

Формирование навыков говорения и аудирования у младших школьников



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An information gap activity...

On the farm...



Speaking and listening in the classroom environment...

1. Think about very young children learning their *mother tongue*. What can we learn from this and use in the language classroom?
2. To what extent are children going to speak in *English* in the classroom?
3. Are the children going to *produce* new language as soon as it is introduced?



Some conclusions...

- *Innate* learning of the mother tongue; children will expect to 'take away' language from their lesson that they can use immediately.
 - Imitation is key to language acquisition.
 - Children learn through immersion in familiar/accessible input.
- Children learn in a supportive and interactive atmosphere.
 - Children respond to praise and encouragement.
 - Children speak when they are *ready*.

What can we learn from the activity about children's speaking and listening in the language classroom?

Creating opportunities for speaking and listening...

1. What opportunities do we create in our classrooms that *encourage* children to speak in English?
2. Who are the children going to speak / listen *to*?
3. Is the majority of speaking in language activities *controlled*? How could *freer practice* be introduced?

Activities should provide...

- *Good models* (teacher / audio/visual material).
 - Interactive and supported *pair work*.
- *Personalised* / relevant topics.
 - A variety of *interaction patterns* (whole class together, whole class to teacher, pairs, small groups...).
- *A reason* for speaking / listening.

On the farm...

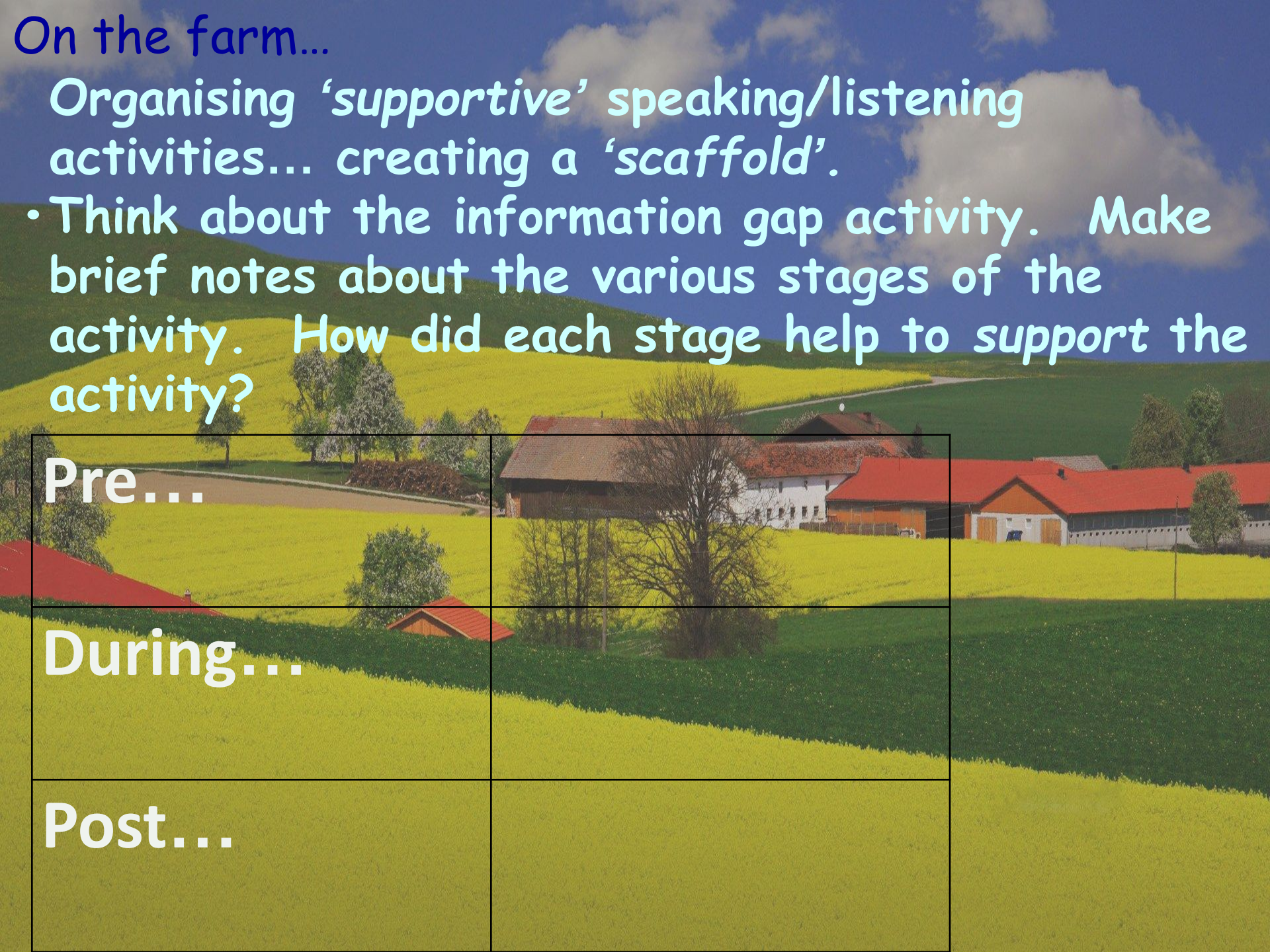
Organising 'supportive' speaking/listening activities... creating a 'scaffold'.

- Think about the information gap activity. Make brief notes about the various stages of the activity. How did each stage help to support the activity?

Pre...

During...

Post...

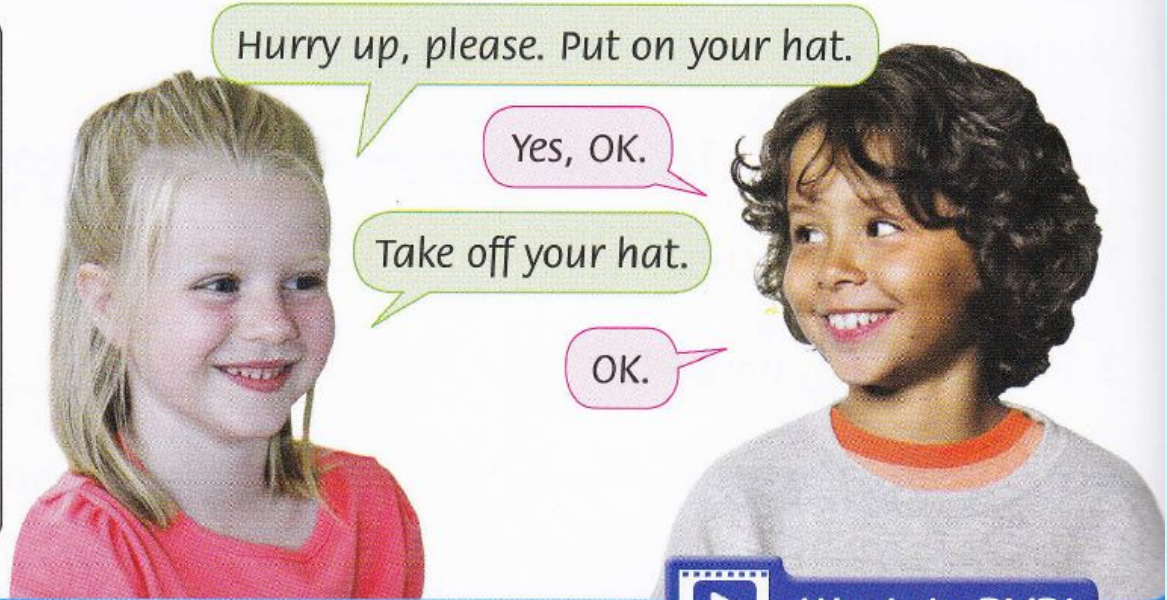


Analysing activities that encourage interactive speaking and listening...

- *Control* *creativity*
- *Interaction* who are the children speaking to?
- *Imitation / immersion / interacting* with others?
- *Natural communication strategies?*

3 Speaking

Look at the clothes. Point and say.



Watch the DVD!

Fluency Time! 3 Getting dressed

Kate: OK Mum

Mrs. Smith: Take off your hat please









2 Listening

Listen and tick (✓) the correct picture. 101



Listening

1 Listen and tick (✓). 99

					
1			✓		
2					
3					

Speaking

2 Look at the pictures again. Ask and answer.

a sandwich an egg an apple a pear
 a drink an orange eight grapes three cherries

I've got an orange. I've got a pear. What colour is my lunch bag?

Teaching listening, speaking and writing

Listening

- *Pre-listening:* Ask the children to look at the pictures in the activity and to guess what the recording will be about. Elicit as many relevant words as possible.
- *Listening for gist:* Play the recording right through. The children listen and point to the pictures in their books. Play it again, pausing after each phrase to check comprehension with some simple questions.
- *Listening for detail:* Play the recording, pausing for children to complete the activity in their books.



Children use the *Listen at home* section of the Student MultiROM to practise listening skills.

Speaking

- The speaking task aims to develop speech that is clear and fluent.
- Call a volunteer to the front and demonstrate how to ask and answer the questions using the dialogue in the speech bubbles. Use different examples from the vocabulary set.
- Ask the children to repeat chorally, emphasizing correct intonation in the questions and answers. Check that the words are flowing together, without unnecessary pauses.
- The children then carry out the speaking activity in pairs. Move around the class while they are speaking and give models where necessary.

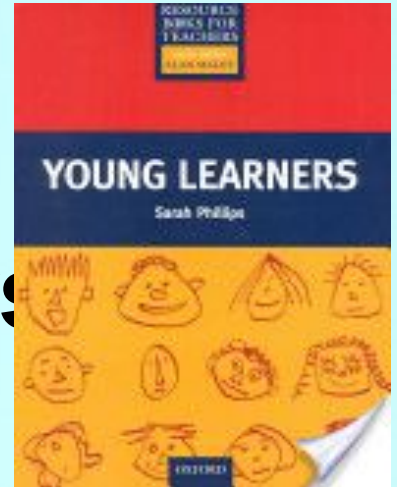
...thinking about...

- The *opportunities* we create for speaking and listening in our classrooms.
- The language demands of our activities.
- Supporting and encouraging children to listen and speak in English.

What else?

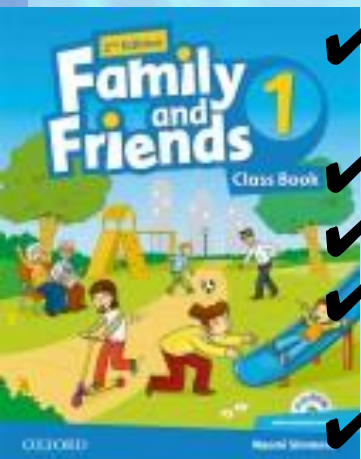
RESOURCE BOOKS FOR TEACHERS

- Young learners
- Assessing young learners
- Drama with children
- Games for children...



RESOURCES FROM WWW.OUP.COM

Primary books from Oxford University Press



- ✓ Для детей с различным типом восприятия: визуальным, аудиальным и кинестетическим;
- ✓ Дополнительные разделы, посвященные культурному компоненту;
- ✓ Обновленная система тестирования;
- ✓ Дополнительные упражнения по практике разговорного английского (Fluency sections) с DVD
- ✓ Уникальная игровая методика обучения чтению и письму;
- ✓ Упражнения методом физического реагирования, песни, игры, инсценировки;
- ✓ Задания на постановку правильного произношения;
- ✓ Задания на раннюю подготовку к ОГЭ и ЕГЭ, Cambridge English (YLE),
- ✓ Развитие социальных компетентностей: дружелюбие и отзывчивость, готовность помочь, чувство благодарности и ответственности;
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