

PRE-LISTENING, WHILE-LISTENING, AND POST-LISTENING:
APPROACHES IN LANGUAGE LEARNING

Teshaboyeva Nafisa Zubaydulla qizi

Scientific advisor: Jizzakh branch of the National university of Uzbekistan named after Mirzo Ulug'bek. The faculty of psychology, the department of Foreign languages; Philology and teaching languages: English

Normamatova Farangiz Tohir qizi

The faculty of psychology the department of Foreign languages: Philology and teaching languages: English, student of group 103-23

Abstract: *Listening comprehension is an essential skill in language acquisition, and effective listening strategies can significantly enhance learners' understanding and retention. This article explores the three primary stages of listening: pre-listening, while-listening, and post-listening, and examines how these stages contribute to better learning outcomes. The article discusses techniques and activities for each stage, highlighting their roles in preparing, engaging, and consolidating information. Additionally, the article reflects on the importance of contextualizing listening materials, the role of vocabulary, and the use of feedback to support learners throughout the listening process.*

Keywords: *Listening comprehension, language learning, pre-listening, while-listening, post-listening, listening strategies, vocabulary, language acquisition.*

Listening comprehension is one of the most crucial skills in language learning. The process of listening involves multiple cognitive functions such as attention, memory, and interpretation, which require careful development. To help learners engage with and better understand spoken texts, educators often utilize a structured approach that divides the listening process into three key phases: pre-listening, while-listening, and post-listening. Each phase plays a significant role in fostering an active and strategic approach to listening comprehension.

Pre-Listening

The pre-listening phase prepares learners for the upcoming listening activity. It is essential to activate their prior knowledge and help them set realistic expectations about the content. This stage encourages learners to predict the information, identify key vocabulary, and mentally prepare for what they are about to hear. Teachers can use various techniques to enhance this phase, such as:

- **Activating Background Knowledge:** Teachers can engage students in a discussion about the topic before the listening task begins. This helps learners recall related concepts, which will make it easier for them to understand the new material.
- **Introducing Key Vocabulary:** Pre-teaching important words or phrases that may appear in the audio is crucial. This can be done through flashcards, word maps, or by presenting words in context. Knowing these key terms beforehand boosts comprehension and helps avoid confusion during listening.
- **Setting Purpose and Expectations:** Teachers can provide learners with questions or tasks related to the listening content. For instance, asking them to predict what the speaker will discuss or to focus on a particular aspect of the audio (e.g., listening for specific details or understanding the overall theme).

By engaging students in these activities, the pre-listening stage builds a bridge between what the learners already know and what they will be hearing, enhancing their focus and comprehension.

While-Listening

During the while-listening phase, learners focus on actively processing the audio input. This is the phase where students put their predictions and preparations into practice. At this stage, it is essential for learners to listen for specific details, main ideas, and any other relevant information.

- **Active Listening:** Teachers should encourage learners to listen attentively, without distractions, and concentrate on the message. Some students may struggle with this stage, especially if the listening material is challenging. It

is important to remind students that it is normal to not understand everything on the first listen.

- **Taking Notes:** Encouraging students to take brief notes while listening can help them capture key ideas or unfamiliar words. This activity also reinforces their listening attention and provides a useful reference during post-listening tasks.

- **Focused Tasks:** Teachers can assign tasks that guide students' listening. For example, students may be asked to listen for specific information (e.g., dates, numbers, names), listen for the main idea, or listen for the speaker's tone or intent. These tasks help learners focus on different aspects of the listening material.

- **Multiple Listening:** Depending on the difficulty of the material, students may need to listen more than once. The second or third listening can allow them to fill in gaps or clarify unclear points.

Post-Listening

The post-listening phase involves activities that allow learners to consolidate and reflect on what they have just heard. This stage helps reinforce the content, checks comprehension, and provides opportunities for deeper engagement with the material.

- **Discussion and Reflection:** Teachers can prompt students to discuss the content with peers, allowing them to share their thoughts, opinions, and reflections. This enhances comprehension through interaction and promotes critical thinking.

- **Checking Understanding:** Teachers may use comprehension questions, quizzes, or summary tasks to assess how much the learners have understood. This also offers an opportunity to correct misunderstandings or review complex parts of the audio.

- **Vocabulary Review:** Post-listening is also an opportunity to revisit key vocabulary introduced earlier. Learners can practice using the new words in different contexts, reinforcing their understanding.

- **Extending Learning:** To further solidify learning, teachers can assign related tasks or activities. For example, students might be asked to create a similar dialogue, write a summary, or explore related themes in the target language.

The post-listening phase also provides valuable feedback to learners, allowing them to identify areas of strength and areas that need improvement in their listening skills.

The Role of Vocabulary in Listening

A significant challenge in listening comprehension is the role of vocabulary. During each phase of the listening process, the use of vocabulary is critical. In the pre-listening stage, introducing essential words equips students with the tools to engage with the text. During while-listening, these words help learners make sense of the content, while in the post-listening phase, they enable students to process and retain information more effectively.

Pre-listening, while-listening, and post-listening are all integral stages of the listening process. By thoughtfully preparing students before the listening task, guiding them actively through the process, and providing opportunities for reflection afterward, teachers can significantly improve their learners' listening comprehension. These phases allow learners to engage with the material at different levels and create a comprehensive learning experience that fosters deeper understanding and retention.

References

1. Brown, H. D. (2007). *Principles of Language Learning and Teaching* (5th ed.). Pearson Education.
2. Vandergrift, L. (2007). *Development of Metacognitive Awareness and Its Impact on Listening Comprehension*. *The Modern Language Journal*, 91(4), 561-573.
3. Field, J. (2008). *Listening in the Language Classroom*. Cambridge University Press.
4. Ur, P. (1996). *A Course in Language Teaching: Practice and Theory*. Cambridge University Press.

5. Richards, J. C. (2008). *Teaching Listening and Speaking: From Theory to Practice*. Cambridge University Press.