

*Logvinenko A.Yu., Bila I.V.*

## **LISTENING AS MEANS OF COMMUNICATIVE COMPETENCE FORMATION**

*Odessa, Ukraine*

**Abstract.** *The main aim of learning a foreign language is to communicate with native speakers in different situations. To achieve this goal, taking communicative approach to listening training is necessary. There are particular features in applying communicative listening training and various strategies, activities can be selected in the classroom.*

*Language is a means of communication. Although it is not the only form of communication among human beings, it is certainly the most important. English teaching is to teach the students how to communicate with each other, to train the students good and complete language ability, to express their ideas correctly and to easily adjust themselves to every kind of social situation. This paper is to discuss some problems of present English teaching approach, to state the principles and advantages of communicative approach, and to give some advice on how to make the English class more communicative and improve the student's ability of listening.*

*Language learning depends on listening as we respond only after listening to something. Listening provides the aural input that serves as the stimuli for language acquisition and makes the learners interact in spoken communication. So, effective and ideal language instructors should help the learners to be introduced to native speaking, to be respondent to that both cognitively and orally. In order to do so, first, they should show the students how they can adjust their listening behavior to deal with variety of situations, types of input, and listening purposes.*

**Keywords:** *communicative competence, listening training, interactive approach, skills.*

Communicative competence is a term in linguistics which refers to a language user's grammatical knowledge of syntax, morphology, phonology, etc., as well as social knowledge about how and when to use utterances appropriately. The term was coined by Dell Hymes in 1966 [4], reacting against the perceived inadequacy of Noam Chomsky's distinction between competence and performance [3]. To address Chomsky's abstract notion of competence, Hymes undertook ethnographic exploration of communicative competence that included "communicative form and function in integral relation to each other" [4]. The approach pioneered by Hymes is now known as the ethnography of communication. The notion of communicative competence is one of the theories that underlies the communicative approach to foreign language teaching. Canale and Swain defined communicative competence in terms of three components: 1) grammatical competence: words and rules, 2) sociolinguistic competence: appropriateness, 3) strategic competence: appropriate use of communication strategies [2].

*The aim* of our work is to define the advantages of teaching listening as means of communicative competence formation.

What is listening?

Listening is a skill in a sense that it's a related but distinct process than hearing which involves merely perceiving sound in a passive way while listening occupies an active and immediate analysis of the streams of sounds. This correlation is like that between seeing and reading. Seeing is a very ordinary and passive state while reading is a focused process requiring reader's instrumental approach. Listening has a "volitional component".

What 'listening' really means is 'listening and understanding what we hear at the same time'. So, two concurrent actions are demanded to take place in this process. Besides, according to M. Rost, listening comprises some component skills which are: discriminating between sounds, recognizing words, identifying grammatical groupings of words, identifying expressions and sets of utterances that act to create meaning, connecting linguistic cues to non-linguistic and paralinguistic cues, using background knowledge to predict and later to confirm meaning and recalling important words and ideas [8].

As Rost explains, a listener as a processor of language has to go through three processes using three types of skills:

a. Processing sound/ Perception skills. As the complete perception doesn't emerge from only the source of sound, listeners segment the stream of sound and detect word boundaries, contracted forms, vocabulary, sentence and clause boundaries, stress on longer words and effect on the rest of the words, the significance of intonation and other language-related features, changes in pitch, tone and speed of delivery, word order pattern, grammatical word classes, key words, basic syntactic patterns, cohesive devices etc.

b. Processing meaning/ Analysis skills. It's a very important stage in the sense, as researches show, that syntax is lost to memory within a very short time whereas meaning is retained for much longer. Richards says that, 'memory works with propositions, not with sentences'. While listening, listeners categorize the received speech into meaningful sections, identify redundant material, keep hold of chunks of the sentences, think ahead and use language data to anticipate what a speaker may be going to say, accumulate information in the memory by organizing them and avoid too much immediate detail.

c. Processing knowledge and context/ Synthesis skills. Here, 'context' refers to physical setting, the number of listeners and speakers, their roles and their relationship to each other while 'linguistic knowledge' refers to their knowledge of the target language brought to the listening experience. Every context has its individual frame of reference, social attitude and topics. So, members of a particular culture have particular rules of spoken behavior and particular topic that instigate particular understanding. Listening is thought as 'interplay' between language and brain, which requires the "activation of contextual information and previous knowledge" where listeners guess, organize and confirm meaning from the context.

However, none of these micro-skills is either used or effective in isolation or is called listening. Successful listening refers to 'the integration of these component skills' and listening is nothing but the 'coordination of the component skills'.

Besides the division of the skills as 'receptive' and 'productive', another subdivision focuses on 'one-way reception' and 'interactive reception' in this age of active learning. Reading and writing are one-way skills where learners don't get direct feedback. But in speaking and listening, learners may have their understanding and reproduction checked instantly. Thus activity and self-learning takes place.

Moreover, there is a traditional labeling for reading and listening as "passive" skills. But linguists believe that a listener is involved in guessing, anticipating, checking, interpreting, interacting and organizing by associating and accommodating their prior knowledge of meaning and form. Rost thinks, listeners "co-author" the discourse and they construct it by their responses.

Even as a receptive skill, listening differs greatly with reading as reading materials are printed and permanent enough where the learners are required to interact with the next sentence using the knowledge of the previous one while listening involves continuous material presentation where they have to respond to the immediate expression. From the viewpoint of "product" or "process", listening is more a process than a product, which instantly shapes the understanding and utterances of the learners.

No doubt, listening is the most common communicative activity in daily life. According to Morley, "We can expect to listen twice as much as we speak, four times more than we read, and five times more than we write." [7, p.82]

So, listening, as a skill, is assuming more and more weight in SL (second language) or FL (foreign language) classrooms than ever before. Rost, points out, "listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin. Listening is thus fundamental to speaking." [8, pp.141-142]

It is widely known that individual's ability to process and analyze the sounds influence their ability to translate the sounds of language into their written form. We know, reading is not only a visual process which rather involves the rapid analysis of letters and words that represents sounds and it is the sound which gives the words meaning. A learner can decode the graphic images or recognize their meaning efficiently if their auditory processing skills are well developed. In a similar way, sounds are translated into graphic form in writing and if the sounds are poorly integrated their graphic representation will be hampered and problems like spelling mistakes may arise. So, we see the foundation on which reading and writing skills are built is spoken language again listening is the fundamental to spoken language as without listening anything we can't reproduce or reply.

According to the types of situation where the understanding takes place, listening is divided into:

a. Reciprocal or interactive listening where the listener is required to take part in the interaction and alternately listens and speaks. Interactive listening situations include face-to-face conversations and telephone calls in which listener has a chance to ask for clarification, repetition, or slower speech from conversation partner.

b. Non-reciprocal or non-interactive listening where the listener is engaged in listening passively to a monologue or speech or even conversation. Some non-interactive listening situations are listening to the radio, CDs, TV, films, lectures etc. and here listener usually doesn't have the opportunity to ask for clarification, slower speech or repetition.

We believe, this type of listening is not totally non-interactive too. The interaction takes place here is the 'cognitive' one where students respond through understanding and creating the meaning. On the other hand, this might be turn to semi- reciprocal if the instructor makes them responding while checking their understanding through question-answer or discussion and clarification in the class or lab.

Teaching listening requires a bit more on the part of the teacher than that of the learners. One of the main principles of teaching listening, as we

believe, should be language material intended to be used for training listening comprehension. Good listening lessons go beyond the main listening task itself with related activities before and after the listening. The format may be like the following:

*1. Pre-listening Stage:* Some activities before listening may serve as preparation or warm-up for listening in several ways. These function as 'reference' and 'framework' by giving prior knowledge of listening activities. Some recommended pre-listening activities include:

a. Introducing the topic and assessing their background knowledge of the topic or content of the material through commenting on a picture or photograph.

b. Activating their existing knowledge through discussion. Reading through comprehension questions in advance, working out own opinion on a topic, predicting content from the title etc. can be done.

c. Clarifying any necessary contextual information and vocabulary to comprehend the text. In this regard showing pictures, maps or graphs and may be helpful.

d. Informing them of the type of text, their role, purposes of the listening etc. A short reading passage on a similar topic may help them.

*2. While-Listening Stage:* activities in this stage must follow the learners' specific needs, instructional goal, listening purposes and learners' proficiency level. While listening activities directly relate to the text and listeners are asked to do these during or immediately after listening.

Listening activities here become varied according to their purposes and objectives. Four major distinctions include Attentive listening, Extensive listening, Intensive listening, Selective listening and Interactive listening.

Attentive listening. Both of the ideas are true that attentiveness is a prior condition for understanding and a listener often lapse attention for various reasons. Losing interest, inability to keep up with, losing track of goals, less confident are some of them. Teacher can help the listeners to hold their attention by personalizing the material( material), using the target language while talking to them to keep flow, and lessening their stress and motivating by asking oral responses repeatedly. Activities at this stage would be interesting and easy including face to face interaction, using visual and tangible topics, clear description of the listening procedure, minimum use of written language, and immediate and ongoing responses so that learners can easily keep pace with the text and activity. Listening to short chunks, music images, personal stories, teacher-talk, small question-answers, and interviews etc may be applied in this stage.

Extensive listening. This type of listening has also a greater ease than other types as it is concerned to promote overall comprehension of a text and never requires learners to follow every word and understand them. Learners need to comprehend the text as a whole which is called global understanding. Activities in this section must be chosen in terms with the proficiency level of the listeners.

Intensive listening. 'Hearing clearly' is also a prime aspect of listening as it includes accurate perception without which the second phase of processing meaning becomes very difficult. Listening intensively is quite important to understand the language form of the text, as we have to understand both the lexical and grammatical units that lead to meaning formation. So, intensive listening requires attention to specific items of language, sound or factual detail such as words, phrases, grammatical units, pragmatic units, sound changes (vowel reduction and consonant assimilation), stress, intonation and pauses etc. Feedback on accuracy and repetition on the teacher's part promotes success here. Paraphrasing, remembering specific words and sequences, filling gaps with missing words, identifying numbers and letters, picking out particular facts, discriminating the pronunciation of same phoneme in different positions, replacing words, finding stress and boundaries are some good intensive listening practice.

Selective listening. It involves listening to selected part of a text, as it's name suggests, to predict information and select 'cues' surrounding information. Thus, the listeners may have an assessment of their development in listening to authentic language. Here the focus is on the main parts of the discourse and by noticing these parts listeners construct their understanding of the meaning of whole of the text through inferring. As the expectation on understanding is focused and has a purpose, in these activities, listeners have the chance of second listening to check understanding and have feedback repeatedly. Listening to sound sequences, documentary, story maps, incomplete monologues, conversation cues and topic listening are examples of selective listening.

Interactive listening. This is a very advanced stage of listening practice as it implies social interaction in small groups which is a 'true test' of listening. In interactive listening, learners, either in pairs or in groups, receive new information, identify them continuously. Besides, they have to work out the problems of understanding each other and formulate responses immediately as we are required to do in real life. So, in spite of calling 'practice', this goes beyond of it. As this phase involves both

comprehension and production, it directly promotes speaking skill. Teachers have a central role in this stage. They have to set up specific goals so that learners can assess their own performance, observe learners' language in order to provide immediate feedback on their interaction strategies. Group survey, self introductions, short speeches, chatting and discussing, exchanging news and views, interviewing and being interviewed etc. might be appropriate here.

3. *After-listening stage*: post listening activities can be used to check comprehension, evaluate listening skill. So, these are called listening exercises and defined as 'follow-up works.' Using notes made while listening in order to write a summary, reading a related text, doing a role play, writing on the same theme, studying new grammatical structures, practicing pronunciation, discussion group, craft project etc. are some post-listening activities.

Definitely we have to admit that language learning depends on listening as we respond only after listening to something. Listening provides the aural input that serves as the stimuli for language acquisition and makes the learners interact in spoken communication. So, effective and ideal language instructors should help the learners to be introduced to native speaking, to be respondent to that both cognitively and orally. In order to do so, first, they should show the students how they can adjust their listening behavior to deal with variety of situations, types of input, and listening purposes.

#### References translated and transliterated

1. Byrnes H. The role of listening comprehension: A theoretical base. *Foreign Language Annals*, 1984. – P. 317-329.
2. Canale, M., Swain, M. "Theoretical bases of communicative approaches to second language teaching and testing". *Applied Linguistics*: Retrieved September 29, 2013. - P. 1–47.
3. Chomsky N. *Aspects of the theory of syntax*. Cambridge: M.I.T. Press. - 1965.
4. Hymes, D.H.. "Two types of linguistic relativity". In Bright, W. *Sociolinguistics*. The Hague: Mouton. – 1966. – P. 114–158.
5. J. Harmer *The Practice of English language Teaching*. – Longman ELT. – 2001. - 384p.
6. Leung, Constant. "Convivial communication: recontextualizing communicative competence". // *International Journal of Applied Linguistics* – 2005. – P. 119–144.

7. Morley J. Listening comprehension in second/foreign language instruction. In M. Celce-Murcia (Ed.), Teaching English as a second or foreign language (). Boston, MA: Heinle & Heinle. – 1991. – P. 81-106
8. Rost M. Listening in language learning. London: Longman, - 1990.

*Lomonova M. F.*

## **HERMENEUTIC APPROACH TO THE DEVELOPMENT OF VOCATIONAL AND TEACHER TRAINING AS A HUMANITARIAN-ORIENTED TECHNOLOGY**

Odessa, Ukraine

**Abstract.** *The aim of the research is to prove the possibility of studying the development process of the hermeneutic approach in the vocational teacher training as a humanitarian-oriented technology of the scenario analysis. The problem is related to the use of new humanitarian-oriented techniques of the scenario analysis, which allows the complex to present the problem of objectification of the hermeneutic values of the modern socio-cultural-communicative space of a university to form interpretive qualities of the teacher's personality as a man of culture. The theoretical analysis showed that the heuristic potential of pedagogical hermeneutics allows to go beyond the traditional registry of humanitarian technologies, The author of the article considers that the humanitarian-oriented technology of scenario analysis to be a communicative component of the professional pedagogical culture and define it as an integral algorithm of the stepwise reflexive-based disclosure of the multifunctional joint activity of teacher and students associated with the mastery of humanitarian means and methods of pedagogical analysis, diagnosis, prediction, and design of actual and ideal models of their pupil as a subject of education and training.*

*As has been experimentally proved to master the modern humanitarian technologies as a sequence of actions, specially organized for a specific pedagogical situation, the teacher would rather have the ordinary consciousness, and to intelligently choose from the existing technologies and create new ones, carry out humanitarian analysis of hypothetical alternatives to the practical implementation of individual trajectories of their own development, teachers need professional important innovations of their personality (the hermeneutical culture, hermeneutical consciousness, and hermeneutic perception), which are based on the interpretive competence, as the humanitarian-oriented technology of the scenario analysis aims to achieve predetermined results, and only the probabilistic prediction is available to ordinary consciousness. Forecast becomes justified only by the ability of the teacher to see the specific situation from the standpoint of "the wide horizon," the ability to rethink the stereotypes of their professional and personal experience, and ability to focus on the authentic sense of teaching.*

**Keywords:** *hermeneutic approach, humanitarian technology, the technology scenario analysis, humanitarian-oriented technology of the scenario analysis.*