

Listening Skills Essentials: Effective Alternatives to Note-taking

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WHY LISTENING?

Proportional Importance:

- over 50% of the time spent functioning in a foreign language is devoted to listening ◆
- “...the least understood and most overlooked of the four skills (L, S, R, & W) in the language classroom” (p. 37) ▲

◆ Nunan, D. (1998). Approaches to teaching listening in the language classroom. Taejon, Korea, *KOTESOL Proceedings* <http://www.kotesol.org/publications/proceedings/1997/>

▲ Nation, P., Newton, J. (2009) *Teaching ESL/EFL Listening and Speaking*, NY: Routledge.

LISTENING IN INSTRUCTED SETTINGS

The Problem:



Unidirectional Listening

- Learners listen to a recording...
- No communication back to the speaker(s)

Graham, S. (2017) Research into practice: Listening strategies in an instructed classroom setting. *Language Teaching*, 50(1), 107-119.

TEACHING takes the form of TESTING

CLT Framework + Influence of Reading Pedagogy
⇒ Text-oriented Listening Instruction

“Instead of teaching how to listen accurately, listening activities tested the accuracy of learners’ comprehension.”*

*Vandergrift, L. & Goh, C. (2012) *Teaching and Learning Second Language Listening: Metacognition in Action*. NY: Routledge, p. 6.



product of comprehension
instead of
~~comprehension processes~~
where it should be

“Much of what is traditionally mis-named *teaching* listening should in fact be called *testing* listening” (p. 75).*

*Mendelsohn, D. (2006). Learning how to listen using learning strategies. In P. Gordon (Ed.), *Current trends in the development and teaching of the four language skills* (pp. 75-89), Berlin: Mouton de Gruyter.

Key Pedagogical Principles*

- Listening instruction
 - Zero or slow progress without it
 - Effective development with it
- Metacognitive strategy use & awareness
 - Achievable via learner discussion of strategy use
- Top-down & Bottom up strategies
 - Development important to improve listening
- Predict/pre-listening strategies
 - Combine with strategies for verifying & monitoring

*Vanderplank (2013); Graham, Santos, & Francis-Brophy (2014)

PEDAGOGICAL CHALLENGE



The skill:

- over which learners feel the least control
- which receives the least systematic attention
 - from teachers and instructional materials
- for which teachers have received the least training

Vandergrift, L., Goh, C. (2012). *Teaching and Learning Second Language Learning: Metacognition in Action*, NY: Routledge, pp. xiii-4.

WHAT'S YOUR OPINION?

How helpful are these Curricular Guidelines?



EAP/IEP Curricular Guidelines

High-Intermediate – Advanced Level ◆

Listening

- Understand academic & professional discussions
- Understand main points and the most significant details in lectures & presentations

Not at all helpful

somewhat helpful

Very helpful

◆ Data Source: High-Intermediate/ Advanced Levels in a CEA-accredited IEP

How helpful are these Curricular Guidelines?



Guidelines are not operationalized

- What constitutes “understand”?
 - as measured how?
- What requisite listening and speaking skills do students need in order to meet the goals?
- What methods and materials do teachers need in order to diagnose, teach, and assess these skills



Traditional Approach: CLT Framework. Let's look at some more...

Traditional Approach: CLT Framework

EAP/IEP Curricular Guidelines ♦

Listening

- Understand main points and the most significant details in lectures & presentations

Requisite skill? _____

Reading

- Understand main ideas and significant details

Requisite skill? _____

Can you:

Differentiate: Listening & Reading Guidelines . . .

♦ Data Source: CEA-accredited IEP: Levels High Intermediate & Advanced



Listening Guidelines // Reading Guidelines

Listening

- Understand main points and the most significant details in lectures & presentations

Requisite skill: processing aural input

Reading

- Understand main ideas and significant details

Requisite skill: decoding orthographic input

Pre-Literate/ SLIFE populations:

A recognized need to teach decoding orthographic input

No corresponding recognized need at any level to teach processing aural input

Traditional Approach: CLT Framework

Sample CLT Listening Lesson:

1. Multiple Re-plays of podcasts/ TED Talks, etc.
2. Instructional Focus: Note-taking
3. Listening Focus: Comprehension Questions
4. Lesson Evaluation: Accurate Passage Summary

What does # 1 reveal?

What skills / abilities do these outcomes require?

What listening challenges do learners experience?

Traditional Approach: CLT Framework

Sample CLT Listening Lesson:

1. Multiple Re-plays of podcasts/ TED Talks, etc.
2. Instructional Focus: Note-taking
3. Listening Focus: Comprehension Questions
4. Lesson Evaluation: Accurate Passage Summary

What does # 1 reveal? (inability to process aural input)

What skills / abilities do these outcomes require?

What listening challenges do learners experience?

Listening Skills: Two Challenges Reported by Learners

- 1. Not recognizing known words in rapid speech**
(Parsing Aural Input: speech segmentation)
- 2. Understanding the words but not the message**
(Interpreting Meaning: implications & inferences)

Vandergrift, L. & Goh, C. (2012). *Teaching and Learning Second Language Listening: Metacognition in Action*. NY: Routledge, p. 22, 24.

Listening Skills

Challenge 1: speech segmentation

Word Recognition Strategies L2 learners use:

- substitute known words for unrecognized words; can't suppress wrong choices ◆
- miss more function words than content words ▲ *what does this look like in practice?*

◆ Field (2004); Broesma & Cutler (2008)

▲ Field, J. (2008). *Listening in the L2 Classroom*. Cambridge University Press.

Listening Skills

Challenge 1: speech segmentation

Word Recognition Strategies L2 learners use:

- substitute known words for unrecognized words; can't suppress wrong choices ◆
- miss more function words than content words ▲

e.g., Dictation Data: *Teller all meter at the bank*

◆ Field (2004); Broesma & Cutler (2008)

▲ Field, J. (2008). *Listening in the L2 Classroom*. Cambridge University Press.

Listening Skills

Challenge 1: Noun & Verb Endings

Non-Native Speaker Decoding Strategy*

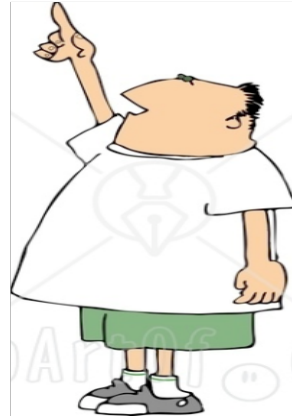
What was said

He looked it up.



What was heard

He looked up.



what accounts for this?

**Data Source:* Reed, M. (2012). The effect of metacognitive feedback on second language morphophonology. In J. Levis & K. LeVelle (Eds.), *Proceedings of the 3rd Pronunciation in Second Language Learning and Teaching Conference* (pp. 168-177). Ames, IA: Iowa State University.

Listening Skills

Challenge 1: Noun & Verb Endings

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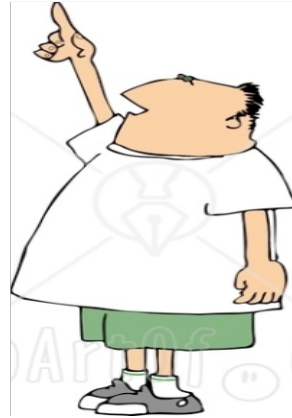
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What was heard

He looked up.



Learner's Acoustic Image for Past Tense –ed ending (2-syllable look-ed) caused this error

**Data Source:* Reed, M. (2012). The effect of metacognitive feedback on second language morphophonology. In J. Levis & K. LeVelle (Eds.), *Proceedings of the 3rd Pronunciation in Second Language Learning and Teaching Conference* (pp. 168-177). Ames, IA: Iowa State University.

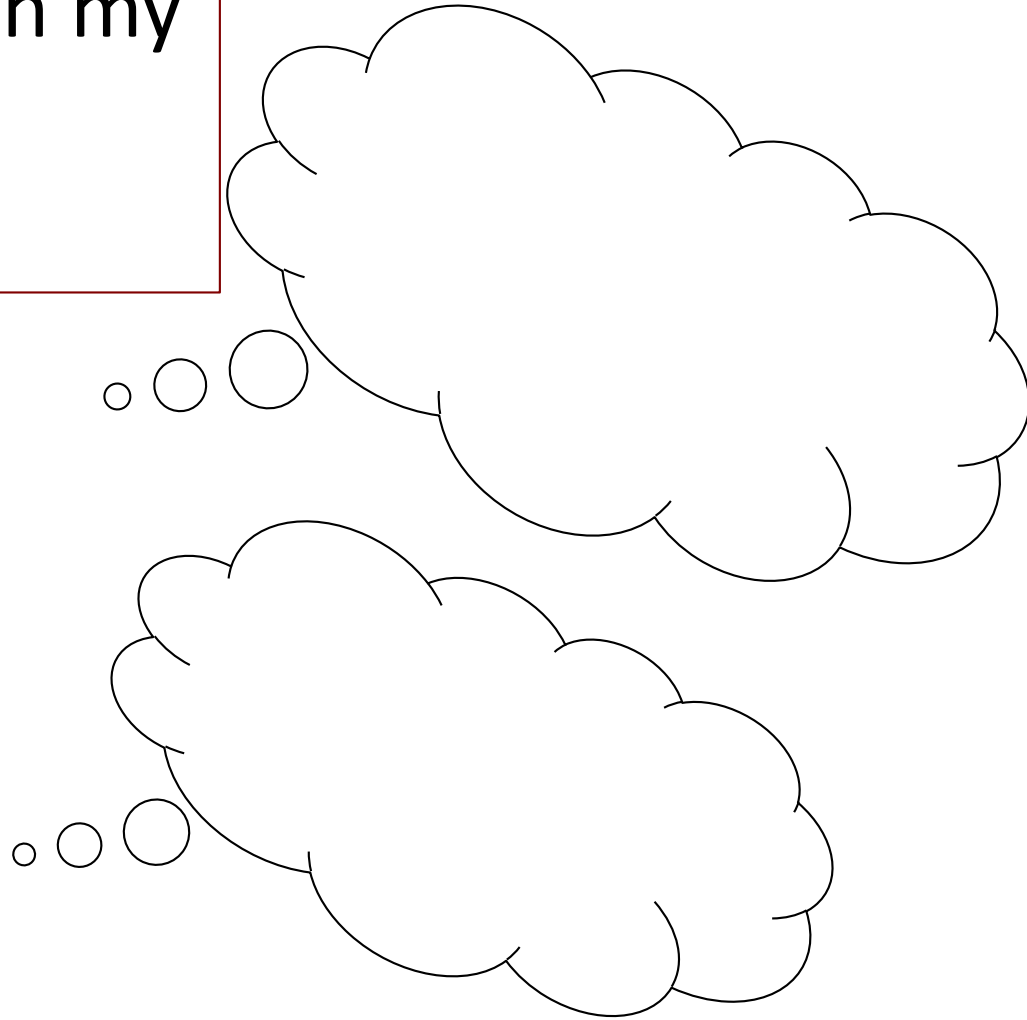
Listening Skills: Challenge 2: Implications & Inferences

Teacher, can I turn in my homework late?

You can...

- NS hears:

- NNS hears:



Listening Skills:

Challenge 2: Implications & Inferences

Teacher, can I turn in my homework late?

You can...

- NS hears:



... but you shouldn't.

- NNS hears:



You can.

How do we account for this?

Listening Skills

Challenge 2: Implications & Inferences

- “ a speaker *implies* something without necessarily putting it into words...
- The speaker typically states one thing but implies something further.
- Something is left unsaid – perhaps some kind of reservation or implication.” (p. 27)*

*Wells, J.C. (2006). *English Intonation: An Introduction*. Cambridge, UK: Cambridge University Press.



How to Frame Instruction?

The Intelligibility Framework

Intelligibility is “seen as a basic requirement in human interaction.”*

*Munro, M. J. (2011). The intelligibility construct: Issues and research findings. *Center for Intercultural Language Studies Series*, University of British Columbia.

The Intelligibility Framework

- “Intelligibility may be broadly defined as the extent to which **a speaker’s message is actually understood** by a listener” (Munro & Derwing, 1999, p. 289)

Foreign accent, comprehensibility, and Intelligibility in the speech of second language learners. *Language Learning*, 49 (1), 285-310.

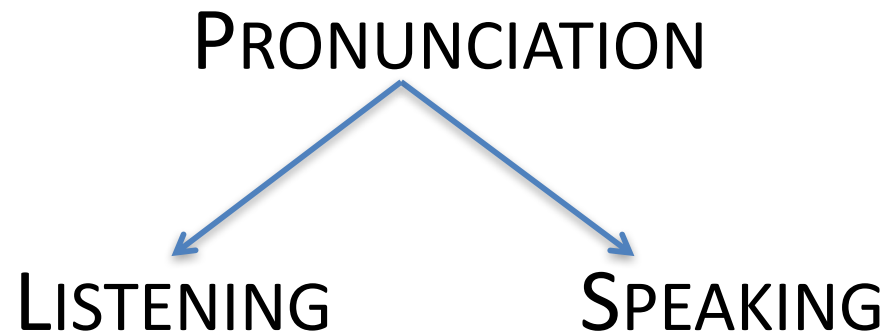
- This broad definition implies at least two different types of understanding
 - **Successfully identifying words**
 - **Understanding a speaker’s intended meaning** (Levis, 2017)

Guidelines for Promoting Intelligibility, Iowa State University slide-share, p. 4

INSTRUCTIONAL OBJECTIVE: MUTUAL INTELLIGIBILITY

LISTENING SKILLS:  YOU CAN UNDERSTAND OTHERS

SPEAKING SKILLS: OTHERS CAN UNDERSTAND YOU 

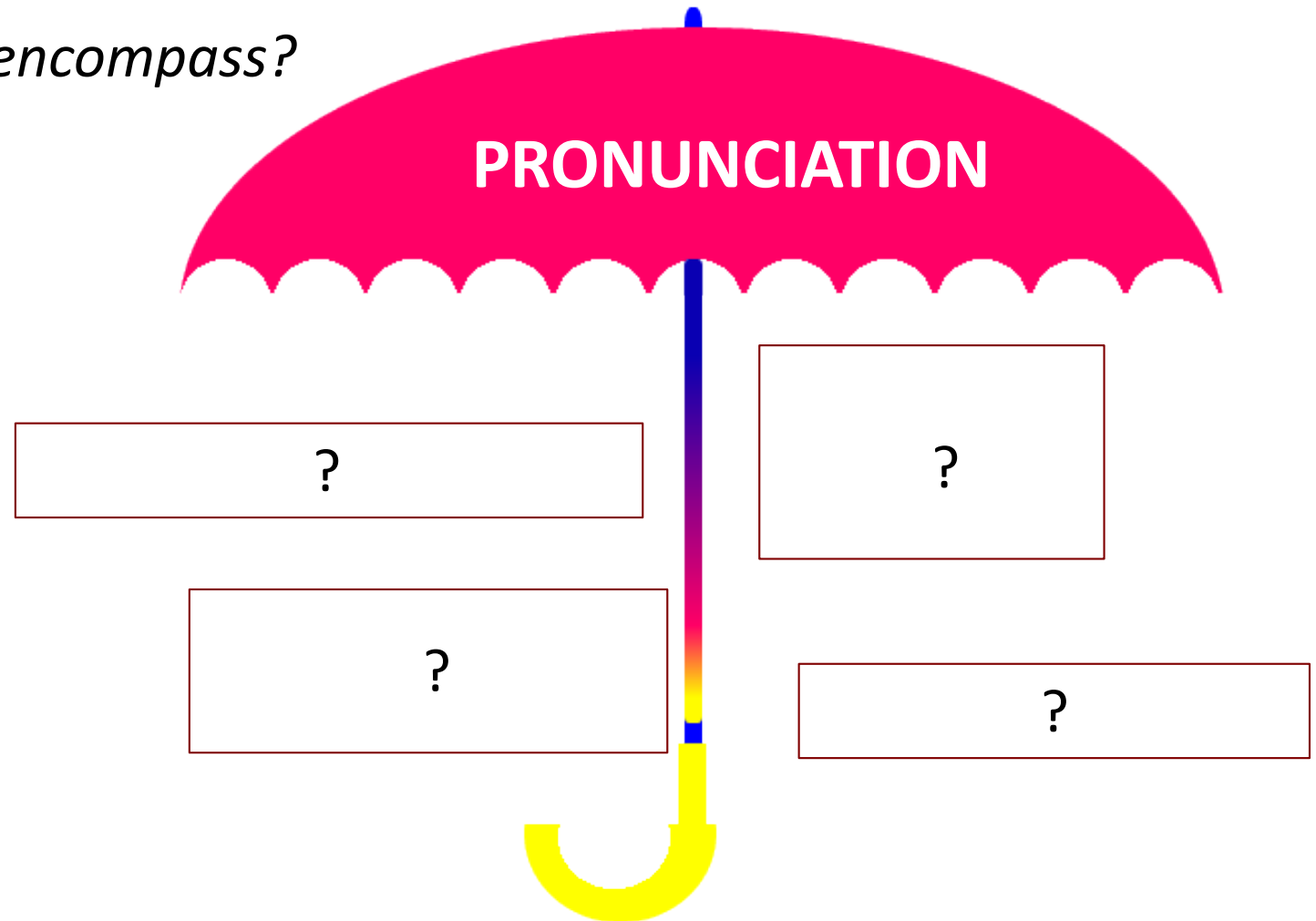


Reed, M., Michaud, C. (2005). *Sound Concepts: An Integrated Pronunciation Course*. NY: McGraw-Hill, p. 14.

Listening, Speaking, Pronunciation

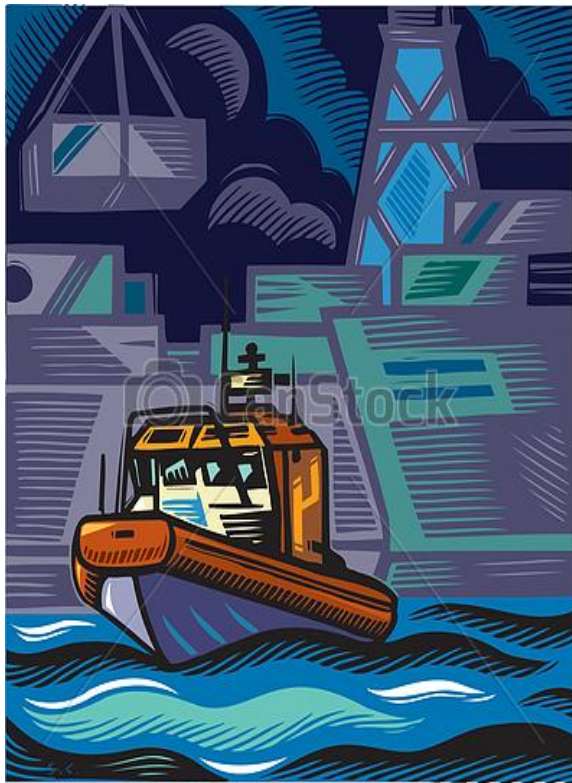
Think of PRONUNCIATION as an umbrella term.

What does it encompass?



LISTENING/SPEAKING COMPONENTS

Sometimes Segmentals Matter



ask me about Functional Load

Importance for contrastive meaning;
Few theta /θ/ vs. /s/ minimal pairs

We're sinking!
We are sinking!

Vat are you
sinking about?

The German Coast Guard



LISTENING/SPEAKING COMPONENTS

Stress Placement Matters

Here is my
thesis statement
It is [ə .kɜːd]

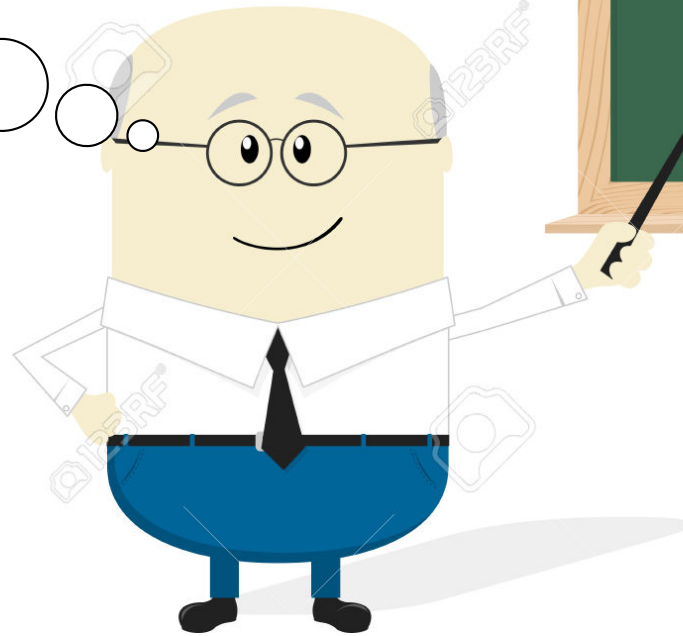


Sounds like "It is occurred" Intended: "It is awkward"

LISTENING/SPEAKING COMPONENTS

Noun & Verb Endings Matter

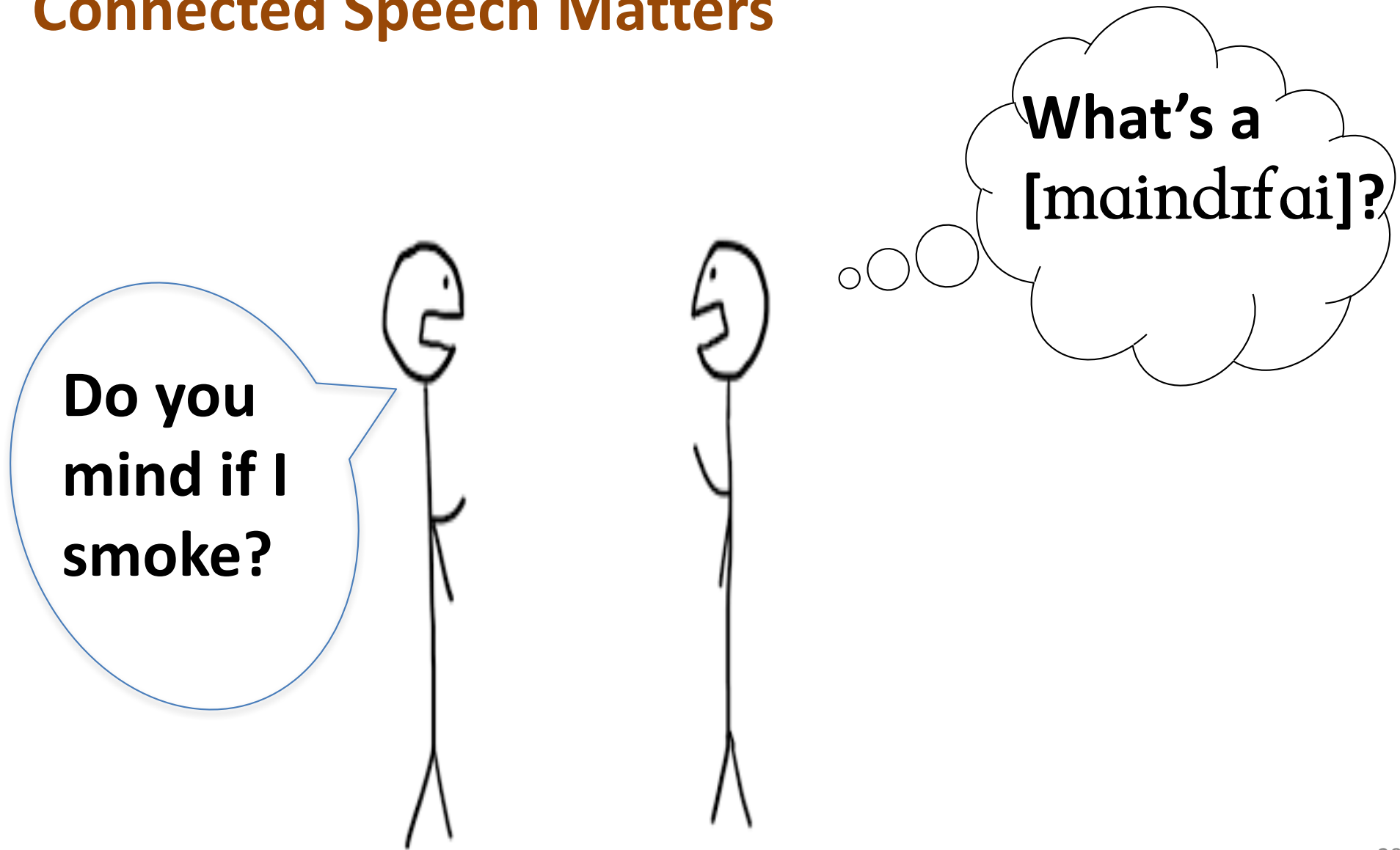
Everybody
understand me.



Subject - Verb
Agreement

LISTENING/SPEAKING COMPONENTS

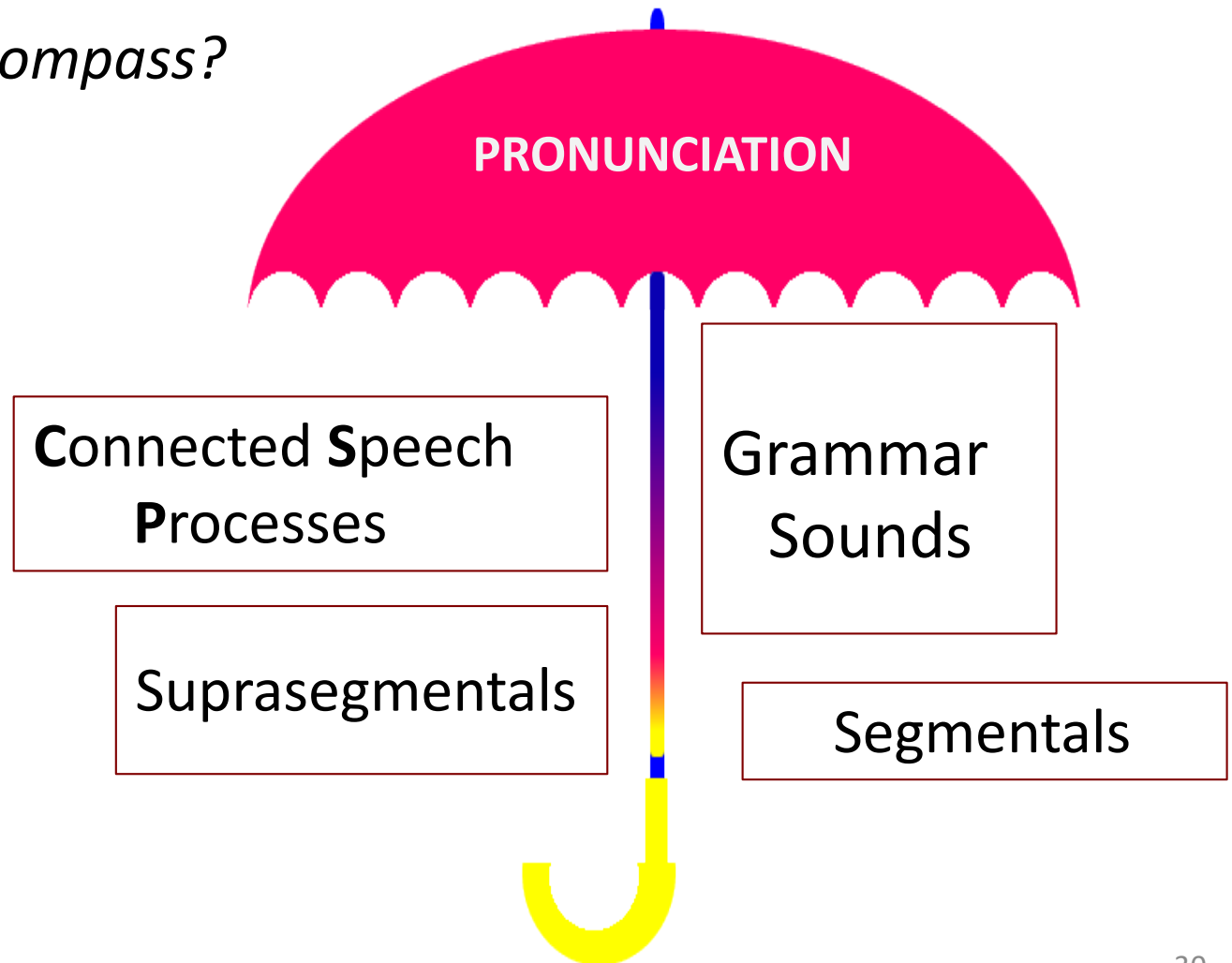
Connected Speech Matters



The Scope of the Task

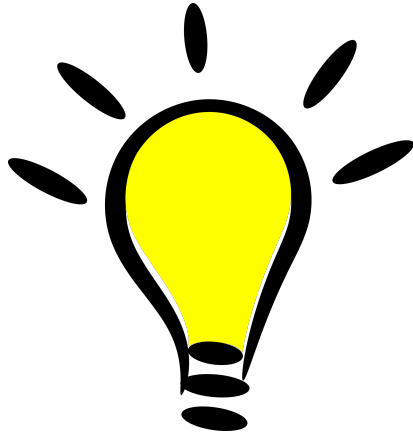
Think of PRONUNCIATION as an umbrella term.

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Pronunciation Instruction: Key to Successful Listening Ability

- Teach **C**onnecte**d** **S**pee**ch** **P**roces**s**es and Grammar Sounds
 - to process utterance content
- Teach Stress & Intonation
 - to process speaker intent



*Teaching listening,
in practice, looks a lot like
teaching speaking.*

“pronunciation is not only about the mouth, but also about the ears.” (Hancock, M. (2012). *Pronunciation as a Listening Skill*.)

Perception ↔ Production

Production can Precede Perception

(Best & Strange, 1982, W. Lowie, 2011, 2012)

“Production precedes and shapes auditory perceptual abilities”

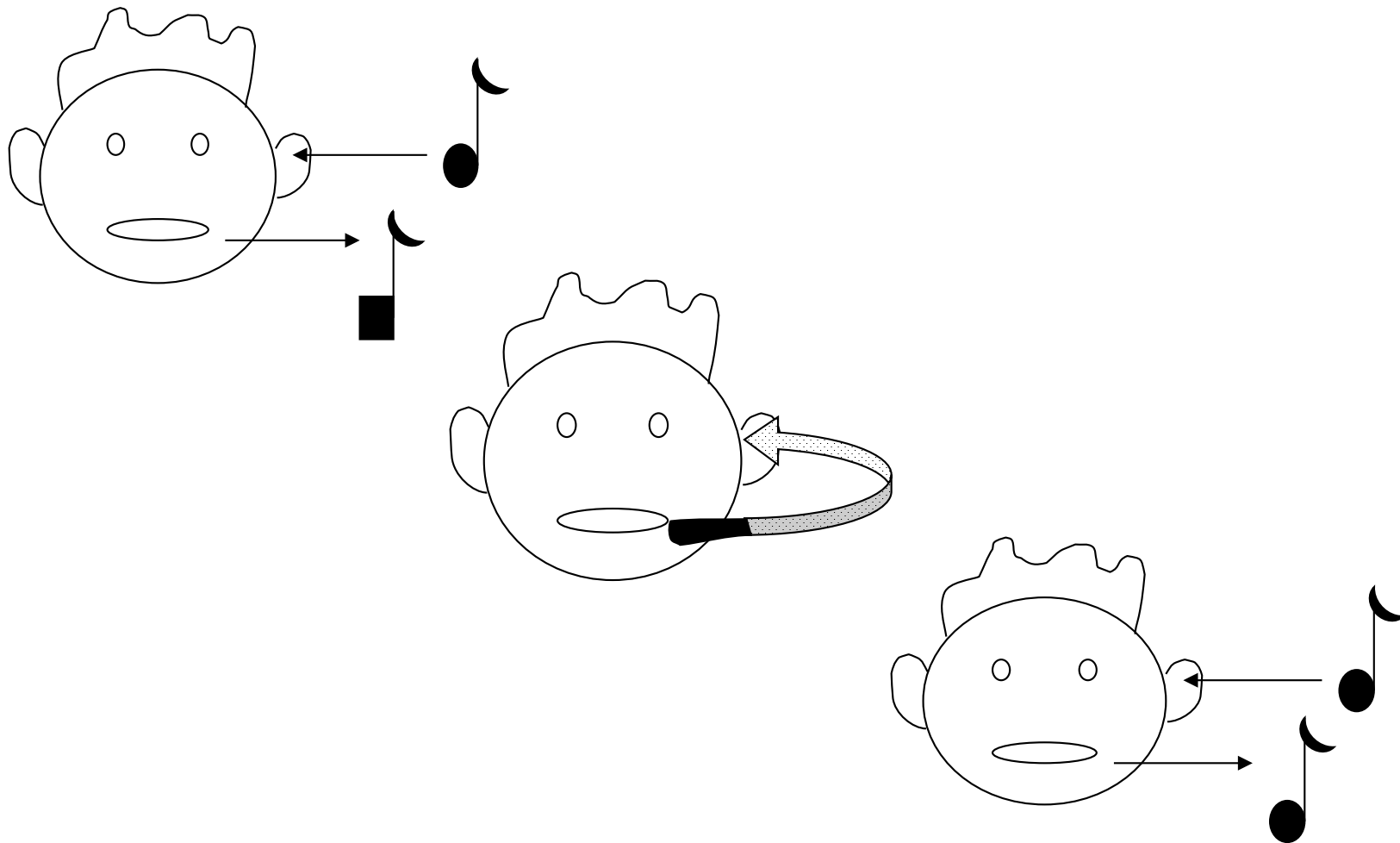
Production can Facilitate Perception

(Reed & Michaud, 2005, 2010)

“Speech production precedes and facilitates speech perception . . . Speaking helps listening”

Auditory Feedback / Closed Circuit

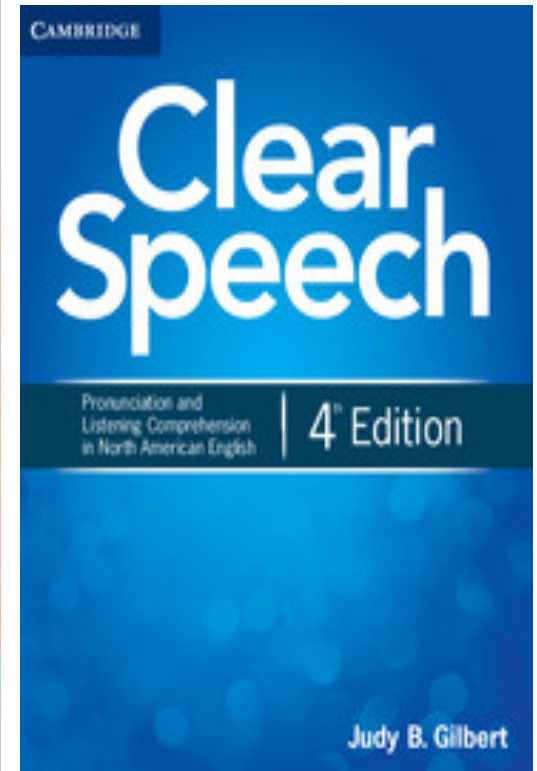
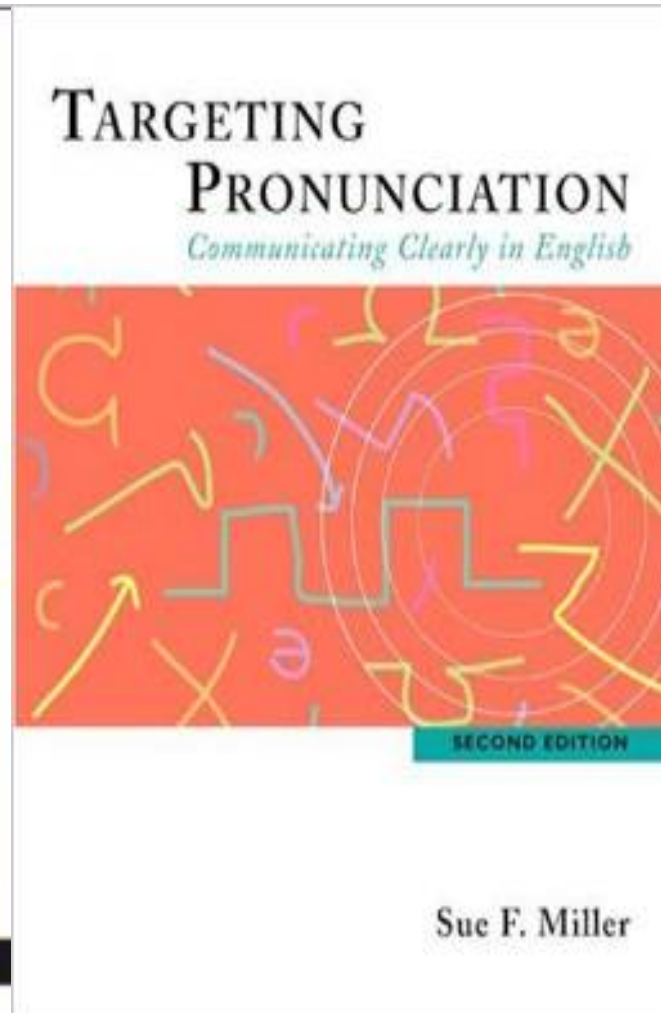
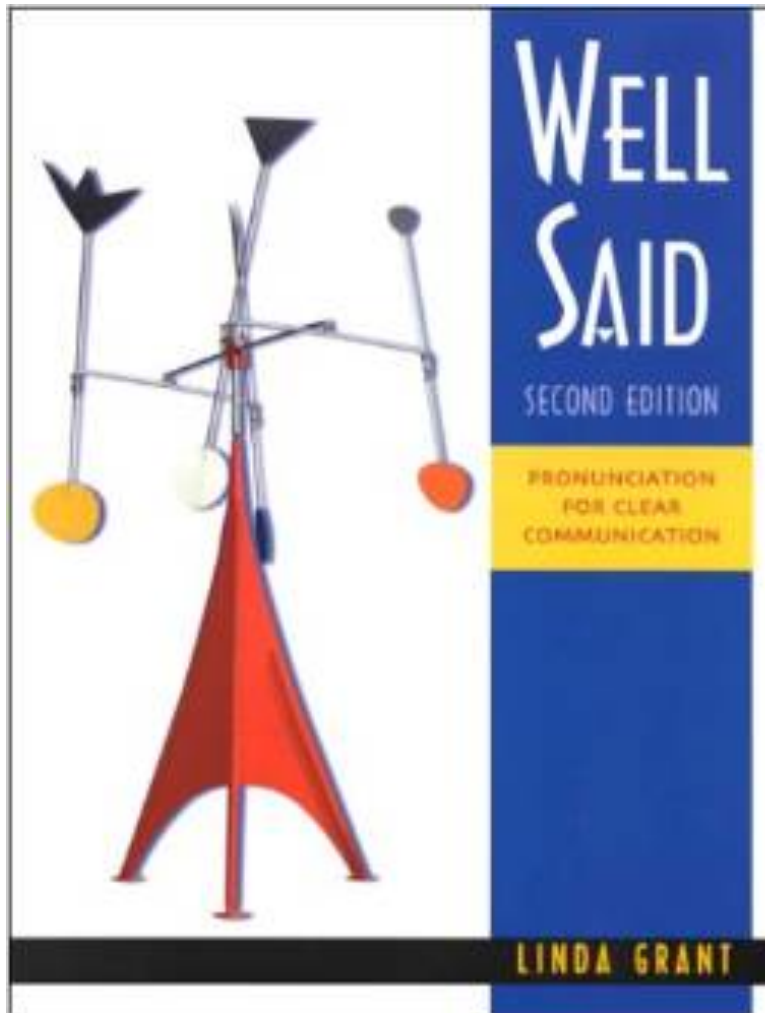
Reed, M., Michaud, C. (2005). *Sound Concepts*, McGraw-Hill, p. viii



Exposure to the sound of English does not automatically result in English-sounding output.
Speaking & Listening form a closed circuit auditory feedback loop.
Convergent Output: Speech Perception improves when Speech Production converges with the target.

Teacher Resources:

Student textbooks informed by the research



Recommended Approach: Metacognitive Strategy-Based Instruction

Learner tools for success:

(see Appendix A for definition of metacognition)

–Checklists (see Appendix B for example)

–Log books (see Appendix C for example)

–Strategies

*Vandergrift, L. & Goh, C. (2012) *Teaching and Learning Second Language Listening: Metacognition in Action*. NY: Routledge.

Listening Skills

Challenge 1: speech segmentation

Native Speaker (NS) Decoding Strategy

Speaker says...

[ɪzɪbɪzi]

I'd've...

Listener understands...

Is he busy?

I would have...

What accounts for NS Success?

Listening Skills

Challenge 1: speech segmentation

Native Speaker Decoding Strategy

Use **C**onnecte**d** **S**peech **P**rocesses

Sounds are linked



Sounds are deleted

/h/ \Rightarrow \emptyset

Sounds are altered

gonna, jeet?

Words're contracted

I'll, I'm, I'd, I've



Search for...

Q Say it!

ALL US UK AUS

▶ AdChoices

Poopourri

Swiffer

Pressure Washer

Use YouTube to improve your English pronunciation. With more than **30M** tracks, YouGlish gives you fast, unbiased answers about how English is spoken by real people and in context.

Examples: [power](#), [courage](#), [coup de grâce](#), [how's it going](#) [\(Advance search\)](#)

Type in “I would have” and play samples

<https://youglish.com>

Listening Skills

Challenge 1: speech segmentation, V-ed

Decoding Challenge

 My boss said he'd fixed all the problems.

Reported Speech

- **Linked Sounds** – said he'd; fixed all
- **Deleted Sounds** – /~~h~~/
- **Contracted Sounds** – he'd
- **Grammar Sounds** - fix + Past Participle = 1 syllable

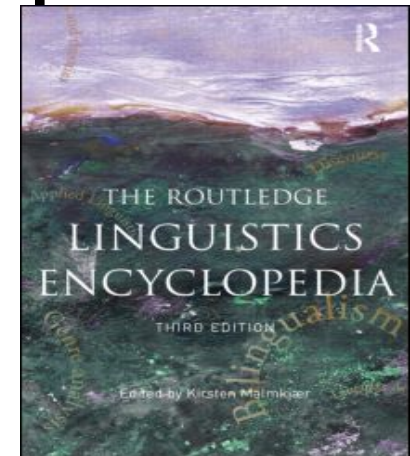
Listening Skills:

Challenge 2: Implications & Inferences

Understanding what is meant by what is said

Intonation:

“systematic and linguistically meaningful use of pitch movement at the phrasal or suprasegmental level”*



*Pickering, L. (2012). Intonation. In K. Malmkjaer (Ed.), *The Routledge Linguistics Encyclopedia (3rd edition)*, pp. 280-286.

Listening Skills:

Challenge 2: Implications & Inferences

Understanding Speaker Intent

Requires familiarity with the Functions of Intonation:

- Syntactic functions
 - Signal grammatical structure
- Discourse functions
 - Turn-taking cues
 - Differentiate question types
- Emotive functions
 - Attitude & Affect
- **Pragmatic functions**
 - Given Vs. New, Contrast
 - Implications, etc.

Most textbooks address these

Many textbooks overemphasize these

Few textbooks address these

Historical Instructional (Mis)Focus



CHARACTERISTIC TEXTBOOK TREATMENT OF INTONATION:*

- Overemphasis on its role in grammatical relations
(Indicating the end of a sentence, a question, etc.)
- Emphasis on its role in conveying speakers' attitudes and emotions



*Levis, J. (1999). Intonation in theory and practice, Revisited. *TESOL Quarterly*, 33(1), p. 37.

Listening Skills: Challenge 2

Pragmatic Functions of Intonation:

Intonation carries meaning



Intonation “has the power to reinforce, mitigate, or even undermine the words spoken.” (p. 229)[^]

[^]Wichmann, A. (2005). The role of intonation in the expression of attitudinal meaning. *English Language and Linguistics*, 9(2), pp. 229-253.

Listening Skills

Challenge 2: Implications & Inferences

Decoding Challenge



My boss *said* he'd fixed all the problems.

A case of Reported Speech?

What do think?

Have the problems been fixed?

What does the speaker think?

How did you arrive at your conclusion?

Listening Skills

Challenge 2: Implications & Inferences

Decoding Challenge



My boss *said* he'd fixed all the problems.

Not a case of Reported Speech

- Implicational fall-rise pitch contour*




The exact same words, in the exact same order. But...
the NS knows the speaker thinks the problems have not been fixed.

* Wells, J. (2006). *English Intonation: An Introduction*, Cambridge University Press.

Listening Skills

Challenge 2: Implications & Inferences

- Speakers imply; Listeners infer
- English Language: Two Mechanisms
 1. Standard SVO Syntax + Non-standard (marked) Intonation
Subject **V**erb **O**bject +  Fall/Rise Pitch Contour
The teacher didn't grade your exams.
 2. Non-standard Syntax
 - It-cleft, wh-cleft, definite expressions
 - It wasn't the teacher who graded your exams.
 - The teacher wasn't the one who graded your exams.
- Other Languages: 1 Mechanism – Syntactic Variation

Listening Skills

Challenge 2

“Students often do not have a clear idea of why exactly ‘the melody of speech’ should be important for communication, and therefore seem to lack the motivation to master it,

while teachers do not seem to be theoretically or practically well-equipped to explain and illustrate its significance.”

(pp. 72-73)

Paunović, T., & Savić, M. (2008). Discourse intonation— Making it work. In S. Komar & U. Mozetić (Eds.), *As You Write It: Issues in Literature, Language, and Translation in the Context of Europe in the 21st Century*, V(1-2), 57-75.

Learner Perspective:

No appreciation of importance; No motivation to learn

Learners “will rarely tell the teacher they feel silly speaking this way, and the result will be that they may walk out of the class without having accepted the system at all.

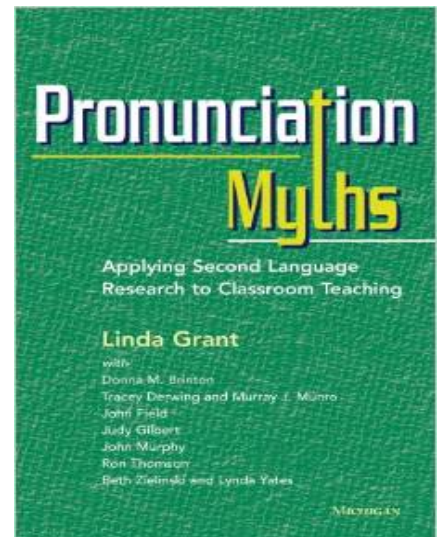
Or they may think intonation is simply decorative”

(p. 125).

Gilbert, J. (2014). Myth 4: Intonation is hard to teach. In L. Grant (Ed.)

Pronunciation Myths: Applying Second Language Research to Classroom Teaching.

Ann Arbor, MI: University of Michigan Press.



Learner Perspective, documented.*
Post-Instruction Survey of Learner Attitudes
Sample Post-instruction Responses*

Are you likely to use these intonation patterns in your own speech?

Very unlikelyunlikelysomewhat likelylikelyvery likely

Please comment on your successful production:

Sample Responses:

“I feel silly”

“I feel foolish”

Please comment on the intonation patterns:

[They] “sound ridiculous”

*Reported in Reed & Michaud, 2015. Take Away: Teachers may assume Student Success based on successful imitation.

Mismatch

Why this Matters

- Learner Beliefs: Words trump Intonation



- Learner Beliefs \Rightarrow Listening Strategies
 \Rightarrow Speech Processing

Recommended Student Learning

Outcomes: S_{tudents} W_{ill} B_e A_{ble} T_o

1. Detect marked intonation (difference from neutral intonation)
2. Locate the source of the marked intonation
3. Interpret speaker intent

Provide instruction that “teaches the student to think in terms of the speaker’s intention in any given situation”

Allen, V. (1971). Teaching intonation, from theory to practice. *TESOL Quarterly*, 4, 73–81.

Communicative Listening Skills: Teacher Perspective

“Students often do not have a clear idea of why exactly ‘the melody of speech’ should be important for communication, and therefore seem to lack the motivation to master it,

while teachers do not seem to be theoretically or practically well-equipped to explain and illustrate its significance.”

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PROBLEM STATEMENT SUMMARY

PROPOSED INTERVENTION

Instructor Surveys \Rightarrow 2 Deficiencies

- Curricular ‘Guidelines’ are not operationalized
- Listening ability is tested, not taught (Mendelsohn, 2006)

Learner Surveys \Rightarrow 2 Listening Challenges

- Segmenting continuous speech
- Interpreting speaker intent (Vandergrift & Goh, 2012)

Intervention: Strategic Metacognitive Approach

\Rightarrow to raise Learner & Instructor Awareness & Skills

Action Steps

1. Determine Beliefs
2. Identify Strategies
3. Assess Skills

If these align, no intervention needed.

If not:



1. Address Beliefs – Metalinguistic Level (conceptual grasp)
2. Adjust strategies – Metacognitive Level (strategy use)
3. Re-assess skills – Procedural Level (listening/speaking skills)

TAKE THE SURVEY

from your/ your students' perspective



1. Native speakers speak too fast. If they didn't speak so fast, I could understand them. **True False**
2. When listening, I pay attention to the content words. The little words aren't important. **True False**
3. If I can understand all the words in a sentence, I can understand the meaning of the sentence. **True False**
4. English intonation is merely decorative; it cannot change the meaning of a sentence. **True False**

TAKE THE SURVEY

from your/ your students' perspective



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4. English intonation is merely decorative; it cannot change the meaning of a sentence. **True False**

Metalinguistic Awareness Questionnaire

Which of the following can intonation do in English?

T/F: *Check ALL answers that apply.* (All are TRUE)

- turn a statement into a question
- turn a sincere statement into a sarcastic one
- act as oral punctuation, quotation marks, and paragraph breaks
- signal an implied contrast
- change the meaning of a sentence
- reduce the number of words needed to convey meaning
- convey information without actually saying the words

Apply Action Steps

Challenge 1: understanding message content

1. Metalinguistic Awareness Quiz

Sample response: “The little words aren’t important”

2. Metacognitive Strategy Questionnaire

Sample response: “Pay attention to the content words”

3. Podcast Cloze Passage Skills Assessment

Sample passage: This American Life podcast

3-sentence introduction

64 words: 46 content words supplied

18 blanks for (the little) function words

Pre-listening: Background & Context supplied

Listening Skills Diagnostic: Connected Speech Cloze Test

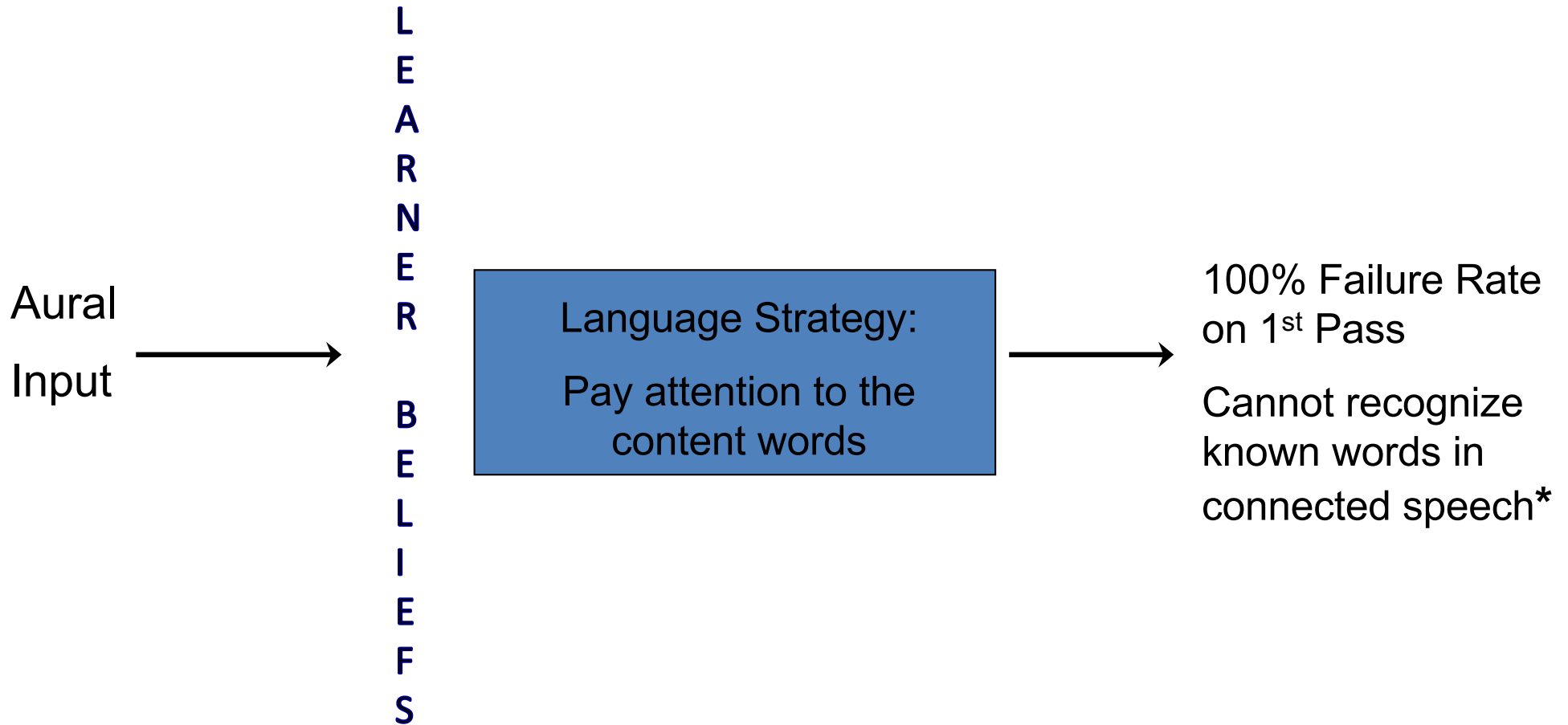
Use as a base-line: establish pre-instruction ability

Dave was _____ late 20s, and it would not be accurate to say that _____ living at home _____ parents, but only because half the time _____ staying _____ sister's house. _____ playing in a band, doing some writing, not making much money, _____ parents were worried. And one day _____ hanging out _____ mom.

<http://www.thisamericanlife.org/radio-archives/episode/401/parent-trap>

Radio host Ira Glass 3-sentence introduction to *This American Life* episode entitled "Parent-trap" with function words extracted for students to fill in. 64 words: 46 words supplied; 18 blanks.

“... The little words aren't important” ▲

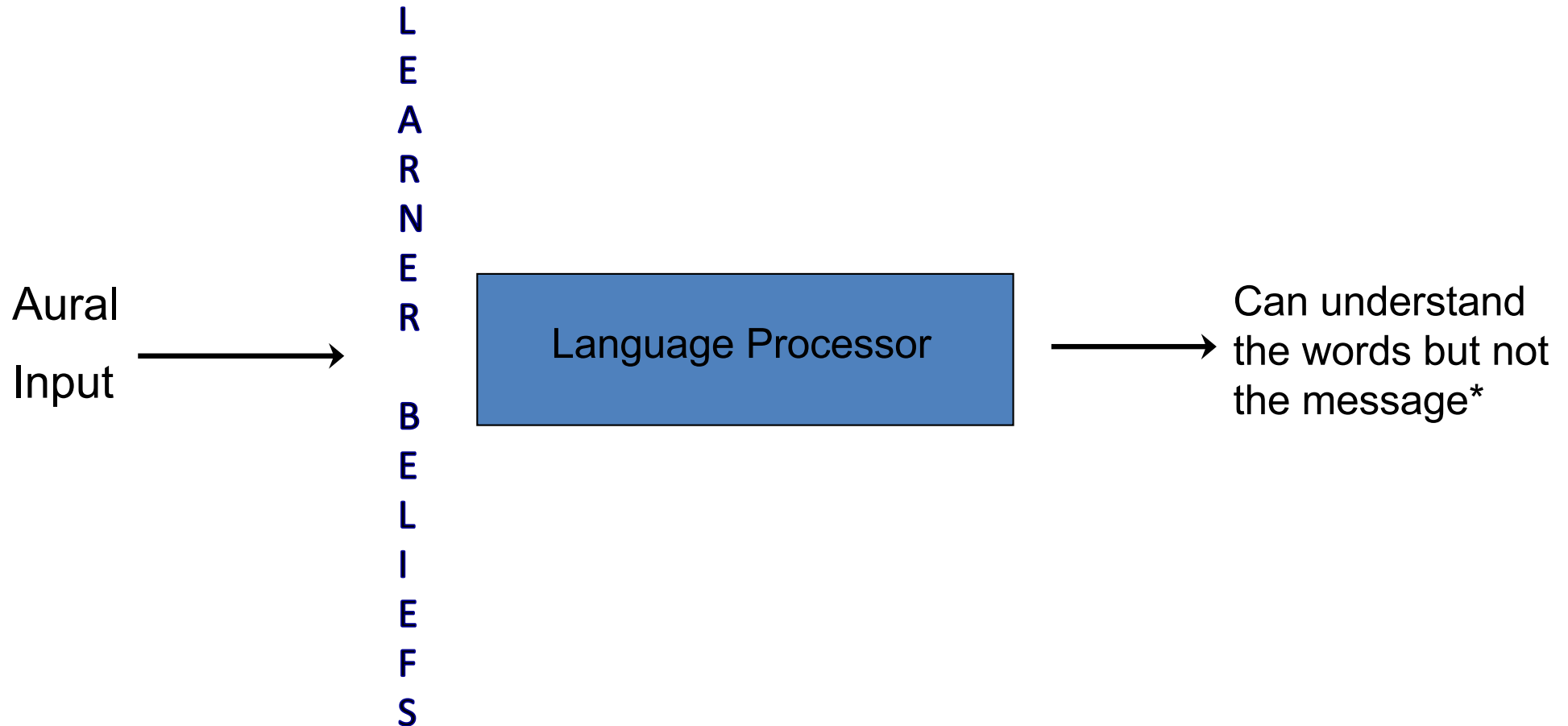


▲ Lacroix, Reed, and Harbaugh (2016). The effect of metacognitive strategy instruction on L2 learner beliefs and listening skills. In Levis et al. *Proceedings of the 7th PSLLT Conference*, Iowa State University, p. 83.

* Vandergrift & Goh, p. 24.

Listening Skills Challenge 2: Implications & Inferences

“... students... may not actually believe that intonation affects meaning” ▲



▲ Gilbert, J. (2014). Myth 4: Intonation is hard to teach. In L. Grant (Ed.) *Pronunciation Myths: Applying Second Language Research to Classroom Teaching*. Ann Arbor, MI: University of Michigan Press, p. 125.

* Vandergrift & Goh, p. 22.

Apply Action Steps

Challenge 2: understanding message meaning*

1. Metalinguistic Awareness Quiz

Sample response: “English intonation sounds ridiculous”

2. Metacognitive Strategy Questionnaire

Sample response: “I feel silly” “I am **unlikely** to adopt it”

“If I can understand the words, I can understand the meaning”

3. Functions of Intonation Skills Assessment

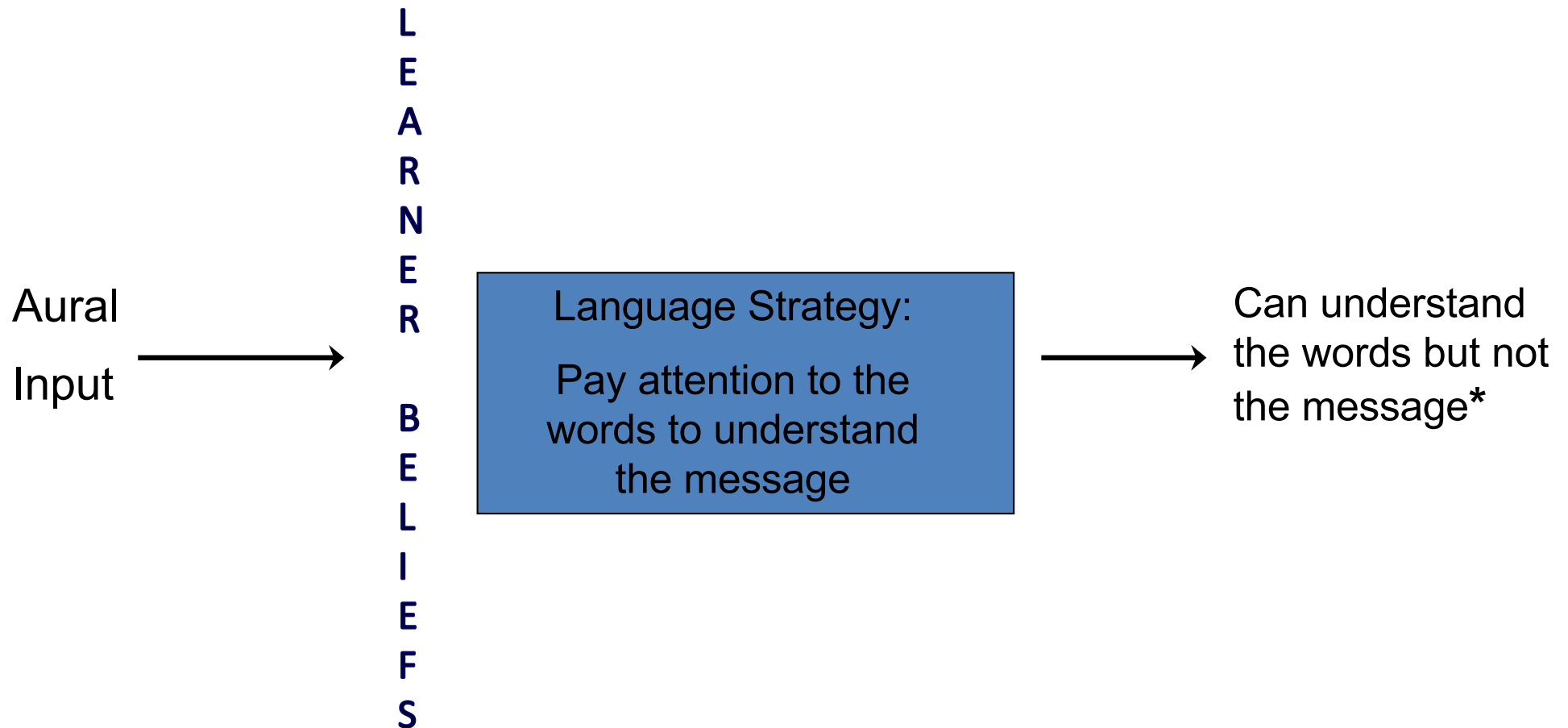
Sample passage: The *teacher* didn't grade the papers.

Circle: Yes/No Have the papers been graded?

Sample responses: No. You said “didn't grade.” No

*Reed, M., Michaud, C. (2015). Intonation in research and practice. In M. Reed & J. Levis (Eds.), *The Handbook of English Pronunciation*, West Sussex, UK: John Wiley & Sons, Inc., p. 460.

“... intonation cannot change the meaning of a sentence” ▲



▲ Lacroix, Reed, and Harbaugh (2016). The effect of metacognitive strategy instruction on L2 learner beliefs and listening skills. In J. Levis et al. (Eds.) *Proceedings of the 7th Pronunciation in Second Language Learning & Teaching Conference*, p. 84.

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1. Address Beliefs – **Metalinguistic Level (conceptual grasp)**
2. Adjust strategies – **Metacognitive Level (strategy use)**
3. Re-assess skills – **Procedural Level (listening/speaking skills)**

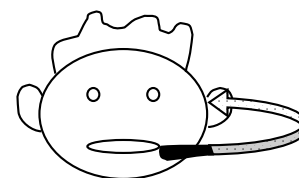
Action Steps:

Assist learners to detect speaker intent

Proceed along three levels: SWBAT...

1. The Skill Level

Practice *producing* marked stress & intonation



in order to be able to *hear* marked stress & intonation

2. The Metalinguistic Level

Articulate communicative/ pragmatic functions of intonation

3. The Metacognitive Level

Use 3 Steps to Detect Speaker Intent

Pre-instruction Diagnostic

Post-instruction Summative Assessment

- Establish Pre-instruction Baseline
 - Beliefs (metalinguistic awareness)
 - Strategies (Metacognition)
 - Skills
- **Provide Instruction**
- Assess Post-Instruction Performance
 - Beliefs (metalinguistic awareness)
 - Strategies (Metacognition)
 - Skills
- Measure any Gains
 - from when they entered
 - to when they exit at semester end



Metacognitive Language Strategy

Use Three Kinds of Information to Process Aural Input

1. Background (Context) Information

What you already know about the topic of conversation

2. Language Information

What you know about how the English language works (the grammar, vocabulary, sound system)

3. Acoustic (sound) Information

The sounds you actually hear someone saying

T
o
p

D
o
w
n



B
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t
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o
m

U
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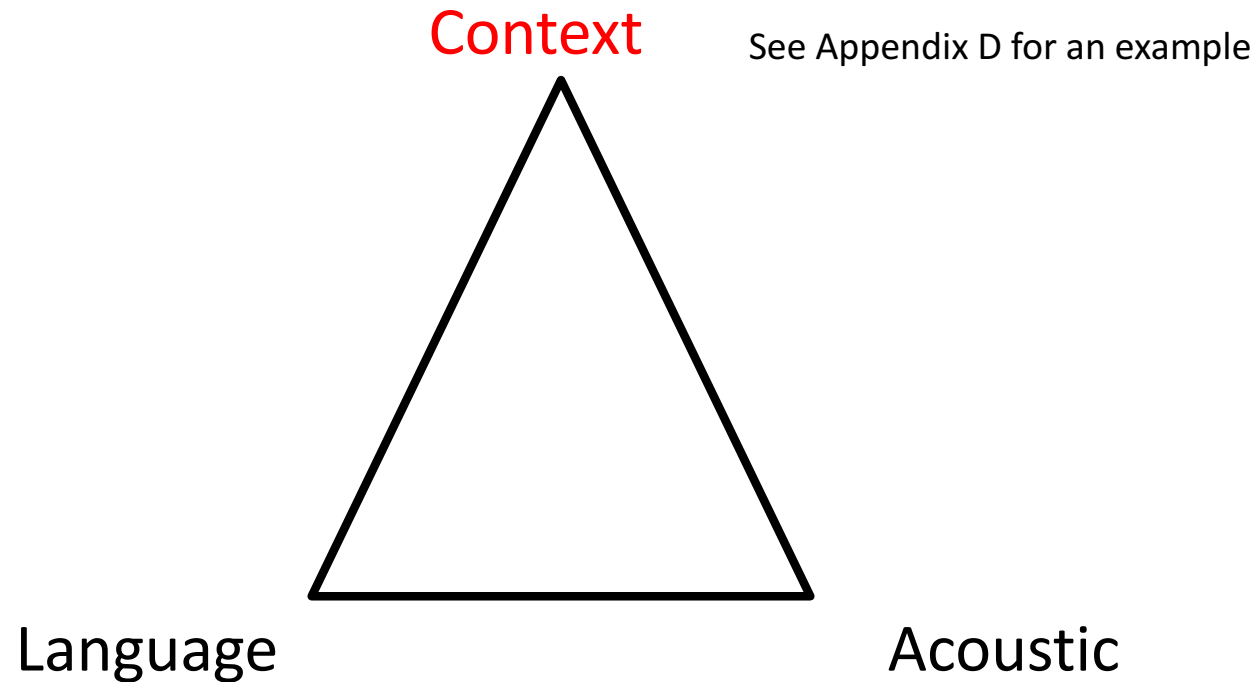


Reed, M., Michaud, C. (2005). *Sound concepts: An integrated pronunciation course*. NY: McGraw-Hill, p. 55.

Metacognitive Strategy

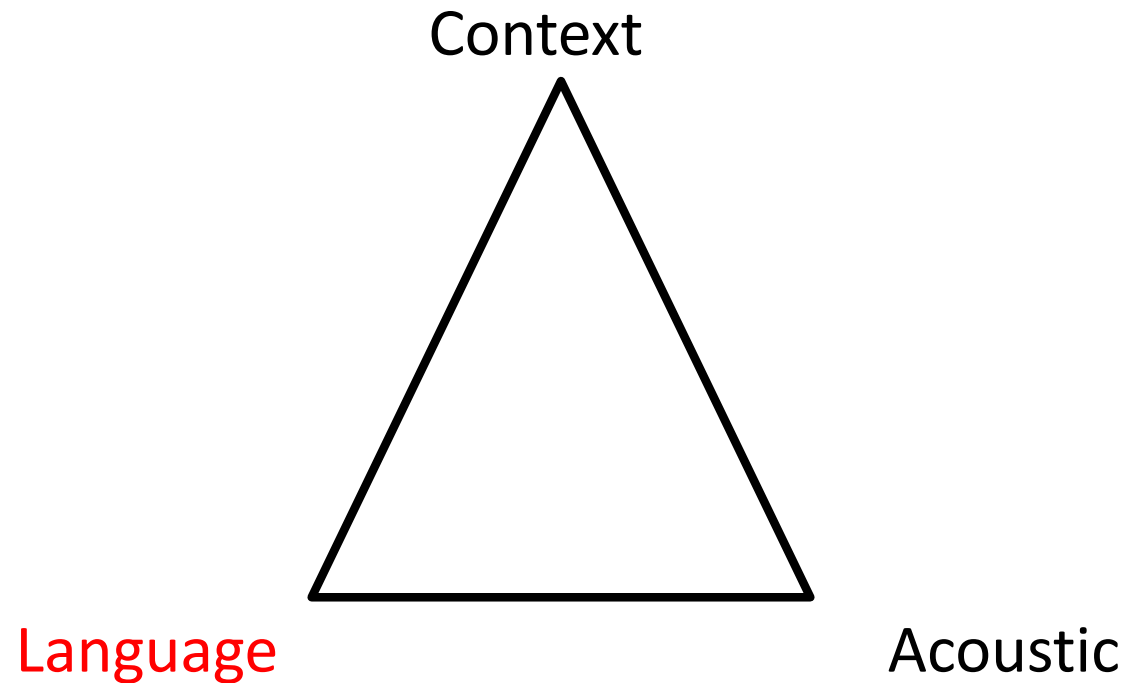
Use Three Kinds of Information

Context: Pre-Listening



Liss, T., & Reed, M. (2014). Improving L2 listening comprehension through empirically-supported metacognitive strategies. *American Association for Applied Linguistics annual conference*, Portland, OR.

Metacognitive Strategy: Use Three Kinds of Information Grammar, Vocabulary, Sound System



Liss, T., & Reed, M. (2014). Improving L2 listening comprehension through empirically-supported metacognitive strategies. *American Association for Applied Linguistics annual conference*, Portland, OR.

Demonstrating the Importance of Language Knowledge

Bring on the Learning Revolution

by Ken Robinson

http://www.ted.com/talks/sir_ken_robinson_bring_on_the_revolution.html

Find the Self-contained 1'19" Fireman's Narrative within this TED Talk



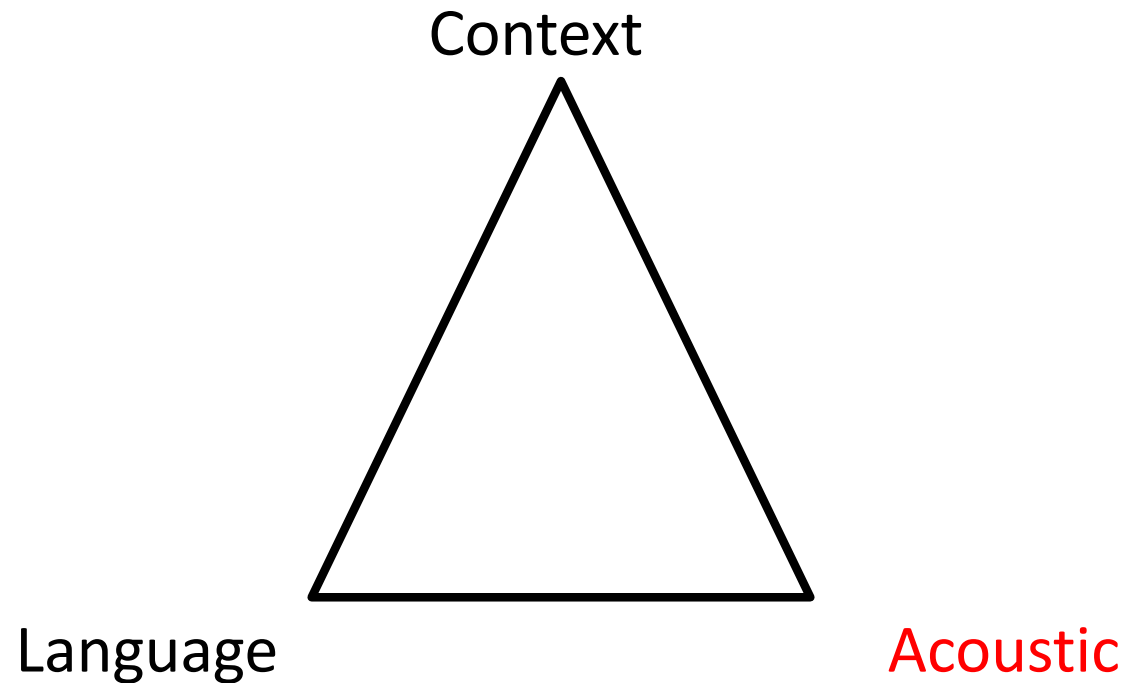
Use your **Knowledge of the English Language** to fill in these blanks **without** listening to the audio.

1. Now I was up in San Francisco _____ ago
2. doing _____ book signing
3. Uhm. _____ this guy buying _____ book,
4. and he's _____ 30s.
5. And I said, "What _____ do?"
6. And _____, "I'm a fireman."

How did you do?

1. Now I was up in San Francisco a while ago
2. doing a book signing
3. Uhm. There was this guy buying a book,
4. and he's in his 30s.
5. And I said, "What do you do?"
6. And he said, "I'm a fireman."

Metacognitive Strategy: Use Three Kinds of Information to process aural input



Liss, T., & Reed, M. (2014). Improving L2 listening comprehension through empirically-supported metacognitive strategies. *American Association for Applied Linguistics annual conference*, Portland, OR.

Characteristic Features of Connected **S**peech **P**rocesses

- In normal, everyday speech, **sounds are linked**
- English doesn't sound the way it looks on the page.
- There's no space between the words.



Necessary for Listening, not for Speaking.

Speaking Practice in class will assist Listening Comprehension outside of class.

Characteristic Features of Connected Speech Processes

In normal everyday speech, 'h' is deleted in he, her, his, him

Except:

- sentence-initial:** He's late. Where is ~~he~~?
Her computer crashed.
I told ~~her~~ to back up ~~her~~ files.
- contrastive stress:** Did you tell ~~him~~? I didn't tell him. I told her.
Do you think ~~he~~ knows?
I don't think he knows, but I think *she* does.
- possessive pronoun:** I haven't read his. But I did read hers.
These're mine, those're yours. Are those his?
Are these yours? I think those are hers.

A Three-Step Solution

USE 3 STEPS TO PROCESS AURAL INPUT

Step 1: **What did you hear?** Repeat/write down.

e.g., Teller all meter at the bank

Step 2: **Does it make sense?** Think/reread.

Step 3: **What was really said?** Reconstruct.

e.g., Tell her I'll meet her at the bank

Use 3 Kinds of Information to make sense of what you hear

- Background information
- Language information
- Sound information



LEXICAL STRESS NOTATION SYSTEM

VOCABULARY CHECKLIST

NEW WORD _____

How do you pronounce it?

How many syllables are there in the word _____

Which syllable gets the (primary) stress? _____

Example:

economy is a 4-2 word --- 4 syllables, stress on the 2nd

economics is a 4-3 word --- 4 syllables, stress on the 3rd

New Word / Stress Pattern:

_____ / _____

Reed, M., Michaud, C. (2005). *Sound Concepts: An Integrated Pronunciation Course*. NY: McGraw-Hill, p. 154.

NEW WORD _____ CHECKLIST

1. What does it mean? _____

2. How do you spell it? _____

3. What part of speech is it? _____

For Nouns: **Count Noun?** **Non-Count Noun?**

Singular Count Noun: a/ an/ the

Plural Count Noun: add -s

For Verbs: **Transitive?** **Intransitive?**

3rd Person Singular, Present Tense: add -s

Past Tense/Participle, Regular Verbs: add -ed

4. How do you pronounce it?

How many syllables are there in the word? _____

Which syllable gets the (primary) stress? _____

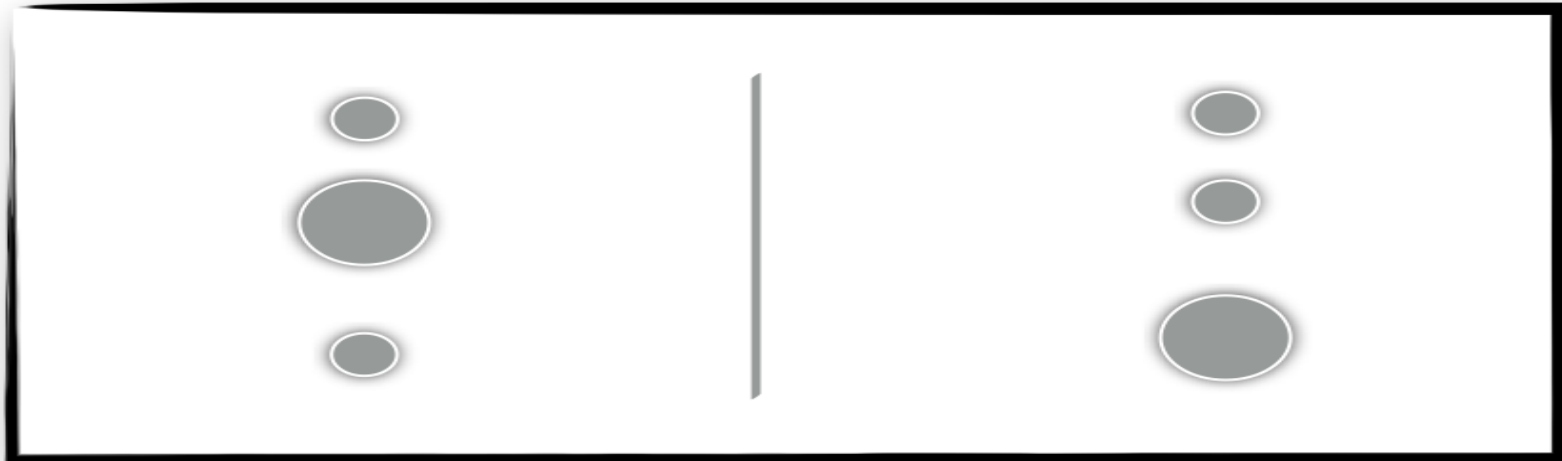
New Word / Stress Pattern: _____ / _____

5. How do you use it in a sentence?

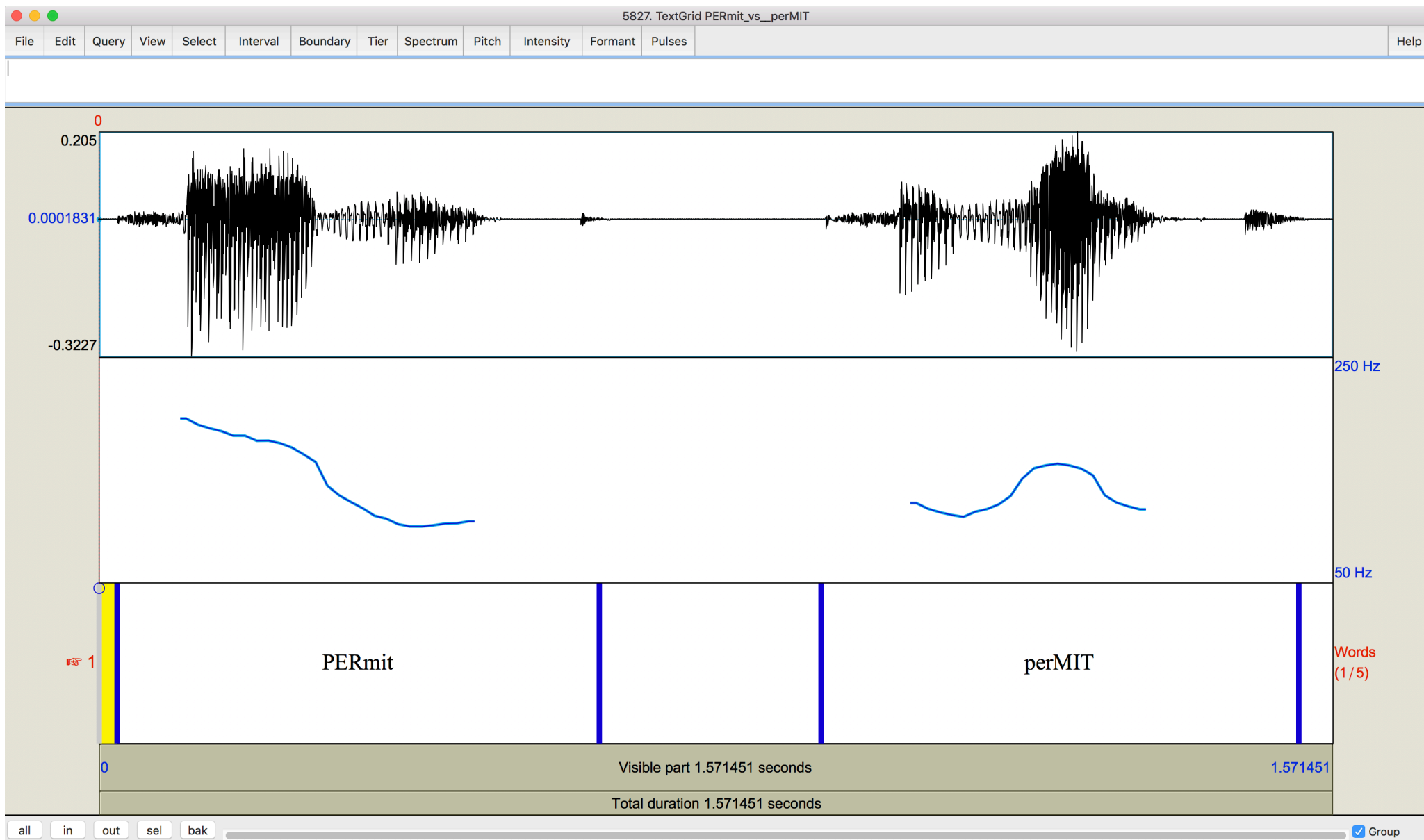
6. Alternate Forms:

WORD DOMINOES

A FUN WAY TO PRACTICE WORD & PHRASE STRESS



Inspired by Celce-Murcia, et al. (2010). *Teaching Pronunciation: A Course Book and Reference Guide*. Cambridge: Cambridge University Press, and Hancock, M. (1995). *Pronunciation Games*, Cambridge, Cambridge University Press. © pending.



Praat: free downloadable speech analysis software (Boersma, P. & Weenink, D., Phonetic Sciences Institute, University of Amsterdam)
 Spectrogram depicts intensity (in Hertz) and duration (in seconds); pitch tract depicts pitch contour: trochaic (STRONG weak) for Noun; iambic (weak STRONG) for verb

Metacognitive Strategy Instruction



USE 3 STEPS TO PROCESS SPEAKER INTENT

1. Detect the Signal: Marked Pitch Range (“extra pitch”)
2. Locate the Signal: Exaggerated Content or Function words
3. Interpret the Signal: Attribute speaker intent

– Emphatic Stress

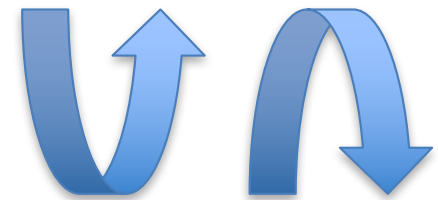
- Same Meaning, just emphasized: $X=X^n$

– Contrastive / Corrective Stress

- \pm Stated, Different Meaning: not X, Y

– Implicational Stress (Implicational Fall-Rise, Wells 2006)


- Unstated & not retrievable from the locution alone: $X + Y$



Sentence Stress 1: Instructions

For each item in this section, you will see a screen that looks like this:

Sentence Stress 1: Item 4 of 20


Directions: Click  and listen to the recording. Both sentences below are exactly the same **EXCEPT** a different word is stressed (stronger) in each sentence. The stressed word in each sentence is underlined. Click on the sentence you think you heard. If you can't hear the sentence you heard, then click on "I don't know."

My brother is a doctor. (not my sister)


My brother is a doctor. (not a teacher)

I don't know.

1 Click here to play the recording



3 Click here to go to the next item.



2 Choose the best answer by clicking "INFORMATION" or "COMMENT" or "I don't know."

For each item, please follow these steps: <https://posetest.com/student/poseHome.php>

Focus Matters in Listening

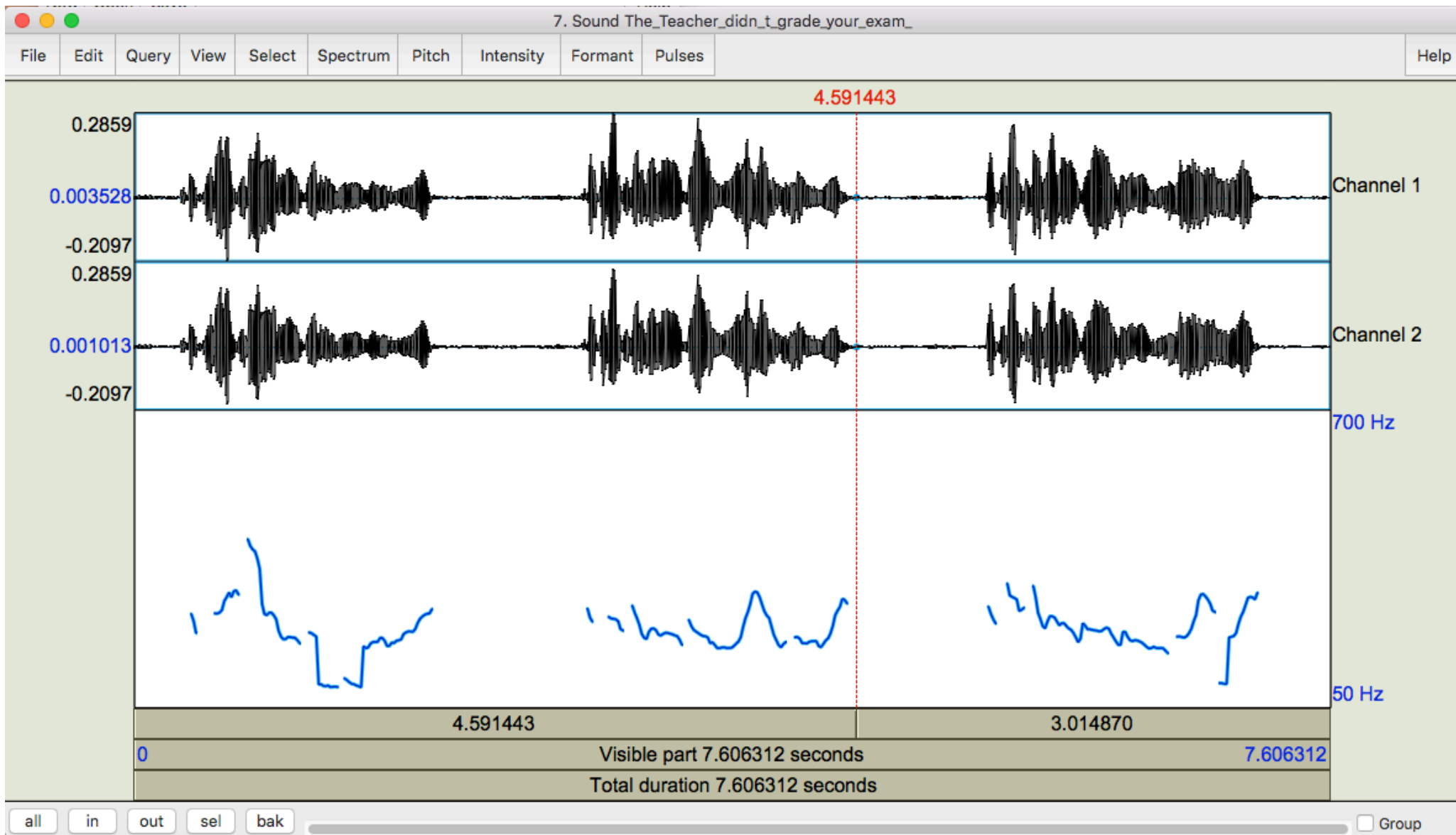


The *teacher* didn't grade the exams.

Have the exams been graded?



Reed, M. "Pronunciation, Stress and Intonation, and Communicative Listening Skills." In T. Jones (Ed.) *Pronunciation in the Classroom - The Overlooked Essential*, Alexandria, VA: TESOL Press.



2-channel (stereo): 3-way contrast

The TEACHER didn't grade your exams.

The teacher didn't grade YOUR exams

The teacher didn't grade your EXAMS

Step 1. Detect the Signal – S/D Checklist: Contrasts, Implications & Inferences

Directions: Listen to the following 2 sentences

🔊 (1) She's not a *teacher*.

🔊 (2) *She's* not a teacher.

Q.1: Do the sentences sound the same or different?

THE **S**AME **D**IFFERENT

Sample correct Response: The Same **D**IFFERENT.

Step 2. Locate the Signal-Extra Pitch Checklist

Directions: Listen to the following 2 sentences

 (1) She's not a *teacher*.

 (2) *She's* not a teacher.

Explain the difference

Sample correct responses:

In (1) 'teacher' has extra pitch

Sample correct response:

In (2) 'She' has extra pitch

Step 3. Interpret the Signal

Contrasts, Implications & Inferences

Directions: Listen to the following 2 sentences and select the correct choice to finish the sentence.

 (1) She's not a *teacher*,

a. she's an engineer.

b. he's a teacher.

 (2) *She's* not a teacher,

a. she's an engineer.

b. he's a teacher.

Adjust Strategy Use:

Communicative Functions of Intonation

Directions: Listen to the following 2 sentences:

 (1) The teacher didn't grade your exams.

 (2) The *teacher* didn't grade your exams.

Q.1: Do the sentences sound the same or different?

THE SAME DIFFERENT

Explain your Choice:

Sample correct Responses: Different.

Number 2 had extra intonation.

Number 2 had extra stress.

Re-assess Skills:

Communicative Functions of Intonation

Directions: Listen to the 2nd sentence again:



The *teacher* didn't grade your exams.

Answer the Question:

Have the exams been graded?

- a) Yes
- b) No



“Choice a) Yes, because ‘teacher’ had extra intonation.

Lingering Challenges: Operationalize Curriculum Guidelines

Backward Design:

1. Identify **Student Learning Outcomes**
 - Students **Will Be Able To . . .**
2. Determine Evidence of Learning
 - **Pre-** and **Post-**Instruction **Assessments**
3. Plan Instruction & Contextualized Learning
 - CSPs and N & V Endings
 - Stress (Lexical and Phrasal/Sentential) & Intonation

Recommendation

Address the Two Listening Challenges

- **Connected Speech Processes**
- **Noun & Verb Endings**
 - to improve ability to understand utterance content
- **Stress & Intonation**
 - to improve ability to understand speaker intent

Lingering Challenges: Traditional Curriculum Guidelines

Learners will:

- Understand a range of functional language in social, professional, and academic settings
- Understand social conversations on a wide range of topics
- Understand extended discussions with multiple participants

Quick Fix:

Ask: ... as measured how?

Measuring Listening Success, Revisited

5: other

1. Number of Passes
 - Requested re-plays reduced to one listening
2. Note-taking
 - Improved Skills: Outlines match the lecture
3. Comprehension Questions
 - Accurate responses on Comprehension & multiple choice questions
4. Listening Lesson Evaluation
 - Accurate summary of the listening passage

5. Other?

Do you ever ask: What listening skill did you learn today?

Do you/the students assume they're there to learn the day's listening-practice content?

Or - Are students able to state the listening skill they learned via the listening practice activity?

Beyond Note-taking

5 Other: What did you learn in today's Lesson?

Sample Student Responses:

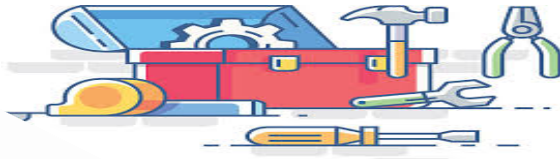
- 1. Connected Speech Processes**
 - to segment connected speech
- 2. Lexical Stress Notation System**
 - to assign primary stress in multi-syllabic words
- 3. Metacognitive 3-Part Language Strategy**
 - To process utterance content
- 4. Metacognitive 3-Part Language Strategy**
 - To process message meaning/ interpret speaker intent

MATSOL WORKSHOP GOALS: SWBAT

- ✓ Identify Speaking, Listening, Pronunciation Skills
 - The Scope of the Task: 4 Components
- ✓ Establish Speaking/Listening/Pronunciation Objectives
 - Mutual Intelligibility
- ✓ Operationalize Learner Outcomes
 - at the Metalinguistic Level
 - at the Procedural (skills) Level
- ✓ Provide a Metacognitive Strategy Approach
 - to diagnose, teach, and assess
 - listening, speaking, and pronunciation skills

ADDITIONAL SOURCES

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- Vandergrift, L. (2004). Learning to listen or listening to learn? *Annual Review of Applied Linguistics*, 24, 3-25.
- Vandergrift, L. (2007). Recent developments in second and foreign language learning comprehension research. *Language Teaching*, 40, 191-210.



Recommended Manipulatives

kazoos



Appendix A:

Metacognition and its Role in Listening

"Metacognition refers to listener awareness of the cognitive processes involved in comprehension, and the capacity to oversee, regulate, and direct these processes."

Goh, C. (2008). Metacognitive instruction for second language listening development: Theory, practice and research implications. *RELC Journal*, 39(2), 188-213.

Appendix B:

Metacognitive Strategy-based Instruction – Sample Checklist

Checklist:

How do you say the “-ed” ending on regular past tense verbs?

Look: Find the simple (root) form of a verb, without any endings.

Ask: What is the final sound (not letter)?

Is it: /t/ or /d/?

If *yes*. . . ✓

Add an extra syllable.

⇒ Say “-ed” as [ɪd].

If *no*. . .

Ask: Is the final sound unvoiced?

If *yes*. . . ✓

There is no extra syllable.

⇒ Say “-ed” as [t].

If *no*. . .

There is no extra syllable.

⇒ Say “-ed” as [d].

*So, when saying the
past tense ending:*

1. **Voiced** sounds use **voiced** endings, [d].
2. **Unvoiced** sounds use **unvoiced** endings, [t].
3. Sounds /t/ or /d/ use an **extra syllable**, [ɪd].

Appendix C: Sample Logbooks

Use a log to help you enter mistakes, label them by kind, and review a list of *your* biggest problems. If you keep making the same kinds of errors, use your log to help you correct them.



Everyone has different pronunciation problems. Look at the examples on the chart below to see the different difficulties three students had with the same word. To improve, students need to know what their individual mistakes are.

Word:	How should I say it?	How did I say it?	What was my mistake?	Other examples:
<i>Student 1:</i> speech	speech (1 syllable)	su-peech (2 syllables)	separating the first two consonants	su-trong/strong
<i>Student 2:</i> speech	speech (1 syllable)	es-peech (2 syllables)	adding a vowel sound at the front	es-port/sport
<i>Student 3:</i> speech	speech (1 syllable)	speech-ee (2 syllables)	adding a vowel sound at the end	each-ee/each

Reed & Michaud, *Sound Concepts*, p. xiii, 27, 220.

Appendix D, p. 1

Demonstrating the importance of Context

This paragraph is easy to understand...

A chosen few began the task. The mighty creation rivaled the force of nature. One companion manipulated the buttons in the craft. Flat, familiar homeland resembled a rubber ball. With a thud, the vessel reached its destination. The first then proclaimed a memorable declaration.

Appendix D. p. 2.

This paragraph is easy to understand...
...if you are given a context - (a title!)

The First Manned Moon Landing

A chosen few began the task. The mighty creation rivaled the force of nature. One companion manipulated the buttons in the craft. Flat, familiar homeland resembled a rubber ball. With a thud, the vessel reached its destination. The first then proclaimed a memorable declaration.

Kurby, C. Britt, M.A., Magliano, J. (2005). The role of top-down and bottom-up processes in between-text integration. *Reading Psychology, 26*, 335-362.

Reed & Michaud, *Sound Concepts*, p. xiii, 27, 220.



Appendix E: Listening Skills Assessment: Post- Instruction Connected Speech Cloze Test

Conclusion to a 1-minute 19-second self-contained story within a 15-minute TED Talk

I was thinking about that guy _____ other day

because six months ago, I _____ life .

He was _____ car wreck.

and I _____ out,

and I _____ CPR,

and I _____ wife's life as well.

I _____ thinks better of me now.

Use Post-instruction to assess student mastery of Connected Speech Features linking and deleted /h/.

[Introduce the TED Talk Fireman's Narrative with Practice Exercises during the instruction period.]

49 words: 36 supplied; 13 blanks

References

- Goh, C. (1997). Metacognitive awareness and second language listeners. *ELT Journal*, 51(4), 361-369.
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- Rost, M. (2005). L2 listening, in E. Hinkel (Ed.) *Handbook of research in second language teaching and learning*. Mahwah, NJ: Erlbaum.
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- Vandergrift, L. (2007). Recent developments in second and foreign language listening comprehension research. *Language Teaching*, 40, 191-210.
- Vandergrift, L. & Goh, C. (2012) *Teaching and Learning Second Language Listening: Metacognition in Action*. NY: Routledge.

Sample Student Learning Outcome

all learners some learners none

- 1 define a syllable as a beat
- 2 correctly count syllables in words
- 3 define a stressed syllable as louder, longer, clearer, and higher in pitch than unstressed syllables
- 4 produce stressed syllables that approximate the above definition
- 5 use a simple system for noting the number of syllables and stress pattern in words (e.g., piano, 3-2 or 2/3)
- 6 use the New Word Checklist to list what to learn when learning new words
- 7 correctly interpret dictionary markings about syllables and stress
- 8 correctly ask basic questions to clarify syllables and stress ("How many syllables does this word have? Where is the stress? Which syllable is stressed?")