

LISTENING SKILL

Listening for specific purpose, listening to infer details and listening to predict.

Listening skill

Level: Upper primary

Learning Outcomes: Listening for specific purpose, listening to infer details and listening to predict.

Material: A story of a tiger cub.

The Tiger Cub

There was a tiger cub who would threaten all the other classmates. He would pull the tail of the baby monkey, slap a fawn with its palm, scratch the back of a baby elephant or snarl at the baby panda. He devised every possible ways to trouble his classmates. Consequently, some feared him while others stayed away. The tiger cub would sit at the last bench talking to none and licking his sharp shiny nails.

One day when they were busy discussing the talent show that they had just finished the previous day, they heard a loud roar, the jackal hid its tail and ran to the corner shivering, the rabbit hopped and went under the table, monkey swung out of the window. All the animals searched for one corner or the other in the class to hide themselves.

They waited for the roar to be louder, instead with every roar the voice grew fainter. A bit curious the classmates went with soft steps towards the fainting roar. To their shock, they saw the tiger caught in a thick thorny bush with thorns dug deep in his skin. Immediately, the rat and the rabbit nuzzled into the bush and bit the prickly thorns. The monkey lifted the strands of the bush to let the cub walk out, the monkey rubbed the neem leaves in her palm and applied on the wounds and the panda offered some water.

The cub sat licking his wounds, quietly accepting the kindness rendered by all. Then raising his eyebrows, slightly fidgeting said, "I thought I am powerful and I needed none. I have realized that we are all powerful in our own ways. I'm sorry for my rudeness. Please forgive me."

The baby elephant smilingly said, "My mom always said that we should forgive those who ask for forgiveness, for our life becomes rich and meaningful when we have more friends." Everyone agreed and hugged one another.

Pooja Giri

Rationale:

Listening skill is practiced especially when we are listening to a radio where our focus is totally on the comprehension of the message conveyed by the voice. A video also requires listening however ample of support for comprehension is derived from the visual input, gestures etc. Thus narration is very effective for primary schools students for practicing listening skill.

Asking prediction and inferential questions allows students to think, imagine. It helps teacher to understand to what extent the students have understood the content. The retelling of the story is the indication of the extent to which the learners have internalized the language. The final reading of the story enables the students to re-affirm the language words and structures that they heard in narration.

Procedure:

Introduction:

Make the students listen to different sounds of animals. (The teacher himself can produce the sound or a recorded audio can be used. For example: roaring sound of a tiger, trumpeting elephant, howling of a jackal, squeaking of a rat, etc.) After the students have identified the animals ask them to produce those sounds. (You tell tiger, and they roar like a tiger, you say elephant and they trumpet like an elephant etc.) Ask them if they have seen these animals in a zoo or on TV or in pictures. Next, tell them to describe the animals- its appearance, food habit, habitat, etc.

Transaction

Next narrate the story and stop at every transitional phase and ask question to the students.

Story narration with prediction questions.

Ensure that the student are only listening to you and they don't have text with them.

- Start the narration- Once there was a tiger cub, (growl - like a tiger) he would threaten all his classmates. (Ask who do you think his classmates were? Expected response: names of some animals.) Yes, there were different animals – a baby monkey, a baby rabbit, a rat, a baby elephant, a fawn, Panda, jackal and many other animals. (Show some actions or produce the sounds of these animals or ask students to produce those actions or sounds.) The cub would trouble these animals. [Ask: How do you think it used to trouble the monkey, fawn, elephant, panda, jackal?. After they have made some guesses, narrate this segment. Ask another question, why do you think the tiger behaved that way? Is it right to behave like that with your classmates?)
- Narrate the next segment and ask- (Why do you think the roar of the tiger cub was becoming fainting? What do you think would have happened? How do

you think the roar of the cub was slowly became fainter? Can you produce sound like the baby cub- loud roar and then fainting roar?)

- Narrate the next segment and ask (What do you think the classmates did? Did they help the tiger or not? If you were one of the two classmates, would you have helped? (Ask these questions one at a time.)
- Narrate the final segment and ask (Do you think it was right to forgive the tiger cub? Will you forgive if someone hurts you and later asks for forgiveness?)

After your narration is completed, ask the students to narrate the story.) They need to recall and narrate. Instead of one student narrating the whole story, ask many students to narrate part by part.

Next tell the students to read the story by themselves. If they have problem with some words and structures, then you can intervene.

Note: Stories prescribed in the textbook or any other story can be transacted in the similar way.