Seeing the Listening Process Through New Eyes
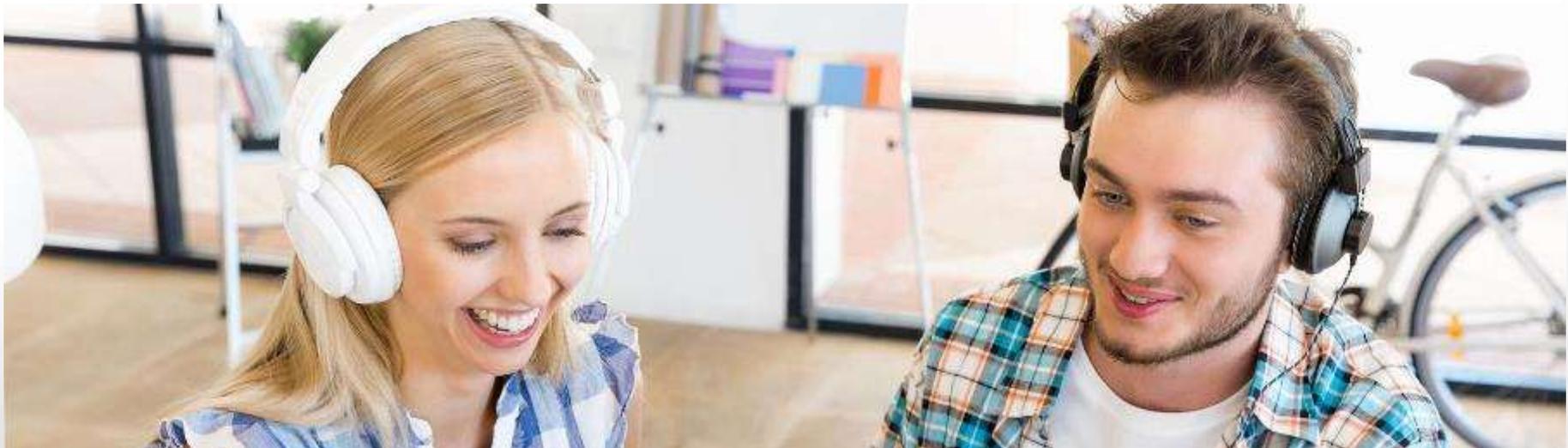
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Purpose

- Highlight factors that affect comprehensibility for ESL students

- Discuss keys to teaching listening

- Explain classroom activities and technologies that enhance listening skills.

Diversity Influences Choices

- Different learning needs
- Unique teaching situations
- Diverse student populations
- Different access to technology

General Concepts

- Listening and speaking are reciprocals skills.

- **_Testing_** listening is not **_teaching_** it.

- Just because you can't remember something doesn't mean you didn't understand it at the time you heard it.

Technology and Pedagogy

- A careful balance of these elements can help us expand students' abilities to use the language.

Learning Objectives

Pedagogy

Technology
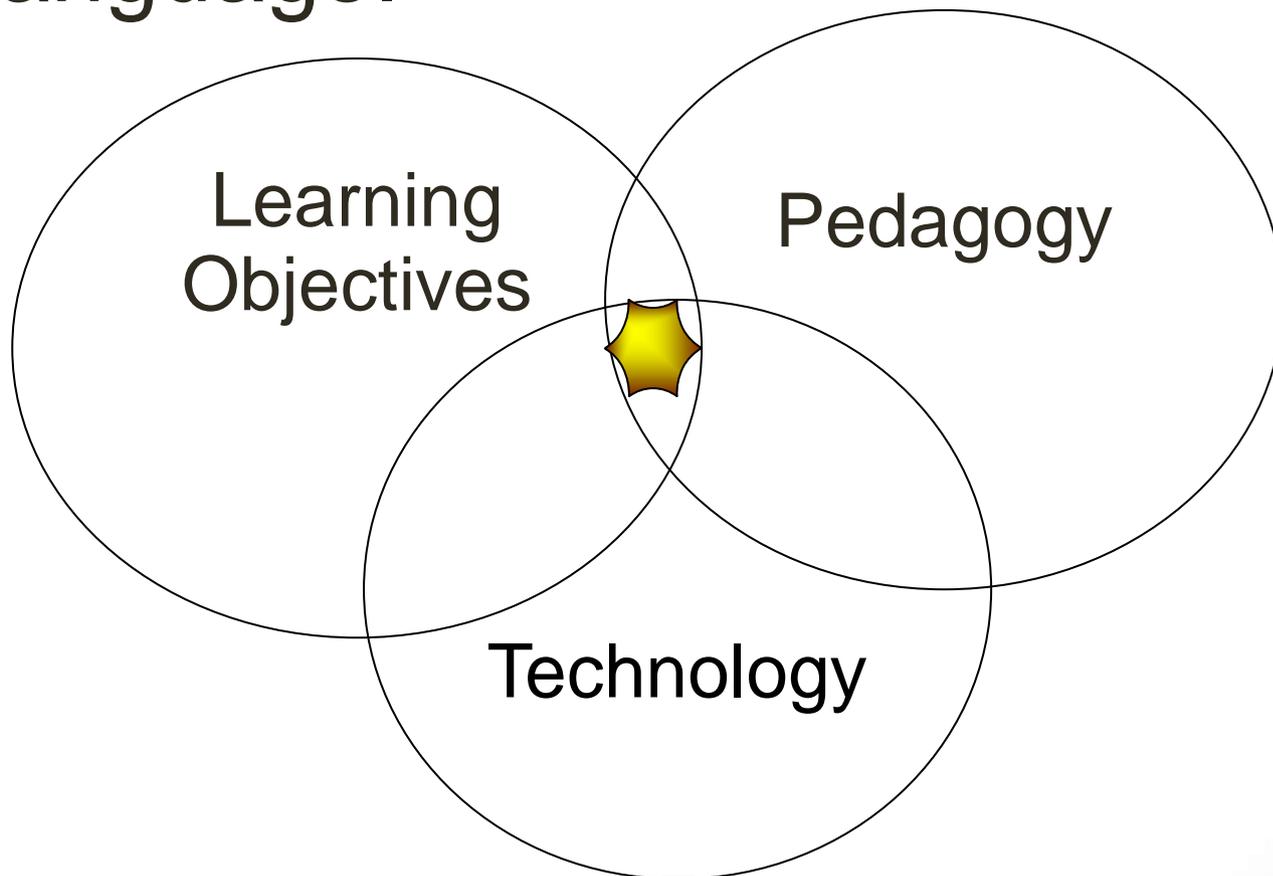
When students don't understand they . . .

- give up.

- pretend to understand.

- ask effective questions.

Step 1

Identifying Comprehensibility Factors

Comprehensibility Factors

1. Rate of speed (learner is a "limited processor")

2. Vocabulary, idiomatic expressions, and grammatical structures

3. Ambient noise

4. Acoustic blur (word reductions due to unstressed syllables)

- Keep your **nose** clean
- Have your **nose** in a book
- Keep your **nose** to the grindstone
- Keep your **nose** out of something
- Thumb your **nose** at
- Pay through the **nose**
- Follow your **nose**
- Stick your **nose** in something
- Be on the **nose**
- Have a **nose** for something

Acoustic Blur

Did you eat yet?

No, did you?

- Jeet yet?

- *No, Joo?*

Comprehensibility Factors

5. Lack of background schemata or cultural knowledge

House - Same Word, Different Interpretation

Comprehensibility Factors

6. Paralinguistic utterances, feedback signals, and false starts

7. Limited exposure to decontextualized speech (unpredictability factor)

8. Amount of redundancy, number of pronoun referents

Comprehensibility Factors

9. No visual or multisensory support

Richness of environmental cues (images, sounds, smells, tone of voice) play key roles in deciphering the message, especially in different cultural contexts.

Comprehensibility Factors

10. Test items sometimes distort and exaggerate the amount of information that even native speakers could process.

If one car is heading east at 80 kilometers an hour and another one westbound with a nail in the back left tire, what is the probability that arrive at the same time on a full moon?

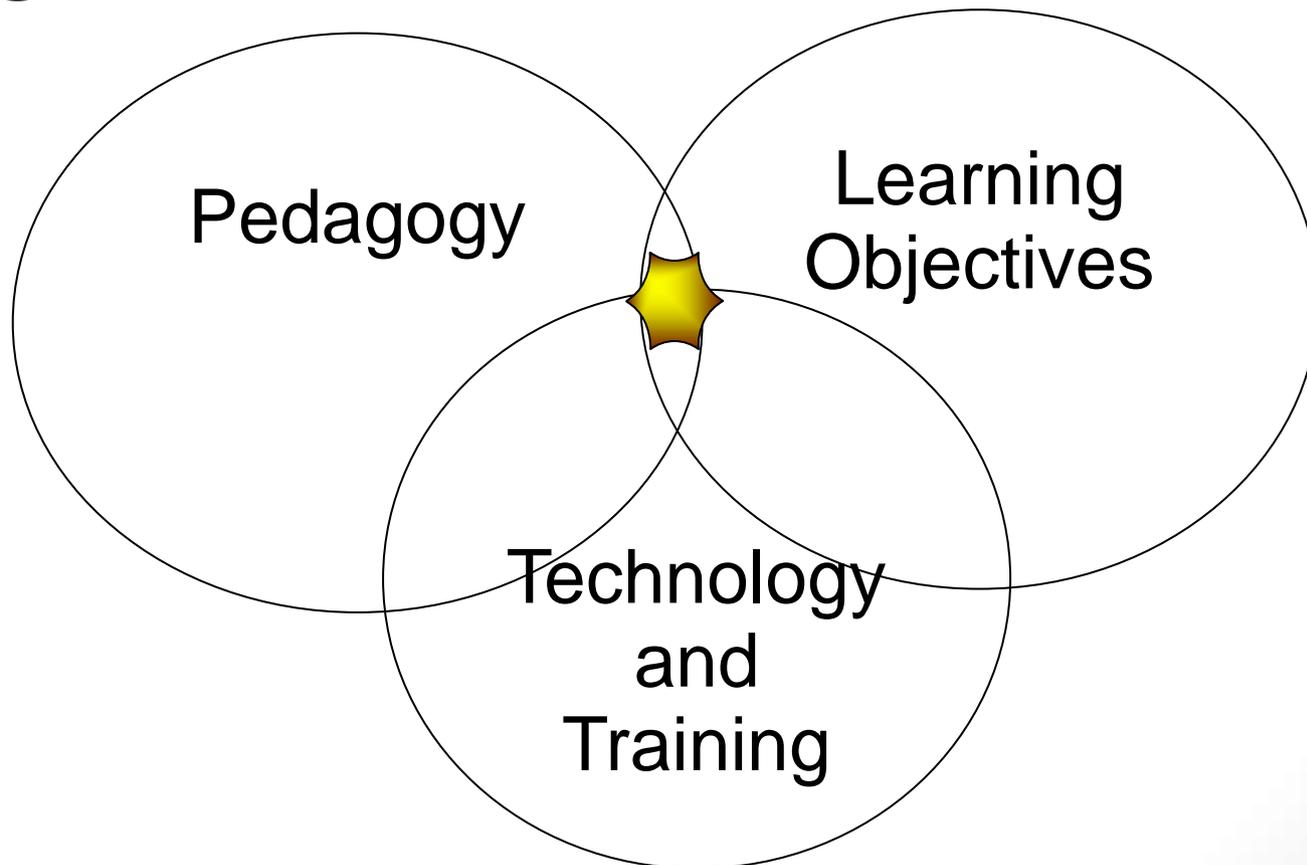# When learners don't understand, they . . .

- give up.

- pretend to understand.

- ask effective questions.

Step 2

Blending Pedagogy and Technology to Improve Comprehension

A Blended Approach

- A careful balance of these elements can help us expand students' abilities to use the language.

Pedagogy

Learning Objectives

Technology and Training

Keys to Teaching Listening . . . with any or no technology

- Choose content within the linguistic and cultural reach of your students.

- Don't use tasks that result in cognitive overload.

- Progress from semi-authentic speech to genuine authentic speech.

- Build upon learners' background knowledge and prepare them to engage with the listening content.

- Allow time for collaborative listening and discussion to clarify, restate, and expand on the ideas.
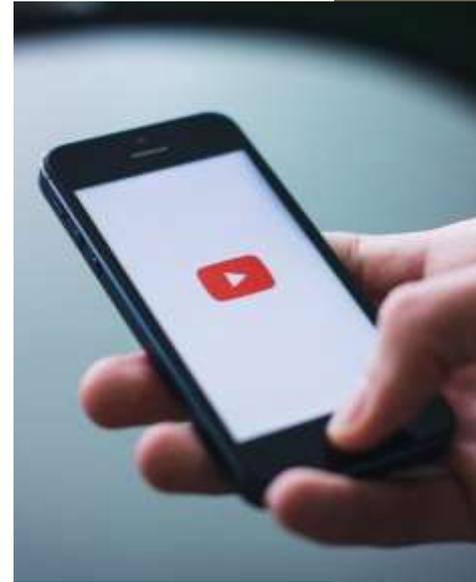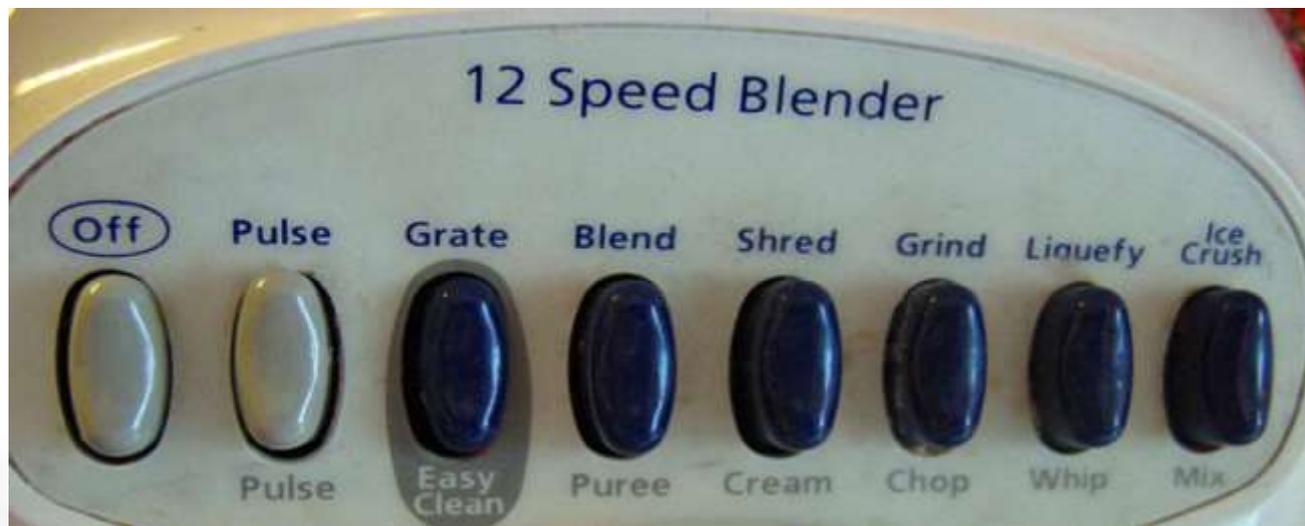
esl-lab.com

General Concepts

o Determine instructional goals based on course objectives and <u>THEN</u> select your tools.
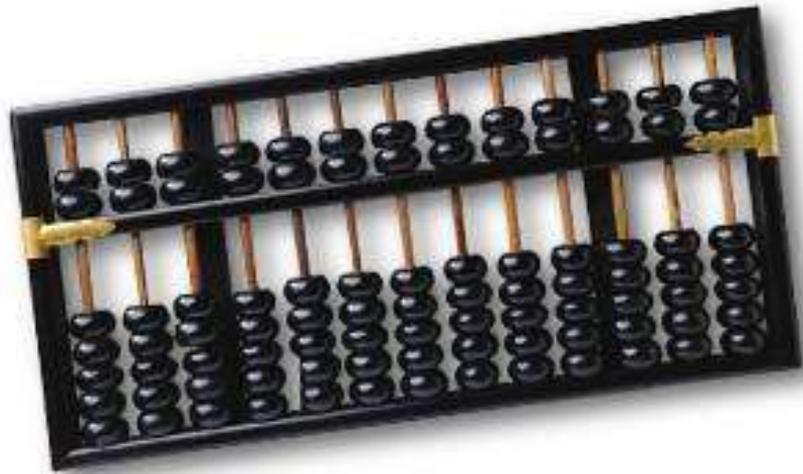
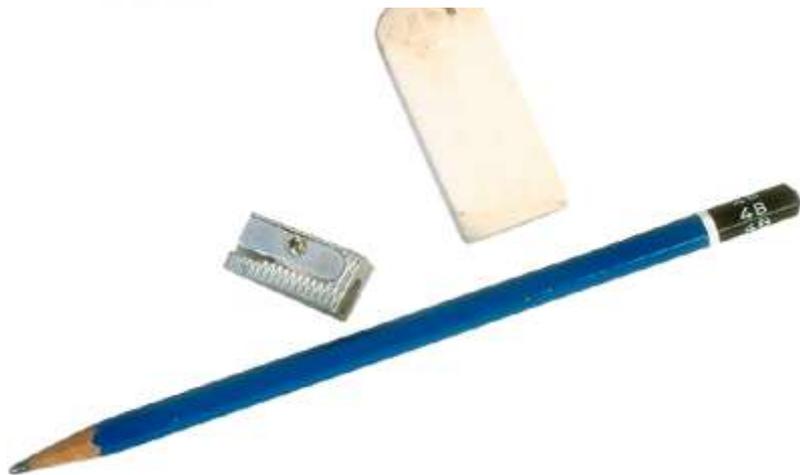Don't use something just because you can.

Technology

Only use technology when it supports your assessment objectives, not just because it looks good or sounds nice.
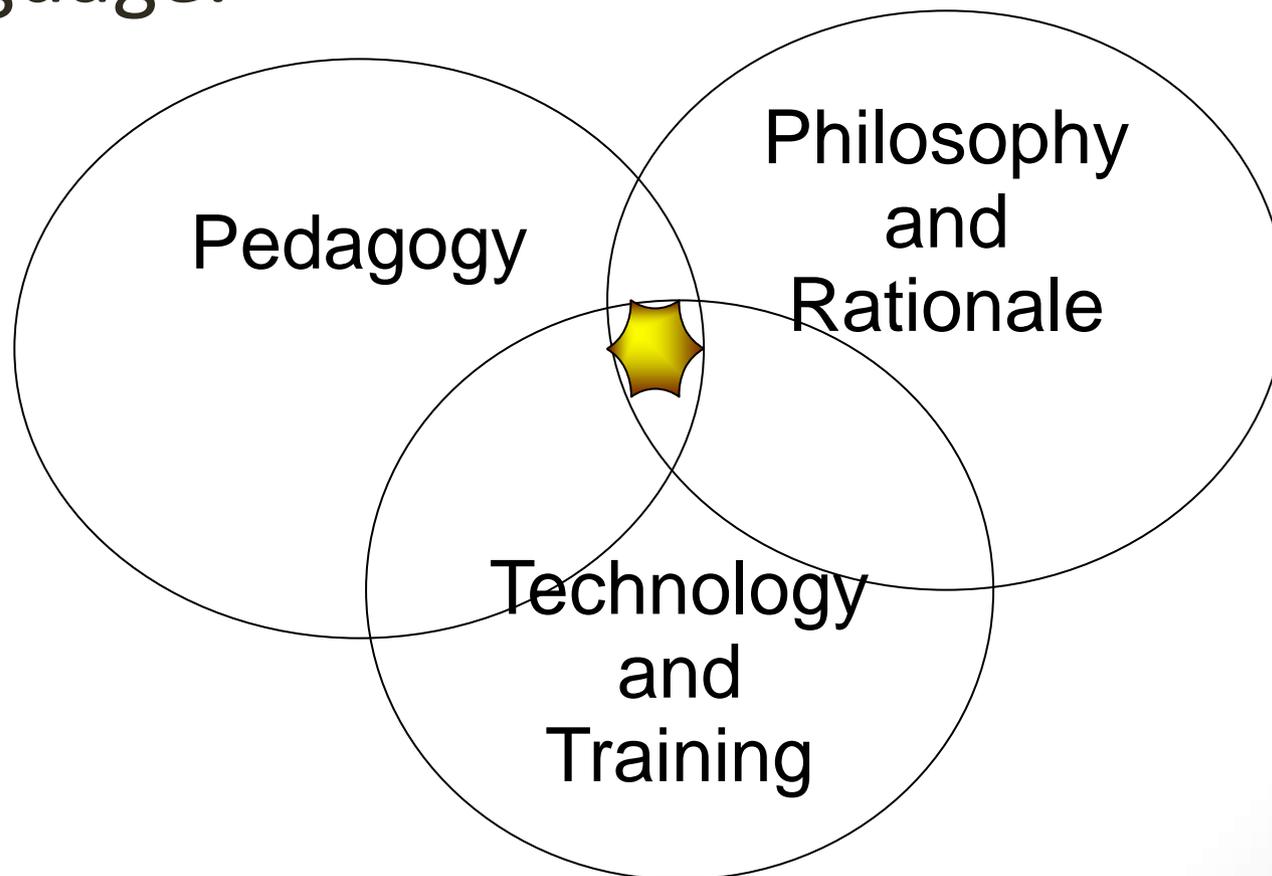
Technologies that Work!

Don't abandon what already works for you.

A Blended Approach

- A careful balance of these elements can help us expand students' abilities to use the language.

Pedagogy

Philosophy and Rationale

Technology and Training

~~I don't understand!~~
Comprehensibility Factors

- Inability to clarify, restate, and use circumlocution to indicate a need for a modified version of the utterance.

Give up, pretend, or ask for clarification

- I don't understand.
- Sorry. The number is 581-23 . . .
- What are you trying to say about _____?
- I didn't catch that last point about __.
- So, what you're saying is that _____.
- Did you say 6:45?
- Let's see if I got that straight. You said that _____.

Technology Blended with Pedagogy

1. Video Speed Controller for Google Chrome (Browser extension) and YouTube Speed Settings

2. Lyricstraining.com

3. Cloud QR Generator (mobile app) for creating audio QR codes

This part of the presentation described these tools as a means of enhancing listening skills.