




**TEACHING YOUNG LEARNERS
LISTENING AND SPEAKING
SKILLS**



WHAT IS LISTENING?

- 
- Listening is the process of attaching meaning to sounds. Although speaking is the most important communication skill, the ability to listen is more necessary in the process of learning.




WHEN DOES LISTENING BEGIN?

Discuss these statements in pairs and mark them true or false

- Listening begins at birth, when someone first speaks to the newborn child – one of the first communication skills a baby learns.
- Listening begins when the child starts speaking, before it is not listening, it is just hearing.
- Child's attention span is short and it doesn't respond to the sounds it listens
- Although an infant's attention span is quite brief, it does respond by gurgling, looking, turning its eyes and head and learning to recognize voices.
- Talking to a baby is not important as they are not intelligent enough to respond.
- That is why talking often to a baby is important. Intelligence grows only if someone speaks to a baby, eliciting a response.



**WHAT IS THE DIFFERENCE BETWEEN
HEARING AND LISTENING?**

- 
- We **HEAR** with our ears, but we **LISTEN** with our minds.
 - Everyday we **HEAR** many noises and sounds (birds singing, trucks passing, clocks ticking), yet we pay little attention to them because they are not essential to any special learning. However, we **LISTEN** to sounds and voices when we want to remember specific information for later use.

WHY DO WE LISTEN?

□ to **l** _____

□ to **e** _____

□ to **a** _____ and **r** _____

□ to **a** _____

□ to **m** _____ **d** _____

□ to **d** _____ **a** _____

□ to **r** _____ **d** _____

□ to **g** _____ **i** _____

□ to **d** _____ **t** _____ **s** _____



□to **l**earn

□to **e**njoy

□to **a**ct and **r**eact

□to **a**ppreciate

□to **m**ake **d**ecisions

□to **d**evelop **a**ttitudes

□to **r**ecognize **d**anger

□to **g**et **i**nformation

□to **d**evelop **t**hinking **s**kills



Watch the video and make
conclusions

Rules of Listening in Young Learner Classes

- Work in small groups and match the halves of the statements

Although listening is a receptive skill,		according to learning style.
The students should be engaged		the students are not and should not be passive while listening;
The students should be engaged with different listening tasks		to get them ready to develop other language skills.
The language teachers should train the students		with different listening tasks according to their age.
The teachers should train the young learners to follow simple instructions		<i>the audio tools should be in good quality.</i>
The students should be given a different task <i>each time they listen to the same text.</i>		to listen to the English sounds carefully.
<i>Input through tapes, videos or teacher modeling should be provided;</i>		<i>stories, games, routines, rhymes, songs.</i>
The teachers should be aware of the importance of		(<i>i.e.</i> : First, listen to have a general idea; second listen to complete the blanks; third, listen to check your answers)
It is important to <i>turn listening into</i>		<i>familiarity, difficulty and teacher's language</i>

Different listening tasks should be addressed in class,
complete in small groups:

• Listen &

• D

• D

• C

• M

• P

• R

• W

• I

• M

• C

• R

• C

- 
- Do
 - Draw
 - Color
 - Mime
 - Predict
 - Respond
 - Write
 - Identify
 - Match
 - Complete
 - Repeat
 - Chant
 - Read



Work in pairs. Read and match
halves of the advices

Prepare the learners

Listening to a song you know and like is always an enjoyable experience.

Use the same song again and again. If they recognize the words they will be much more motivated.

Use actions as much as possible to accompany songs so that the children can participate.

When they are listening they should always have something to do.

Use the same song again and again. If they recognize the words they will be much more motivated.

Show them pictures of characters

If the teddy bears sing then use them as puppets and make them actually sing the song

They need a reason for listening


Familiarity helps children feel secure.

before they listen to anything

from the song

This will help build their confidence, increase their enjoyment and give them extra clues as to the meaning of the words they are listening to.


This is valid not only from a language point of view but also from a logical point of view.



Watch video example
and make notes what techniques
did the teacher use.

❖ What does this statement mean?
Brainstorm the ideas in groups
of 4-5

*“Speaking is a skill, just
like swimming, driving a
car, or playing
ping-pong.”*



Too often, in the traditional classroom, the learning of English has been relegated to linguistic knowledge only, e.g. knowledge of vocabulary and grammar rules, with little or no attention paid to practising language skill




❖ Speaking involves three areas of knowledge:

Mechanics (pronunciation, grammar, and vocabulary)

Functions (transaction - information exchange and interaction - relationship building)

Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants)

- 
- **Mechanic**
 - Pronunciation
 - Grammar
 - vocabulary
 - **Functions**
 - Transaction
 - Interaction
 - **Social /cultural norms**
 - turn-taking,
 - rate of speech,
 - length of pauses
 - relative roles
 - **Speaking**



**Teaching
Speaking For
Young
Learners**

Knowing the Basics

Motivating Students to Speak

**Strategies That Encourage
Participation**

Method to Teach Speaking

Technique to Teach Speaking

Knowing The Basics

Young learners are like sponges, they soak up everything we say and how we say it. Thus clear and correct pronunciation is of vital importance, since young learners repeat exactly what they hear.

What has been learned at an early stage is difficult to change later on.

One of the rules that apply here is: slowly and steadily, through constant revision and recycling.

Always strive to achieve a positive and relaxed atmosphere in young learners' classroom. With the help of mixed activities. Speaking abilities grow, their pronunciation gets better and their awareness of the language improves

Young learners are like sponges

Clear and correct pronunciation

Recycling constant revision

Knowing The Basics

Slowly and steadily

Positive atmosphere

What has been learned is difficult to change later on

Brainstorm in small groups

Motivating students to speak teachers should:

- create a necessity to speak
- include many activities and strategies
- attract students' attention
- make them interested in the lesson
- praise children for good work
- monitor progress together with child

Strategies that Encourage Participation

- Activities need to be child centered
- Communication should be authentic.
- The teacher should focus on meaning and value, not correctness; on collaboration and social development;



Methods and activities to teach speaking

Role Play

Simulations

**Information
Gap (Jigsaw)**

**Brainstormin
g**

Storytelling

Interviews

**Story
Completion**

Reporting

Board games

**Picture
Narrating**

**Picture
Describing**

**Find the
Difference**

Mingling

Doing a drill

**Problem
solving tasks**

Action stories

Discussions

Drills

Group work

**Songs chants
rhymes**



Reception keyword jigsaw sentences

Can

you

Reception keyword jigsaw sentences

see

the

Reception keyword jigsaw sentences

cat?

I

Reception keyword jigsaw sentences

am

going.

Reception keyword jigsaw sentences

They

went

Reception keyword jigsaw sentences

to

play.

Reception keyword jigsaw sentences

Can

I

Reception keyword jigsaw sentences

play?

Can

Sherlock Holmes arrives with Dr. Watson to investigate the murder of Charles McCarthy

The main suspect was McCarthy's son, James. Holmes did not believe that the son was guilty

Witness reported seeing Charles McCarthy went to the pool and later James followed carrying a gun. Another witness saw them having an argument.

Holmes investigates the crime scene and finds a stone which is the murder weapon. He also found the boots mark.



Holmes deduces that the real murderer is a tall man, left-handed, limps on his right leg and smokes Indian cigar which is John Turner

John Turner then confessed to Holmes and explains that in Australia he was a robber with name "Black Jack of Ballarat." McCarthy knows his past and blackmailed him. Turner then killed Charles McCarthy using stone



Sherlock Holmes promises to keep John Turner's confession as a secret as long as James was found not guilty

John Turner passed away 7 months after that and James McCarthy was free. James then marries Alice Turner

Student A








1	
2	
3	
4	

Student B

1	
2	
3	
4	

What's their telephone number?








(A)

							?
	Paul	Gloria	Sam	Simon	Verna	Linda	
			54 93 20		80 26 17	21 85 0	
How old are they?							
	23		18	56			



What's their telephone number?

(B)

							?
	Paul	Gloria	Sam	Simon	Verna	Linda	
	90 76 48	32 97 6		63 52 18			
How old are they?							
		47			29	34	



- Weather
- windy

- sunny

- raining

- snowing

- cloudy

- hot

- cold

- wet

- dry



Can you ... ?

Can you _____ ?



Yes, I can.



No, I can't.

<p>play</p>	<p>run</p>	<p>rest</p>	<p>play</p>	<p>swim</p>
<p>5 kilometres</p>	<p>eat</p>	<p>watch</p>	<p>drink</p>	<p>make</p>
<p>drink</p>	<p>play</p>	<p>speak</p>	<p>sing</p>	<p>play</p>
<p>play</p>	<p>sleep</p>	<p>play</p>	<p>Soccer</p>	<p>eat</p>
<p>use</p>	<p>eat</p>	<p>use</p>	<p>use</p>	<p>play</p>

Your turn:



My Story

By: _____



What are Inky, Snake and Bee talking about?

WRITING WORKSHEET

Louie the Turtle



Write a story about these pictures. What turned the turtle's frown upside-down?





This is my favorite toy. It

Start

When did you last have a holiday?

You check-in early and move on 5 spaces!

How many countries have you visited?



You've forgotten your passport!
Go back to the start.



Do you book your holidays on the Internet?



Do you like to do sports and activities on holiday?



What's the best time of year to visit your country?

Have you ever had a holiday romance?

Where did you go on your last holiday?



You've been upgraded to business class!
Move ahead 2 spaces



Have you ever lost your hotel key?



How often do you go on holiday?



What's your favourite flavour of icecream?



Your taxi is late.
Miss a turn.



Have you ever been on safari?



Describe your dream holiday.

You've reached your destination!



Do many tourists visit your town?
If so, why?



It's raining!
Go back 3 spaces!

Name 8 things you always take with you on holiday.

Are you a nervous flyer?



Would you rather visit a hot or a cold country?



Your flight has been cancelled.
Go back 5 spaces.

Have you ever been camping?



What is the American English word for 'holiday'?



Have you ever got sunburnt on holiday?



Have you ever been on a skiing holiday?



What was your worst holiday experience?



What is the best souvenir you've bought on holiday?



You a C

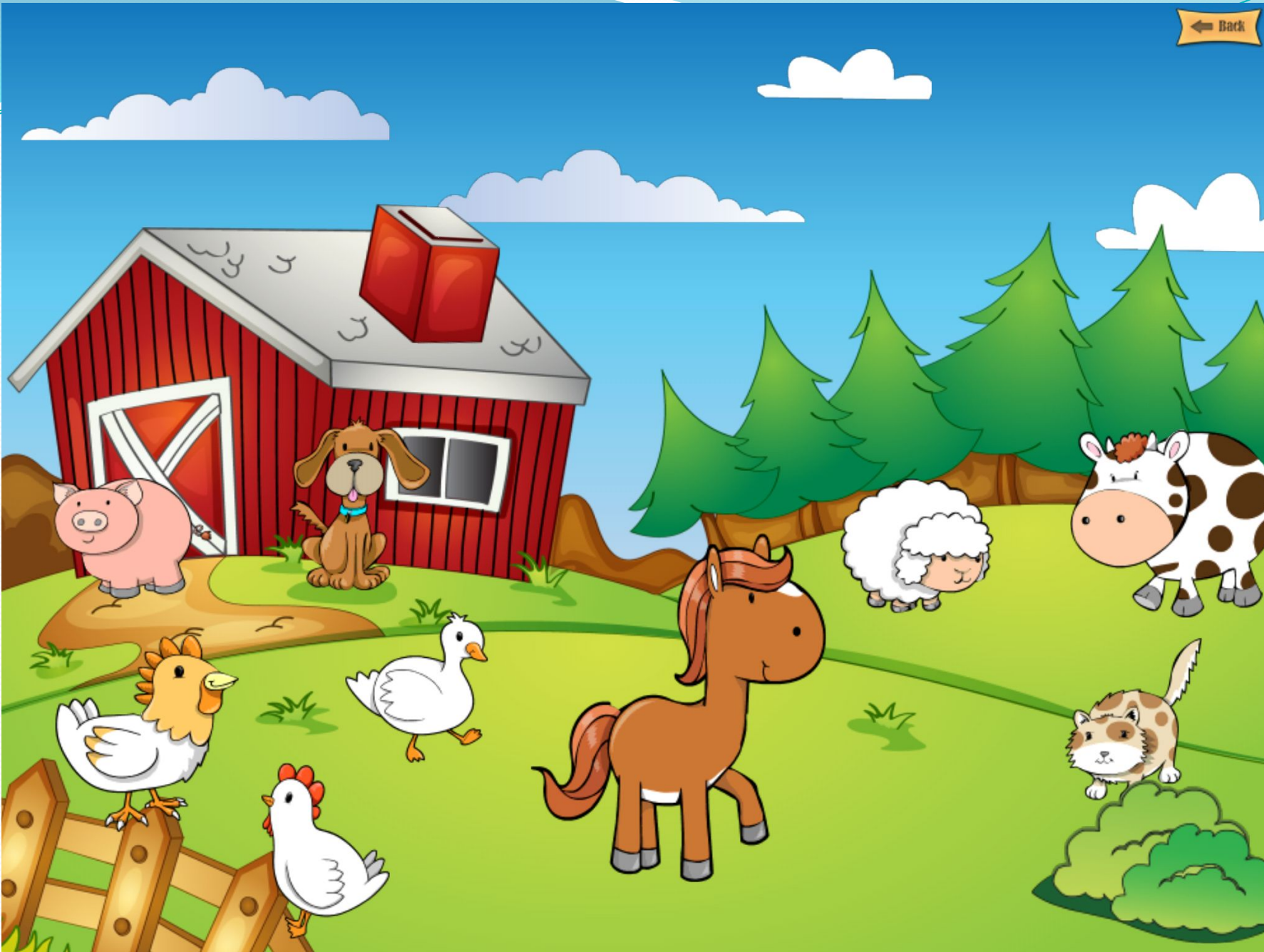
What are these different bags called?





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Find the 10 differences



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Go fish

Have you got...

Yes, I have.



No, I haven't.

a dog?

Have you got...

Yes, I have.



No, I haven't.

a cat?

Have you got...

Yes, I have.



No, I haven't.

a skateboard?

Have you got...

Yes, I have.

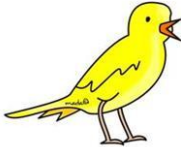


No, I haven't.

a scooter?

Have you got...

Yes, I have.



No, I haven't.

a canary?

Have you got...

Yes, I have.

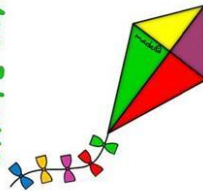


No, I haven't.

a hamster?

Have you got...

Yes, I have.



No, I haven't.

a kite?

Have you got...

Yes, I have.



No, I haven't.

a yo-yo?

Have you got...

Yes, I have.



No, I haven't.

a football?





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Discussions

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. For example, students can become involved in agree/disagree discussions. In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences like “people learn best when they read vs. people learn best when they travel”. Then each group works on their topic for a given time period, and presents their opinions to the class. It is essential that the speaking should be equally divided among group members. At the end, the class decides on the winning group who defended the idea in the best way.

Role Play

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and..." (Harmer, 1984)

Simulations

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, as Harmer (1984) suggests, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

Brainstorming

On a given topic, students can produce ideas in a limited time. The good characteristics of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions.

Story Completion

This is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

Playing Board Games Any topic can be turned into a board game with dice and tasks

Picture Narrating This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating. **Storytelling**

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

Picture Describing

Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

Find the Difference

For this activity ~~students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis.~~

Students in pairs discuss the similarities and/or differences in the pictures.

Jigsaw activities are more elaborate information gap activities that can be done with several partners. In a jigsaw activity, each partner has one or a few pieces of the "puzzle," and the partners must cooperate to fit all the pieces into a whole picture. The puzzle piece may take one of several forms. It may be one panel from a comic strip or one photo from a set that tells a story. It may be one sentence from a written narrative. It may be a tape recording of a conversation, in which case no two partners hear exactly the same conversation.

Practicing the Dialogues

Learning dialogues by heart is a definite no-no. It is much better and far more useful to substitute the words so that they are true to students and their world.

Student uses his/her own variation, there is an obvious transition from pure imitation to conscious changing

By imitating, sharing and discussing students benefit – modeling and understanding

Speaking - Songs and chants

Using songs and chants in class gives the children a chance to listen and reproduce the language they hear. They are working on the sounds, rhythm and intonation.

Speaking - Whole class chorus drills

Whole class repetition allows weaker students to build confidence with speaking without being in the limelight. Do chorus drills but limit them and always move on to letting individuals speak.

10 Rules of Speaking in Young Learner Classes

Work in groups of 4-5 and continue the ideas.

1. Although it is a productive skill, the children may not feel ready to produce oral language, **so teachers and parents should be *patient*.**
2. Speaking starts with *repetitive language*. However, *the language should be used **meaningfully in the classroom, not just in isolated chunks.***
3. Children need *experience of a range of discourse types to increase their skills, so the tasks **designed for in-class use should be varied.***
4. The teachers should take into account the *developmental stages in L1, and students' age **to design the speaking activities.***

5. *Correcting each and every mistake is discouraging and they need help to acquire fluency. Before the speaking, we may teach them the necessary language and the vocabulary items to prepare them for the tasks.*
6. *Designing authentic activities, such as role-plays and dialogues based on real life, motivates the students.*
7. *The teachers should be aware of the problems young learners may have e.g. articulating phonemes.*
8. *Speaking is not an individual skill; they need to be encouraged to practice in pairs and in groups.*
9. *A good speaking activity should involve all students not some of them.*
10. *When the class is noisy in a speaking activity, trying to shout over children is not a good idea: Using the lights, symbols or music may help.*



Watch the video “Chat Show”

Challenges of Communicative Tasks



Anke said...

I think it is sometimes difficult to have students talk in the actual target language. They tend to fall back to their L1 when they don't know a word or how to phrase it.



T.J. said

I find that keeping students engaged is the hardest thing to do with group work and communicative activities.



Elena said...

Students sometimes start talking about their last or coming weekend instead of working on the group work/activities.



Han said...

The students who are good at talking are always talking and those who are not good at talking are always silent

Home Task

1. Read articles “Teaching listening”, “Teaching speaking”
2. Watch video “Jazz chants”
3. Independent task №4
4. Test “Definition of the lecture”
5. Participate forum
6. Read lecture “Teaching chants”



Seminar 4

1. Work in groups of 4-5
2. Choose a song or a chant from Family & Friends 2
2. Develop set of listening activities and show it to the class