

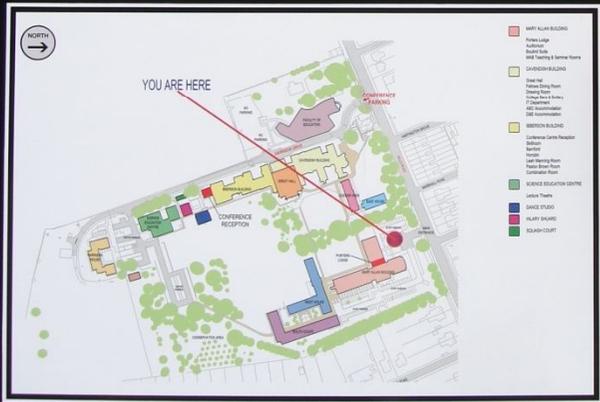
新北市100年度第2梯次
國民小學英語教師國際
短期教育訓練 -
英國之行

Reflection and
Listening with Young Learners

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Welcome to HOMERTON COLLEGE

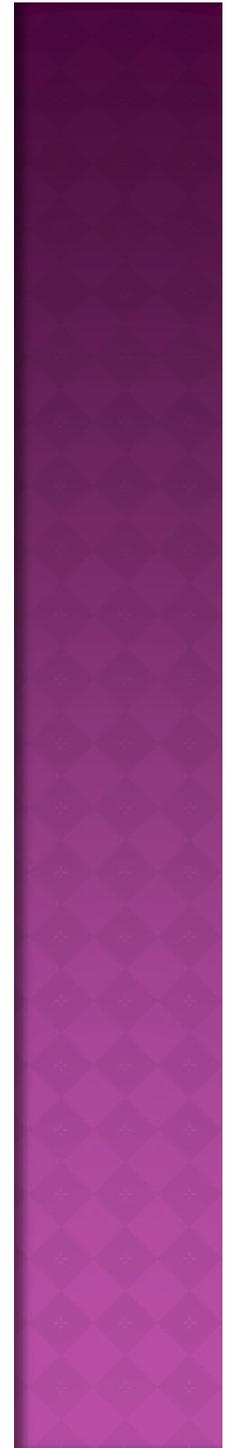


PLEASE
TAKE A
MAP

17 6:01PM



TEACHERS FROM AROUND THE WORLD



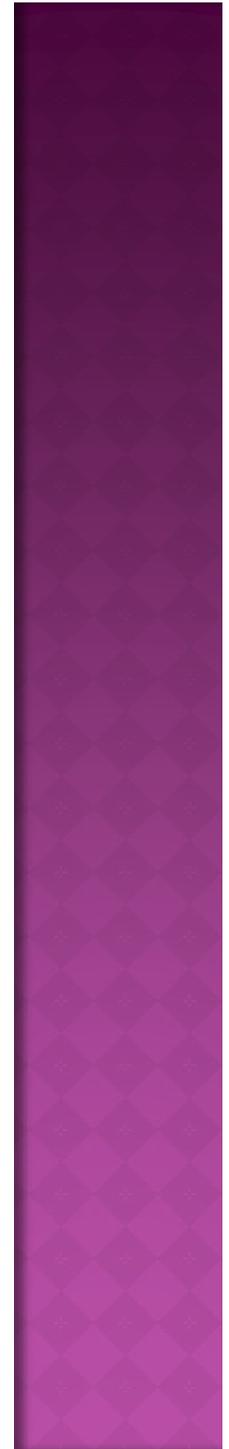
GREAT BRITISH PUB QUIZ IN THE BUTTERY BAR & KARAOKE



PUNTING ON RIVER CAM



BREAKFAST WITH OTHER TEACHERS



LUNCH ON THE GRASS



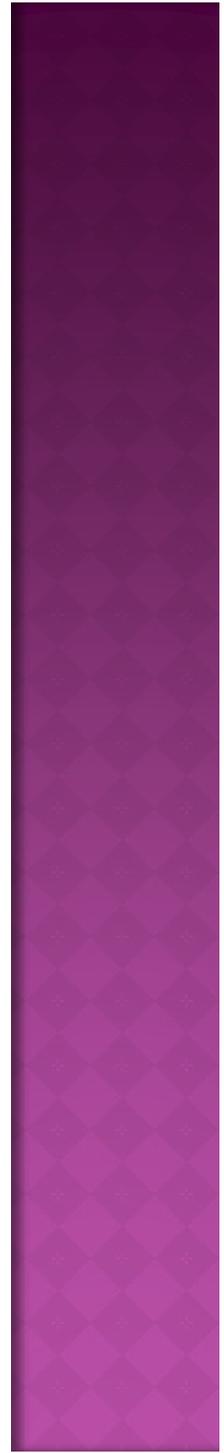
MORNING WALK



FENWAY FOLK FROM SAFFRON WALDEN'S FINEST

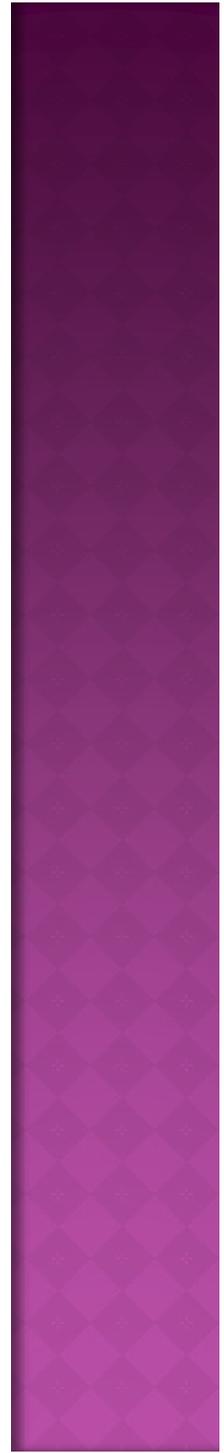


“ALL WELLS ENDS WELL” IN ROBINSON COLLEGE



LISTENING WITH YOUNG LEARNERS

- ◉ Listening is an active, not a passive skill.
- ◉ Listening to a foreign language is hard work.
- ◉ Listening is the beginning of learning any language.



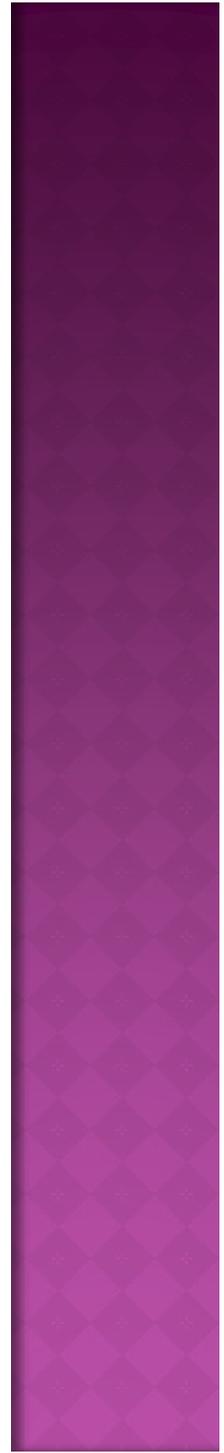
PROCEDURES TO DEVELOP CHILDREN'S LISTENING SKILLS

- ◉ Give the children confidence.
- ◉ Develop specific strategies for listening:
 - Predicting.
 - Working out the meaning from context.
 - Recognizing discourse patterns and markers.
 - Set a specific listening task.



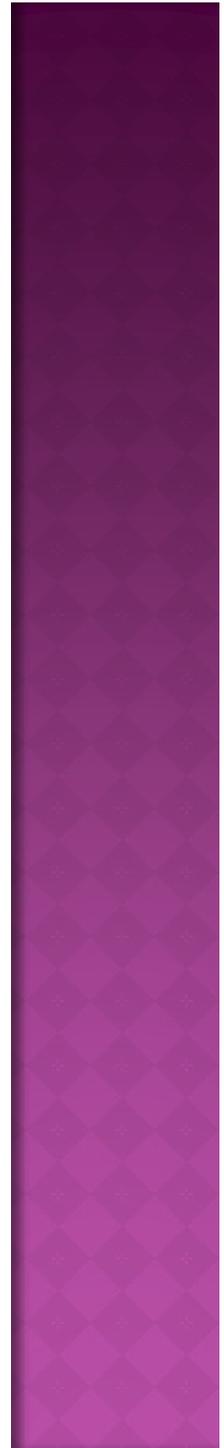
USEFUL LISTENING ACTIVITIES

- ◉ Write down the number of the picture you heard.
- ◉ Listening grid.
- ◉ Listen and find.
- ◉ Listen and mime.
- ◉ Listen and arrange.
- ◉ Listen and draw.



SOME “DO” AND “DON’T” ABOUT LISTENING

- ◉ Have faith in your materials, yourself and your lesson.
- ◉ Don’t answer the Qs for them as soon as they become challenging.
- ◉ *Concentrate on Meaning first.*
- ◉ Don’t get straight into the language, the text becomes meaningless and students will lose interest.



SOME “DO” AND “DON’T” ABOUT LISTENING

- ◉ Do plan tasks that go from the general to the specific.
- ◉ Don’t focus on detail straight away.
- ◉ Allow students to listen more than once.
- ◉ Don’t put them on spot by asking them “do you understand?”
- ◉ *Expose the students to language as is used in real life.*
- ◉ Don’t “sanitise” language for students.

SOME “DO” AND “DON’T” ABOUT LISTENING

- ◉ Provide a context and a pre-listening stage.
- ◉ Don’t launch straight into listening and asking students “listen and tell me what this is about.”
- ◉ Plan some work on connected speech in English.
- ◉ Don’t just tell the students that “it’s difficult, isn’t it”!

Listening activities in three stages-

Stage 1: Before listening

- Relate to the students' lives/personalize it.
- Predict the content by reading the title.
- Teacher elicits necessary vocabulary.
- Create interest.



Stage 2: Listening for specific information or gist/general understanding

- ⦿ -reading between the lines: "why does X say...?"
- ⦿ -...What happens next?
- ⦿ -improve on pronunciation
- ⦿ -students discuss photographs/pictures related to the topic

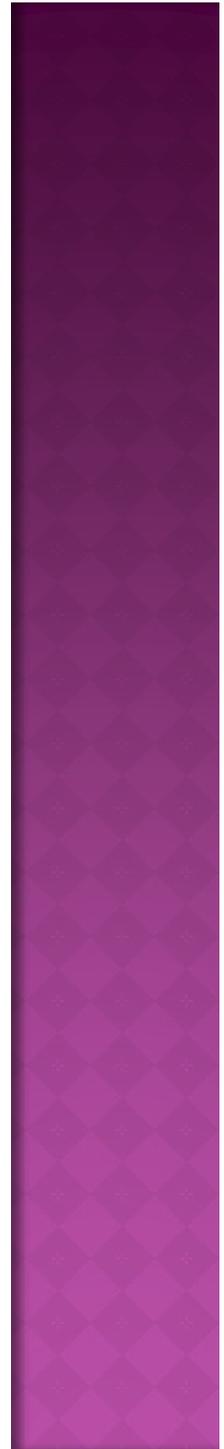


Stage 3: After listening

- -put the story in the right order/jumbled up sentences
- --draw a timeline/graph/diagram/chart
- -true/false questions
- -multiple choice questions
- -comprehension questions
- -students write a reply to...(e.g. the author/singer)
- -continue the dialogue between the characters
- -students read/listen to identify stress, rhythm and intonation patterns
- -students roleplay (parts of) the situation
- -check if students' predictions were correct

Conclusion

- ◉ Include plenty of listening in your lessons.
- ◉ The more we expose students to this, the better they get.
- ◉ Provide strategic support and be encouraging.



- **Thank you for your kind attention.**

