

# 2013 SBCDP Annual Sharing

## Enhancing Primary School Students' Listening Skills

### Presenters:

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# Why Listening?

## Second Language Learning Theories

- Listening provides a more natural way to learn a language.  
Gary (1975)
- A positive relationship between listening ability and foreign language acquisition.

## Practical Needs for Students' Future

- Research has demonstrated that adults spend:  
40-50% communication time: listening  
20-30% time: speaking  
11-16% time: reading  
9% time: writing

## Public Examination Requirements

- Pre-S 1: **Listening 32%** ; Reading 38%; Writing 30%
- TSA P3 and P6

## P.3 TSA Listening Papers Genres

Genres	2009	2010	2011	2012
<b>Stories</b>	✓	✓	✓	✓
<b>Conversation</b>	✓	✓	✓	✓
<b>Form-filling</b>	✓	✓	✓	
<b>Telephoning</b>	✓			

# P.6 TSA Listening Papers Genres

Listening Genres	2009	2010	2011	2012
<b>Poems</b>	✓	✓	✓	✓
<b>Conversations (with teachers, classmates, family)</b>	✓	✓		✓
<b>Radio Programs</b>			✓	✓
<b>Riddles</b>		✓		✓
<b>Interviews (Survey)</b>	✓			✓
<b>Speeches in school</b>	✓			
<b>Weather Reports</b>		✓		
<b>Stories</b>		✓		
<b>News Reports</b>			✓	
<b>Advertisements</b>			✓	
<b>Telephone Conversations</b>	4			✓

## P.3 TSA Listening Papers Question Types

Question Types	2009	2010	2011	2012
Match pictures and info from tape	✓	✓	✓	✓
Match feeling pictures with info from tape	✓	✓	✓	✓
Relate cause and effects	✓	✓	✓	✓
Minimal Pairs (Ms Wong/Tong/Hong/Kong)(Bus 15/Bus 13) (Anna's Annie's Anthony's )	✓	✓	✓	✓
Date (19 <sup>th</sup> May, 1998) /Year (2001/2002)/ Day of the week (Monday/Tuesday/Wednesday)	✓	✓	✓	✓
Time of day (7:30am, 12:30pm)	✓	✓	✓	✓
Duration of Time (30/40 minutes)			✓	
Telephone Numbers/money (Up to \$200)	✓	✓		✓
Names of countries (HK, Japan, Singapore, Australia)			✓	✓
Names of places in Hong Kong (Mong Kok/Lai Chi Kok)				✓

# P.6 TSA Listening Papers Question Types

Question Types	2009	2010	2011	2012
Match pictures with info from tape	✓	✓	✓	✓
Match feeling pictures with info from tape	✓	✓	✓	✓
Minimal Pairs (Ms Wong/Tong/Hong/Kong) (13/30)	✓	✓	✓	✓
Sequence events	✓	✓	✓	✓
Relate cause and effects	✓			✓
Predicting development of conversation e.g.(In a radio Program) 'What will Bill say next?'		✓	✓	✓
Time of day (7:30am, 12:30pm)	✓	✓	✓	
Telephone Numbers/Temperature/Money	✓	✓	✓	✓
Date (19 <sup>th</sup> May, 1998)	✓			
Inferencing			✓	
Rhyming pairs			✓	
Metaphor/Similes eg. The elephant's skin is like _____			✓	
Main idea of a poem, a riddle, radio program, advertisement			✓	✓
Using some adjectives to describe experience e.g. tiring/boring/interesting/painful/comfortable				✓
Note-taking (Students had to fill in blanks with tel no, name of people and date)				✓

# Questionnaire Survey to Understand our Students

## \* Purposes:

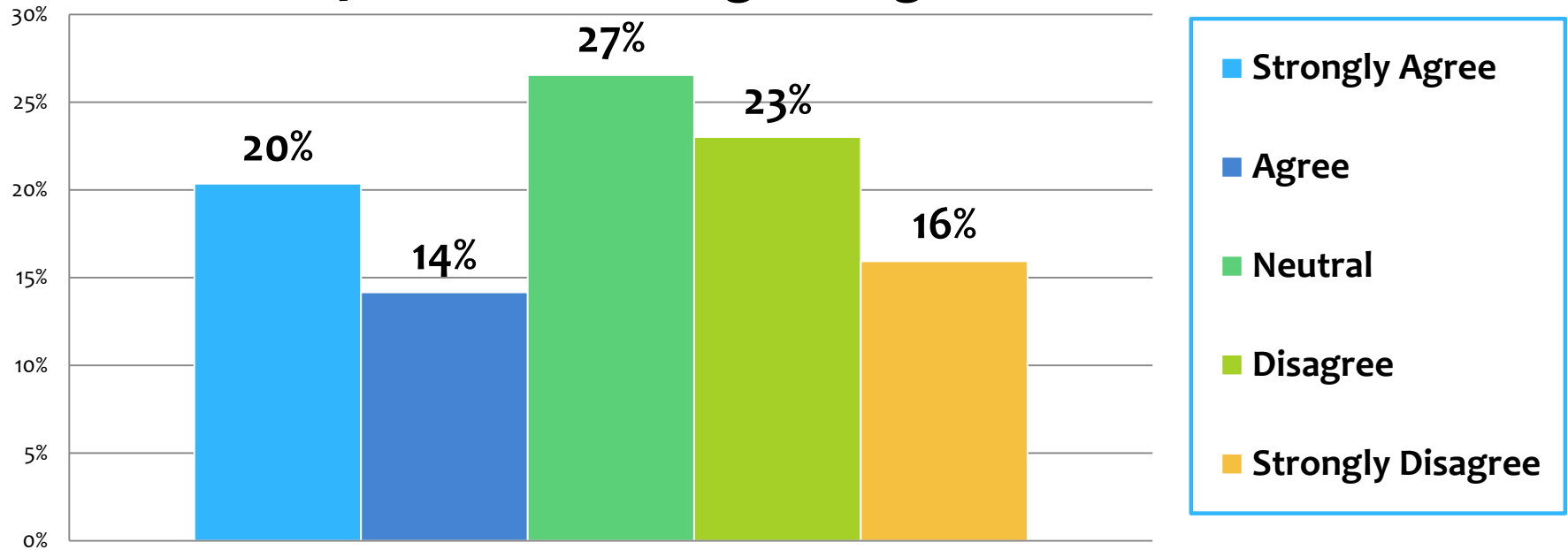
1. Identify their listening problems
2. Understand their attitude towards listening
3. Look into their daily listening habits

## \* Respondents

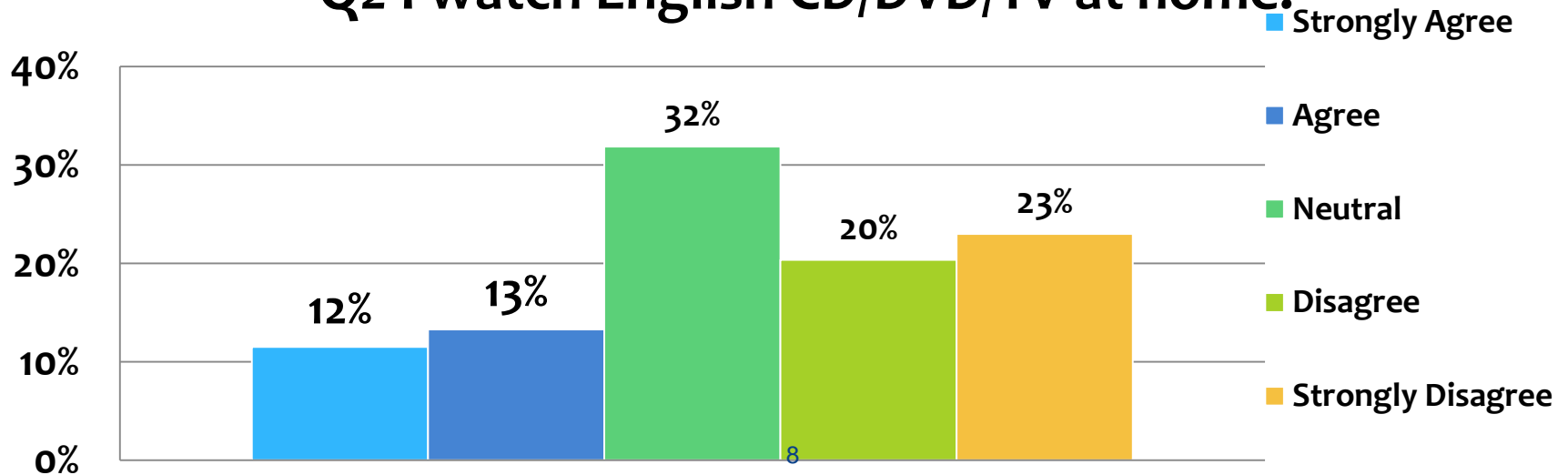
- \* All P.4 students
- \* Had listening training in P.3 for TSA
- \* More mature to answer questions in questionnaires

	Strongly Agree 非常同意	Agree 同意	Neutral 一般	Disagree 不同意	Strongly Disagree 非常不同意
1. I think listening to English is difficult. 我覺得聆聽英語很困難。	✓				
2. I watch English CD/DVD/TV at home. 在家裡我有看英語 CD/DVD/TV。			✓		
3. I know how to effectively use the preparation time before listening practice at school. 在學校做聆聽練習時我知道如何有效地利用準備的時間。	✓				
4. I think listening ability is an innate skill. If I am born with good ears, I can listen better. 我認為聆聽能力是天生的。如我生來有雙靈敏耳朵，我的聽力便較好。	✓				
5. After a listening practice, I often read the script to learn more. 在學校做聆聽練習後，我常會閱讀底稿以明白聆聽練習的內容。			✓		
6. I think there are skills I can learn to improve my listening skills. 我認為我可以學習一些技巧以增強英語聆聽能力。		✓			
7. I think I should understand every word if I can answer all questions in a listening practice. 我認為我必須聽懂每個英文字才能回答聆聽練習的問題。				✓	

## Q1 I think listening to English is difficult.

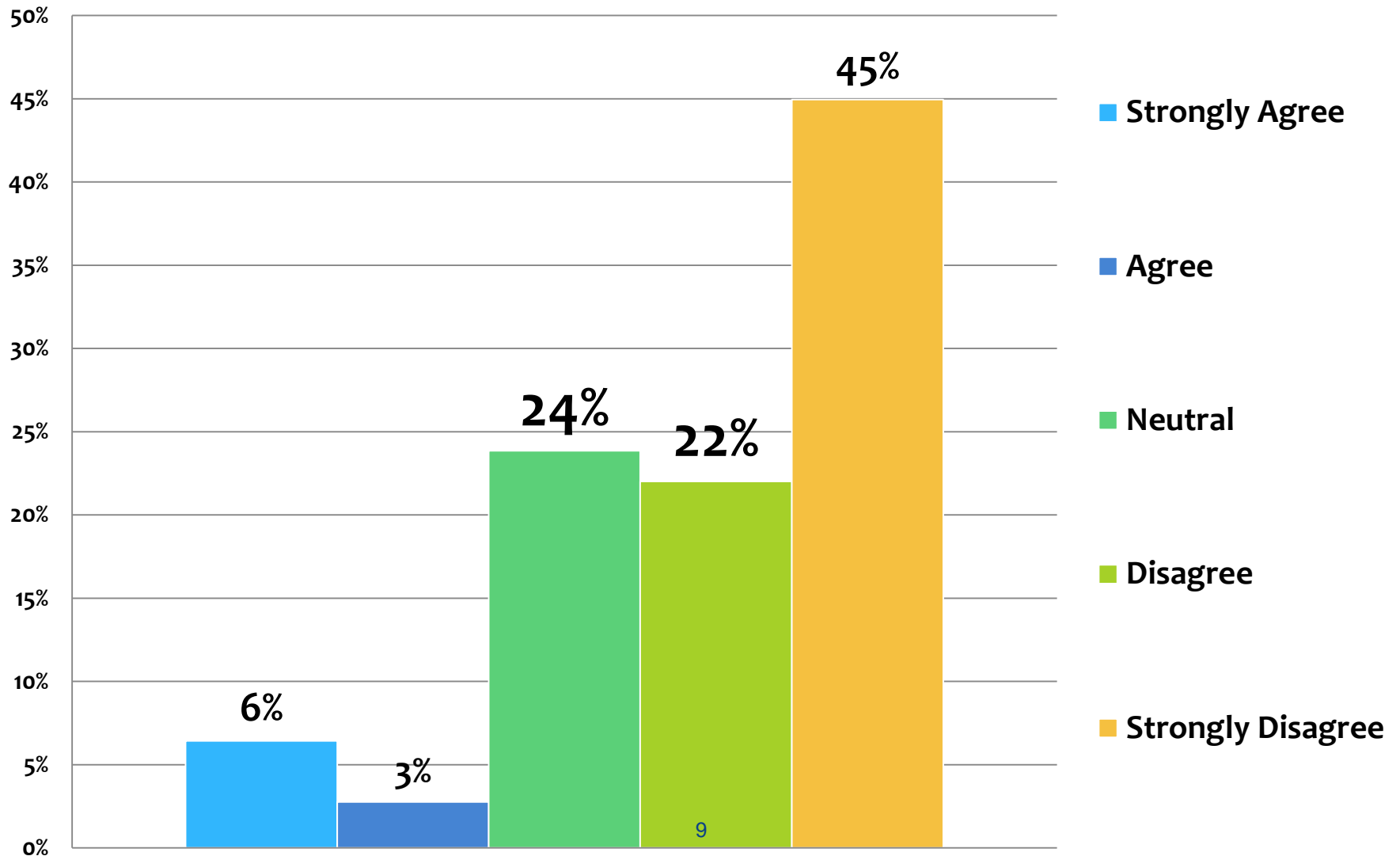


## Q2 I watch English CD/DVD/TV at home.





## Q6 There are skills I can learn to improve my listening skills



# School-based Curriculum Development

- \* **Evidence-informed:** School's internal assessments, TSA results, questionnaire results and teachers' observation
- \* **Research-based:** 2<sup>nd</sup> language learning and listening theories
  1. Listening strategies training can help listening
  2. Different kinds of background knowledge (Content and Process) helps listening
  3. Awareness to the relationship between memory and listening
- \* **Practical:** Use of TSA materials because of copy right issues and time constraint
- \* Adopt **a genre approach** with emphasis on **various listening strategies in interactive, meaningful and lively listening lessons**

# 5 Listening Genres

- \* **Radio Programs P. 5**
- \* **Stories P.3**
- \* **Form-filling Situations P.3**
- \* **Riddles P.4**
- \* **Conversations P.3**

# Listening to Radio Programs P.5

## Problems

- \* No real-life experience of listening to radio. No understanding of context of the utterance.
- \* Very limited vocabulary and grammatical structures about radio programs
- \* Don't know the need to listen to key words

## TPMS Listening Lessons

- \* 1. Pre-listening task of vocabulary learning
- \* 2. Familiarize students with the process knowledge, one kind of background knowledge
- \* 3. Listening strategy training: listening to key words

## Pre-task - Learning vocabulary of radio programmes

Look up the dictionary and check the meaning of the following words /phrases. They often appear in radio programmes.

	Meaning
host	主人 <i>a man who is having guests</i>
guest	客人 <i>someone who is visiting you</i>
commercial breaks	廣告
DJ (Disk Jockey)	廣播員
Phone-in radio programmes	來電廣播節目

	Meaning
listen to our last callers	聽我們最後的訪問者
Stay tuned	停留繼續聽的
on air	廣播 on the air
latest hits on the chart	最新圖表
Let's dedicate a song to Mr Chan.	送一首歌給陳先生
Don't miss it	Don't forget 不要錯過

# Stages of Radio Program Interviews

1. **Say good morning/good afternoon** to listeners and tell listeners the **name and main purposes of** the radio program and the name of the guest.
2. Some **background information** of the **guest**.
3. The host asks the **first question**.
4. The host asks **more questions**.
5. The host **thanks** the **guest** for coming to the programme.
6. The host tells the listeners what they will hear in **the next programme**.

# Theory Reference 1:

## Background knowledge and Listening

- \* **Content schemata**

- \* **Process schemata**

Knowledge about newscast process (Process schemata )  
and specific themes of the news report (Content  
schemata) helps comprehend news information

**Dunkel (1991)**

# Listening to Signal Words

1. Say good morning/good afternoon to listeners and tell listeners the name and main purposes of the radio program and the name of the guest.	1. ( A )	<del>A.</del> Bill: Good morning, listeners. This is Bill Chan. Welcome to our weekly programme 'Who are you?' Let me welcome and introduce my guest for today, Jane Parker. Good morning, Jane.
2. Some background information of the guest.	2. ( F )	<del>B.</del> Bill: Okay, Jane, it's been nice talking to you but our time is up. Thanks for coming in today.
3. The host asks the first question.	3. ( C )	<del>C.</del> Bill: Jane, there are many differences between life in HK and life in Canada. <b>First of all</b> , what's the biggest difference? Jane: Well. I'd say one word-speed. HK is such a fast city.
4. The host asks more questions.	4. ( E )	<del>D.</del> Bill: Next time, our guest will be Daniel Cook, a famous author. That's all for today.
5. The host thanks the guest for coming to the programme.	5. ( B )	<del>E.</del> Bill: <b>Is there anything else</b> you don't like about HK? Jane: Everybody has a mobile phone. I see lots of people crossing the road and talking on their phones at the same time. Bill: True. Even I do that some times.
6. The host tells the listeners what they will hear in the next programme.	6. ( D )	<del>F.</del> Jane: Good morning, Bill. Thanks for inviting me here today. Bill: My pleasure, Jane! Jane is from Canada. She came to Hong Kong eight months ago to teach in a primary school.



# Listening to Key Words

Differences	The Interview
2 differences: _____ _____	<b>Bill:</b> Good morning, listeners. This is Bill Chan. Welcome to our weekly programme 'Who are you?' Let me welcome and introduce my guest for today, Jane Parker. Good morning, Jane.
3 differences: _____ _____	<b>Jane:</b> Good morning, Bill. Thanks for inviting me here today. <b>Bill:</b> My pleasure, Jane! Jane is from Canada. She came to Hong Kong eight months ago to teach in a primary school.
1 difference: _____ _____	<b>Bill:</b> Jane, there are many differences between life in HK and life in Canada. First of all, what's the biggest difference? <b>Jane:</b> Well. I'd say one word-speed. HK is such a fast city.
3 differences: _____ _____	<b>Bill:</b> Is there anything you don't like about HK? <b>Jane:</b> Everybody has a mobile phone. I see lots of people on the road and talking on their phones at the same time. <b>Bill:</b> True. Even I do that some times. Okay, Jane, thanks for coming in today but our time is up. Thanks for coming in today.
2 differences: _____ _____	<b>Bill:</b> Next time, our guest will be Daniel Cook, a famous singer. Thanks all for today.

## Numbers:

Dates/  
Years/  
Months

## Names:

People/  
places

## Descriptions:

Adjectives and  
description of people  
and places

# Listening to stories P.3

## Problems

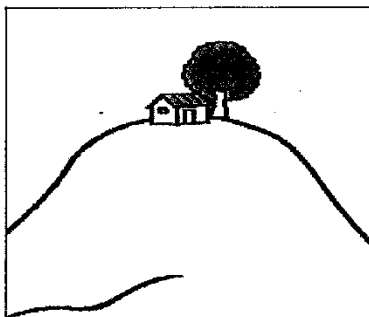
- \* Lacking related **vocabulary**
- \* Difficulties of **retaining** information heard to develop **a holistic understanding** of a story
- \* Cannot relate **emotion/feelings** to stress and intonation in speech

## TPMS Listening Lessons

- \* **Peer work to discuss** related vocabulary
- \* **Mind-maps** to help students understand the whole story
- \* Have students **vocalize part of the script** before the listening to let students feel the intonation differences

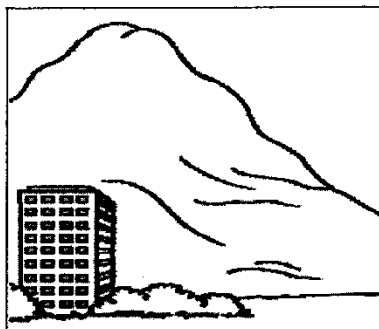
**Pre-listening Task 1 (Pair Work)** : Discuss and compare vocabulary

Discuss with your partner the vocabulary and phrases you will hear about the pictures in 3 minutes. The more you can think of the better.



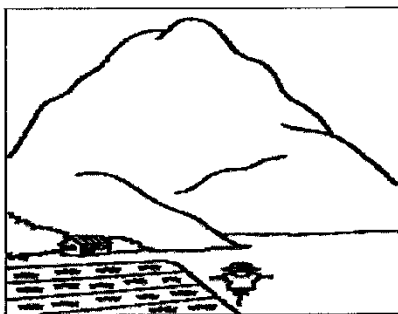
☐ A.

e.g. a tree, on top of a mountain  
a house



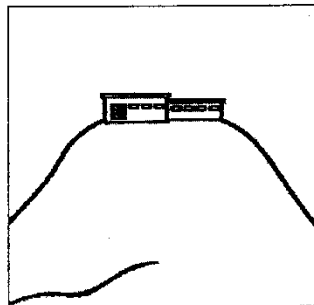
☐ B.

e.g. a building  
a mountain  
bottom of a mountain



☐ C.

e.g. a farm  
a house  
a mountain  
a scarecrow



☐ D.

e.g. two houses  
a mountain  
on top of the mountain

**Pre-listening:**

Remind students some listening strategies

1. Observation of picture details
2. Discussion with teachers and partners to think of related words and phrases
3. Ease students' nervousness
4. Remind students to think of as many vocabulary as possible during this stage

**Yet it takes some time for students to think of the spelling of words**

**Listening Tip 1:** Try to think of as many related vocabulary items as possible when you are preparing for the listening.



# While Listening: Understand Development of a Story

Who were in the story?

Tom \_\_\_\_\_  
Judy \_\_\_\_\_  
Grandma \_\_\_\_\_ and  
Grandpa \_\_\_\_\_ were in the story.

Guess Where the story happened?

The story happened in a:  
Farm

What were the events in the story?

1. Tom and Judy visited Grandparents.
2. Grandma cooked fish and rice.
3. They saw some cow.

Ending of the story

Guess what Tom and Judy felt at the end of the story.

Tom and Judy were happy because  
they saw grandparents.

Listening Tip 3: Try to create and imagine a story based on the information provided.



Who were in the story?

Tom \_\_\_\_\_  
Judy \_\_\_\_\_  
Grandma \_\_\_\_\_ and  
Grandparents \_\_\_\_\_ were in the story.

Guess Where the story happened?

The story happened in a:  
Farm, Grandparent home

What were the events in the story?

1. Tom and Judy visited Grandma, Grandparents.
2. Grandma cooked fish.
3. They saw some cat, dog, cow, lion, fish.

Ending of the story

Guess what Tom and Judy felt at the end of the story.

Tom and Judy were happy because  
they saw their Grandma and Grandparent.

Listening Tip 3: Try to create and imagine a story based on the information provided.







A story map summarizes details half of a story. Capture attention of less-able students

Info about characters, setting and ending helps predict development of a story.

# Listening to Feelings

Adjectives about People's Feelings			
Nervous	Pleased	Surprised	Amused
Shocked	Puzzled	Sad	Angry

	Adjectives about the picture			
 A.	→	e.g. Happy, pleased	→	Tom and Judy <b>said</b> , 'Goodbye Grandpa and Grandma, we will miss you.'  (Read aloud in <u>Happy Tone</u> )
 B.	→		→	Tom and Judy <b>said</b> , 'Goodbye Grandpa and Grandma, we will miss you.'
 C.	→		→	Tom and Judy <b>said</b> , 'Goodbye Grandpa and Grandma, we will miss you.'
 D.	→		→	Tom and Judy <b>said</b> , 'Goodbye Grandpa and Grandma, we will miss you.'

**Listening Tip 4:** The same expression can be said in different tones showing different feelings. Listen carefully to different tones when you are doing your listening.

# Theory Reference 2: Language Learning and Listening

\* Listening ability can be improved  
**through listening strategy training.**

-Prediction

-Use of background knowledge

-Summarizing

-Vocalization: Reproduce English heard

**Feyten (1991)**

# Listening to Form-filling Situations P.3

## Problems of Listening to Form-filling Situations

- \* Minimal pairs of people names, building names and numbers
- \* Telephone numbers
- \* Listening to numbers is boring

## TPMS Listening Lessons

- \* More detailed teaching of minimal pairs including **word initials and word endings**
- \* Focus on words like **double, triple, zero and oo.**
- \* Introduce **number games**



Name: \_\_\_\_\_

Class: \_\_\_\_\_

*Susan is talking to a teacher at Melody Music School.*

Listen to the conversation. Choose the best answer by blackening the circle.

**Melody Music School Application Form****1. Class to Join:**

- |                                  |                                  |
|----------------------------------|----------------------------------|
| <input type="radio"/> A. drawing | <input type="radio"/> B. singing |
| <input type="radio"/> C. violin  | <input type="radio"/> D. piano   |

**2. Name of the Student:**

- |                                   |                                   |
|-----------------------------------|-----------------------------------|
| <input type="radio"/> A. Susan Ko | <input type="radio"/> B. Susan Lo |
| <input type="radio"/> C. Susan Mo | <input type="radio"/> D. Susan So |

**3. Age:**

- |                            |                             |
|----------------------------|-----------------------------|
| <input type="radio"/> A. 7 | <input type="radio"/> B. 8  |
| <input type="radio"/> C. 9 | <input type="radio"/> D. 10 |

**4. Date of Birth: 7<sup>th</sup> \_\_\_\_\_ 2000**

- |                                 |                                    |
|---------------------------------|------------------------------------|
| <input type="radio"/> A. June   | <input type="radio"/> B. July      |
| <input type="radio"/> C. August | <input type="radio"/> D. September |

**Address:**

- |                     |                                       |                                       |
|---------------------|---------------------------------------|---------------------------------------|
| <b>5. Flat:</b>     | <input type="radio"/> A. B            | <input type="radio"/> B. D            |
|                     | <input type="radio"/> C. P            | <input type="radio"/> D. T            |
| <b>6. Floor:</b>    | <input type="radio"/> A. 6/F          | <input type="radio"/> B. 16/F         |
|                     | <input type="radio"/> C. 36/F         | <input type="radio"/> D. 60/F         |
| <b>7. Building:</b> | <input type="radio"/> A. Bay Building | <input type="radio"/> B. Kay Building |
|                     | <input type="radio"/> C. May Building | <input type="radio"/> D. Ray Building |

**8. District:**

- |   |                                     |
|---|-------------------------------------|
| <input type="radio"/> A. Cheung Sha Wan | <input type="radio"/> B. Chai Wan   |
| <input type="radio"/> C. Tsuen Wan      | <input type="radio"/> D. Sheung Wan |

**9. Phone Number:**

- |                                    |                                    |
|------------------------------------|------------------------------------|
| <input type="radio"/> A. 6224 9800 | <input type="radio"/> B. 6224 9000 |
| <input type="radio"/> C. 6222 0098 | <input type="radio"/> D. 6222 9800 |

**10. Class to Attend:**

- |   |   |
|---|---|
| <input type="radio"/> A. Thursday morning | <input type="radio"/> B. Thursday afternoon |
| <input type="radio"/> C. Saturday morning | <input type="radio"/> D. Saturday afternoon |

**11. Money to Pay:**

- |                                |                                |
|--------------------------------|--------------------------------|
| <input type="radio"/> A. \$408 | <input type="radio"/> B. \$418 |
| <input type="radio"/> C. \$480 | <input type="radio"/> D. \$488 |

**12. Things to Bring for the First Lesson:**

- |  |   |
|--|---|
| <input type="radio"/> A. a pencil and money                      | <input type="radio"/> B. a pencil and a violin                      |
| <input type="radio"/> C. a music notebook,<br>a violin and money | <input type="radio"/> D. a pencil, a music notebook<br>and a violin |



# Listening to Form-filling Situations

## Word Initial Minimal Pairs

1.	A. Ms Amy Wong	B. Ms Amy Tong	C. Ms Amy Kong	D. Ms Amy Hong
2.	A) Mr David Lo <u>www</u>	B) Mr David Mo <u>www</u>	C) Mr David To <u>www</u>	D) Mr David So <u>www</u>
3.	A) Ray Street	B) Kay Street	C) May Street	D) Bay Street
4.	A) Jerry	B) Terry	C) Carrie	D) Harry
5.	A) Bunny	B) Hunny <u>www</u>	C) Sunny	D) Funny
6.	A) Mandy	B) Candy	C) Sandy	D) Wendy



## Word Ending Minimal Pairs

E)	Ms Annie Wong	Ms Ann Wong	Ms Amy Wong	Ms Anthony Wong
F)	Mr David Lo <u>www</u>	Mr Davis Lo <u>www</u>	Mr Dave Lo <u>www</u>	Mr Damon Lo <u>www</u>
G)	Lily Court	Lilian Court <u>www</u>	Leo Court	Lion Court
H)	Alice	Alison	Alysa <u>www</u>	Aileen
I)	Kelly	Karen	Kate	Katie

	The telephone no. is:
1. My number is two six eight one three zero three zero.	2681 3030 ✓
2. My number is two six eight one three o three o.	2681 3030 ✓
3. My phone number is two four three one <b>double</b> six <b>double</b> nine.	2431 0609X (2431 6699)
4. My mobile is nine seven six seven one and then <b>triple</b> five.	9767 1555 ✓
5. My phone number is nine four three four <b>double</b> seven nine zero.	9434 0790X

## Students' Listening Comprehension Process:

1. Match **sounds with words**  
/zi:rou/= Zero

2. **Interpret meaning** :

Zero= 0

Double six= 66

3. Understand **sentence patterns**:

My number is/My mobile is/My phone number is.....

# Listening to Telephone Numbers

	The telephone no. is:
1. My number is two six eight one three zero three zero.	2681 3030 ✓
2. My number is two six eight one three o three o.	2681 3030 ✓
3. My phone number is two four three one <b>double</b> six <b>double</b> nine.	2431 0609 X (2431 699)
4. My mobile is nine seven six seven one and then <b>triple</b> five.	9767 1555 ✓
5. My phone number is nine four three four <b>double</b> seven nine zero.	9434 0790 X

# Theory Reference 3: Memory and Listening

- \* Short-term memory for second language learners is often overload as they have to remember **words, verb groups, simple phrases and to organize them into clauses.**
- \* The capacity of short-term memory is about 7 units, plus or minus 2.

# Listening to Riddles P.4

## Problems

- \* Students are not familiar with the genre
- \* Students need to integrate information from listening quickly
- \* Students are not skilled to pick up key words

## TMPS Listening Lessons

- \* Familiarize students with the genre through games
- \* Train students to integrate information from listening input through **actions and imagination**
- \* Train students to pick up key words e.g. **nouns, adjectives and verbs**

# Listening to Riddles

## P.6 Listening (2010 TSA 6EL1)\_Riddles

### Learning to listen to riddles

#### Question 1: Group Work

- I. Identify differences among the pictures with your friends
- II. Read aloud the following riddle to yourself
- III. Circle the key words especially verbs which will help you find the answers
- IV. Choose the best picture to match the picture.

Choose the best answer by blackening the circle.

1. What are the children doing?



☐ A.

☐ B.



☐ C.

☐ D.

Circle your key words in the riddle:

Stand at the back

Sit in the front

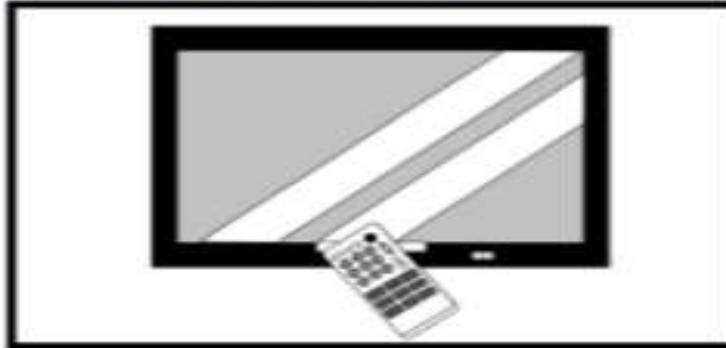
All get ready

“One, two, three... smile”

Question 1: What are the children doing? // (beep) (8-second pause)

# From Key Words to Gestures

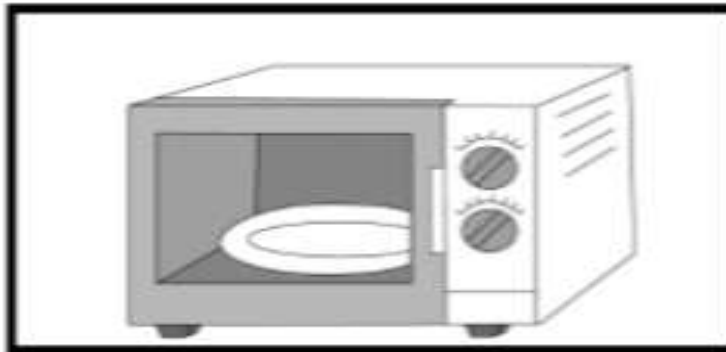
What is the machine?



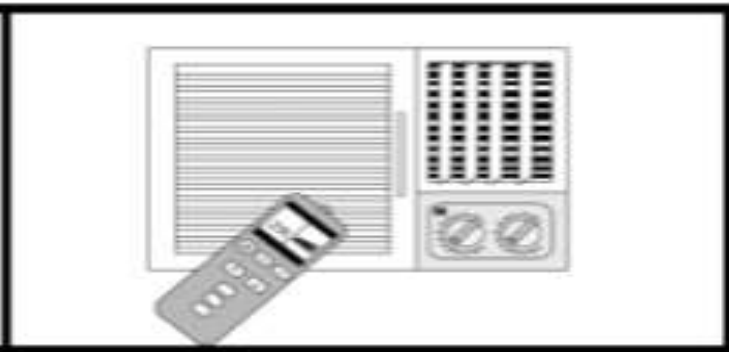
☐ A.



☐ B.



☐ C.



☐ D.

# Listening to Conversations

## Problems

- \* **Too much contextual information** to handle.

People: Teacher and students

Mother and son

Theme: Open day/ Visit a friend

- \* Differences between **spoken language and written language**
- \* Students find it difficult to handle **numbers, money, time**

## TPMS

- \* Focused context study as pre-listening tasks
- \* Lead students to see differences between spoken and written language
- \* Money, time and number games



# Listening to conversations

*Tom is talking to his mum about things to buy for the school*

Listen to the conversation.

Choose the best answer by blackening the circle.

1. Tom's school picnic is next \_\_\_\_\_.
  - ☐ A. Wednesday
  - ☐ B. Thursday
  - ☐ C. Friday
  - ☐ D. Saturday
  
2. Where does Tom want to buy food for the picnic?  
He wants to go to \_\_\_\_\_.
  - ☐ A. Great Lily Supermarket
  - ☐ B. Good Lion Supermarket
  - ☐ C. Good Lily Supermarket
  - ☐ D. Great Lion Supermarket

*Jimmy is talking to his classmate, Mary.*

Listen to the conversation.

Choose the best answer by blackening the circle.

1. When did Mary move to a new flat?

- ☐ A. yesterday
- ☐ B. last week
- ☐ C. last month
- ☐ D. last year

2. Mary and her mother \_\_\_\_\_.

- ☐ A. play computer games
- ☐ B. buy computer games
- ☐ C. go shopping every day
- ☐ D. like shopping

# Know more about the context of conversations by reading rubrics

	Answer:
Who are talking?	
What is their relationship?	<b>Mother and son</b> <b>Father and son</b> <b>Teacher and students</b>
What are they talking about?	
Where do they go?	

# The hidden meaning of conversations



	Conversation	Is it a YES or a No?
e.g.	Tom: Can I have some soft drinks? Mummy: <b>No. They are not healthy.</b>	Yes/No
1.	Tom: Can I have some sausages? Mummy: <b>Sure.</b>	Yes/No
2.	Tom: Welcome's Potato Chips are delicious. Mummy: <b>I know. But they are very expensive.</b>	Yes/No
3.	Tom: I would like to buy some sandwiches. Mummy: <b>No problem.</b>	Yes/No
4.	Tom: Can I share some of my cakes with Peter? Mummy: <b>Alright.</b>	Yes/No
5.	Tom: The chicken wings are really cheap in this supermarket. Mummy: <b>I know. But they are not delicious.</b>	Yes/No
6.	Tom: We need to buy more chocolate because Daddy loves eating it. Mummy: <b>That's true.</b>	Yes/No
7.	Tom: Can we use the coupons from the <u>Park&amp;Shop</u> Supermarket? Mummy: <b>I used all of them yesterday.</b>	Yes/No

# Money Bingo Game

## Pre-listening Task 3: Money Bingo (Individual Work)

### Student A:

Listen to your teacher.  
If the teacher shouts a  
number on your paper,  
circle it. If 5 circled  
numbers make a  
strange line, you win.

\$ 50	\$ 15	\$ 13	\$30
\$ 150	\$ 115	\$ 113	\$130
\$ 280	\$ 218	\$ 219	\$290
\$ 480	\$ 418	\$519	\$390
\$ 460	\$ 416	\$517	\$570



### Student B

Listen to your teacher.  
If the teacher shouts a  
number on your paper,  
circle it. If 5 circled  
numbers make a  
strange line, you win.

\$ 40	\$ 14	\$ 13	\$30
\$ 140	\$ 114	\$ 113	\$130
\$ 260	\$ 216	\$ 217	\$270
\$ 460	\$ 416	\$517	\$570
\$ 480	\$ <sup>37</sup> 418	\$519	\$390

## Genre Approach

- \* Every genre has its own features. Input on **vocabulary, process** and **context** of each listening genre helps students to develop related listen skills.
- \* Students need to have **repeated exposure** to a same kind of genre over **a period of time** for better **retention of knowledge**.
- \* Students have **very clear concept** of what they are listening to.
- \* Teachers can easily **plan and develop school-based listening skill curriculum**

## Conventional Approach of Using Supplementary Listening Materials

- \* No efforts to help students to learn the related **vocabulary, process and context for each genre**.
- \* Students are randomly exposed to various kinds of genres and **easily forget what they have learned**.
- \* Materials are test-oriented. Teachers **cannot tell what skills students have mastered or identify the strengths and weaknesses of students' listening skills**.

# Conclusion

- \* **Listening skills are as important as other language skills.**
- \* **Genre Approach+ Listening Skill teaching** is a more systematic way to teach listening.
- \* **Listening skills cannot be learned by studying a textbook. Abundant opportunities for listening outside the classroom is needed.**
- \* **Don't just make students just listen. Make sure that students understand the content they are listening and the skills they are learning.**
- \* **HK teachers need to accumulate more pedagogical knowledge on the teaching and learning of listening.**

# Local Radio Programs

## \* Crazy Chris

- \* An RTHK production. Very interesting stories about a child called Chris who lives in Hong Kong. Some stories have scripts.

## \* Sunday Smile

- \* The Sunday Smile" is an RTHK English-language radio programme for primary school students. The weekly show features competitions, music and stories.



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