



The Use of Post-Listening Activities for Developing Speaking and Listening Comprehension

Uzbekistan World State Languages University

English second faculty-2

Senior teacher: Polvanova Mahzuna Farxadovna

Uzbekistan, Tashkent

Abstract:

Good ability in listening means having competence to comprehend information during listening activities. Language focuses on listening and reading that can be named as passive or receptive skills, while speaking and writing can be named as, active or productive skills. If our students *hear* highly proficient speakers presenting about economy or ordering their special meal, it will help them do the same more effectively than any explanation or written language summary we can offer. Students can familiarize themselves with discourse patterns, intonation, pronunciation, rhythm, while listening. Therefore, teaching language through listening as one of the most essential skills for both communication and language learning. At the same time, it facilitates the emergence of the other language skills: speaking, reading and etc. It provides the basis for developing them and it should not only be treated inside classrooms as a basis for developing other language skills, particularly speaking, it should also be simultaneously taught and developed as a skill in its own right, especially in the first stages of learning a foreign language.

Key words: essential skills, listening, receptive, effectively, communication, developing, simultaneously, particularly, facilities, post activities.

Introduction

Listening is not passive. Indeed, it is extremely active, but all the activity happens in the mind. Listeners could guess, predict, infer, criticize and, above all, interpret. The skills involved in listening to a foreign language are the same as those that we use for listening to our native language. This is largely true, but there are some differences in how we apply those skills. While listening to our own language, we may do so ‘with half an ear’; that means, listen to without concentrating fully but still understanding the context. This is far less common

while

listening to a foreign language because the listener, unless highly proficient, needs to

give their full attention to the message. [Jenny Wilson, 1988.] We might define good listeners as those with sensitivity to context, language and nuance, who don't view listening as the pause before they talk. As Robert Conklin, quotes 'Very few people would listen if they didn't know it was their turn next'. So, listeners become better listeners when they are motivated and they never listen without a purpose, except perhaps in a language class. They tend to think ahead, predicting and grappling with the meaning of the whole text in each stage of the lesson. Needless to say that in the post-listening phase there is now an emphasis on helping students with difficulties, and reflecting on performance. The post-listening stage also developed with the realization that listening provides excellent input and that this input needs to be analyzed. [Jenny Wilson, 1988.] Students have more chance of succeeding when they know something about the topic and are mentally attuned to what they may hear. These are, after all, the conditions under which most listening activities takes place outside the classroom. All things considered, we listen to information with an aim and with certain expectations; hence the development of classroom exercises that ask students to listen purposefully.

1. Jenny Wilson, (1988) Pearson Education Limited. "How to teach listening". page 21.

2. The Conklin quotation can be found at http://en.thinkexist.com/quotes/robert_conklin .page 40.

Listening is one of the important skills in learning and improving a language. However, listening skill is still considered as one of the most difficult skills for English language learners although they have been learning English for few years. The process of acquiring a language starts with listening and ends up in the production of writing. After birth, a child hears variety of sounds and can distinguish among them. Every language has a common and a natural sequence for the development of the language skills. Listening skill is ranked first of all the four folds. This highlights the importance of listening skill in the life of human beings. Students normally face and encounter listening problems especially in foreign languages. In current methodology listening comprehension plays a dual function: as a means and as an aim of instruction. In real school practice these two functions are closely interrelated. Listening comprehension as a means of instruction enables the learners to acquaint themselves with a new language and speech material, and serves to fix in the mind these habits and skills in all types of communication. Having good ability in listening is one of the main skills that have to be mastered by language learners because it tightly relates to the communication process. Harmer also states that listening can be helpful for students in running successful

communication. The students' communicative competence successfully runs together with good listening skill of students. [Harmer, 2007]. Both are means of receiving communications from others, i.e. receptive types of activities. Also both require the receiver to identify symbols and to obtain meaning from them. The process of identification is different in each case, but the processes of obtaining meaning are believed to be very similar. The general pattern of organization is the same for the speaker and for the writer. Both the listener and the reader must be adept at such skills as grasping the main idea of communication, recognizing relationships within it, sensing its implications, and evaluating the ideas expressed.

Taking into consideration which is written above listening materials should be prepared not only for doing the task, also must be graded to the learners' needs. It is better to provide them with authentic materials rather than filtered versions. It is true that natural speech is hard to grade and it is difficult for students, at the initial stage, to listen to somebody else's speech but their teacher's. Nevertheless, the materials should progress step by step from semi-authenticity that displays most of the linguistic features of natural speech to total authenticity, because the final aim is to understand natural speech in real life. Moreover, listening input in the classroom comes primarily in two modes. The first is live talk, which may be student-to-student, teacher-to-student or guest speaker-to-student. One of the benefits of live talk is that the listener may have the opportunity to influence the delivery, for example through body language, facial expression, gesture, interruption or verbal interaction. The second type of input comes in the form of recordings. These may also vary in their mode of delivery: cassette, CD or DVD, etc., but generally speaking, none of these allows the listener to influence the delivery. Throughout the course the teacher should bridge the gap between input and pupils' response and between the teacher's feedback and pupils' reaction to keep activities purposeful. For this reason teachers should be also very attentively with some difficulties when their students have come across during the process of examination as well. Challenges in listening activities are still faced by the students even they have been learning English for several years. Based on basic listening test addressed to the students, the results of the test revealed that the students got difficulties in completing the task. It revealed the students' weaknesses because most of them could not successfully complete some tasks in the material, especially in note taking information about names, days, dates, and simple vocabularies. Thus, before entering the classroom teacher has to think, analyze and implement listening activities according to the learners needs and organize each stage even the post part of lesson carefully in order to avoid of weak points which can be as an obstacle for achieving the purpose.

In this article we intend to outline a framework that can be used to design a listening lesson that will develop students' listening comprehension and speaking skills and look at some of the issues involved.

3. Harmer, Jeremy. 2007. *How to Teach English*. Kuala Lumpur: Pearson Education Limited. Page 71

The basic framework on which a teacher can construct a listening lesson can be divided into *three main stages*:

- *Pre-listening*, during which teachers help students prepare to listen.
- *While listening*, during which teachers help to focus their attention on the listening text and guide the development of their understanding of it.
- *Post-listening*, during which teachers help students integrate what they have learnt from the text into their existing knowledge.

By developing their language learning ability well through the implementation post-listening activities we develop our students' ability to become more independent learners, as by hearing accurately they are much more likely to be able to reproduce accurately, refine their understanding of grammar and develop their own vocabulary.

There are two common forms that *post-listening* tasks can take. These are reactions to the content of the text, and analysis of the linguistic features used to express the content. [Nik Peachey,2010].

- Reaction to the text. Of these two we find that tasks that focus students' reaction to the content are most important. Again this is something that we naturally do in our everyday lives. Because we listen for a reason, there is generally a following reaction. This could be discussion as a response to what we've heard - do they agree or disagree or even believe what they have heard? - or it could be some kind of reuse of the information they have heard.

- Analysis of language

The second of these two post-listening task types involves focusing students on linguistic features of the text. This is important in terms of developing their knowledge of language, but less so in terms of developing students' listening skills. It could take the form of an analysis of verb forms from a script of the listening text or vocabulary or collocation work. This is a good time to do form focused work as the students have already developed an understanding of the text and so will find dealing with the forms that express those meanings much easier. Here is the sequence of a typical listening lesson described so far. The pre-listening stage prepares the students, primarily by getting them interested in the topic, activating schemata and working with top-down ideas. At this stage we also give the students a listening task. Following this, we go into the while-listening stage. The students are now 'on-task', engaged in real-time processing of the input. What comes next? Post-listening activities. What do they involve? This approach to post-listening work sees classroom listening as *diagnostic*. As we have already known listening is one

of the more difficult aspects of the language arts to assess. It cannot be easily observed and can be measured only through inference. However, there are both informal and formal strategies and instruments that teachers can use to help them in their assessments. You can use post-listening activities to check comprehension, evaluate listening skills and use of listening strategies, and extend the knowledge gained to other contexts.

Activities that can be carried out with some interactive teaching technique in foreign language classes can be classified in three groups as we have mentioned above. Here, a teacher should carefully think about what a student will do before, while and give more attention to the form of activities which is applying for the post stage or after listening. Below there are some recommendations regarding this stage and what kind of activities a teacher can use in this part of the lesson. [Lidiyatul Izzah, 2014.]

This stage consists of follow form of activities for developing speaking and writing skills. It recommends using of such activities as reading a text about the singer or the theme of the song, commenting and interpreting the song and acting a role play with the plot of the song. Futhermore, these activities may vary in accordance with the language level and the areas of interest of students. The teacher can check the answers with asking some questions from listening stage.

4. *Nik Peachey, 2010 <https://www.teachingenglish.org.uk/article/a-framework-planning-a-listening-skills-lesson>*

5. *Lidiyatul Izzah, 2014. Implementing song in teaching listening comprehension for students' at University. Muhammadiyah University of Jakarta. Page 6-7;*

For developing writing skills, students can compose a dialogue out of the words of the people in a song; they can summarize, continue the song, or rewrite the lyrics from the point of view of another person in the song. In order to improve pronunciation, students can sing the song individually, with another student or in groups. And for improving speaking skills, students can talk about how they feel after listening to the song. Besides, some questions can be directed to students with the aim of initiating discussions. In addition to this a post-listening activity may relate to a pre-listening activity, such as predicting; may expand on the topic or the language of the listening text; or may transfer what has been learned to reading, speaking, or writing activities. A post-listening activity represents a follow up to the listening activity and aims to utilize the knowledge gained from listening for the development of other skills such as speaking or writing. If we have listened to a TV program presenting a certain point of view regarding health care, for example, we can ask the students to do some research and identify some opposing views to present them in class. Alternatively, we can involve the students in a discussion of the views that are expressed in the listening segment. Like post-reading activities,

post-listening activities allow for recycling and further activation of vocabulary and structures as long as they are interesting and engaging carefully thought out.

Another one of post-listening activity could be implementing for developing speaking skills. In this post-listening stage, there is an attempt to integrate all four skills progressing from speaking to writing depending on the learners' specific needs, interests, competence [Tzotzou, 2014], as well as the curriculum specifications. The task of instruction can be applied or organize in this teaching way:

1. Learners are divided into 4 groups. Each group is provided with a card where can be written the key words, then each group re-constructs the information about a different Uzbekistan sight(it can be other countries) based on what they have already heard to write a paragraph, after each group reports back to the class, and the other groups are given cards with questions to answer (information-gap), coming to the stage of giving feedback is provided by the whole class we mean learners' interaction and the teacher. 2
2. Learners listen to an English song about country to put its mixed-up parts/verses in the right order working in pairs. Then learners listen again to check their answers and sing the song all together.
3. Finally, Learners are given a self-assessment questionnaire to fill in by ticking (✓) what's true for them in order to get a lesson feedback as well.

In these post-listening activities, the teacher's role has been manifold starting from being the listening input provider and the task designer, moving to a more crucial role, as monitor and facilitator of the overall learning process by providing the necessary feedback in a regular and systematic way. Especially, in the teaching of listening one aspect of task monitoring that merits careful attention is related to time. In order to provide authentic assessment of students' listening proficiency, a post-listening activity must reflect the real-life uses to which students might put information they have gained through listening. It must have a purpose other than assessment. It must require students to demonstrate their level of listening comprehension by completing some task. To develop authentic assessment activities, consider the type of response that listening to a particular selection would elicit in a non-classroom situation. These types of techniques and activities help the teacher in the language learning process. We may notice the importance of using the post-listening period to reflect on the successes and difficulties encountered while listening. We also discussed troubleshooting and the view of listening in class as a diagnostic activity and could suggest that checking and summarizing are very common post-listening activities, and mentioned some alternative ways to do these. In addition this stage of activities considered at the use of discussion after listening,

stating that the content of listening should be interesting enough to stimulate discussion.

6. Tzotzou M. D. (2014). *A 'Process-oriented' View of Needs Analysis Procedures towards Enhancing the Humanistic Approach to EFL Learning. Educational Review,*

Another major point examined a number of creative responses to a listening text and talked about the importance, particularly at higher levels, of critical responses, stating that these constitute a part of truly attentive listening. And putting forward the idea that people's speech acts need to be interpreted for features such as bias and omissions. The English teacher should give the students more chances to practice their speaking skills with implementing post-listening skills activities in their classes. Thus, the teacher has to apply the student-centered activity instead of teacher-centered activity. The English teacher should use varied techniques with communicative activities that are appropriate with the students' needs. And English teacher may use "Check and summarizing" or "Disappearing dialogues" post-listening techniques as they are appropriate and can improve the students' listening, critical thinking and productive skills as well. Therefore teacher should think more before choosing activities. The choice of activities in particular way provides students with the opportunity to be more creative in order to increase their engagement level. Since students' control how much energy they put into exercises and the amount they invest will often depend on their level of engagement, exercises which involve student creativity can be very beneficial.

Besides this teaching process focuses on the view of listening; changing the role of the student-listener from someone, who passively receives listening input for the active participant in the act. Considering that listening is difficult skill that needs to be developed consciously, learners had the opportunity for being responsible to their own learning how to listen. Additionally, listening tasks which can be implemented to the post- stage of the lesson stimulate learners to think about the process of listening without the threat of evaluation. They interacted with the input and the entire task of listening. Encouraging their collaboration with classmates and thus expanding communicative context. This process-oriented lesson is actively engaged in and persuaded them to work with the best of their abilities through post-listening activities in order to imitate real life situation which is aimed at improving performance in listening, and in learning foreign languages. In other words, listening is viewed as a dynamic interactive process which requires a more comprehensive approach to teaching and to help learners take up the challenge of real life listening

All in all, we can say that analyzing and applying an effective development post-listening technique in the teaching process, make students think thoroughly, learn, analyze, meditate and create. And also we have to pay attention to the fact that information sharing through listening is the main part of any communicative language course and ways of deconstructing aurally for linguistic features. So, we learn everything thinking critically!

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