

LISTENING COMPREHENSION OF PROFESSIONALLY-ORIENTED TEXTS

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Listening comprehension is an inseparable component of communicative foreign language competence which includes the sufficient level of knowledge of grammar and lexical material. Listening comprehension of highly informative professionally-oriented technical texts is one of the most difficult aspects in the foreign language teaching process. In order to understand the roots and the reasons of his complexity and to find the ways of overcoming these difficulties it is necessary to consider the requirements to the texts offered to students of higher technical educational institutions for listening comprehension and to analyze the conditions of conducting this type of work. Thus, the teacher of the foreign language must pay great attention to training students to listening comprehension. According to the curriculum of the discipline Foreign Language for Professional Purposes the students must demonstrate the skills of listening comprehension of highly informative professionally-oriented texts at the end of the course of study.

While conducting this type of work we can see that it is difficult for students to understand the text even in case when all the words and grammar structures are known to him. We notice that if the text were read by the students independently, it would not pose any difficulty for comprehension. but the same text offered for listening comprehension turns out to be not properly understood. Such cases of incomprehension lead to the disappointment in this type of work. Some teachers looks for the solution of the problem by repeating the offered text several times, others slows down the natural speed of speaking which violates the conditions of real life situations. Unfortunately these actions do not always give positive results[1].

What is the reason? Listening comprehension process is very discrepant for objective reasons: the means of utterance formation tends to having a single meaning, the text is focused on information and the speaker seeks the listeners to comprehend it. Because of the their nature language elements are not mono semantic. In addition they are differently informative and reliable. It is well known that informative content of a language element is the most complete in the text where this element may be used in combination with any other word [2]. One more difficulty of listening comprehension is peculiarities of pronunciation of the speaker, his accent, articulation and speed of speaking.

In order to preserve intelligibility of the text and to guaranty its reliability we can use another method — the excessiveness of the text of information. On the otherhand this excessiveness is an essential parameter of speech producing.

Not all texts are appropriate for listening comprehension. Various linguists have been working on this problem and have come to the conclusion that texts should meet the following requirements:

- the time of listening and the volume of the text should not overstate the norms envisaged in the curricula of the certain stage of foreign language training;
- the volume of new information should be appropriate for keeping in mind by students;
- the number of frequently used words and grammar structures should be increased;
- the number of poly semantic words should be minimised;
- the number of complex sentences should be reduced, long sentences should be replaced by shorter ones;
- it is necessary to enclose the utterances containing previously received information;
- the context of the part of the sentence which gives new information should be extended;

- new information should be emphasised with the help of various linguistic means [3].

Listening comprehension is conducted after intensive preparatory work. Students should learn new words and word-combinations to the topic, practise grammar constructions and know the fundamentals of their future speciality. Before listening the teacher offer the students tasks —questions for answering or problems for further discussion.

In the process of listening comprehension students have to demonstrate the following skills:

- understanding directions before listening;
- keeping in mind received information;
- correlating the topic of presentation with its elements;
- presenting the received information in logic sequence.

Listening incomprehension of highly informative professionally-oriented texts is a widely spread phenomenon in foreign language teaching. But the experience shows that it is possible to achieve positive results by the students with different levels of knowledge in case this work is carried out regularly and the texts offered meet the above-mentioned requirements.

References:

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