



## Brief

# The search for listening moments of wonder

**Ingrid C. Nordli**

UiT The Arctic University of Norway, Norway

Contact corresponding author: Ingrid C. Nordli, E-mail: [ingrid.c.nordli@uit.no](mailto:ingrid.c.nordli@uit.no)

**Kristian Skog**

UiT The Arctic University of Norway, Norway

Listening is fundamental to communication and learning and is regarded as the most important skill in language acquisition. In this article we reflect on how the listening pedagogue in reciprocal dialogue with children and on the grounds of pedagogical documentation, can capture moments of wonder in children's acquisition of steps in the listening process. We include six steps in the process: receive, identify, understand, remember, evaluate, respond. The steps arise in a natural order and are at the same time closely connected. Based on a narrative of song and listening activities, we describe the listening steps and reflect on children's responses regarding their wonder when faced with something new, in this case tonal change during singing.

The responses of wonder are described through listening markers that are affirmative signs of communication from listener to speaker. Data is collected from one listening situation using pedagogical documentation. The collection entails a short video recording that the participating kindergarten teacher and children watch and discuss together, and observations performed by the kindergarten teacher during the recording and the discussion. Dialogue and participation are central factors throughout the implementation of the activities and pedagogical documentation.

The result shows that children at 3–6 years have visible listening markers that can be connected to listening steps. It is revealed that listening markers of the steps understand, remember and evaluate, overlap, making it difficult to decide which step they represent. Hence, we regard the listening process to be best described in four sequences containing a variation of steps. Markers used during the first part of the listening cycle (receive and

identify), are calm and quiet, while markers of the remaining steps contain more movement and sound. This distribution of listening markers may be an emerging pattern.

The purpose of this work is to contribute to the development of a method for identifying listening markers for hidden steps in children's listening process. Simultaneously, it is a goal to portray pedagogical documentation as a democratic and suitable tool for the examination of children's acquisition of listening skills.

**Keywords:** *moments of wonder; listening steps; listening markers; pedagogical documentation*