Idioma estranger i la seva didàctica

Language skills: LISTENING

Maria del Mar Suárez Vilagran - 2008
Language educators have long used the concepts of four basic language skills:

- Listening
- Speaking
- Reading
- Writing

The four basic skills are related to each other by two parameters:

- the mode of communication: oral or written
- the direction of communication: receiving or producing the message
## Classification of Skills

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<thead>
<tr>
<th>Skills</th>
<th>Oral</th>
<th>Written</th>
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<tr>
<td>Receptive</td>
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<td>Reading</td>
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<td>Productive</td>
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<td>Writing</td>
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Concern for the order of presentation of the skills within a teaching unit or cycle.

Which ones do you think would usually come first?

Receptive and then productive (listening and speaking and then reading and writing)

Nowadays the concern lies on the implementation of tasks where the 4 skills are integrated.
# Classification of Skills

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Strategies to help understand input (R.P.)

1. Simplify your input
   - not too fast
   - clearly
   - long pauses
   - controlled vocabulary
   - short sentences and not too complex
   - not too many pronouns (try to use nouns)
2. Extra help

- Body language: face expression, gestures
- Specific references: posters, pictures, objects (realia)
- Interesting subjects for the kids
- One type of intonation for one type of message
3. Encourage interaction through communicative strategies
   - confirmation of what the child is saying
   - comprehension check
   - ask for clarifications
   - repetitions
   - expansion of what the SS said

4. Promote a positive attitude
   - Be enthusiastic
   - Motivate
3 stages before learning a language

1. Silent period: non-verbal answers but understands
2. Early production stage: starts to produce following a given model (songs, rhymes)
3. Speech emergence stage: spontaneous
LISTENING

2 TYPES OF SITUATIONS:

- INTERACTIVE
- NON-INTERACTIVE

- Exercise: give 3 examples of each and think of the main difference between them.
LISTENING

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<td>- face-to-face conversations and telephone calls</td>
<td>- listening to the radio, TV, films, lectures, or sermons</td>
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<td>- we are alternately listening and speaking</td>
<td>- ONLY listening</td>
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<tr>
<td>- chance to ask for clarification, repetition, or slower speech from our</td>
<td>- we usually don't have the opportunity to ask for clarification, slower speech or repetition.</td>
</tr>
<tr>
<td>conversation partner. In such situations</td>
<td></td>
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2 Types of Listening Comprehension

- Intensive:
  - fill in the gaps
  - True/false
  - Correct the statement
  - Follow instructions
  - TPR
  - matching
2 TYPES OF LISTENING COMPREHENSION

- Extensive:
  - Main idea
  - Exercise: check typology in R.P. and say whether they are interactive or non-interactive and intensive or extensive.
LISTENING: Discussion

- Think back about your experience learning a language. What activities helped you most in developing the listening skill in and outside the classroom?
- What can a teacher do to promote listening that an audio- or video-recorder cannot do?
- Limitations of using recorders in class?
- What can a recorder do that most English teachers cannot?
What prerecorded cassettes can’t do

- Eye contact
- Body language
- Monitoring of your comprehension/attention
- Monitoring leading to repetition
- Monitoring leading to rephrasing
- Fillers, eg. *um, er, well*
- Interruption
- Interaction
- Negotiation
LISTENING

Let's play: Chinese whispers
Reading pack: picture dictation (c’s boy)
Yellow submarine song
Natalia’s pack