learners might match spoken descriptions with corresponding images or actions.

4. **True/False Statements:** Provide learners with a series of statements related to the content of the listening material. Their objective is to determine the accuracy of each statement based on the information conveyed in the listening material. This activity actively engages students in critically assessing the content and understanding the nuances presented.

5. **Role-Play Based on the Listening Material:** Following the completion of a dialogue or story, students can engage in role-plays based on the content they have just listened to. This approach enables them to apply and reinforce their understanding of the language in its contextual usage.

6. **Dictation:** The teacher reads out sentences or short paragraphs, and students are required to transcribe what they hear. This activity enables learners to focus on the finer details of the language being employed and facilitates reinforcement of spelling and grammatical concepts.



7. Listen and Draw: Especially suited for young learners, this activity entails students listening to a short description and subsequently drawing what they have heard. This exercise encourages them to visualize and comprehend the spoken information, promoting both listening and creative skills.

Each of these activities is meticulously designed to keep learners engaged, focused, and proficiently involved in understanding and assimilating the language presented during the crucial while-listening stage. Would you like further elaboration on any of these activities or have any specific scenarios in mind for which you require tailored activity suggestions? I'm here to assist with additional inquiries or anything else you may need!

The while-listening stage in a language lesson serves as a pivotal part of a comprehensive language learning process. Its primary aim is to actively engage learners in the process of understanding and comprehending spoken or written language within a meaningful context. This stage often revolves around activities that hone learners' listening and comprehension skills as they interact with authentic or semi-authentic language materials.

The while-listening stage is where students listen and do a task. Many coursebooks feature tasks, such as listening for gist, listening for main ideas, making inferences, and summarizing. Assigning a task can help students focus and develop important strategies for language learning. Here's a little more information about some common listening tasks.

Listening for gist – This means listening to get the main idea, so students should be trying to get the topic or theme of the listening track.

Listening for detail – This means listening to get specific information, such as How much was the meal? or Where was the bus going?

Making inferences – Here's where students are listening to get information not explicitly stated on the track. Some examples: How do the two people feel about each other? or Where do you think the man will go next?

Ideally, you should play the listening track 2 or 3 times, setting a different task each time. Many experts suggest grading the tasks, going from easier to more difficult, such as starting with one gist question, proceeding with 3 to 5 detail questions, then following up with an inference question.

Stages of Teaching Listening Skills

Pre-listening, while-listening, and post-listening exercises are all effective ways to teach the listening text. Each level does have its own set of objectives and activities to complete.



Pre-Listening

The pre-listening stage provides students with all they need to listen to and understand the listening text. This stage is critical because it directs students to the listening passage to which they will listen, piques their curiosity, and informs them about the goal of listening. Pre-listening is the step before while-listening. At this stage, the most important thing is to provide enough context to mirror what is accessible in real life and to inspire drive. It would be unfair to throw them right into the listening without first explaining the topic or the sort of task they would be working on. As a result, students should be provided extensive pre-listening assistance which enables them in becoming more self-assured and effective. Pre-listening exercises emphasize on

-providing a proper general framework for the activity, as well as examples of well-structured texts

-breaking the activity into simple, well-sequenced learning steps

-briefing

-activating previous knowledge

-relating to previous task experience

-relating to previous levels of achievement

-sharing learning goals

-explaining listening behavior

While-Listening

The objective of this level is to improve students' listening skills and assess their understanding. The teacher assigns the students activities to complete while they are listening. Sometimes, students will have to listen to the text more than once to complete their while-listening exercises. After reviewing the students' responses, the instructor should highlight the main aspects of the book and clarify any difficulty with language or structures that the students face while listening. Teachers must ensure that students do not have access to the tape script of the listening text. The success of the whilelistening assignments is also determined by the material of the listening text and the students' interests. If the same tasks are done over and again, students may become bored. As a result, a range of activities should be carried out on various occasions. While-listening exercises should be tailored to students' various levels and requirements to help them to listen more effectively. While – listening activities primarily focus on

- contextualizing

- explaining



- teacher modeling strategies to monitor understanding
- teacher modeling of appropriate listening behaviors
- questioning of/by pupils while on task
- seeking clarification

Post-Listening

Post-listening exercises are planned to broaden the topic or language of the listening material. Following the completion of the hearing, post-listening actions are carried out. Post-listening exercises that are well-planned allow pupils to relate the content have heard to their feelings and experiences, as well as develop interpretive and critical listening and reflective thinking. Furthermore, post-listening exercises allow not only the teachers to test and review students' knowledge and assess their comprehension but also the students to expand understanding beyond the literal level to the interpretative and critical levels. Post-Listening Activities Primarily focus on

- reflecting
- evaluating
- encouraging transfer of skills
- valuing different levels of achievement

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