

innovative techniques of painting and graphics; pedagogical technologies; specific forms and methods of teaching for artists and artist-pedagogues.

Key words: didactic conditions, art students, formation of artistic graphic competencies.

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TEACHING LISTENING TO PRE-SERVICE ENGLISH LANGUAGE TEACHERS

The article examines psychological preconditions of teaching listening to the first-year students and determines the ways to develop listening skills of pre-service English language teachers effectively. Listening comprehension depends on listening process, individual variables, context peculiarities and text features, all of which are analysed in the article. The three overlapping phases (perception, parsing and utilization) of listening comprehension process are examined and the difficulties students may face on each of them are studied in the article. The conclusion is made about the necessity to develop students' phonological, grammatical, lexical skills, working memory, metacognitive awareness, which implies knowledge and beliefs about the task and the cognitive processes, strategic awareness, motivation. The role of the teacher is to guide the process by providing students with the necessary materials, developing their motivation and ability to improve listening skills independently.

Key words: listening, pre-service teachers, English language, skills, strategies, audiotext.

Listening is one of the four essential skills for foreign language learning as people spend about 45 % of our waking time listening [11]. That is why developing listening skills has become one of the major concerns in modern foreign language teaching. A number of scientists studied different aspects of the problem (G. Buck, J. D. Brown, A. Cutler, C. Goh, T. Lynch, M. Rost, L. Vandergrift, J. Wilson etc.). Various investigations have been carried out by Ukrainian scientists, which resulted in developing methods of teaching future marketing managers (N. Novogradska-Morska), economists (N. Hupka-Makohin), technical students (I. Onisina), philologists to comprehend TV news (R. Vikovych), lectures on professional topics (S. Bochkariova), drama (O. Sivachenko). However, the problem of teaching listening to first-year students – pre-service English language teachers still needs further research as it has not been studied thoroughly.

The aim of the article is to analyse psychological preconditions of teaching listening to the first-year students and determine the ways to develop listening skills of pre-service English language teachers effectively.

Listening is the most difficult cognitive skill to learn which is predetermined by a number of reasons: 1) the speed is not controlled by the listeners; 2) the speech itself has a number of phonological peculiarities (enunciation, pronunciation and accent); 3) the listener has to divide the text into meaningful units where, «unlike in reading, word boundaries are often hard to determine» [20, p. 455]; 4) the listener must adjust native language segmentation procedures to a rhythmically different language [6] (however, pre-service English language teachers – first year students may have enough knowledge about the rhythm of the English language and sufficient experience to imply efficient segmentation procedures). In other words, listening comprehension depends on listening process, individual variables, context peculiarities and text features.

Paraphrasing G. Buck's definition [5], we can conclude that the aim of listening is correct meaning construction on the basis of purpose for listening, aural and possibly visual input.

To develop an effective methodology of teaching listening to pre-service EL teachers it is necessary to analyse the above-mentioned factors that influence listening comprehension.

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Listening comprehension process includes three overlapping phases: perception, parsing and utilization [3]. Perception occurs when listeners recognize words they hear in a stream of speech. Parsing happens when words are analysed in other units. Utilisation is a higher-level process during which the information is processed at the phonological, grammatical, lexical levels on the basis of listener's background knowledge which helps to interpret the information. For the first language learners the first two phases (perception and parsing) occur automatically without any special effort to recognize words and match them with the meaning as well as analyse grammatical forms [10, p. 75-76]. During the comprehension process the second language listener recognizes words, analyses grammar structures on the basis of lexical, grammatical and prior overall knowledge and experience. That is why the effectiveness of listening comprehension depends greatly on the lexical, grammatical and phonological skills of listeners.

Working memory plays an important role in listening process due to its following systems:

- 1) phonological loop (the system that holds verbal information in working memory to revive memory traces of the perceived information until it is processed);
- 2) central executive (the system that directs attention to the input, coordinates cognitive processes involved in listening);
- 3) episodic buffer (the system that integrates the perceived signals and helps to interpret it semantically) [10, p. 76].

The comprehension process is usually an integration and interaction between top-down and bottom-up processes [18]. Bottom-up processing includes segmenting the aural stream into meaningful units by constructing understanding with the help of combining units of meaning from the phoneme-level up to discourse-level. Top-down processing involves building a conceptual framework of the context on the basis of context analysis and prior knowledge [20, p. 456].

As it has been mentioned before, the top-down and bottom-up processes are employed together.

Perception involves, first of all, the bottom-up process of listening. Listeners decode the speech by excluding other sounds in the environment; noting similarities, pauses and acoustic emphases; starting to segment words. The main difficulties on this stage include: 1) not recognizing words [8]; 2) not segmenting (segmenting incorrectly) the stream of speech; 3) missing some part of the text.

During the parsing phase, which includes word segmentation, bottom-up processing can be influenced by top-down processes. Developing word segmentation skills is a great challenge for listeners [6]. On this stage listeners begin to activate potential word candidates by retrieving them from long-term memory [14]. Difficulties during this phase include: 1) quickly forgetting what is heard; 2) an inability to form a mental representation from words heard; 3) not understanding subsequent parts because of what was missed earlier [8]; 4) difficulties in determining word boundaries; 5) listeners may not always recognize familiar words in connected speech [4]. There is also much of back and forth processing [20, p. 457-458].

The utilization phase involves top-down processing during which listeners interpret the information, create a representation in memory of what they understood. During this stage the listeners may face the following difficulties: 1) understanding the words but not the message; 2) misunderstanding the message [8].

The purpose of listening as well as learners' preferences influence the process which dominates. For a specific detail comprehension bottom-up processes are mainly employed. To get the gist of the audiotext the learner utilises more top-down processes.

First language listeners coordinate these processes automatically. They often even do not pay any special attention to what is being said, but understand the speech correctly.

No matter how well the foreign language listeners know the language, their language

knowledge is anyway limited so not everything that is said can be processed automatically. Depending on the level of English language proficiency, listeners may need to consciously concentrate on some of the input, control the process, practice selective attention to content words. Focusing consciously on some aspects usually slows down the incoming input and may influence comprehension.

Effective listeners use efficient strategies which help them comprehend the information. Students should know about the cognitive processes involved in listening. In other words, they should demonstrate metacognitive awareness which implies, first of all, knowledge and beliefs about the task [7] and the cognitive processes as well as strategic awareness. There is evidence that metacognitive awareness can improve listening by 13 % [21].

Thus, the analysis of the peculiarities of the listening process has demonstrated the necessity to develop students' phonological, grammatical, lexical skills, their working memory and metacognitive awareness. Much training is needed to learn, for example, to determine the boundaries between words and recognize familiar words in an audiotext. It means that students must listen a lot not only in the classroom, but also at home. It is especially important for students during the first year of study at university as independent testing in Ukraine still does not contain listening assignment. As a result not much attention is often paid to listening at school, and some first-year students demonstrate a rather low level of listening comprehension.

The next step is to analyse the individual variables, among which scientists distinguish levels of pragmatic knowledge, prior knowledge, metacognitive awareness, motivation, anxiety [20]. We can add autonomy to this list as it presupposes students' ability to take on the responsibility for the results of their learning from setting individual goals till analyzing the results and reflection on the achieved results with all the necessary further corrections.

Pragmatic knowledge is important on the utilization phase of the comprehension process [20, p. 459] as it goes beyond the literal meaning of an utterance [13] and implies processing both contextual and linguistic information in order to understand the intentions of a speaker. Pragmatic knowledge is extremely important for future EL teachers as they have to listen to more complicated texts of different styles. N. Taguchi found that indirect requests and refusals are more difficult and take longer to interpret than indirect opinions. She proved that more proficient listeners interpret the text more accurately, but it does not influence the speed of interpretation [16].

Students' prior knowledge is an important factor that helps listeners better understand the text. Students may effectively comprehend complicated texts on condition that the topic is familiar to them. There is evidence that if the listeners have access to the topic in advance, there is no difference in working memory consumption between the first and second language listeners. When the topic is unfamiliar, the second language listeners demonstrate much higher working memory consumption than the first language listeners [17]. That is why pre-listening activities are important for effective comprehension, especially of complicated texts.

Experienced and effective listeners use efficient strategies which help them not only better understand a text, but also develop their listening comprehension skills. A number of investigations proved that skilled listeners use effective combinations of metacognitive and cognitive strategies [9; 12; 19] «to regulate listening processes and achieve comprehension» [20, p. 463]. Compensation strategies that help to guess the meaning using context, word structure etc. should be added to the list. On the contrary, less skilled listeners often try to understand each word [19], which is, though often encouraged by an instruction, deprives them from using prior knowledge and constructing meaning.

Among the cognitive strategies scientists [1; 2; 15 etc.] determine the following: analysis, summarising, visualising, defining key words, previous knowledge analysis, using speech patterns, using knowledge of mother tongue and another foreign language, translation, defining difficulties, focusing on main aspects, asking questions, looking for answers, analysis

of the author's approach, text interpretation, contents anticipation, defining major information, selective listening, comparing gained knowledge with previous.

Metacognitive strategies include: arranging, planning, taking notes, self-control, self-evaluation, preliminary listening with the aim of getting information, *articulation gymnastics, systematizing knowledge by using tables, schemes, semantic maps, additional listening etc* [1; 2; 15 etc.].

Compensation strategies imply using different clues (context, paralinguistic means) to guess the meaning, ignoring unknown words, parts, multiple listening [1].

To develop listening competence it is necessary to get students acquainted with effective cognitive, metacognitive and compensation strategies and encourage future teachers to use them choosing which ones are of greater importance to them. Special exercises should be suggested to teach students use particular strategies giving them an opportunity to further decide which ones should be applied in any situation.

There is much evidence that motivation influences listening comprehension greatly. It can be developed by: 1) choosing interesting texts of different types which difficulty goes a little beyond students' level of listening competence; 2) creating the atmosphere of success; 3) increasing students' level of confidence and self-efficacy; 4) teaching students to use strategies; 5) encouraging them to listen more on their own; 6) employing modern devices which provide access to different resources; 7) encouraging students to communicate with native speakers.

The above-mentioned suggestions can decrease the anxiety which first-year students usually feel about listening. Table 1 demonstrates some results of the survey carried out among 48 first-year students – pre-service EL teachers of Ternopil National Volodymyr Hnatiuk Pedagogical University.

Table 1

The results of the survey

| Statements | The results (%) |
|--|-----------------|
| I can understand clearly articulated speech delivered at normal rate in everyday situations. | 71 % |
| I can understand the main information of radio / TV programmes about current events or on topics of personal interest. | 46 % |
| I can follow many films in which visuals and action carry much of the storyline, when the language is clear and straightforward. | 54 % |
| I need to develop my listening skills. | 100 % |
| I feel anxiety when listening to recordings because I am not sure whether I'll be able to understand everything correctly. | 90 % |
| I watch films in English. | 31 % |
| I communicate with English speakers. | 12,5 % |
| I didn't do much listening before. | 87,5 % |

Students' answers show that not much attention was paid to listening before, and learners realize that they need to develop their listening skills. So the teacher's task is to provide them with best opportunities by incorporating effective tools and teaching and encouraging to develop listening skills both in the classroom and after classes.

Contextual variables also play an important role in listening comprehension.

When engaged in interactive listening, for example, listeners have to attend to different cues (including cultural ones – prosodic, non-verbal etc.) and respond appropriately. On the other hand, they can ask for clarification, repetition, paraphrasing or speaking more slowly, especially in case of informal communication. If communication is formal, request for clarification and repetition is also possible though not encouraged.

Even the first-year foreign language students will have to listen to lectures on the disciplines of the curriculum. To facilitate students' comprehension of academic texts (which can be characterized by content objectivity, accuracy, precision, unambiguity, use

of unified terminology, logically organised structure, use of long sentences and discourse linkers) it is necessary to provide them with visual support (e.g., utilising presentation software like Power Point, Prezi etc.), use sufficient examples, discourse markers, state the same information in different ways to avoid misunderstanding of complicated vocabulary and material [22].

To improve students' listening comprehension it is necessary to take into account the above-mentioned factors and provide learners with effective materials and motivating tools which will coherently develop listening skills. Among such tools are multimedia environments which allow learners to work with audio, video and text through, for example, captions. The mentioned tools can decrease learners' tension and anxiety. On the other hand, though captions may facilitate immediate comprehension, help to develop word recognition skills, students will mainly read aural texts, which is unlikely to be very useful if often applied. Taking all the mentioned considerations into account, we recommend the following succession:

Listening to a text (without reading it) → listening to the text for the second time with the purpose of comprehending it better → listening to problematic parts using subtitles → analysis of the reasons of failure (partial failure) (unknown words, inability to recognize familiar words, lack of concentration etc.).

In this case students focus on some parts that are difficult to understand. They should also be aware that it is not always necessary to understand each word. Depending on the purpose of listening it may be quite enough to comprehend the general idea, but not each detail. So they do not need to use subtitles all the time. Besides, there is no need to listen to the text for the second time if everything is clear after the first listening.

Some multimedia environments provide students with transcripts, which can be also effective for listening skills development if used efficiently. In this case the following procedure can be suggested:

Listening to a text (without reading it) → listening to the text for the second time with the purpose of comprehending it better → listening to the text / or to a problematic part of it with a transcript to check whether everything was understood correctly → analysis of the reasons of failure (partial failure) (unknown words, inability to recognize familiar words, lack of concentration etc.).

As for the first-year students teachers should guide the process of developing listening skills by selecting the audio and video to work at both during classes and as a home assignment, providing students with the necessary materials, assessing the results, giving regular feedback, teaching and encouraging students to work at the development of listening skills themselves.

The following conclusions can be made about teaching the first-year students – pre-service English language teachers:

- listening comprehension depends on listening process, individual variables (levels of pragmatic knowledge, prior knowledge, metacognitive awareness, motivation, anxiety, autonomy), context peculiarities and text features;
- working memory plays an important role in listening process;
- it is necessary to develop students' phonological, grammatical, lexical skills, working memory, metacognitive awareness, which implies knowledge and beliefs about the task and the cognitive processes, strategic awareness;
- motivation can be developed in a number of ways including multimedia environments which allow learners to work with audio, video and text;
- teachers should guide the process of developing listening skills by selecting the audio and video to work at both during classes and as a home assignment, providing students with the necessary materials and developing their motivation and ability to improve listening skills independently.

Further investigations are needed to develop effective methods of teaching listening to first-year students – pre-service English language teachers.

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Левчик Н. С.

ОБУЧЕНИЕ АУДИРОВАНИЮ БУДУЩИХ УЧИТЕЛЕЙ АНГЛИЙСКОГО ЯЗЫКА

В статье исследованы психологические предпосылки обучения аудированию студентов первых курсов и определены пути эффективного развития их умения аудирования. Понимание аудиотекста зависит от психологических процессов, индивидуальных особенностей, особенностей контекста и характеристик аудиотекста. Все перечисленные факторы

проаналізовані в статті. Исследованы фазы процесса аудирования (восприятие, обработка, обобщение) и трудности, с которыми будущие учителя могут столкнуться на каждой из них. Сделаны выводы о необходимости формирования фонетических, лексических, грамматических навыков, памяти, метакогнитивной осознанности, которая включает понимание задания и когнитивных процессов аудирования, стратегической осознанности, мотивации, автономии студентов. Определено, что на первом курсе преподавателю целесообразно осуществлять общее руководство процессом овладения студентами англоязычной компетентностью в аудировании, обеспечивая их необходимыми материалами, развивая их мотивацию и способность работать над усовершенствованием умений аудирования самостоятельно.

Ключевые слова: аудирование, будущие учителя, английский язык, умения, стратегии, аудиотекст.

Левчик Н. С.

НАВЧАННЯ АУДІЮВАННЯ МАЙБУТНІХ УЧИТЕЛІВ АНГЛІЙСЬКОЇ МОВИ

У статті досліджено психологічні передумови навчання аудіювання студентів перших курсів і визначено шляхи ефективного розвитку їхніх аудитивних умінь. Розуміння аудіотексту залежить від психологічних процесів, індивідуальних особливостей, особливостей контексту та характеристик аудіотексту. Усі зазначені чинники проаналізовано в статті. Досліджено фази процесу аудіювання (сприйняття, опрацювання, узагальнення) та труднощі, які майбутні вчителі можуть відчувати на кожній з них. Установлено, що серед індивідуальних особливостей найбільш важливими для процесу аудіювання є знання мовних одиниць, особливостей та контексту їх вживання, попередні знання щодо предмета, метакогнітивна усвідомленість, яка передбачає розуміння завдання та когнітивних процесів аудіювання, мотивація, автономія. Зроблено висновок про необхідність розвитку в першокурсників зазначених індивідуальних особливостей, а також формування фонетичних, лексичних, граматичних навичок, пам'яті. Установлено доцільність використання переваг мультимедійного середовища, яке забезпечує студентів можливістю працювати з аудіо, відео та друкованим текстом. Запропоновано алгоритм прослуховування аудіотекстів з використанням субтитрів та транскрипції. Установлено, що на першому курсі вчителю необхідно здійснювати загальне керівництво процесом оволодіння студентами англійською аудитивною компетентністю, забезпечуючи їх текстами та завданнями для аудіювання як в аудиторії, так і для самостійного прослуховування, необхідними матеріалами, а також розвиваючи мотивацію студентів і здатність працювати над удосконаленням аудитивних умінь самостійно.

Ключові слова: аудіювання, майбутні вчителі, англійська мова, уміння, стратегії, аудіотекст.

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ТЕОРЕТИЧНІ АСПЕКТИ ПІДГОТОВКИ МАЙБУТНІХ УЧИТЕЛІВ МУЗИЧНОГО МИСТЕЦТВА ДО ІННОВАЦІЙНОЇ ДІЯЛЬНОСТІ В КНР

Статтю присвячено обґрунтуванню теоретичних аспектів проблеми підготовки майбутніх учителів музичного мистецтва до інноваційної діяльності в КНР. У контексті реалізації акмеологічного підходу в професіоналізації майбутніх учителів музичного мистецтва здійснено сутнісний аналіз понять інноваційної діяльності, готовності до інноваційної діяльності, а також окреслено основні етапи формування досліджуваного поняття (початкового професійного навчання, професійного становлення, інноваційно-продуктивної зрілості, професійної майстерності).

Ключові слова: інноваційна діяльність, готовність, професійна підготовка, акмеологічний підхід, творча діяльність.

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