

Idioma estranger i la seva didàctica

Language skills: LISTENING

Maria del Mar Suárez Vilagran - 2008



LANGUAGE SKILLS

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

SKILLS	ORAL	WRITTEN
RECEPTIVE	LISTENING	READING
PRODUCTIVE	SPEAKING	WRITING

-
- 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.**

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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

INTERACTIVE	NON-INTERACTIVE
<ul style="list-style-type: none">- face-to-face conversations and telephone calls- we are alternately listening and speaking- chance to ask for clarification, repetition, or slower speech from our conversation partner.. In such situations	<ul style="list-style-type: none">-listening to the radio, TV, films, lectures, or sermons- ONLY listening- we usually don't have the opportunity to ask for clarification, slower speech or repetition.

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