Listening in Older Second Language Learners: The Teachers' Perspective

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Summary/Abstract: There are various theories, strategies and techniques regarding teaching different language skills. At the same time, as practice shows listening remains the most challenging skill for the educators to teach effectively and for the learners to master. Moreover, both the learners and their teachers have their own, not infrequently rather disparate, subjective theories, as well as learning and teaching preferences. Older adult learners are a peculiar case as they are a very diverse group, aware of their needs and cognitive abilities. At the same time, their teachers are unfortunately often unaware of these needs and do not adapt the materials to suit their students. The aim of this paper is, thus, to present the opinions of the teachers of older adult students and to provide basis for future research.
85 Effective Approaches to Teaching Listening: Chinese EFL Teachers' Perspectives

Methodology

According to Goetz and Lecompte (1984), the interview medium is uniquely suited to eliciting data that "represent the world view of the participants being investigated" (p. 57). (Xiahong) The effect of vocabulary instruction on language learners' listening comprehension has been investigated by a number of researchers (e.g., Berne, 1995; Chang & Read, 2006). (Minqiu) Repetition has always been an important strategy in second language learning and teaching since it provides more processing time and clarifies the relationship of syntactic forms (Hatch, 1983).