

Eurasian Journal  
of Humanities and  
Social Sciences



# Importance Of Teaching Listening And Listening Comprehension In Languages Seconds To Support Their Development

Ruzibayeva Nazira  
Karshibayevna

Teacher of Romance-Germanic Translation Studies Department,  
UzSWLU. Mobile: +998 90 989 30 29

## ABSTRACT

This article analyzes that listening and listening comprehension (ECO) constitute a major pillar of the learning of the French as a second language (FLS), especially with allophone students in reception classes from Quebec. Their teaching through the implementation of teaching tasks likely to develop this skill in allophone learners in the classroom primary school reception is therefore an important element of linguistic integration and school of Allophone students. Given the lack of documentation regarding the teaching practices of ECO in the reception class, this research aims to describe the ECO tasks set up by the teachers in the reception classes of the primary and this, with a view to drawing up a portrait of it.

## Keywords:

**Introduction.** Although teaching ECO in Second Languages (L2) represents a challenge for teachers, this skill is as important, or even more so than the written word (Demers, 2008, p.75). Krashen (1985) specifies that there can be no language acquisition if the learner does not understand the oral message. It is in this perspective that we have been interested to the ECO in FLS and to their teaching in the reception class. It is not superfluous to recall the effort that learners must make to develop their ability to listen and understand in L2. Indeed, the ECO involve complex and internal processes (Buck, 2001). Buck (2001) explains that the ECO are unique by the phonology, the accents, the prosodic characteristics, the frequency and the flow of the speech, hesitations and the structure of speech. L2 learners must therefore provide a consistent effort to discriminate sounds, interpret intonation and accent and retain what which was understood for contextual interpretation afterwards (Brindley and Slatyer, 2002; Isani, 20 He).

We will start by presenting the problem of our study and then a theoretical overview which will focus on research and concepts dealing with the ECO in L2, of

their teaching and existing tasks in the field. Subsequently, we will address the methodological section that will allow us to explain how we collected and analyzed the data in order to answer our research question. Finally, the sections results and discussion will follow before concluding our study.

**Main part.** Research has been interested in the ECO as a didactic object during L2 learning (Lafontaine, 2007). In this context, the L2 learner resorts to his first language (L1) and uses his knowledge of L1 to make inferences and interpretations (Demchenko, 2008). Bertocchini and Costanzo (2008) specify that since the 1980s, there has been "a renewed interest in oral thanks to research in linguistics that have shifted the interest from the paradigm of the written to that of oral speech". According to Germain (1993), it is only in the last twenty years or so that we have

begun to give a certain importance to the ECO. Germain adds that thanks to the development of approaches and methods in ECO throughout history, we have been able to achieve the current pedagogy of ECO. Thus, Razafitsiarovana et al. (2011, p. 11) define ECO as being "the ability to understand from listening to a statement or a sound document." In the perspective of the task that the CEFR advocates, the ECO becomes the first step to be taken by

the learner, hence the importance of not neglecting the teaching of this stage.

In the following, we present a summary table (Table 2.1) of the major teaching currents of the ECO that we borrowed from Cornaire and Germain (1998) and enriched by other authors. As a reminder, we mean by current, according to Germain

(1993), a set of principles common to several approaches or methods. The table presents four columns. The first refers to the currents of the teaching of ECO while the second corresponds to the teaching methods of ECO. The third allows to locate the currents and methods in time. Finally, the fourth column represents the way in which each current and method conceives the learning of the ECO.

We therefore retain that the MAO methods, the SGA V and situational prioritize structure, automatism and imitation while approaches focused on the understanding, natural, communicative and action prioritize the ECO and emphasize

know the learner and the listening process. We are interested in these last four approaches more and seem to be adapted to the teaching and learning of ECO in allowing to integrate authentic documents (natural approach), to negotiate the meaning (communicative approach) and to perform real tasks while using his target language (action approach). In the following we will talk about the types and stages of ECO in the framework of their teaching.

The teacher must develop different types of ECO in a language class foreign. It is possible to divide the ECO into four different types :

1. Standby listening: it takes place in an unconscious way and aims to attract the

listener's attention to the topic being listened to. (Cuq and Gruca (2003, p.156).

2. Global listening: it consists in identifying the document through the general meaning of the speech, the author's intention, etc. (Bertocchini and Costanzo, 2008). It can be about identifying the place, the number and identity of the interlocutors, the general theme, the keywords, etc. For example, it may involve identifying news on the radio, recommendations, etc.

3. Selective listening: it consists in identifying only certain information in the text. As examples of tasks, it can be an announcement that concerns the time of the next train, etc. (Bertocchini and Costanzo, 2008).

4. Detailed listening: it consists in completely reconstituting the document. (Cuq and Gruca (2003, p.156). These different types of ECO can be worked within the same activity and at various stages, as indicated by Razafitsiarovana et al. (2011):

1. Pre-listening: step which consists in giving activities to the learners with a view to prepare for the theme and the new vocabulary. This step also makes it possible to attract the attention of learners on key linguistic forms in order to anticipate the understanding.

2. Listening: stage during which the learners listen attentively to the document sound (recorded or played) to be able to carry out the task requested by the teacher. A second listen, your third are recommended for a measure understanding.

3. The post-listening: stage that allows learners to express what they have understood and share their impressions. It is also a question of a reinvestment of the acquired in a real and significant task.

It should be mentioned, according to Razafitsiarovana et al. (2011), that the respect of these three stages depends on the length and the degree of difficulty of the documents listened to. Indeed, if the teacher considers that the document listened to or read is easy to understand and short, he can make him listen to only one song. However, if the sound or read document is considered more complex or long, he can pass it in three stages: pre-listening, listening (with understanding global and linear)

and post-listening. Moreover, Field (2008) explains that ECO is no longer this teaching that consists of making records of medium length and demanding answers to the questions or to recode the information. Indeed, the traditional teaching of the ENVIRONMENT placed teaching at the center of the task as a controller and interpreter of information, but also as an arbiter of the accuracy of the answers, so that the learner was not very active. The current teaching of ECO gives more initiatives to the learner, with an emphasis on the learner and his ECO process and by sharing the results of his ECO, which ensures his commitment and involvement in the task. Field (2008) explains that nature of the ECO is personal, internalized and difficult to practice in the context of a whole class. According to him, the best way to get around this obstacle is to individualize the learning process by allowing the learner to play and replay the specific content who poses difficulties for him, by listening to him and working on him at his own pace. According to him, he is important to introduce a recursion element in the ECO tasks. Below we will deal with the concepts of task, activity and exercise and their usefulness in teaching from the ECO.

The concept of "task" comes from Anglo-Saxon research undertaken in the 80s and 90s, in particular the works of Nunan (1989) and Willis (1996). The tasks arose from the need to use the target language for communication purposes, rather than for the purpose of mastering the L2 for herself. The tasks appeared during the development of the communicative approach, from the 70s, following the enlargement from Europe and have come to respond to criticisms of the audio-oral methodology and audio-visual. There are several definitions of the task. According to Bygate, Swain and Skehan (2001), the task is defined as follows: "A task is an activity which requires learners to use language, with emphasis on meaning, to achieve an objective" (P. II). Richards and Renandya (2002, p.94) define the task as: "an activity which learners carry out using their available language resources and leading to a real outcome". They cite examples of tasks such as playing a game,

solving a problem, sharing or comparing experiences, etc. By performing these kinds of tasks, the two researchers explain that the learner learns to negotiate the meaning and manipulate the L2 to express oneself, hence his success in developing this last. For Nunan (2004, p.4), a task is: "a piece of classroom work that involves learners in understanding, manipulating, producing or interacting in the target language". He adds that: "the intention is to convey meaning rather than to manipulate form. ».

Despite the variety of definitions available relating to the task, we let's remember that the latter was born to emphasize communication and meaning (Nunan (1989), Carroll (1993), Willis (1996)); promoting authenticity (Crookes and Prabhu (1986; 1987), making the link between the classroom and the real world (Long, 1985) and carrying out actions (Bachman and Palmer (1996).

The CEFR has put the task at the heart of its European language policy. He note for this purpose the extremely varied nature of the task since it represents "one of the common facts of everyday life in the personal, public, educational and professional" (p.121 ). Thus, he cites on page 121 examples of tasks such as :

creative tasks or activities (painting, creative writing),  
 skills-based tasks or activities (DIY),  
 solving problems (puzzles, crosswords),  
 current exchanges,  
 the interpretation of a role in a play,  
 participation in a discussion,  
 the presentation of a presentation or a project,  
 the reading of messages and the responses to be made to them (e-mail for example),  
 From these examples, we can clearly see that the language is required in certain tasks more than others. Indeed, a DIY activity seems to be less demanding than a participation in a discussion. In this context, the use of language is centered on the meaning in context and with the aim of carrying out an action (Ellis, 2003). According to Robert (2008), the activity can be considered as being "halfway between exercise and task". It is associated with the exercises in context that fall within the scope

of communication, in particular through reception, production and interaction activities. The purpose of the use of activities is both linguistic and sociolinguistic (Hymes, 1984).

They therefore have a communicative stamp (contextualized linguistics). As an example, Robert cites the study of the past tense. He explains that rather than to teach the learner this grammatical notion in the traditional way through the presentation and 1 'explanation of the rule, its memorization and its reuse, it would be relevant whether the teacher opts for an oral or written activity that would be closer to reality and has a communicative and interactive character. The author thus cites the following example: "Cecile Lemercier phones the boss of the restaurant to explain that she forgot her bag on the table. Imagine the dialogue." (p.87). Spielmann (2013) adds that 1' activity aims to "to have the learner perform a communicative task (or several), the component of which linguistics is not necessarily predominant.». It is therefore understood that the definition of the activity remains relatively ambiguous compared to that of task, insofar as these two formu the didactics seem to have common characteristics. Since the authors use the terms tasks and activities interchangeably, we use them as synonyms in the context of this study, however, giving preference to the term task, which is more commonly used since the creation of the CEFR.

**Conclusion.** So we can see, tasks and exercises can be useful in learning L2, you just need to know how to integrate them in a complementary way to work on the ECO in the classroom. Regarding the audio-visual material, Alrabadi (20 JI, p.25) mentions that media such as radio, television, recordings, cinema, etc. represent "a way that allows learners to get closer to the natural context of the language". Based on our documentary research, we were able to identify six models of listening tasks and his teaching: that of Ur (1984), which addresses in particular the four types of possible answers during ECO tasks; this him from Underwood (1989), linked at the three stages of ECO, namely pre-listening, listening and post-listening.

**References:**

1. Demers, 2008, p.75.
2. Brindley and Slatyer, 2002; Isani, 20 He
3. Cuq and Gruca, 2003, p.156.
4. Crookes and Prabhu, 1986; 1987.
5. Bertocchini and Costanzo, 2008