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Кочіш Вікторії Василівни

Студентки 2-го курсу

Освітня програма «Філологія (мова і література англійська)»

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BARRIERS TO UTILIZING LISTENING STRATEGIES BY EFL LEARNERS AND THEIR PEDAGOGICAL IMPLICATIONS

Master's Thesis

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ЗМІСТ

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INTRODUCTION

Prioritized requirement of today is speaking different languages, particularly English as the speech of global, multicultural communication. The modern method of teaching foreign languages treats communicative accomplishment as an essential skill of foreign language socialising. It involves formation of four competences: listening, speaking, reading and writing. As the learning process is focused on practical mastery of a foreign language, great importance should be attached to listening and critical understanding of a foreign language. Listening skills are of central importance in non-native language knowledge. For the purpose of communicating fluently and understanding everything properly, students should develop their listening skills. It's important when watching a movie, a TV show, listening to a radio broadcast, receiving a live broadcast, etc. So, the importance and relevance of the problem of teaching listening is obvious.

A considerable amount of academic literature has been published on the problems of the issue of the chosen topic. It has repeatedly become the object of research by modern linguists and scientists in the field of foreign language teaching methods. A variety of techniques, methods and means while audio training or listening comprehension are described in the writings of different scientists (B. Tarnapolskyi, O. G. Kvasova, N. V. Protsenko, I. P. Lysovets, S. Yu. Nikolayeva and other). But the modern educational process makes new demands on the methods of teaching speech perception by ear. Considering the fact that in today's multilingual world, the primary task of education is to give students practical English language skills, the problem of developing listening skills is comprehensively analysed in methodological works and becomes the subject of discussion at conferences and forums.

The **object** of research is listening as a type of speech activity.

The **subject** matter of our research is techniques and procedures for developing listening skills in 11th grade pupils.

The **aim** of the work is to detect the grounds why listening is hard and to suggest schemes on how to challenge them.

The defined goal determines the following **tasks**:

1. To analyse theoretical studies of local and foreign authors on the research topic.

2. Describe traditional and modern methods of teaching listening.

3. To propose own workings aimed at the development of listening skills.

4. To determine types of barriers in listening and research their pedagogical implications.

Solving the tasks of our investigation preconditioned the use of the following **methods**: theoretical – analysis and synthesis, which were used to isolate individual elements of listening training and work with theoretical material in general, comparison to determine the level of formation of auditory skills among high school students, theoretical generalization for making the conclusions; empirical - observation of the process of development of listening skills, student questionnaires to determine their attitude to various methods of teaching English. Psychological and pedagogical experiment helped to verify the correctness of the point of view regarding the effectiveness of using a system of exercises for the development of listening skills in eleventh graders.

The scientific **novelty** consists of the specification of theoretical and practical provisions regarding the use of the methodology for the development of listening skills of 11th grade students; improved methods of effective teaching of listening in English lessons based on the author's system of tasks and developments.

The **practical value** of the research lies in the use of the methodology for the development of listening skills, in the development of a system of exercises for 11th grade students and the possibilities of their use in school teaching, during practical classes on the methodology of teaching English, in the process of passing pedagogical practice, as well as by teachers of general education schools during open classes.

Structure of the work. The thesis consists of an abstract, an introduction, two chapters, general conclusions, a list of literature used (77 names), 2 appendices

on 12 pages. The full volume of the text is 83 pages, where 64 pages are the main text. We illustrate the work with 11 tables and 4 figures.

PART I

BARRIERS THAT INHIBIT EFL LEARNERS FROM PROPER LISTENING COMPREHENSION STRATEGIES AND THEIR THEORETICAL BACKGROUND

1.1 General Concepts of EFL Learners

According to Gebhard (Gebhard, 2006), we can define EFL as the study of English by people who live in places in which English is not used as a means of first language communication. He further shows that in such a setting, the students have few chances to be exposed to English for communication outside the classroom. A similar definition is expressed by Harmer (Harmer, 2007) who defines EFL as the teaching of English where the students are studying English in their own country or are engaged in short courses conducted in English. A third definition is suggested by Camenson (Camenson, 2007) who shows that EFL students may live in a country where their own language is primarily spoken for communication and that these students may be required to learn English for their academic studies, for travelling activities to an English-speaking country or for business purposes. He also further stated that EFL students only spend a few hours per week studying English, have little exposure to English outside the classroom, have little opportunity to practice their newly acquired language skills and have a native background in the classroom (Camenson, 2007) (Bacon, 1992, pp.168).

Within the study of English in an EFL context, some social perspectives in the target dialect may not be normally obtained (Brown, 2001) (Cotterall, Cohen, 2003). As an illustration, EFL is instructed in Japan, Morocco and Thailand (Brown, 2001) and other nations like Italy, Saudi Arabia and Vietnam (Gebhard, 2006). This can be moreover the case for English educating in Indonesia (Carrell, Prine, Astika, 1996) (Novera, 2004) (Exley, 2005). Hence, based on definition above we will conclude that EFL is as the investigation of English foreign speakers living in a non-native environment and conceivably instructed by non-native

speakers of English who may not be capable of managing with a few social values inalienable within the target dialect (Carell, Pharis, Liberto, 1989, pp. 650)

Many of the initial studies on language learning strategies were aimed at defining the "Good" language learner. As the information of second language securing expanded amid the 1970s, instructors and analysts concluded that no single strategy of language instructing and inquiry about discoveries would stamp the beginning of widespread victory in instructing a second language (Brown, 2007). It was realized that certain learners seemed to be successful regardless of methods or teaching techniques. "Certain people appeared to be endowed with abilities to succeed; others lacked those abilities" (Brown, Armbruster, Baker, 1986, pp. 62-63). Observations and research studies led researchers (Stern, 1975) (Rubin, 1975) (Rubin, Thompson, 1994) to describe "good" language learners in terms of personal characteristics, styles, and strategies. They believe that good language learners:

- Find their own way, taking responsibility for their own learning,

- Organize information about language,

- Are creative, and try to feel the language by experimenting with its grammar and words,

- Create opportunities for practice in using the language inside and outside the classroom,

- Learn to live with uncertainty by not getting confused and by continuing to talk or listen without understanding every word,

- Use memory strategies to bring back what has been learned,

- Make errors work for them and not against them,

- Use linguistic knowledge, including knowledge of the first language, in learning a second language

- Use contextual cues to help them in comprehension,

- Learn to make intelligent guesses,

- Learn chunks of language as wholes and formalized routines to help them perform "beyond their competence",

- Learn to use certain tricks to keep conversations going,

- Learn certain production strategies to fill in gaps in their own competence,

- Learn different styles of speech and writing and learn to vary their language regarding the formality of the situation (Bacon, 1992, pp.401-402).

While the results of the studies on defining the good language learners are not based on empirical findings, they create characteristics of good language learners as students who are actively involved in language learning and are able to solve problems regarding their own learning (Boeije, 2002, pp. 398).

Individuals dealing with language educating frequently say that understudies who truly need to memorize will succeed in any circumstances which they think about. All instructors can think of circumstances in which certain 'motivated' understudies do anything better than their peers. Pupils regularly succeed in showing up the unfavorable conditions: they succeed in spite of utilizing strategies which experts consider unsuitable. In the face of such marvels, it appears reasonable to propose that the inspiration that understudies bring to course is the greatest single figure influencing their success (Chao, 1994, pp.94).

Motivation is an internal force that propels someone towards a specific action. If we perceive a goal (that is, something we wish to achieve) and if that goal is sufficiently attractive, we will be strongly motivated to do whatever is necessary to reach that goal (Chamot, Barnhardt, Robbins, 1991, pp. 35).

Language learners who are motivated perceive goals of various kinds. We can make a useful distinction between short-term goals and long-term goals. Long-term goals might have something to do with a wish to get a better job at some future date, or a desire to be able to communicate with members of a target language community. Short-term goals might include such things as wanting to

pass an end of semester test or wanting to finish a unit a book (See figure 1) (Biyalystok, 1978, pp.71-72).

Kinds of goals

- Long-term (find a better job)
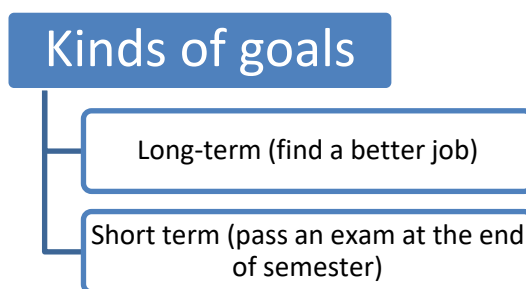- Short term (pass an exam at the end of semester)

Fig.1 Kinds of goals

The concept of learning power is a relatively abstract concept, as the discussion is concerned about activities and tasks in general. A discussion of class activity invariably suggests the class activity of a certain subject, English, for instance. The curriculum of a certain subject in school is actualized in the shape of courses, which indicates the process of learning and teaching activities or tasks in class. Hence, the concept of learning power becomes one relating to a certain subject (Donato, MacCormick, 1994, pp.460).

English learning power refers to the power of the students in their English learning. It is generated and manifests itself in the activities of English learning and teaching. Students' knowledge is English knowledge, and their experience is that of English learning. They get their English knowledge and English learning experience through communication, interaction and cooperation in English, and simultaneously develop their English learning strategies and ability to reflect on the English language and English learning process and exercise their perseverance and enterprise in English learning. Their English learning activities or tasks are designed and carried out in such a way that they finally come to the stage of critical thinking and creativity in their English learning (Cothran, Ennis, 2000, pp. 110)].

Harmer (Harmer, 2007) states that EFL described situations where students were learning English in order to use it with any other English speakers in the world – when the students might be tourists or business people. Brown (Brown, 2001) says those foreign language contexts are those in which students do not have

ready-made contexts for communication beyond their classroom (Ehrman, Leaver, 2003, pp.314).

EFL is prepared for the students in the specific time or events. Using English for international communication, especially on the internet, means that students are in fact part of a global target-language community. They are prepared to communicate by using English as a global language in the future. Because English becomes a powerful influence in daily life, finally learning it since early age is needed (Kealey, Holland, 2005, pp. 38).

According to Madya (Madya, 2002), a good mastery of English will indeed help accelerate the development of the country for two major reasons. First, the development should be supported by the mastery of science and technology. Second, English is one of the international languages used for various international communication purposes: trading, diplomacy, politics and education. Books and other sources of learning are in English nowadays. In the globalization era, English is widely used in education and technology. Business is worked with numerous foreigners in various countries so that learning English becomes powerful for different aspects. English has a great influence on the country's development (Facione, 1996, pp. 130).

Language learning refers to the process of learning and acquiring a new foreign language (Horman, 1979). Crystal said: it is a process of underlying a new language, whether a foreign language or a mother tongue (Keatley, Kennedy, 2004, pp.257).

In Gan (Gan, 2013) he mentioned that numerous challenges that students face were attributed to deficiency in: language proficiency, spoken practice, abilities to converse, seminars in educational speaking, emphatic effect, weak opportunities to speak and converse in English, and error recognition and correction (Gao, 2006, pp.62).

Children in their first language acquisition learn how to speak as posterior behavior to listening. Also, it is about engaging six skills together, including: hearing, understanding, remembering, interpreting, evaluating and responding to

messages. It refers to the ability to understand the spoken language of the native speaker (Malley, Chamot, 1985, pp. 289-291).

It can be defined as a basic skill in constructing a language and it is a complicated skill but unique to humans. Also speaking can be defined as the process of using verbal utterances in delivering messages. Or "the active use of language to express meanings so that other people can make sense of them" (Al Hosni, 2014). Mastering the speaking skill is as if mastering all other language skills therefore any student who can speak English fluently will get more opportunities for future work, or more study chances but it should be mastered not only inside the classroom but also outside it and in real situations (Bacon, 1992, pp.318-320).

"Writing is an act of typing letters and characters on different materials such as paper, wood and the purpose is to record thoughts and ideas. It is including encoding of message of the same kind that people are able to translate their thoughts into written language" (Chammot, Malley, 1994, pp.65-67). In teaching writing to EFL learners, the emphasis is on the oral approach rather than the written one because the linguists from De Saussure to Chomsky, they focus on spoken language and regard it as the first position.

Reading is one of the most important skills for students because it is the chosen instrument to widen their knowledge. It is essential for learners who study English as a foreign language because most sources of knowledge are published in English. A good way of getting started on developing your reading skill is to think about how you read text. Therefore, there are various techniques that you can use (Young, 1997, pp.37-39).

Although the learners are provided with all necessary factors for learning language either with well-qualified teachers, suitable tools, and possibility of listening to native speakers, still some challenges may affect EFL learners for example: the over listening of native speakers inside the class and learners' dependency on the teacher (Ivie, 2001, pp.20).

The following are some studies which investigated problematic issues and difficulties faced by EFL learners in learning. Difficulties and problems that influenced English language learning had been investigated by many researchers. Mann (Mann, 1985) stated that searching factors that influence language learning began as early as the 17th century, while Ballatine (Ballatine, 1993) mentioned that these factors always refer to demography. In previous studies, these factors were divided into internal (refers to the language itself) and external factors (Nariswariatmojo, 2011). Farooq (Farooq, 2011) stated that school, peer, family and student can be considered as external factors. They assert that the general situation of the house can be affective on learner's performance in education and in specific well-educated parents can provide their children with the necessary learning situation inside their houses to improve their education (Hosenfeld, Arnold, Wilson, 1981, pp.418).

Tariq (Tariq, 2013) studied the case of Pakistani students who live in rural areas and their parents in general were against learning. The family factor was confirmed in this study to affect language learning for those learners. The conclusion showed that parents' culture, interest, and family are essential factors in English learning. In Rathod's (Rathod, 2012) study has shown that the issue of community social/ economical class has its effect on the language learning. He assured that learners who come from rich families are more successful in learning the English language when compared to those who come from poor socioeconomic environment. Another study by Arshad (Arshad, 2012, pp. 6) reported that suitable resources of learning will be presented by parents who come from socio-economic rank (Thompson, Rubin, 1996, pp.337).

In Primlyn's study (Primlyn, 2013), the researcher showed that many challenges of language learning can be attributed to the integration between the social and cultural characteristics of language learning, as each language is a combination of both. An internal issue was raised by Allard (Allard, 2011), where they mentioned the interference problem between the cultural and native language. Journal of College of Education for investigated teachers' perceptions about

different sorts of challenges faced by Jordanian students (Vangergrift, 2003, pp.464).

1.2 The Cognitive Framework and Andersen's Models for Language Learning

The view that the acquisition of skill, language, and learning strategies share conceptual commonalities is supported by many cognitive psychologists as well as linguists (Bialystok, 1978), (Ellis, 1994), (Fillmore & Swain, 1984), (McLaughlin, 1987), (O'Malley, Chamot, Stewner-Manzanares, Russo, Kupper, 1985), (Wenden, Rubin, 1987). For instance, Ellis (Ellis, 1994) recognizes the commonalities: "They [learning strategies] are also used to refer to how they [learners] develop specific skills. It is possible, therefore, to talk of both 'language learning strategies' and 'skill-learning strategies'". This view echoes Fillmore and Swain's (Fillmore, Swain, 1984) model of language development, which hypothesizes that the conscious strategies applied in EFL learning may be no different from those used with non-language tasks (Davidson, Dunham, 1997, pp.43).

To verify this hypothesis, O'Malley et al. (O'Malley et al., 1985) found that most of the language learning strategies identified by the subjects in their study were not different from the general learning strategies discussed in cognitive psychology literature, such as thinking skills, problem solving, and so forth. As they indicate, "There is neither a theoretical nor an empirical reason why most of the learning strategies identified in this study should be considered unique to second language learning". Using this rationale, EFL learning and strategy learning are considered being the learning of complex cognitive skills. Also, language comprehension strategies are considered a subset of general learning strategies in L2/FL skill development. Therefore, the present study is contextualized within the cognitive approaches, such as Anderson's (Anderson, 1983, 1995) learning models.

Anderson (Anderson, 1983, 1995) distinguishes two kinds of mental representations in the information-processing model: declarative knowledge and procedural knowledge. Declarative knowledge refers to static information in memory, or what we already know about. Procedural knowledge includes dynamic information in memory, or what we know how to do. Strategic knowledge is categorized as procedural knowledge because it works on the applications of our knowledge of rules to solve linguistic problems. While declarative knowledge or factual information may be acquired quickly, procedural knowledge is acquired gradually and only with extensive opportunities for practice (Anderson, 1995, pp.217).

To describe the learning process that proceeds from the rule-constrained declarative knowledge to the more self-acting proceduralized phase, Anderson (Anderson, 1983, 1995) proposes three stages of skill acquisition process: cognitive, associative, and autonomous stage. The first stage involves conscious mental activity under instruction or during a learner's self-education. The learner tries to figure out how to do the task and is acquiring declarative knowledge. The second stage transforms the declarative knowledge into its procedural form. Errors are gradually corrected and discarded in the preliminary declarative representation. The third stage is a "fine-tuned" phase of performance (Anderson, 1983, pp.29).

Errors that cause the performance difficulties vanish. The target skill is conducted virtually automatically and effortlessly, so there is more room left in working memory, which allows more incoming information into the initial processing space (Chuluart, 2004, pp. 250).

Current approaches to the role of listening comprehension have their roots in the observation of two essential features of EFL acquisition. First, young children are typically allowed a 'silent period' in the early part of their lives, during which they are not expected to attempt to produce adult-like language in response to input addressed to them. Second, even after they have begun to attempt linguistic production, children clearly understand more than they ran, say (Zhang, Goh, 2006, pp. 122).

The recognition of these characteristics of the EFL acquisition context has had a major influence on at least two areas of learning/teaching research. First, it led to the development of a variety of teaching methods known collectively as the 'Comprehension Approach', the most widely known of which is Total Physical Response. (Winitz, 1981).

What the various forms of the Comprehension Approach have in common is a concentration, in the beginner phase of a language course, on activities that develop the learners' comprehension, without requiring them to produce the EFL; they respond either in a non-verbal way (performing physical actions or marking worksheets, for example) or they might answer in their EFL. Practitioners of the various methods claim that relieving the learners of the burden of speaking before they feel ready to leads to increased confidence, motivation, and competence, compared to that L1 students taught conventionally (Cohen, 1998, pp.67).

In an analysis of the input conditions that might help to promote learning Facrch and Kasper (Facrch, Kasper 1986) came to the conclusion–a particularly interesting one for the focus of this book–that 'if input is to function as intake to the learning of higher-level EFL material, learners need to experience comprehension problems'. They suggest that it is only by working on the problems that arise in trying to understand a sample of EFL input that learners become aware of gaps in their internal EFL systems. Given certain conditions, they will attempt to fill in that gap, i.e. learn. We will now be considering in more detail the nature and extent of these potentially fruitful comprehension problems for EFL learners and later we discuss their exploitation in our own listening comprehension materials (Penny, 1998, pp.134).

Although we have said that the EFL language system may not always be the principal cause of comprehension difficulty, the EFL learner will still come up against problems that are primarily linguistic. It is reasonable to assume that the foreign listener will have particular problems when the language input is difficult, but the question arises: what do we mean by 'difficult' input? (Rost, Ross, 1991, pp.242).

One seemingly obvious way in which input can be more or less complex is in terms of its syntactic structure. It was this aspect of language comprehension that was the subject of psycholinguistic research in the 1960s and early 1970s, in studies which tested a range of grammatical structures within single sentences to see how easily they could be understood. Studies were carried out with EFL listeners (adults and children) and adult EFL learners in understanding particular syntactic forms. Various forms that caused difficulty for young native speakers were also often misinterpreted by lower-level EFL learners. Older L1 listeners and more advanced EFL learners had no such problem. So it seems that input which is syntactically difficult for young children causes comparable problems for older foreign learners, who–in the initial stages of EFL learning–appear not to benefit from their L1 experience of similarly difficult surface structures (Scearcella, 2005, pp.135).

Although this type of research has produced interesting data, it does not deal with listening/reading in a natural context. The problems experienced by learners when coping with single sentences without a meaningful context may not throw much light on the difficulties the listener faces outside the laboratory.

What do teachers mean when they discuss 'listening' as a classroom activity? The answer is likely to vary with the specific teaching context. For some teachers, 'listening' would be a complete timetabled session by that name, using published material specifically designed to practise the aural comprehension skill; we might call this autonomous listening material. For others, it might be only part of a lesson based on aglobal language course book that includes the exploitation of recorded materials that are linked – structurally, functionally, and thematically – with the current learning focus. We could call this listening material (Ghanizadeh, 2011, pp.214).

Various teachers would assume that 'listening' has to involve the use of tapes and electronic equipment. They may express regret that they 'cannot do listening' because their school or institution does not provide (or cannot afford) audio- or videocassette recorders, radio, television, and so on. However, if we

take the teaching/learning world as a whole, the majority of language teachers do not have access to aids such as these. Some teachers just read the text for listening themselves, but they should take into the account that they are not native speakers (Dantas-Whitney, 2002, pp.544).

1.3 EFL Learners' Thoughts about Listening Difficulties

Listening to studying in any educational institution begins with the perception of speech and its essential features. In the native language, this ability to perceive is developed thanks to daily natural practice. Speaking about a foreign language, such experience is either very limited or absent at all. For the formation of listening competence, it is necessary to pay special attention to the social and cultural differences in an oral speech of one or another foreign language, compared to the native language and/or other foreign languages known to students. If such differences are not learned, then the rectify understanding of the initial true writings will become extremely difficult (Derry, Murphy, 1986, pp.32).

As S. Yu. Nikolayeva defines, listening is a receptive type of speech activity that provides an understanding of what is perceived by ear and belongs to an oral form of speech. Listening is a complex speech and mental action. It is based on a common capacity that moves forward the method of individual development of a person and gives him the opportunity to understand information in an acoustic code, gather it in memory or in composing, selecting and assessing it agreeing to the interface or set of assignments. Imperative variables within the arrangement of such capacity are:

- perceptual and speech-making prerequisites;
- general mental prerequisites;
- factual information;
- knowledge and abilities within the local dialect;
- foreign dialect information and abilities;
- motivation (Nikolaeva, 2008)."

Exploring language learners' beliefs about their listening comprehension problems is important because learners hold their beliefs to be true and these beliefs then guide how they interpret their experiences and how they behave (Cotterall, 1995), (Horwitz, 1999), (White, 2008). Learners' beliefs can influence their general approach to language skills including listening skills and activities in the classroom (Richards, Lockhart, 1996). A growing body of evidence also suggests that any invalid beliefs held by the learners about language learning may hinder their learning progress (Horwitz, 1987), (Mantle-Bromely, 1995). These unconstructive beliefs often have negative outcomes, such as making learners indifferent towards learning and creating classroom anxiety that leads to failure in learning performance (Victori, Lockhart, 1995). Therefore, if, for instance, learners wrongly believe that comprehending an aural text entails understanding the text word for word, their failure to understand a particular word or phrase heard can be a suddenly dropped barrier to their comprehension. As a result, they become discouraged and feel that listening is the most difficult skill of all to learn (MacInyre, Noels, 1996, pp.335).

The important role that belief can play in determining learners' language learning behaviors and the degree of success achieved in language learning lend credence to the necessity of research on learners' beliefs about listening, now conceived as a primary vehicle for language learning (Rost, 2002). In light of the importance of conducting studies on learners' belief, and the findings that show listening comprehension is a difficult skill to be developed, particularly at early stages of learning an L2 (Chang, Read, 2006), (Graham, 2002), the objectives of the present study was to investigate Iranian EFL learners' beliefs about listening comprehension difficulties. More specifically, the present study aimed at examining the beliefs held by pre-intermediate and intermediate language learners about the listening difficulties they may encounter in "non-collaborative" settings where the listener cannot or do not have an opportunity to interact with the speaker (MacBride, Bonnette, 1995, pp.375-376).

A qualitative approach was employed to achieve the objectives of this study. While there is a large body of research on learners' beliefs about language learning in general (Bernat, Govzdenko, 2005), (Kalaja, Barcelos, 2003), comparatively few studies have looked at beliefs about listening (Goh, 1997, 1999, 2000), (Graham, 2006), (Hasan, 2000). Goh (Goh, 1997) investigated beliefs that Chinese ESL learners had about their listening. She found that many of the learners expressed definite beliefs about three aspects of listening: (a) their role in the listening process, (b) the demands of listening tasks, and (c) the strategies they employed while listening. In the first area, learners believed that their own presumed shortcomings, such as inefficient memory and limited vocabulary knowledge, influenced their listening comprehension of spoken English (Goh, 2000, pp.57-59).

In the second area, learners identified factors related to listening tasks, including different types of input, vocabulary, and speakers' accent as key factors affecting their comprehension of aural texts. In the third area, Goh claimed that learners showed an awareness of a range of bottom-up and top-down strategies for assisting comprehension and developing their listening. Goh (Goh, 1999) scrutinized learners' diaries and small group interview responses to re-examine the factors that the Chinese EFL learners believed influenced their listening comprehension. Goh's main purpose was to identify the extent to which the learners themselves were aware of these factors. She also tried to find out whether the degree of awareness about factors influencing comprehension was in any way linked to listening abilities. The explicit knowledge of two groups of learners with different listening abilities was thus compared. The five factors, vocabulary used in the text, prior knowledge of the text theme, speech rate, type of input, and speaker's accent were mentioned by two-thirds of the learners to influence their listening comprehension. Goh also found that higher ability listeners cited a wider range of factors (i.e., 12 factors) than lower-ability listeners who listed only four. While the high-ability listeners saw the listening process as an interaction between the listener, the text, and the listening environment, the low-ability listeners tended to perceive comprehension as mainly influenced by text-based factors. Goh

suggested that this contrast in metacognitive knowledge about listening may, therefore, shed some light on the cognitive characteristics that differentiate these two groups of listeners (Jonassen, Carr, Yueh, 1998, pp.25).

Goh (Goh, 2000) adopted a different approach to further analyze the same data set. She examined her learners' perceived listening problems within the three cognitive processing phases of perception, parsing, and utilization proposed by Anderson (Andersen, 1995), (Goh, 2000). Goh claimed that most of the problems reported were perceptual processing problems arising from failure in word recognition and ineffective attention. Parsing problems included learners' various difficulties with a coherent mental representation of words heard. In the utilization stage, learners had difficulty with understanding the intended message of the speech. Both the high and low-ability listeners were shown to share some similar problems; however, the low-ability listeners appeared to have more low-level processing problems such as speech recognition. Goh concluded that the range of the problems learners identified could be the result of resorting too much to such bottom-up processing as preoccupation with knowing the meaning of certain content words, or could be due to insufficient and ineffective use of top-down processing (Goh, 2002, pp.187-188).

Hasan (Hasan, 2000) investigated how intermediate Arab EFL learners perceived their difficulties in English listening. The learners reported listening problems pertinent to the features of aural texts, including unfamiliar words, difficult grammatical structure, and text length. The learners also identified natural speech full of hesitation and pauses, fast speech, and unfamiliar accents as speaker characteristics, making comprehension of aural texts difficult for them. Hasan argued that learners' problems may arise from their lack of interest in the spoken text and from their inability to do certain listening tasks. He associated learners' listening problems with bottom-up processing, such as dealing with unfamiliar vocabulary, unclear pronunciation, hesitation, and rapid speech. Based on these findings, Hasan suggested that listening instruction should focus on helping learners move away from merely focusing on bottom-up processing to focusing on

top-down strategies that would allow learners to notice the relevant parts of the message, ideas and how these ideas are linked to form underlying meanings and conclusions. He emphasized that, in designing listening activities; the practitioners need to consider the degree of interest and involvement they generate as uninteresting activities may not develop learners' listening comprehension (Phan, 2010, pp.285-286).

More recently, Graham (Graham, 2006) probed into the perceptions of English students about their listening comprehension in French and the reasons behind their success or failure. Learners believed that their main difficulties in listening were coping with the speed of delivery of texts, recognizing individual words in a stream of spoken French, and understanding any words identified. Most learners attributed their difficulties in listening to their own perceived low ability in the skill and to the difficulty of the listening tasks and texts they are set. The learners' beliefs indicated a sense of passivity and helplessness in learners, in that little or nothing can be done about the difficulty of the listening task (Lantolf, 2000, pp.24).

Graham suggested that to counteract such maladaptive beliefs about listening and to help learners address the problems they encounter, teachers need to notice how their students listen, and acquire insights into their beliefs about listening comprehension and about themselves as listeners. Addressing how of listening should include activities which allow learners to draw upon both bottom-up and top-down processes. Learners need to be provided with activities that allow them to use their non-linguistic knowledge to overcome any gaps in their linguistic knowledge (Liaw, 2007, pp.52).

In sum, the foregoing literature indicates that there is a relationship between learners' beliefs about listening and the way they approach it. However, such a relationship in a context of foreign language learning has received little attention. Therefore, further research is needed to systematically investigate the possible effect of learners' beliefs on their performance in EFL listening comprehension in such a context. Moreover, more in-depth studies are particularly required to

compare beliefs held by learners with different language ability about their perceived EFL listening comprehension difficulty (Vandergrift, 1996, pp.211).

It is necessary to take into account that when performing listening tasks, students may have problems: the pronunciation; linguistic means used by the speaker; tempo, linguistic features of the speaker: strong reduction or swallowing of individual sounds, lack of expressiveness, timbre of the speaker's voice, lack of volume, etc. In methodological literature, you can find information about the reasons for insufficient and inadequate understanding of oral language among students:

• rapid fatigue as a result of complex linguistic and mental processes of the listener;

• the individuality of the speaker: voice, certain speech defects, too fast or too slow pace of speech;

• the presence of a large number of new lexical units.

Successful listening can be facilitated by:

• lexical literacy;

• availability of visual aids: diagrams, tables, pictures, list of keywords, handout;

• the ability to concentrate attention on the listening process;

• skills of perceiving a message uncritically, without expressing controversial points (Duong, 2006).

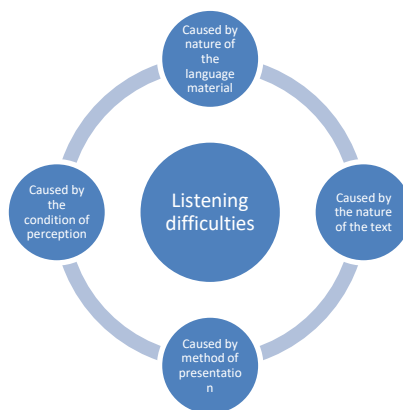Yelukhina N. V. groups listening difficulties as follows (See figure 2):

Fig. 2. Listening difficulties grouped by Yelukhina N. V.

1) Difficulties caused by the nature of the language material:

- Phonetic:

o there is no boundary between sounds in a word and between words in a sentence;

o the presence in foreign languages of such phonemes that do not exist in the native language;

o the discrepancy between writing and pronouncing words is particularly typical for the English language;

o the following sound characteristics, such as length and brevity, openness and closeness, have meaningful and distinctive significance.

- Grammatical:

o discrepancy in the syntactic construction of the phrase – unusual order of words;

o aural perception of various interrogative constructions.

- Lexical:

o presence of homonyms and homophones in all languages;

o the presence of similar-sounding words, especially paronyms;

o presence of words expressing opposite concepts;

o presence of words that have the same conjugation.

2) Difficulties caused by the content of the text:

- insufficient vision of students;

- awareness of facts related to the history, everyday life, culture of the country whose language is being studied, these are realities that are unknown to students;

- presence or absence of a detailed plot, its dynamism;

- presence of new lexical units: phraseological units, colloquial clichés, terms, abbreviations, complex syntactic constructions;

- presence of several storylines divides the listener's attention and slows down understanding.

3) Difficulties caused by the method of presentation:

- features of the tone of speech;

- peculiarities of diction;

- peculiarities of speech tempo;

- addressed or unaddressed to the listener;

- the habit of the speaker's voice;

- presence or absence of visualization.

4) Difficulties caused by the conditions of perception:

- external noises;

- poor acoustics;

- obstacles (Yelukhina, 2001).

The success of listening depends, on the one hand, on the listener himself (on the degree of language hearing development, memory, attention, interest, etc.), on the other hand, on the conditions of perception (temporal characteristics, quantity and form of presentation, duration of sound) and, finally, from linguistic features – linguistic and structural complexities of linguistic messages, correspondence to the language experience and knowledge of students (Paul, 1998, pp.50).

1.4 Learners' Barriers in their Listening Skill Development

Listening skill is one of the most important skills that learners need to master in learning English. However, teachers have not been much concerned with this area of skills in some school contexts. Some scientists found many teachers only focus on writing, reading and mastering vocabulary so that learners often face difficulties while learning listening skills. The difficulties faced by students could be due to cultural differences and unfamiliar words. In a study conducted by Hamouda in the university context in Saudi Arabia, a lot of students in the English Department have severe problems in listening comprehension. He found that

students show an inadequate capability in listening course. They couldn't comprehend what native speaker said, spoken material of the course, and didn't pay full attention to the activities. These indicate that researchers have put a big concern on the listening skills in English as a foreign language learning context (Talebinezhad, Negari, 2007, pp.76).

Listening is a process of hearing the sound of the speaker and finding the meaning by the listener. According to Rost, while listening, the listener receives the speaker saying and catch the idea. In addition, While Gu defined listening as a listening comprehension with meaning of an active process of receiving the incoming data and creating meaning in another way. In other words, listening could be understood as an interaction between the speaker and the listener to convey and comprehend messages or information (Weinshtein, Mayer, 1986, pp.317).

Listening to different sources of information creates specific difficulties of perception. The text is usually presented by the teacher's voice (with or without gestures and facial expressions), as well as by a sound recording (with or without explanations). The easiest for perception is the text read by the teacher, and the most difficult is the record without previous explanations (Mendelsohn, 1995, pp.192). Research in psychology also shows that the simultaneous perception of language form and understanding of oral speech content of is a rather complex psychological activity. There are several factors that interfere with effective listening:

- the listener's inability to perceive the information he hears. It is associated with insufficiently developed phonemic speech hearing;

- comprehension of the statement, i.e. decoding of information, where a word, phrase, sentence is transformed into a thought and meaningfully understood;

- lack of attention;

- inaccurate understanding of the text, which is associated with unfamiliar vocabulary or language constructions (Woottipong, 2014, pp.202).

Successful mastering of listening skills during the formation of students' communicative competence is aimed at removing or overcoming these difficulties.

Eye contact between the listener and the speaker can be a support for a better understanding of the material listened to. Therefore, in foreign language classes during listening training, it is appropriate, in our opinion, to use educational films, feature films, the subject of which coincides with the curriculum, computer technologies and Internet resources. Their use contributes to the development of students' motivation for speech activity and interest in learning foreign languages. One of the advantages of using educational films in classes is the possibility of viewing them with subtitles. Thus, during viewing, students can combine two types of speech activity – reading and listening and correlate what they see with what they hear, because during listening, the visual background and video sequence are a significant help for them to perceive and understand the audio material. A peculiarity of listening is that its success also depends on the individual characteristics of the speaker – the timbre of his voice, the volume of speech, tempo, regional characteristics, as well as certain speech defects that occur. By the way, as practice shows, low male voices are better and easier to be perceived by listeners than high female voices. The success of listening depends on the age characteristics of the speaker's voice. It is also known that it is most difficult to perceive children's voices, as well as the voices of elderly people with age changes. The mentioned conditions of perception, which depend on the individual characteristics of the speaker, should be taken into account in the educational process, giving students the opportunity to listen to as many different people as possible with different voices and individual characteristics of speech (Riegel, 2002, pp.198).

Such an opportunity can be easily implemented by watching an educational or feature film, preferably with subtitles, because mainly feature films quite often use elements of "live" household speech, which is not typical of literary language. When watching movies, the visual analyzer makes it much easier to perceive and understand speech by ear. Such visual supports as the speech organs of the

characters, their gestures, facial expressions, the conditions in which they are, the environment, etc. reinforce auditory perception, facilitate internal speech, understanding of what is said, and further forecasting of the situation. The expediency of using Internet resources during listening training at school also does not raise any doubts. The main purpose of using the World Wide Web for the formation of speaking competence is to create modern learning conditions for students, interest them, motivate them to learn foreign languages, expand their knowledge and experience. The Internet as an information system offers users a lot of interesting and useful material that can be used for educational purposes (Pearson, Doll, 1987, pp.155)

For example, the YouTube resource (www.youtube.com) gives the teacher a unique opportunity to enrich the educational process with modern and interesting video material of varying degrees of complexity.

There are four types of listening which include appreciative, comprehensive, critical/deliberative, and empathetic listening (See figure 3).
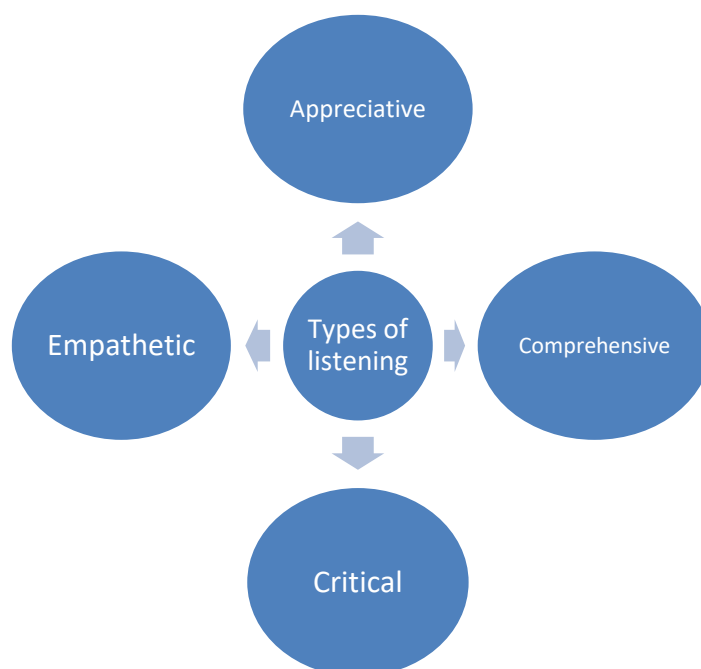

Fig. 3. Types of listening

Appreciative listening means the listener listens to something from the speaker to get the pleasure, not a dangerous thing. For example, come to the music

concert. Comprehensive listening means the listener listens to the speaker to get information or the message of what they are saying. For example, watching a news on television. Deliberative listening means the listener analysed the speaker saying critically to decide whether it makes sense or not. The last is empathetic listening, it means the listener involves their emotion while listening to the speaker. In comprehending the idea from the speaker, the listener must go through six stages of listening: hearing, understanding, remembering, interpreting, evaluating, and responding some stages. The first stage is hearing when the listener will hear the sound of the speaker. After hearing the sound, the listener will try to catch and process the meaning of the message from the speaker saying. This stage is known as understanding. The things that heard by the listener from the speaker will be remembered and this stage is remembering. The next stage is interpreting in which the listener will consider the message of the speaker and response the speaker. The last stage is evaluating where listener think critically to judge or evaluate the message of the speaker saying (Usuki, 2000, pp.4).

Students might have some problems in listening comprehension. The problems which commonly appear are unfamiliar accent, unclearly pronunciation, unfamiliar words, rate of speech, and grammatical structure. Yagang classified the listening problems into four sources comprising the content, the speaker, the listener, and the setting. Another linguist classified the sources into six major categories including process, input, listener, task, affect, and context. The process factor shows the perception of the students about listening problems in the listening comprehension process with different aspects. Process means the way how learners use different things in interpreting what the speaker is saying. The second factor of aural input is defined as a discourse of the second language in listening. The third factor dealing with listener shows the perception of the students on listeners' characteristics. The fourth factor shows the perception of the students on their task with the characteristics that are described as the varied purpose in listening and its responses. The fifth factor of affect is the affective responses in listening comprehension. The last factor is context which is defined as

the learning context in listening comprehension (Wheeler, Collins, 2003, pp.344-345).

A number of study concerning the difficulties of listening faced by students in English as a foreign language learning context have been condeucted. Several studies particularly investigated the factors of listening difficulties using qualitative approach with different methods of collecting data. With interviews, Maulida revealed some problems encountering students in listening which include lack of vocabulary, poor grammar knowledge, length of spoken text, unfamiliar topic, failure to concentrate, anxiety, lack of interest, various accents, pronunciation, poor quality tape or disks, and inability to apply listening strategy and concentrate. Another study was conducted by Darti using observation, questionnaire and interview as the data collecting technies. The study shows that there are four factors causing students' difficulties in learning and doing listening exercises which include limited time given to learn a listening skill, unavailability of adequate facilities contributed to students' difficulties in listening learning, limited vocabulary and paralinguistic features (accent, noise, rate of delivery, pronunciation, and intonation). Moreover, with questionnaire and interview, Hamouda revealed some major problems in listening: accent, pronunciation, speed of speech, insufficient vocabulary, different accent, lack of concentration, anxiety, and bad quality of recording files (Palincsar, Brown, 1984, pp.118-119).

With regards to the existence of listening comprehension difficulties foreign language learning and their factor, sas well as the urgency to investigate those diffulties and factors, this study is intended to find out the difficulties of listening skills in English as a foreign language learning faced by students and the factors of of those listening difficulties in the secondary school education context in Australia (Rubin, 1994, pp.201).

The problem faced by the students in listening during observation and interview were administrated by the researchers. When on going teaching and studying process the students always complain to their teacher if the recording to speed and can not repeat the audio, they feel that many unfamiliar words they

heard, so that they can not get the point of contents' what the speaker says. Another reason of the problem in listening in the classroom is concentration level, where they have nervous and get pressure (Scriven, 2004).

When conducted interview to the students. And from the interview the researcher get answer from the students about the listening problem faced when was listening in the classroom process. There are speed speaker, limited vocabulary, interpretation, established language habits and accent. Speed speaker deals with one's speaking speed; it also includes the matter of speaking fluency. The native speakers of English absolutely have higher speaking speed than do the non-native. Consequently, for an EFL learner, oral message uttered by a native speaker is more difficult to understand than that uttered by a non-native. Thus, it is not suprising that the listening test with a native speaker was much harder than that with Indonesian speakers of English for the students (Mintzes, Wandersee, Novak, 1997, pp. 430).

In a listening test, it is a common rule that the recording can only be played once, hence, when the test takers miss it, there will be no more possiblity for them to get the second chance. This is what the problem of inability repeated deals with. When having the listening test with a native speaker, most of the students were unable to complete the test as required. Considering that it was just some tryout to the class, the teacher played the tape over and over until they all managed to answer all the questions. This reality leads us to understand that the students are not ready to take the real listening test yet. Two next problems faced by the students in listening, limited vocabulary and interpretation, seem to relate with each other. Practically, a learner with limited vocabulary has big potential to misinterpret what he hears. This is exactly what happened with the students when having the listening test. Having poor vocabulary, many of them misunderstood what they heard from the recording. In fact, many words used in the talks they heard during the test were still new words to them (Malley, Chamot, Kupper, 1989, pp.420).

Another problem faced by the students in listening deals with their concentration level. Literally, this problems seems so psychological. In fact, when doing the listening, many of the students were unable to focus on every single thing uttered by the recorded speakers. When, for example, they found one part unclear, they keep thinking of it and therefore could not move on to the next parts, and finally, there were not many things that they managed to capture from the spoken messages. Accordingly, we it can inferred that the students' bad psychological state contributed towards their low achievements in the listening test (Malley, 1997).

Established language habit, which is the next problem faced by the students in listening, is definitely due to the fact that many of them are not familiar with English speaking circumstances yet. Even the learning process in the EFL classroom has not provided them with English speaking atmosphere; the teachers have not spoken fully in English yet since they often consider the students' level. From here, we can learn that what the students usually have outside the listening test has significant impacts on what they can do in the listening test. This implies that the students have not had sufficient listening skill since they are not familiar with English talks yet (Liaw, 2007).

The last problem faced by the students in listening, accent, is what the theories have not elucidated yet so far. It is known that in English speaking, there are some distinctive accents such as British, American and Australian. Many of the students admitted that the matter of accent also troubles them when having a listening test. So far, the accent that they are familiar with is American accent, therefore, it is very difficult for them to catch oral information uttered in British or any other accent (Murphy, 1997).

PART II
TYPES OF STRATEGIES AND THEIR IMPACT ON THE LISTENING SKILLS OF EFL STUDENTS

2.1 Suitable Listening Strategies to Overcome Barriers

Listening understanding is all but a passive endeavor. It is a complex, alive process at which point the listener must pick sounds, learn glossary and grammatical constructions, define stress and inflection, retain what was collected entirely of the above, and interpret it inside the next in addition to the larger sociocultural framework of the pronouncement. Coordinating all of these includes a great deal of intellectual exercise in connection with the listener. Listening is a difficult labor, and gains more study and support (Thompson, 2002, pp.17).

When we discuss five fundamental abilities, such as hearing, talking, study, writing and translating, we forever set "hearing" at the beginning of ruling class. As for my education experience, I have learned that it is very troublesome for my pupils to learn English through listening. That is cause hearing is the most main ability of the five and further the basic habit of taking prose input. We can talk prudently only if we think what is said. Actually, people cannot talk if they cannot learn different people's talk. That merely wealth skilled is not enough terminology recommendation and skilled is no output. No unwilling guy can talk clearly cause he cannot attend apparently. Listening skills are individual. They are the fundamentals of knowledge languages and getting bureaucracy. It is very important in expression learning. With the happening of extreme electronics, we depend more and more on our ears to receive news. We are sure that the speed of accepting facts is faster through hearing than reading. Thus, it is critical to boost the level of listening comprehension of my pupils.

As usual over 80% of pupils in the class feel at a loss when listening to some new text. They could not understand the meaning of the material. I play the tape for the first time. I'd like them to understand the material, so I give them some

more instructions and play the tape again, the second time, at least three times. Still at least 40% of students might not understand it. Sometimes I have to stop the tape to explain the difficult or unknown words and occasionally explain material sentence by sentence through the whole text. So, this is a serious problem because some pupils cannot understand the whole text after listening to it three times in class.

While hearing a new passage or talk, we are faced with the experience that we misunderstand most of the instructions and therefore can miss a message of the caught. So, doing glossary pre-education before each listening as a temporary result and working on the ability of guesswork glossary from the framework can help, but please confirm that you practice this with a dispute that can indeed be guessed from framework what you bother that accompanying lesson texts for a while to amplify to the much more troublesome ability of guesswork vocabulary and hearing (Mandelsohn, 1995).

Most of pupils try to comprehend entirety that was pronounced, but cannot distinguish the essence charge.One of the systems of beginning this problem search out show ruling class by what method to recognize the important conversation that they need to tune in out for. I'm usually trying to give interesting tasks at different stages of listening comprehension. In English this is shown in an easy-to-spot way by which words in the sentence are stressed (spoken louder and longer). Another is to give them one very easy task that you know they can do even if they don't get 90% of what is being said to build up their confidence, such as identifying the name of a famous person or spotting something that is mentioned many times.

Apart from just thinking about other things and missing a word, common reasons why students might not recognize a word include not distinguishing between different sounds in English or conversely trying to listen for differences that do not exist, e.g. not knowing words like "there", "their" and "they're" are homophones. Other reasons are problems with word stress, sentence stress, and sound changes when words are spoken together in natural speech such as weak forms. What all this leads down to is that sometimes pronunciation work is the

most important part of listening comprehension skills building. How to learn new English words, and don't forget familiar? The word must acquire sense to you. And all of the word: not only the translation, but also sound. Try comparing new words with known. Use the words in sentences that know as much as possible (67).

It's the most difficult part. Accents that are particular to England, Scotland, Northern Ireland and Wales are each different and sometimes you are faced with another problem while listening. Possibilities for making a particular listening with a tricky accent easier include rerecording it with some other teachers before class, reading all or part of the typescript out in your (hopefully more familiar and therefore easier) accent, and giving them a listening task where the written questions help out like gap fills. In order to build up their ability to deal with different accents in the longer term, the best way is just to get them listening to a lot of English, e.g. TV without dubbing or BBC World Service Radio (66).

Did you know that you create a mental block by yourself? This could be not just a case of a student having struggled with badly graded listening texts in school, exams or self-study materials, but even of a whole national myth that people from their country find listening to English difficult. Only what you need is to set your own priorities. You have to be sure that you know and understand the material of the lesson and how to do the assignment. The easiest solution is just to use much easier texts, perhaps using them mainly as a prompt to discussion or grammar presentations to stop them feeling patronized. You can disguise other easy listening comprehension tasks as pronunciation work on linked speech etc. in the same way (Duong, 2006, pp.17).

Being able to cope with background noise is another skill. Unfortunately, it is difficult to hear the information you need because of the noise but it can be done. For a start, you also need to cut down on noise inside and outside the classroom. As well as making sure the tape doesn't have lots of hiss or worse (e.g. by recording tape to tape at normal speed not double speed, by using the original or by adjusting the bass and treble) and choosing a recording with no street noise, etc. Suggest students taking notes. Boost their confidence by letting them do the same

listening on headphones and showing them how much easier it is. Finally, when they start to get used to it, give them an additional challenge by using a recording with background noise such as a cocktail party conversation. Eventually you get used to it and will not notice extraneous sounds (66).

Young people nowadays just can't cope without multimedia! Although having students who are not used to listening to the radio in their own language can't help, most students find not having body language and other cues to help a particular difficulty in a foreign language. Setting the scene with some photos of the people speaking can help, especially tasks where they put the pictures in order as they listen, and using video instead makes a nice change and is a good way of making skills such as guessing vocabularly from context easier and more natural. You should learn to imagine words that you are hearing in your mind. When you learn new words correlate them with pictures. And when you again hear this word it would be easier for you to know what the word is (64).

As described previously, the problems preventing the students from answering all questions in the listening test correctly include speed speaker, inability repeated, limited vocabulary, interpretation, concentration level, established language habits and accent. This seems to be an ordinary fact; EFL students with low level of English usually have those problems.

There are generally accepted methods of using video materials in English lessons in pedagogical practice:

1. "Disabling subtitles"

It is advisable to turn off the subtitles in order to give students the opportunity to practice listening and enjoy the video.

2. "Stop and guess"

Practice the video stop exercise with the goal of getting students to think about what will happen next.

3. "View without sound"

Watch the video without sound, encouraging students to describe in English what is happening in the episode and what they think the heroes can say in the video. Watch the video with sound and check how well the guesses matched.

4. "Video viewing without image"

We listen to the audio accompaniment to the video. Students receive questions on printouts. The questions concern the behavior of the characters or their description. In the future, we watch the video with the image and share the results and coincidences.

5. "Show and describe"

We give clear instructions to teams. The first team must watch the video and show what is happening in the video. And the second one needs to present what he saw in writing. Clarifying questions are welcome from the other team [61; p.190].

When using video material, you should follow the following requirements:

• the video material must correspond to the students' level of knowledge;

• visualization should be used sparingly and should be shown gradually and only at the appropriate moment of the lesson;

• observation should be organized so that all students can visualize the video material well;

• it is important to clearly highlight the main thing;

• the video material must be precisely coordinated with the educational material.

The use of online audio and video materials in teaching listening comprehension serves the following purposes:

• increase in learning motivation;

• intensification of training;

• activation of students;

• improving the quality of students' abilities and skills (65).

Formation of speech competence in listening is one of the important tasks of foreign language training of students. Together with other types of speech activity, listening ensures the mastery of a foreign language as a means of communication and develops the ability to understand a foreign language. The participants of the educational process must comply with all the requirements of listening training for the effective development of competence in this type of speech activity, as well as increase motivation, actively implement new forms and methods for improving listening training and assessment. Taking into account the theoretical material we have worked with, we can distinguish two approaches to teaching listening. Bottom-up approach is an approach that involves teaching students to recognize sounds in a foreign language and integrate the content of the entire utterance on this basis. Top-down approach is an approach that involves teaching a meaningful perception of a foreign language by ear. Studies show that the most optimal is the method of teaching listening, which combines two strategies: the top-down approach can be used at the preparatory stages, when the stage of learning and evaluation precedes the stage of modeling the perception of a foreign language by ear, and the bottom-up approach - as in the process teaching listening skills as well as at the stage of monitoring students' achievements (Rost, Ross, 1991, pp.240).

2.2. Listening Comprehension Difficulties: Qualitative Approach

This study engaged a qualitative research. The examination is particular fact approach and this design approach had connection with what state that Gay, Mills and Airasian (Gay, Mills, Airasian, 2006), the qualitative procedure deals with the selection, investigation and clarification of broad, narrative, and perceptible knowledge so that gain awareness into the wonder of interest. Therefore, the purpose of qualitative research focuses and handles elevating a deep understanding of the circumstance, like atmosphere, a process, or even theory. Furthermore, the scientist engaged this procedure to compile and analyze info

which appropriate with the purpose of this research in consideration of the writing about the questions the pupils challenged in listening comprehension (Paul, 1998, pp.50).

Listening training should be carried out on the basis of step-by-step work with the audio test. There are three stages: pre-listening, while-listening, post-listening. With the help of the first stage, the student prepares for the listening by completing preparatory tasks. This is necessary in order to reinforce interest, focus on the topic and update the vocabulary before listening. The second stage is necessary for removing difficulties during listening, sharpening attention on particularly important points in order to extract the necessary information. The final stage is held for the purpose of discussion, generalization of the information heard, and translation of the acquired knowledge into one's own experience. The purpose of our trial training is to test the assumption that the use of a special set of tasks to activate the activities during listening training that effectively affects the percentage of perceived information. It should lead to to more free participation in communication in a foreign language.

In accordance with the set of goals, we formulated the following trial training tasks:

1. Determination of trial training stages.

2. Identifying the level of skills formation of for working with audio material at the senior stage of education.

3. Highlighting the main parameters for checking the results of trial training.

4. Checking the reliability of our assumptions about a set of tasks that allow you to improve the level of listening skills.

While organizing trial training, we were guided by the following rules:

1. Trial training was conducted in natural conditions in accordance with the approved English language study program at the senior stage of schooling.

2. The research involved deliberate changes to the educational process in accordance with the purpose of the work.

3. The trial training was aimed at studying the effectiveness of the developed set of tasks, the purpose of which is the development of listening skills at the senior stage of training.

4. Trial training was conducted on the same contingent of students.

The research was carried out on the basis of the Khust comprehensive school of grades I-III No. 4. 17 people took part in the research: students of 11A (1) and 11A (2) class. Trial training was conducted in three stages, at each of which specific tasks were solved (see Table 1).

Table 1

Tasks, methods and expected results of ascertaining, formative and generalizing stages of research

Stages of trial training	Tasks	Method	Expected results
Ascertaining	1. Selection of control and experimental groups; 2. Development of criteria for assessing the formation of listening skills 3. Determination of varied and unvaried conditions of experimental work.	Testing; statistical processing; analysis	Determine the initial level of listening skills formation.
Formative	Approbation of the developed set of tasks	Testing; analysis; systematization; generalization	Increasing the level of formation of listening skills
Generalizing	1. Final testing; 2. Analysis of trial training results	Testing; analysis; systematization; generalization	Fixation of research results

To solve the first task of the ascertaining stage of our research, control and experimental groups were determined. The selection of CG and EG was made on the basis of the analysis of the success of 11-A grade students in the subject "English language". The final assessment for the 2022 academic year served as the

basis for such a choice. The results of the certification are presented in Tables 2 and 3.

<div align="right">Table 2</div>

Results of the final assessment in English 11A (1) class for 2022 (EG)

Surname and first name of the student	Grade
Aigert Rudolph	6
Bilyk Olha	9
Bukovetska Yaroslava	8
Verbytska Svitlana	11
Velychko Myroslava	10
Danylets Myroslava	7
Dubchak Mykola	9
Hryndzuk Vitalii	8
Lukachko Olena	9
Average score	**8,6**

<div align="right">Table 3</div>

Results of the final assessment in English 11A (2) class for 2022 (CG)

Surname and first name of the student	Grade
Bornak Taisiia	9
Bonya Vasyl	8
Vykhodets Milana	5
Kindrash Ivanna	10
Mazur Vitalii	9
Mygal Alina	6
Sazonova Adelina	9
Ferenets Maryna	11
Average score	**8,4**

Quantitative analysis shows the homogeneity of these groups, as both of them have approximately the same total number of students in each group,

approximately the same level of knowledge. Since the average score in group 1 is 8.6, and in group 2 -8.5.

Qualitative analysis of success showed the following (see Table 4):

Table 4

Qualitative analysis of success

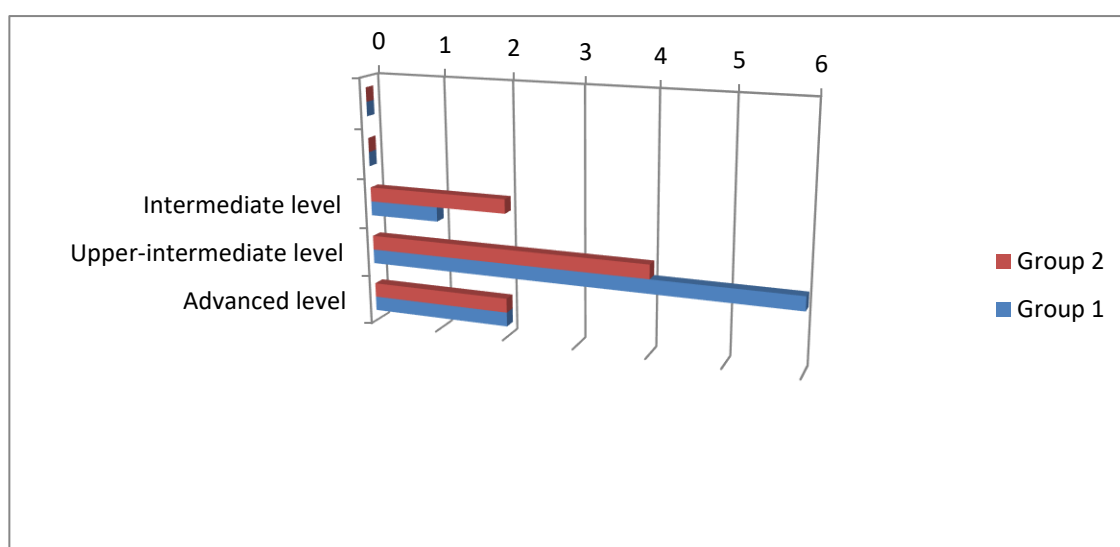| Group 1	Group 2
Advanced level - 2	Advanced level - 2
Upper-intermediate level - 6	Upper-intermediate level - 4
Intermediate level - 1	Intermediate level - 2

Fig.4 Comparative analysis of success in CG and EG

Comparing the results of the two groups, we see that the gap in the results of the academic year in these groups is insignificant. So, the experimental group consisted of students of the 11A (1) class, in which a special method was used, and which acted as a controlling basis, which allows to evaluate the effectiveness of the method used.

The following skills were selected to determine the formation of listening skills:

- perceptual and analytical skills;

- prognostic and projecting skills;

- productive skills;

- reflective and corrective skills.

The levels of formation of these listening skills are given in Appendix A.

To determine the level of development of listening skills in students of CG and EG at this stage, a zero test was conducted. Audio text was given for listening and a set of tasks for this audio text. This test is presented in Appendix B.

Exercise #1 was rated at 4 points, exercise #2 - 8, exercise #3 - 12, exercise #4 - 8 points. The maximum number of points is 32. The test results are presented in Table 5.

Table 5

Test results

No	Results of EG students	Results of CG students
	Aigert Rudolph 14	Bornak Taisiia 17
	Bilyk Olha 19	Bonya Vasyl 20
	Bukovetska Yaroslava 22	Vykhodets Milana 13
	Verbytska Svitlana 28	Kindrash Ivanna 25
	Velychko Myroslava 25	Mazur Vitalii 18
	Danylets Myroslava 18	Mygal Alina 14
	Dubchak Mykola 20	Sazonova Adelina 19
	Hryndzuk Vitalii 19	Ferenets Maryna 29
	Lukachko Olena 17	
Average point	20,2	19,3

The level of listening skills development corresponds to the following number of points:

- Advanced – from 25 to 32

- Upper-intermediate – from 17 to 24

- Intermediate – from 9 to 16

- Elementary – from 0 to 8.

Based on the analysis of the test results, the number of students who have an advanced, upper-intermediate and intermediate (elementary level is not identified) of listening skills formation was determined. Thus, the level of development of listening skills in EG and CG is shown in Table 6.

The level of independent work skills with students' text formation according to the test results

Level	Number of students EG	Number of students CG
Advanced level	2	2
Upper-intermediate level	6	4
Intermediate level	1	2

Comparing the results of two groups, we see that the difference in students' listening skills level formation of these groups is insignificant. This allowed us to conclude that the groups are approximately equal in terms of the level of formation of this skill.

Another task of the ascertaining part of the research is the determination of varied and non-varied conditions of research and experimental work. By condition we understand a set of measures proposed at growing the capability of pedagogical activity. As varied conditions of trial training, we determined that in CG classes will be held according to the traditional method of teaching independent work with the text, and in EG a set of tasks developed by us will be used.

Unvaried conditions include:

1. Studying the same amount of educational material for CG and EG;

2. Formulation of unified didactic tasks;

3. Use of general control tasks to check the formation of listening skills.

The analysis of results of the ascertaining part of the study shows that the enormous plurality of pupils are at an intermediate and upper-intermediate level of

listening skills formation. The evaluation of application effectiveness of the developed set of tasks will be carried out using the formula of the evaluation coefficient:

K (o) = K (EG): K (CG)

Where K (EG) is the average grade obtained in EG, and K (CG) is the average grade obtained in KG. A coefficient value greater than 1 will indicate the effectiveness of the proposed set of tasks.

2.3. Major Categories of Learning Obstacles and their Influence

Nowadays methodologists are interested in the problem of how to make listening tasks attractive to students. 11th graders are at a stage in their lives when they are gathering information from their worldly experience. They gradually develop the ability to listen carefully in order to do something or simply understand the essence of what is said with a certain purpose. In other words, students learn to purposefully decode messages and confidently manage information. The teacher's job is to create as realistic a language classroom setting as possible to "teach" students to develop effective strategies for understanding spoken messages that have some connection to their world. Therefore, the listening tasks should clearly reflect the students' real life experiences and daily new discoveries.

As a result of the conducted research and study of the experience of methodologists who dealt with this problem, the following set of tasks for teaching listening at the senior stage was developed. The system includes tasks for the development of listening skills at the pre-text stage (tasks for the development of lexical listening skills, tasks for the development of grammatical listening skills, tasks for the development of speech guessing and probabilistic forecasting), at the text stage and the stage after listening to the audio material. All the tasks listed above are divided into three types: preparatory (orienting), speech and control.

The topics of the tasks correspond to the English Language Program for general educational institutions (grades 10-11) and include such topics in accordance with the calendar planning.

The audio material used is mostly authentic; its source is the textbooks "Choices" (intermediate level) and Internet resources, the materials of which correspond to the level of the students and the curriculum.

We will present the models of a matured set of exercises for the growth of hearing abilities at the senior stage of learning.

I. Tasks of the pre-text stage:

1. Tasks for the development of phonetic listening skills

Exercise #1

Kind of exercise: speech by contagion.

Type of exercise: reproductive, non-communicative.

Task: Listen and repeat

Exercise #2

Kind of exercise: differentiation of what has been heard.

Type of exercise: receptive, non-communicative.

Task: tick the word that you recognize:

Exercise #3

Kind of exercise: determining the stress in a word.

Type of exercise: receptive, non-communicative.

Task: listen to the words. Put the stress in these words:

Exercise #4

Kind of exercise: identification of stressed words in a sentence.

Type of exercise: receptive, non-communicative.

Task: Underline stressed words in the sentences:

Exercise #5

Kind of exercise: determining the correct order.

Type of exercise: reproductive, non-communicative.

Task: Listen to the sentence and put the words in the correct order.

Exercise #6

Kind of exercise: learning by heart.

Type of exercise: reproductive, non-communicative.

Task: Listen to some proverbs and learn by heart one of them.

2. Tasks for the development of lexical listening skills

Exercise #1

Kind of exercise: determining the meaning of a lexical unit.

Type of exercise: reproductive, non-communicative

Task: listen to the sentence and guess the meaning of the unknown word combination from the sentence.

Exercise #2

Kind of exercise: matching the word with its meaning.

Type of exercise: reproductive, non-communicative

Task: listen to the sentences and guess the meaning of word combinations. Match the words and word combinations with the proper meaning

Exercise #3

Kind of exercise: filling in the table, distribution of information according to criteria.

Type of exercise: receptive-reproductive, non-communicative.

Task: Listen to the words that are used to describe houses and flats and put them into appropriate columns in the table below.

Exercise #4

Kind of exercise: grouping, filling in the table.

Type of exercise: reproductive, non-communicative.

Task: Put the words into correct groups:

Exercise #5

Kind of exercise: translation.

Type of exercise: receptive, non-communicative.

Task: Listen to the sentence and choose the most correct variant of translation.

Exercise #6

Kind of exercise: brainstorming.

Type of exercise: reproductive, non-communicative.

Task: Before listening make a list of as many sports and leisure activities as you can think of.

3. Tasks for the development of grammatical listening skills

Exercise #1

Kind of exercise: determining the subject and predicate.

Type of exercise: reproductive, non-communicative.

Task: listen to the sentence and tell what are the subject and the predicate.

Exercise #2

Kind of exercise: determining the correct form of the word.

Type of exercise: reproductive, non-communicative.

Task: open the brackets using the correct form of the words, then listen to the text and check your answers.

Exercise #3

Kind of exercise: definition of a grammatical phenomenon.

Type of exercise: reproductive, non-communicative.

Task: listen to some sentences and define the sentences with the same grammatical phenomena:

4. Tasks for the development of speech guessing and probabilistic forecasting

Exercise #1

Kind of exercise: brainstorming, discussion in groups.

Type of exercise: productive, conditional and communicative.

Task: You will listen to the text. Work in groups and guess the main idea of the text with the help of the heading. Then share your ideas.

Exercise #2

Kind of exercise: answers to questions.

Type of exercise: conditional-communicative, receptive-reproductive.

Task: Before listening to the text answer the questions:

Exercise #3

Kind of exercise: brainstorming.

Type of exercise: reproductive, non-communicative.

Task: Listen to the verbs and make adjectives from them:

Exercise #4

Kind of exercise: predicting the topic of the text.

Type of exercise: reproductive, non-communicative.

Task: Read the words and say: which of these words do you expect to hear and in what context?

II. Tasks of the text stage:

Exercise #1

Purpose: development of the ability to identify details in the text, develop auditory attention.

Kind of exercise: determination of correct / incorrect statements.

Type of exercise: receptive, non-communicative.

Task: listen to the text attentively and mark the sentences true (T) or false (F).

Exercise #2

Purpose: to develop the auditory attention of students, the development of the ability to highlight the details of the dry.

Kind of exercise: completion of sentences.

Type of exercise: reproductive, non-communicative.

Task: listen to the audio second time and fill in the gaps with the appropriate word. Only one word could be used in each case.

Exercise #3

Purpose: development of the ability to distinguish the main from what has been heard (global listening)

Kind of exercise: classification of the listened material.

Type of exercise: reproductive, non-communicative

Task: listen to the descriptions of houses and guess the type of house that best fits the description.

Exercise #4

Purpose: to develop the ability to identify details in the text (detailed listening).

Kind of exercise: establishing the correspondence between the statement and its author.

Type of exercise: receptive, non-communicative.

Task: Many people in Great Britain are trying to get onto the property ladder. Listen to three people talking about their experiences of buying a house/flat. For each question, decide whether the opinions are expressed by Adam (A), Katie (K) or Ruth (R).

Exercise #5

Purpose: development of global listening skills.

Kind of exercise: listening to the text and selecting the title.

Type of exercise: reproductive, non-communicative.

Task: Listen to the tape very carefully and try to get the main idea of the story and give it the most suitable title.

Exercise #6

Purpose: development of the ability to record information in writing, highlighting essential information in the text.

Kind of exercise: filling in the table.

Type of exercise: reproductive, non-communicative.

Task: Listen to two people discussing a sport or exercises they experience and take outline: what kind of sport/exercises are they speaking about? Which sport/activity are they talking about? Where do they do it? What equipment and clothes do they need? Are they good at it?

III. Tasks of the post-text stage:

Exercise #1

Purpose: to develop the ability to analyze the content of what is heard, to develop critical thinking, and the ability to express opinions.

Kind of exercise: role play.

Type of exercise: productive, communicative.

Task: imagine that you are Verena Devoy and explain why you are fond of gardening so much/ imagine that you are Mr Gray and explain the importance of a garden near your newly bought house (choose one situation).

Exercise #2

Purpose: development of the ability to analyze the content of what has been heard, the ability to express opinions.

Kind of exercise: expressing one's own thoughts.

Type of exercise: productive, communicative.

Task: You have heard the description of types of houses which are typical for

Exercise #3

Purpose: development of the ability to analyze the content of what has been heard, development of communication skills.

Kind of exercise: answers to questions.

Type of exercise: receptive-reproductive, conditional-communicative.

Task: Answer the following questions

Exercise #4

Purpose: development of auditory memory, attention.

Kind of exercise: alternative choice.

Type of exercise: receptive-reproductive, non-communicative.

Task: Choose the completion

Exercise #5

Purpose: development of communication skills, development of attention and auditory memory.

Kind of exercise: answers to questions, exchange of information.

Type of exercise: productive, conditional and communicative.

Task: Ask and answer questions with a partner and then share with the class the information you have got to know about your partner.

Exercise #6

Purpose: development of critical thinking, imagination, development of the ability to draw one's own conclusions and generalizations.

Kind of exercise: role play, retelling of the text from the 3rd person.

Type of exercise: productive, communicative.

Task: retell the text from the first person using your notes.

Except of coosing the right exercises, teachers should do some more tasks. How can we make listening tasks more engaging? Think of different situations where students listen carefully to the people around them. In what situations will they listen to the important details? Maybe when they need to follow instructions to make something, like recipes, or to do something "fun" like playing a guessing game. In such situations, there is a clear purpose of hearing and extracting key facts. This is named transactional hearing. In this case, students' knowledge of language can help them understand and select the information they need, which is called "bottom-up processing." Many students have not yet experienced with their own eyes, but by performing realistic tasks, they can still activate the knowledge about the world that they have acquired in games, books, stories or simply from the conversation of parents or teachers. This is called "top-down processing" [64]: context and background knowledge of the listener will help to understand the message. New things easily attract students, and choosing or designing materials that can feed their endless curiosity and spark their imaginations is vital to making assignments engaging. While supporting student motivation, listening tasks should also provide opportunities for meaningful language experiences [50; p.200].

To reduce the juniors' questions handling speed talker, established terminology practices and accent, the lecturers push the pupils to come progressively used to English speaking environment. This appears so practical because the graduates need to become acclimated hearing oral communication spoken in usual speed and in different accents. Absolutely, it takes a few steps to

entirely overcome these questions. For instance, for speed speaker, the supervisors need to start from "atypical" speed, and for accent, the supervisors have to start presenting various accents in English expressive, such as British, American and Australian to the undergraduates.

To beat the question of failure frequency, the coaches should provide the undergraduates with more hearing practice. At the beginning, the assistants allow the scholars hear the record in various periods, just before they survive to completely learn what it is all about. At the next step, the juniors are enforced to try capturing the facts only by hearing to the tape two times. At the last step, the undergraduates are provided with a hearing practice where they only have individual distinct time to admit to the tape.

To overwhelm the questions dealing with restricted terminology and understanding, the lecturers certainly should hold trying to enhance the pupils' jargon, in and outside the hearing practice. In relation to listening, before offering the students a few hearing practices, the faculty members present some new dispute used in the practice as the scaffolding. Definitely, the exercise concerning this plan helps the graduates endure the hearing practice (66).

To defeat the question of concentration level, the professors present few main tricks in carrying a listening test to the students. One of ultimate main tricks is that when discovery words that they do not assume, the undergraduates are not presumed to rush; they have to stay calm and just adhere to the next parts. To adequately overcome this cognitive difficulty, the coaches repeatedly end their explanation alongside some certain appropriate practice.

The number of video materials suitable for use in English classes is quite large. They contain commercials, fragments of news and TV programs, interviews with famous people, cartoons or plots of famous films or blockbusters. There are several classifications of similar materials in scientific and methodical literature.

According to the style of the presented information, the materials can be divided into:

- artistic (animation, feature films, fragments of performances);

- popular science, journalistic (interviews, documentaries, educational films);

- informative (advertising, news recordings, TV shows, videos);

- cultural (video tours) (69).

According to B. V. Tomalin, it is possible to additionally distinguish 2 types of educational video materials:

- teaching languages directly (direct teaching video);

This type is characterized by teaching directly from the monitor, where the presenter demonstrates sample structures. The teacher clarifies and consolidates the knowledge that the students acquire in the video clip.

- materials acting as an additional source for language learning (resource video).

These materials contain more information that illustrates how language is used at different levels. These may be unrelated episodes, where the degree of complexity and communicative functions are taken into account. The peculiarity of this type is that authentic video materials have a great variety of speech and speech samples. They include various regional accents, common and special vocabulary, idioms, etc. They are used by native speakers in a real language context to master their language (Wheeler, 2003, pp. 340).

In order to improve the results in teaching listening, it is worth following the following approaches and principles of video material selection:

1) shooting requirements (image and sound quality);

2) requirements for the plot (simple and understandable);

3) speech requirements (clear and without accents);

4) language requirements (vocabulary is available, without dialects, with pauses);

5) requirements for the duration of stories (for 8th grades, the duration of stories should not exceed 10 minutes):

6) content requirements (plots are close to real life).

According to many methodologists, the use of video materials is successfully used at all stages of learning a foreign language (Usuki, 2000):

- to demonstrate lexical material in real life;

- to activate new lexical units in various communicative situations;

- for oral communication;

- to gain knowledge about the cultures of other countries and the differences between them.

A lesson aimed at teaching listening includes the following stages:

1) preparatory;

2) actual demonstration of the video;

3) tasks for understanding and making sense of the video plot.

When working with the handout, we offer the following recommendations:

- familiarization with the task;

- the constituent parts of the material must be simple, clear and understandable;

- the purpose of the material is to stimulate students' language;

- worksheets should include both group and individual work (Murphy, 2011).

As it was mentioned earlier, the results of the ascertaining stage of trial training indicate an insufficient level of formation of students' listening skills. To obtain data on the level of formation of listening skills after training on the basis of a set of tasks developed by us, we conducted a control final test, the purpose of which was to identify the level of mastery of auditory skills.

Pupils of the control and exploratory groups were presented tasks identical to those achieved all the while the determining stage. The tasks are presented in Appendix B.

If we compare the obtained data, we will see that after the trial training, the students of the experimental group coped better with the test task, showing higher

results compared to the scholars of the control group. The results of our research on the exploratory group are presented in Table 7. Exercise No. 1 was rated at 4 points, Exercise No. 2 -12, Exercise No. 3 - 8, Exercise No. 4 - 8 points. The maximum number of points is 32.

Table 7

Results of final testing in the experimental group

No	EG students	Results
	Aigert Rudolph	18
	Bilyk Olha	22
	Bukovetska Yaroslava	26
	Verbytska Svitlana	29
	Velychko Myroslava	27
	Danylets Myroslava	19
	Dubchak Mykola	24
	Hryndzuk Vitalii	21
	Lukachko Olena	17
Average point		22,5

The average score for the experimental group after the trial training according to the set of exercises developed by us is 22.5, that is, it increased by 2.3 points. Such changes characterize an increase in the level of listening skills development in the experimental group and, accordingly, speak of the effectiveness of the set of tasks developed by us. The levels of formation of independent work with the text in the experimental group after the trial training are presented in Table 8.

Table 8

The number of EG students according to the level of listening skills formation before and after experimental training.

Level	Students before training	Students after training
Advanced level	2	3
Upper-intermediate level	6	6
Intermediate level	1	-

Obvious changes for the better, such as an increase in the number of students with aa advanced level of development of listening skills, and a decrease in the number of pupils accompanying an middle level of improvement of these abilities. Positive changes confirm the effectiveness of the set of tasks developed.

Now consider the situation in the control group. Table 9 presents the results of the final test of students of the control group.

Table 9

Results of final testing in the control group

No	EG students	Results
	Bornak Taisiia	18
	Bonya Vasyl	22
	Vykhodets Milana	13
	Kindrash Ivanna	26
	Mazur Vitalii	19
	Mygal Alina	17
	Sazonova Adelina	20
	Ferenets Maryna	31
Average point		20,7

The average score in the control group was lower than in experimental one. This indicates insufficient growth in the level of formation of listening skills. The

levels of listening skills development in the control group after trial training are presented in Table 10.

Table 10

The number of CG students according to the level of listening skills formation before and after experimental training.

Level	Students before training	Students after training
Advanced level	2	2
Upper-intermediate level	4	5
Intermediate level	2	1

We can see that the number of students with an average and high level of formation of listening skills has changed insignificantly compared to the testing at the beginning of the trial training.

The analysis of the data confirms that the level of formation of listening skills after trial training using the set of tasks proposed by us is better in EG compared to the results in CG (see Table 11).

Table 11

Comparison of EG and CG results before and after approbation of the set of exercises

EG Students		CG Students	
Before training	After training	Before training	After training
Advanced level - 2	Advanced level - 3	Advanced level - 2	Advanced level - 2
Upper-intermediate level - 6	Upper-intermediate level - 6	Upper-intermediate level - 4	Upper-intermediate level - 5
Intermediate level - 1	Intermediate level - 0	Intermediate level - 2	Intermediate level -1

To determine the effectiveness of the set of tasks we used, we used the statistical method and calculated the coefficient according to the following formula:

K (o) = K (EG) / K (CG) Where K (EG) is the average grade obtained in EG, and K (KG) is the average grade obtained in KG. The value of the coefficient > 1 will indicate the effectiveness of the set of tasks proposed by us. K (EG) according to the results of the final testing was 22.5, while K (CG) is 20.7. Thus, K (o) is equal to 1.1, which is evidence of the effectiveness of the set of tasks proposed by us.

CONCLUSION

Language knowledge approaches, particularly inside the tertiary atmosphere, have moved further memorization learning, alphabet exercises and basic and grades 9-12 approaches to language improvement. The current designs and processes of vocabulary learning at the tertiary level are more dependant on many factors in the way that individual competence, determination, hard work, and the coach and student's definite beliefs.

In listening ability the discoveries that the students acted better in the listening test accompanying Ukrainian talker. This means that they are quite good hearers to English talking in Ukrainian accent and still weak hearers to English talking in native accent. The exertion to improve pupils' hearing ability needs expected established sufficient understanding of the questions met by undergraduates. Accordingly, EFL instructors are supported to identify their undergraduates' questions so that decide the right situations in the hearing learning.

To overcome those questions, the assistants ask the top-off action and vocabulary enhancement as the situations. The lecturers administer the top-off strategy by incisive the record into paragraphs and sentences and jargon advancement by providing undergraduates accompanying some main conversation that they will find in the hearing practice. It takes another study to find whether or not what the lecturers do to overcome the questions met for one pupils is effective. Hence, next the professor focuses on the impact of top-off action and dictionary advancement on pupils' listening ability enhancement.

Considering the fact that modern education is aimed at the implementation of a communicative approach, the problem of developing foreign language auditory competence is quite relevant, since listening is the basis of communication, mastering oral communication begins with it. Therefore, the development of an effective methodology for the formation of listening skills is the basis of our research.

In accordance with the tasks set, we revealed the content and essence of listening as a type of speech activity and conducted a theoretical analysis of the problem of the formation of students' foreign language auditory competence. We came to the conclusion that listening belongs to the receptive type of speech activity. This is the process of perceiving live speech, which includes not only listening, but also understanding and interpreting the information received by ear. Thus, listening is not a passive fixation of sound signals, but an active transformation of them into a certain meaningful record.

It is also worth noting that listening is closely related to other types of speech activity, but its distinguishing features are that it is a receptive and reactive type of speech activity that implements oral direct communication; the form of the listening process is internal, unexpressed, its product is an inference, and the result is an understanding of the perceived content of the message.

Learning to listen is impossible without taking into account the psychological features of this type of speech activity, so we considered the psychophysiological mechanisms of listening and understanding language, which include the processes of perception, recognition of speech images, understanding their meanings, processes of anticipation (guessing) and comprehension of information, processes of information grouping, their generalization, retention of information in memory.

In addition, the difficulties of perceiving and understanding speech by ear, modern approaches and listening strategies, as well as the features and goals of learning listening at the senior stage of learning English were considered.

We were also assigned the task of developing a set of exercises for the formation of foreign language competence in listening of high school students, in connection with which we described in detail our proposed method of working with a system of exercises for the development of listening skills, gave examples of tasks, noted difficulties that may arise when organization of relevant lessons and gave examples of possible ways to overcome them.

The effectiveness of using this technique was checked during trial training. During this trial training, we conducted a number of listening training sessions using the proposed set of exercises. The results definitly show that the organization of such classes greatly increases students' interest in learning a foreign language in general and facilitates the development of listening skills.

In this way, the objective of our investigation, which is to discover the reasons why listening is troublesome and to allow a few thoughts on how to handle them, was accomplished, which permits us to conclude about the viability of our set of exercises.

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РЕЗЮМЕ

Підходи до вивчення мови, особливо у вищій школі, відійшли від навчання на запам'ятовування, вправ з алфавітом, а також від підходів до вдосконалення мови у початковій школі та 9-12 класах. Сучасні розробки та процеси вивчення лексики на вищому рівні більшою мірою залежать від багатьох факторів, таких як індивідуальна компетентність, рішучість, наполеглива праця, а також певні переконання викладача та студента.

Що стосується аудіювання, то виявилося, що студенти краще справлялися з тестом на аудіювання, який супроводжував український диктор. Це означає, що вони досить добре сприймають на слух англійську мову з українським акцентом і все ще слабко - англійську мову з рідним акцентом. Зусилля, спрямовані на покращення слухових здібностей учнів, як очікується, мають забезпечити достатнє розуміння питань, на які відповідають студенти старших курсів. Відповідно, викладачам англійської мови професійного спрямування надається підтримка у визначенні запитань, які виникають у студентів, з метою прийняття правильних рішень щодо ситуацій у навчанні аудіювання.

Для подолання цих питань викладачі просять студентів виконати вправи на поповнення та збагачення словникового запасу у відповідних ситуаціях. Викладачі застосовують стратегію доповнення, розбиваючи запис на абзаци та речення, а також вдосконалюють лексику, надаючи студентам супровід до основної розмови, яку вони зустрічатимуть під час практики аудіювання. Потрібне ще одне дослідження, щоб з'ясувати, чи є ефективним те, що роблять викладачі для подолання запитань, які виникають у студентів, чи ні. Тому далі викладач зосереджується на впливі вправ на розвиток навичок аудіювання та поповнення словника на покращення слухових здібностей учнів.

Зважаючи на те, що сучасна освіта спрямована на реалізацію комунікативного підходу, проблема розвитку іншомовної аудитивної компетенції є досить актуальною, оскільки аудіювання є основою

спілкування, з нього починається оволодіння усним мовленням. Тому розробка ефективної методики формування навичок аудіювання є основою нашого дослідження.

Відповідно до поставлених завдань ми розкрили зміст і сутність аудіювання як виду мовленнєвої діяльності та провели теоретичний аналіз проблеми формування іншомовної аудитивної компетенції студентів. Ми дійшли висновку, що аудіювання належить до рецептивного виду мовленнєвої діяльності. Це процес сприйняття живого мовлення, який включає в себе не тільки слухання, але й розуміння та інтерпретацію отриманої на слух інформації. Таким чином, аудіювання - це не пасивна фіксація звукових сигналів, а активне перетворення їх у певний осмислений текст.

Варто також зазначити, що аудіювання тісно пов'язане з іншими видами мовленнєвої діяльності, але його відмінними рисами є те, що воно є рецептивно-реактивним видом мовленнєвої діяльності, який реалізує усне безпосереднє спілкування; форма процесу аудіювання - внутрішня, невисловлена, його продуктом є висновок, а результатом - розуміння змісту сприйнятого повідомлення.

Навчання аудіюванню неможливе без урахування психологічних особливостей цього виду мовленнєвої діяльності, тому ми розглянули психофізіологічні механізми аудіювання та розуміння мови, до яких належать процеси сприйняття, розпізнавання мовленнєвих образів, розуміння їх значень, процеси антиципації (вгадування) та осмислення інформації, процеси групування інформації, її узагальнення, утримання інформації в пам'яті.

Крім того, були розглянуті труднощі сприйняття та розуміння мовлення на слух, сучасні підходи та стратегії аудіювання, а також особливості та цілі навчання аудіювання на старшому етапі вивчення англійської мови.

Також перед нами було поставлено завдання розробити комплекс вправ для формування іншомовної компетентності в аудіюванні старшокласників, у

зв'язку з чим ми детально описали запропоновану нами методику роботи з системою вправ для розвитку навичок аудіювання, навели приклади завдань, зазначили труднощі, які можуть виникнути під час організації відповідних уроків і навели приклади можливих шляхів їх подолання.

Ефективність використання цієї методики було перевірено під час пробного навчання. Під час цього пробного тренінгу ми провели низку занять з навчання аудіювання із застосуванням запропонованого комплексу вправ. Результати однозначно свідчать про те, що організація таких занять значно підвищує інтерес студентів до вивчення іноземної мови в цілому та сприяє розвитку навичок аудіювання.

Таким чином, мета нашого дослідження, яка полягала у виявленні причин, що викликають труднощі в аудіюванні, та наданні рекомендацій щодо їх подолання, була досягнута, що дозволяє зробити висновок про ефективність нашого комплексу вправ.

APPENDIX A

Levels of development of listening skills of high school students

Levels/Skills	Advanced	Upper-intermediate	Intermediate	Elementary
Perceptual - analytical skills	The student understands oral speech very well; understands the main ideas (global understanding) / details (detailed understanding) of the audio text.	The student understands oral speech well; understands the subject; able to separate some details of the audio message.	The student understands the topic of the message, but is unable to separate the main idea and the details of what he heard.	The student does not understand oral speech; does not understand the main ideas (global understanding) / details (detailed understanding) of the audio text.
Predictive design skills	The student is able to differentiate primary and secondary information; ignore unfamiliar elements; critically consider the	The student knows how to ignore unfamiliar elements and differentiate information, has prognostic skills, but is not able to critically understand the	The student has difficulties establishing connections between facts and events; he can partially differentiate the main from	The student is not able to critically understand the material, does not know how to differentiate the main from the secondary and cannot predict the

	listened material; predict the development of events.	audio text.	the secondary, but is not able to critically understand what he heard.	development of events.
Produktive skills	The student knows how to divide the audio text into meaningful parts, arrange the main ideas in chronological order, establish logical connections and note down precise vocabulary.	The student is able to arrange the main ideas chronologically. sequences, distinguish and understand the necessary information and partially establish logical connections	Dividing the text into meaningful parts causes difficulties, the student is partially able to establish logical connections and take notes of what he heard.	The student does not know how to establish logical connections and divide the audio text into meaningful parts.
Reflexively - corrective skills	The student selects facts and arguments according to the questions, supplements	The student is partially able to analyze the content of what he heard, is able to express his	The student is partially able to supplement or correct messages, it is difficult for	The student is not able to analyze the content of what he heard, cannot

and corrects the information heard, expresses his opinion about what he heard.	own opinion about what he heard based on speech sample.	him to express his own opinion.	formulate his own opinion or answer questions.

APPENDIX B

Test card 1

Exercise #1

Stage: pre-listening.

Purpose: development of lexical skills.

Type of exercise: grouping, filling in the table.

Type of exercise: reproductive, non-communicative.

Task: Match the words with the definitions and write a–h next to the numbers 1–8.

1…….. to tune in 2…….. to visualise 3…….. familiar 4…….. an adjustment 5…….. a knock-on effect 6…….. vital 7…….. to be looming 8…….. finals	a. to be coming quickly, to seem very close b. to listen to a live radio programme c. a small change d. necessary, of extreme importance e. the last exams in a university course f. well known or easily recognised g. to form a mental picture of something h. something that happens as a result of something else happening

Exercise #2

Stage: while-listening.

Goal: development of detailed listening skills.

Type of exercise: determining the truth or falsity of a statement.

Type of exercise: receptive, non-communicative.

Task: Which sentences are true about memorisation? Tick (✓) four correct answers.

…………. We all use memory in the same way.

…………. We learn to use our memory as soon as we are born.

…………. There are two different forms of memorisation.

…………. We are taught how to improve our memory in history lessons.

…………. Writing shopping lists can improve your memory.

…………. Teaching helps us to memorise.

…………. We can train our brains to be more effective.

…………. We can only use one image at a time as an aid to memorisation.

Exercise #3

Stage: post-listening.

Purpose: development of attention, development of the ability to distinguish details from what has been heard.

Type of exercise: gap fill.

Type of exercise: reproductive, non-communicative.

Task: Write the correct form of the word in brackets.

1. The speaker explains how to make our _____ (memorise) function better.

2. We can make _____ (improve) in our ability to memorise.

3. We use a _____ (combine) of long-term and short-term memory.

4. There are several things we can do to recall _____ (inform).

5. We can use word _____ (associate) to remember a concept.

6. The term _____ (visualise) means imagining a picture.

Exercise #4

Stage: post-listening.

Purpose: development of communication skills, development of the ability to analyze the content of what has been heard.

Type of exercise: answers to questions, discussion.

Type of exercise: receptive-reproductive, conditionally communicative.

Task: Write the answers to the following questions

1. Have you got a good memory?

2. What do you do to help you remember things when you're studying?

SCRIPT

Mary: I'd like to welcome Charles Long to the studio today. Charles has just published an article in New Science journal about memorisation. It's all about how to make our memory function better. Charles, exam time is looming and there'll be lots of teenagers tuning in today. Can you give us some advice about improving our ability to memorise?

Charles: Hello! Yes, of course. I'd like to start by talking about the process of memorisation. It's vital that we understand the process if we want to make adjustments to the way we function. We all use memory in the same way. It doesn't matter whether you're a student revising for your finals or an adult standing in the aisle of a supermarket, trying to recall a particular item from a grocery list.

Mary: Ha ha! That's me. I always forget to take my list.

Charles: You and thousands of other people too, Mary. We learn to use our memory when we are still at nursery school. Young children are naturally very good at working out how to remember things. The tips I'm going to share today are based on the things we used to do to help us remember when we were children. The process of memorisation occurs in two distinct forms. Do you know what they are?

Mary: Are they 'long-term memory' and 'short-term memory'?

Charles: That's right! But these aren't completely separate concepts. We use a combination of both types of memory when we want to formulate our

thoughts and recall information, whether we're trying to remember something from a decade ago or just an hour earlier.

Mary: So what tips have you got for improving the quality of our memory?

Charles: Right. Let's start with 'association'.

Mary: Association?

Charles: Yes. We can use word association to remember an idea or a concept. This means choosing a word or phrase you associate with what you are trying to remember. The word needs to be something familiar, that you come into contact with on a daily basis. So, for example, you can use the name of your pet dog to remember a scientific equation. Try it! Read the equation a few times and then say your dog's name again and again. Later, in your science exam, just recall the name and the whole equation should come back to you.

Mary: It sounds too good to be true! What else, Charles?

Charles: Visualisation is another trick we can use. So you have to visualise an image that is connected to the thing you need to remember. For example, if you want to remember the date that the Berlin Wall came down, you might visualise a picture of a wall with the date written on it in graffiti. The image of the wall becomes an important part of what you will remember. You can use several images in a row to remember things like information in a text or a list of ingredients for a recipe.

Mary: Yes, that makes sense.

Charles: Singing can help with memorisation too.

Mary: Singing?

Charles: Yeah. So instead of reading a text aloud, you sing it. Singing is one of most effective and earliest memory tricks that are used for learning new concepts. I used to 'sing' lists of historical facts and dates. It works.

Mary: And did you have to sing aloud in your history exams?

Charles: Not aloud! But I did used to sing in my head. And I always got good marks for history.

Mary: Any more tips, Charles?

Charles: Yes! I've saved the best one till last. It's particularly relevant for any students who have tuned in. 'Teach it'.

Mary: Teach it? Teach 'what'?

Charles: Teach whatever it is that you want to remember. So, if you're studying for an English exam, teach the concepts to someone else. It can be a real person – a friend in a study group is ideal – or it can be a 'pretend' person. You can just imagine someone is listening to you as you teach. Better still, record yourself 'teaching' and then play back the video to revise the material further.

Mary: That sounds like a great tip … or 'trick'.

Charles: Yes, it really works because in order to teach something you need to understand it. Teaching reinforces the understanding. And although these sound like 'tricks', they aren't really.

Mary: No?

Charles: No. They are just simple ways that we can train our brains to be more effective. By getting into the habit of using word association, visualisation, singing and teaching, our brains develop and work better for us. And of course that has a knock-on effect on our memory and our abilities to recall all kinds of data.

Mary: Thank you, Charles. Now, I think we've got time for a couple of questions from our listeners.

Test card 2

Exercise #1

Stage: pre-listening.

Purpose: development of lexical skills.

Type of exercise: grouping, filling in the table.

Type of exercise: reproductive, non-communicative.

Task: Match the vocabulary with the correct definition and write a–d next to the numbers 1–4.

1…….. cells 2…….. bacteria 3…….. mites 4…….. atom	a. Very tiny creatures that live on plants or animals. b. The smallest part of a chemical element. c. The simplest and smallest forms of life. They live in air, water, soil, as well as in humans and animals (dead or alive). They are often the cause of disease. d. The smallest part of an animal or plant that can work independently. All plants and animals are made of these.

Exercise #2

Stage: while-listening.

Goal: development of detailed listening skills.

Type of exercise: establishing the correct order.

Type of exercise: receptive, non-communicative.

Task: Put the sentences into the right order

_____ Oh yeah, and going back to cells, do you know how many cells you have in your body?

_____ They're discovering loads more things all the time.

_____ But the really weird thing is that most of the atoms are empty space, just air or nothingness.

_____ They're about a third of a millimetre long, so you can't really see them.

_____ Only about 50% of people have them, and more older people.

_____ Anyway, they're completely harmless, they just eat dead skin.

Exercise #3

Exercise #3

Stage: while-listening.

Goal: development of detailed listening skills.

Type of exercise: multiple choice.

Type of exercise: receptive, non-communicative.

Task: Circle the best option to complete these sentences.

1. Only about one tenth of the cells in your body are ...

a. alive. b. really you. c. bacteria.

2. Bacteria are mostly ...

a. really helpful. b. bad for humans. c. neither good or bad.

3. Animals need bacteria to ...

a. fight diseases. b. provide energy. c. digest food.

4. You have ... cells in your body.

a. 7 million b. 7 trillion c. 7 octillion

5. Most of the atoms are ...

a. tiny cubes. b. not used. c. empty space.

6. You probably have mites in your ...

a. hair. b. ears. c. eyelashes.

7. Mites are very small creatures that are about ...

a. 3 millimetres long. b. a third of a millimetre long. c. 0.03 millimetres long.

8. Mites eat ...

a. dead skin. b. your eyelashes. c. tiny insects.

Exercise #4

Stage: post-listening.

Purpose: development of communication skills, development of the ability to analyze the content of what has been heard.

Type of exercise: answers to questions, discussion.

Type of exercise: receptive-reproductive, conditionally communicative.

Task: Write the answers to the following question

1. Do you know any amazing facts about the human body?

2. Are you interested in modern investigations about human body? In what?

<div align="center">SCRIPT</div>

A: Hey, I'm reading this really interesting article about the human body.

B: Yeah? Well, we know all about that from biology lessons.

A: No, we didn't learn much at all at school! They're discovering loads more things all the time. Really amazing things! Did you know that only about one tenth of the cells in your body are really you? The rest are bacteria.

B: What? I'm not really me?

A: No, of course you are you, but you also have millions, or trillions, of bacteria in you.

B: Eeeeuuugh!

A: No, they're mostly really helpful. Someone did an experiment to see if animals can live without bacteria, and he found that a lot of them died or had to have a special diet. Animals need bacteria to digest food, you see. So we're better off with bacteria.

B: Unless the bacteria are bad.

A: Unless they are bad, but they're nearly all good. Oh yeah, and going back to cells, do you know how many cells you have in your body?

B: Quite a lot, I'd say. A good few.

A: Yeah, but how many?

B: I don't know. I'm not mathematical.

A: 7 octillion! That's 7 plus 27 noughts.

B: I knew it was a lot.

A: OK, that's an amazingly huge number, almost impossible to imagine. But the really weird thing is that most of the atoms are empty space, just air or nothingness. And if you took out the empty space, you could fit your body inside a tiny cube which measures one 500th of a centimetre on either side. That's a box measuring 0.002 of a centimetre on each side. You'd be much too small to see.

B: Mmm, I can imagine that. It sounds like something that would happen in a really bad Hollywood movie. You know, a mad scientist goes: (funny voice) 'I'm going to extract all the air from your body'. OK, enough facts for one day.

A: Don't go! One last thing, did you know …

B: No.

A: Did you know that you probably have mites in your eyelashes?

B: Mites in my eyelashes? What are mites exactly anyway?

A: Yeah, they're very small creatures, like insects, only not insects. They're about a third of a millimetre long, so you can't really see them. These particular mites live in eyelashes and eyebrows.

B: But in mine? A: Well, maybe not. Only about 50% of people have them, and more older people. So you might not have any. Anyway, they're completely harmless, they just eat dead skin.

B: Yeah, right, harmless. I really would have preferred not to know that.

A: Sorry.

B: I mean, really!

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