

ФОРМУВАННЯ АНГЛОМОВНОЇ МОВЛЕННЄВОЇ КОМПЕТЕНЦІЇ В АУДІЮВАННІ В СТУДЕНТІВ-ЕКОНОМІСТІВ

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Розглянуто проблеми введення аудіювання як одного із видів мовленнєвої діяльності для студентів немовних ВНЗ. Підкреслено, що виконуючи вправи з аудіювання, студенти удосконалюють уміння прогнозувати зміст, виділяти головне, знаходити другорядні деталі, встановлювати причиново-наслідкові зв'язки. Зауважено, що для ефективного аудіювання важливо дібрати текст, який був би складений на основі оригінальних англомовних джерел та містив би такі характеристики: пізнавальну цінність, інформативність та якість.

Наведено процес аудіювання, яке рекомендується проводити в три етапи: передтекстовий, текстовий та післятекстовий. Зазначено, що на передтекстовому етапі завданням викладача є створення умов для можливого прогнозування змісту аудіо-тексту та зняття лексичних, граматичних та фонетичних труднощів сприйняття. З метою вирішення першого завдання (прогнозування змісту) перед кожним текстом сформульовано питання, відповіді на які мають наштовхнути студентів на визначення його ймовірної тематики, що значно полегшить сприйняття почутого. Рекомендовано для зняття лексичних труднощів аудіювання перед прослуховуванням тексту подавати слова та словосполучення, якими студенти не володіють. Кількість незнайомих слів не повинна перевищувати 3-х відсотків від загальної кількості слів, бо перевантаження короткочасної пам'яті уповільнює процес засвоєння мови і зменшує швидкість відпрацювання постійних навичок. Оскільки деякі тексти можуть мати складний або давно засвоєний граматичний матеріал, запропоновано виконувати невеликі вправи щоб зняти можливі граматичні труднощі сприйняття.

Ключові слова: мовні знання, уміння аудіювання, вибір тексту, семантизація лексики, етапи аудіювання.

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FORMATION OF ENGLISH SPEECH COMPETENCE IN LISTENING OF STUDENTS OF ECONOMICS

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As one of the types of speech activity, listening is considered to be the most difficult for the mastering it by students. This problem is particularly urgent to non-linguistic higher educational institution students. Doing exercises on listening, students improve the ability to predict the content, to distinguish important things, to find minor details, to establish relationships of cause and effect.

Listening is the activity that involves the processes of perception, recognition, and understanding a foreign language. Since listening is one-time, speech perception depends on the skill to hold in the memory the results of sense and semantic analysis for a certain period of time.

The main goal is to develop such skills as observation, classification, selection, elimination of hypotheses. Only a student who has them, can consciously perceive and organize information and analyze it.

It is very important to choose a text for listening. The texts should be formed on the basis of the original English language sources. Particular attention should be paid to the nature of texts: their cognitive value, information content and quality.

We carried out listening on three stages: pretext, text and posttext. On pretext stage the task of the teacher is to create conditions for possible prediction of the text content and the removal of lexical, grammatical, and phonetic difficulties of perception. To solve the first problem (prediction of contents), before each text questions are given, the answers to which have to suggest an idea to students to determine its probable topic that will greatly facilitate the perception of what they heard.

Key words: speech knowledge, listening skills, choice of text, vocabulary presentation, listening stages.

Stating of the problem. The knowledge of foreign languages is becoming more significant for the process of communication with other people in everyday, business, and professional areas. At the present stage of development Ukraine has enormous political, economic, and cultural ties with many foreign countries. The number of companies operating with foreign partners is increasing. The work at these enterprises requires from professionals, yesterday students, the ability to communicate a foreign language.

The ability to understand native speakers is a necessary condition of communication. Although the fact that the process of learning a foreign language has communicative and cognitive character is well known, the process of listening is not given appropriate attention, and its skills appear spontaneously without specific targeted training. That is why very often students who are sufficiently fluent in English, meet difficulties in perception English in natural conditions [1, p. 84]. Therefore, in a non-linguistic university the problem of teaching listening becomes particularly relevant. In this paper, we offer a generalized learning experience of listening of students majoring in “International Economics”.

Analysis of recent researches and publications. Detailed analysis of the scientific literature that examines problems of listening was carried out by Zlotnikov V.H. His researches show that considerable attention is paid to the formation of skills in listening speech of modern specialists (T. Van Deik, I. Dehart, M. Zhinkin, I. Zymnia, B. Lapidus), perception and understanding of foreign language oral message (M. Balabayko, R. Milrud, P. Yahno, etc). Objectives are formulated, content of learning listening is defined (B. Lapidus, I. Rogova, etc), psychological characteristics of this type of speech activity are defined (L. Vygotskyi, M. Zhinkin, I. Zymnia, A. Leontiev, A. Luria, M. Lyahovytskyi, etc), principles of the selection of texts for teaching listening (O. Bochkariova, N. Sluhina, O. Mirolubov, V.Chernysh, etc), the main approaches to the individualization of training listening to future specialists are defined (O. Metiolkina, S. Nikolaeva).

Modern methods of teaching foreign languages use many latest models of teaching listening. These include: learning based on listening competency-active approach (O. Bochkariova), technology of immersion (Z. Korneva), formation of speech concepts (L. Cherepanova), the use of media education (S. Medvedeva), intensive training (V. Alexandrov) and others. However, the vast majority of scientific papers are devoted to the problem of teaching listening to schoolchildren and future philologists [2, p. 1]. But the problem of teaching listening to non-linguistic university students is not enough studied in what we have some experience.

The purposes of the article. To summarize the experience of trainers who have studied the problem of listening, and own experience of teaching listening to non-linguistic university students so that teachers of foreign languages of universities can successfully use it in their practice.

The main material of the research. Listening is the main source of linguistic knowledge and an important means of speaking practice. Listening extends the potential possibilities of using educational text: it becomes a source of information for the chosen specialty, as well as a means of mastering the foreign-language material and the incentive for the development of professional speech. While listening, a

listener performs a variety of analytical and synthetic transactions that increase the activity of speech activity and provide the dynamics of improvement of listening skills. Doing exercises on listening, students improve the ability to predict the content, to allocate important things, to find minor details that clarify the main thing, and to establish causal relationships.

When listening there is often a pressure to respond almost immediately, and also a pressure brought about by having only “one go” at understanding (unlike reading where you can backtrack and read again). As well as these features, there is also the need to understand intonation patterns, features of fast connecting speech and to deal with the possible distractions of background noise.

Here are some of the factors we considered important in a listening lesson.

- The level of the text is important. It should challenge learners without being too difficult.
- Teachers need to consider whether there is a need to pre-teach a few items of vocabulary.
- Teachers need to set meaningful tasks before listening to help understanding and to mirror the “real life” situation of listening for a purpose.
- After listening learners should have the opportunity to compare answers with each other before checking with the teacher.
- Listening skills can be subdivided to include such things as gist understanding (getting an overall idea) or a more detailed understanding.
- Typically learners will listen to the same text more than once.
- Teachers should try to build some interest in the text before listening tasks.

The list of activities which involve listening

- made or received a telephone call
- listened to a radio news bulletin
- watched a television news bulletin
- had a conversation with a friend
- listened to a lecturer
- had a conversation with a group of friends
- watched a movie either in the cinema or on television
- watched at least 10 minutes of daytime television
- listened to a music CD or audio cassette
- taken part in a small discussion group

Notice again that just as we saw when looking at reading lessons, native speakers always have a reason for listening to something. If we listen to a news bulletin, we want to know what is happening in the world. It is likely that we want information from the lecture, and when we speak to friends we want to maintain and build those relationships. This reason for listening needs to be replicated in the classroom. Notice to that some tasks combine the skills of listening with that of speaking. One useful way in which teachers can help learners to listen more effectively is to teach them to skills they need to manage a conversation. Teachers can help learners to develop “strategies” for coping when they find understanding difficult, by teaching them such things as ways off asking for clarification or indicating that they haven’t understood.

Imagine doing the above things in a foreign language.

Answer the questions follow.

1. Which would be harder, listening to the news on the radio or watching it on television? Why?
2. Which would be harder, talking to a friend on the telephone or face to face? Why?
3. Which would be harder, talking to a friend or to a group of friends? Why?
4. How is watching a movie different from watching 10 minutes of daytime television?
5. How is listening to a lecture different from listening to music on CD?
6. How is listening to a lecture different from taking part in a small discussion group?

We can see that native speakers listen in flexible ways according to the contexts in which they are listening. This flexibility and range of skills is something that learners need help developing.

Here are some comments made by learners of English on why they find listening difficult.

1. I worry more about listening than speaking because you can't back to check.
2. English people speak too fast and sometimes the words sound different the way I learned them.
3. My school is near the airport. Sometimes the noise of the planes stops me understanding.
4. I can understand my teacher but other people with different accents are really hard for me to understand.
5. English people "eat their words".
6. I can understand videos very well. But audio tapes are quite difficult for me.
7. I can understand English people when they speak only to me but I find it hard to join in their conversation.
8. I can listen OK for a short time but then I get tired and miss things.
9. I worry when there is a word I don't understand.
10. I remember I was very confused when I started learning English because I didn't know what "um" and "er" meant.

The aim of the process of listening is the formation of recognition and sense skills of speech structures, creation of auditory images of linguistic signs, prediction of forms and holding in the memory the signals of their sense, the formation of future professionals in oral communication skills in a foreign language [4, p. 7].

B. V. Pavliy and I. M. Podhayska pay attention to the psychological aspects of listening. Indeed, according to the psychology data listening is the mental activity that involves the processes of perception, recognition and understanding a foreign language. Since the passing capability of the audio channel is much less than that of a visual one, and listening is one-time, perception of speech depends on the ability to hold in the memory the results of sense and semantic analysis for a certain period of time in order to integrate them into a complete thought.

In practice, continuous receipt of information leads to a rapid distraction of almost all students. The main goal is to develop such skills as observation, classification, choice and putting forward of hypotheses. Only the student who has them, can consciously perceive and organized information and analyze it. In class, we recommend using exercises aimed at psychological preparation to accept the original text, for the anticipation of the information for the first review and memorizing of the vocabulary, and we try to develop reproductive abilities of students [1, p. 84].

Listening success largely depends on the choice of a text. Several researchers of the process of listening (O. V. Lozynska, T. V. Krasko, O. V. Luchechko) believe that the texts should be prepared on the basis of the original English language sources. To motivate learning of students and solving educational and pedagogical challenges that are put in front of a foreign language as an academic discipline, in choosing texts for listening much attention should be paid to the nature of texts by their cognitive value, information content and quality [5, p. 6].

B. V. Pavliy and I. M. Podhayska believe that the effectiveness of teaching listening comprehension depends on the interest of the students in understanding the content, and meaningfulness and interest are an important requirement for a listening text.

Analysis of our researches showed that audit results of the listening texts were better when the texts were interesting and informative.

On the recommendation of Yu. M. Korotkova and O. B. Protsenko we carried out listening in three stages: pretext, text and posttext. On pretext step the instructions of the teacher are to create conditions for predicting the likely content of the audio text and removing lexical, grammatical, and if necessary, phonetic difficulties of perception. To solve the first problem (prediction of contents), before each text questions are given, the answers to which have to touch up students to determine its probable topic that will greatly facilitate the perception of what they hear.

To remove lexical difficulties of listening, before the listening of the text the words and phrases that are likely of all students do not master, are presented. It is reasonable to use the following techniques for this semantization:

- semantization of words and phrases in the context, if it tells a necessary meaning

- semantization by method of definitions (interpretations), if all the words that convey meaning, are known
- semantization of generalizing words by words with a specific meaning
- semantization by calling the class, a category, belonging, and some qualities
- semantization of linguistic and country studies items by using the description, interpretation of realia, the use of appropriate visual materials (photographs, slides, drawings)
- semantization by selecting synonyms or antonyms
- semantization by using language guessing (international words, derivational elements, onomatopoeia, context).

After semantization of new lexical items and phrases one should check the accuracy of understanding of their meanings by students. For this, we offered such tasks as making up sentences with new lexical material, explanation some words and phrases.

The number of unfamiliar words should not exceed 3 percent of the total number of words as overload of the short-term memory slows the process of mastering a language and reduces the rate of working constant skills.

Some audio texts may contain difficult or long learned grammatical material. Therefore, in order to remove possible grammatical difficulties of perception, it is necessary to do little exercises.

On the text stage, we offer double listening of a text. Some scholars (A. Tarnopolskyi) believe that audio text should be listened by students only once, especially on the ground and advanced stages. Two-time listening is possible, but rather rarely, and only for the most sophisticated audio texts. But considering the low level of knowledge with which students come after finishing school, one-time listening in this case is hardly possible. After the first audio presentation a teacher holds discussions in order to identify the level of understanding of what they heard and offers to students to listen to the text again, paying particular attention to problem places.

On posttext stage we give students the opportunity to perform a variety of tasks and exercises designed not only to check the volume and the accuracy of listened information, but also to work out a new lexical material. In addition, it is advisable to perform the exercises in translation from Ukrainian into English and predict a gradual transition to the other types of speech activities such as speaking, reading, and writing [3, p. 4-5].

According to these recommendations, we carried out listening to the topic “A successful company” in the following way:

1. Students were given the task to do the exercise:

Work in small groups. Agree on the three most important factors from those listed below that can make company successful.

- focusing on how to increase market share
- having a strong company culture
- having user-friendly packaging
- having good designers who also understand production
- responding to the needs of the workforce
- starting with a simple business idea that is easy to understand.

2. After this exercise, the students listened to the interview twice.

(I = Interviewer, P J = Peter Jelkeby)

I What are the factors that make IKEA such a highly successful company?

PJ I think for IKEA, it starts with a very simple, straightforward business idea that is easy to understand, easy to work with, both for customers as well as co-workers actually. Added to that, we have a strong culture in the company that links this together. I think that's one of the big reasons for us being successful worldwide.

We have designers who are not only good on designing good-looking products, they understand production, they're working closely with our trading offices around the world, they're going into suppliers, developing with suppliers products in the production line. Then, from there on, it's about the packaging,

how we transport, flat packages, how we bring it into the store, easy to put on the shelf; and then of course, for the customer, easy to bring home.

3. After listening to the first part of the interview, students do the exercise:

Peter Jelkeby, IKEA's UK Deputy Country Manager, talks about four factors that make IKEA a successful company. Listen and number the four factors in the above exercise in the order in which he mentions them.

4. After completing this exercise, they listened to the second part of the interview and while listening they do the exercise.

I How do you stay ahead of the competition in your business?

PJ That again is linked to understanding the market, the customer needs, the trends about that, how people live; of course, also understanding how the competitors are acting, what is going on in the market, price developments, new ways of meeting the customer and being aware of the, the trends and how we tackle that. But I think by the end of the day, I think IKEA, we are not only about products, we are about offering solutions to people's needs and understand that actually we can be very smart and make it practical and not only again good-looking furniture.

The exercise that students do during listening:

IKEA manages to stay ahead of the competition by:

- the market and the customer.....
- understanding how the..... are acting
- being not only about the products, but also about..... to people's needs.

5. Listening to the last part of the interview.

I think again, er, stay true to yourself; er, be aware of the market you enter into, but still build on your strengths; don't complicate it, in that sense, but still find this kind of combination of, er, we are IKEA in this case, and this a local market. Where is the differences, what do we need to adjust and adopt; what do we need to understand? And then, er, have an offer that fits that.

6. To check the understanding of this part of the interview, students did the following exercise:

Listen to the final part and decide which of the following was the interviewer's question.

1. What new projects are you currently involved in?
2. How can you keep up your performance at such a difficult time for the economy?
3. What are the things a successful international business must do?
4. Where are you planning to expand in the next five years? [7, p. 24, 147].

In the group (15 students), not all students completely understood all three parts of the interview. The results of understanding of the listened interview are reflected in the following scale:

- 0 – 20 % – 1 student
- 21 – 40 % – 2 students
- 41 – 60 % – 2 students
- 61 – 80 % – 3 students
- 81 – 100 % – 7 students.

Conclusion and prospects for further research. Since listening is one of the most difficult type of speech activity, it should be given more attention. At the present stage of learning foreign languages in non-linguistic universities it becomes extremely important.

Changes in the curriculum, the introduction of state exams in some specialties, in the program of which there is listening, make it necessary to look for new and effective methods of teaching listening comprehension [6, p. 113]. This is the area where our researches in the future will be carried out.

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