

Teaching not Testing: Strategies for Teaching and Assessing Listening Skills

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ABSTRACT

Listening is often addressed by providing activities that test the accuracy of learners' comprehension instead of teaching learners how to listen accurately.

In this workshop, listening skills are identified and strategies are provided for moving beyond testing listening comprehension to actively teaching listening skills and measuring learner outcomes.

Current Trends in “Teaching” Listening



Students are asked to listen to audio recordings and answer comprehension questions. Students are essentially being **tested** on what they heard, and not taught **how** to listen.

Testing, not Teaching

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

“Much of what is traditionally mis-named *teaching* listening should in fact be called *testing* listening.”[^]

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

[^]Mendelsohn, D. (2006). Learning how to listen using learning strategies. In P. Jordan (Ed.), *Current trends in the development and teaching of the four language skills*. Mouton deGruyter, pp. 75-89.

Background: Why do we “teach” this way?

Reason 1: Listening pedagogy has become influenced by reading pedagogy
(also known as “text-oriented listening pedagogy”)



Listening vs. Reading

Differences between Listening and Reading

- Speed of input
- Use of cognates
- Reductions and blendings of sounds
- False starts and hesitations
- Presence of back-channel cues

Speech vs. Writing Related to Listening

- Speech Units tend to be shorter than written units.
- Speech uses more pronouns and generally vaguer language.
- Speech makes use of conjunctions (and, but so) while writing uses subordination, in which dependent clauses are linked to independent clauses with words like *that, which, when, or while*.
- Speech is less fluent and filled with redundancies, fillers, and self-corrections.
- Speech uses less standard grammar than writing and more colloquial language, including slang.
- Speech uses gestures and body language to transmit meaning.

Listening vs. Reading

- “There are differences between listening and reading in the way that input is taken in for processing, partly attributable to the differences in speech and writing.”*
 - Readers
 - Remember more
 - Remember more details
 - Can go back and revisit the text because it is fixed
 - Listeners
 - Construct text as they listen
 - Must use more knowledge from other sources
 - Come away with more of the gist

*Brown, S. (2011) *Listening Myths: Applying Second Language Research to Classroom Teaching*. MI: The University of Michigan Press, p. 10.

Background: Why do we “teach” this way?

Reason 2: Lack of operationalized curricular goals



Sample Listening Curriculum Goals:

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

These goals are not operationalized.

Why are they poorly written?

- What does it mean to “understand?”
- What are our goals?
- What skills do students require to reach those goals?
- How do we know when the students have reached those goals?
- Teachers are forced to operationalize goals on their own.



Background: Why do we “teach” this way?

Reason 3: Lack of appropriate teaching materials



“[a] feature of text-oriented listening pedagogy is the dominance of the written language. Listening texts [are] traditionally written passages read aloud. These passages [are] frequently written without due consideration of the differences between written and spoken language”*

Many modern audio recordings are simply written passages read aloud. They do not accurately reflect authentic speech.



*Vandergrift, L. & Goh, C. (2012) *Teaching and Learning Second Language Listening: Metacognition in Action*. NY: Routledge, p. 7.

Differences between written and spoken language

Audio passages based on writing:

- are Lexically dense
- are Grammatically complex
- don't reflect the linguistic features of spoken texts
- are seldom, if ever, identical to language produced in writing (even when we are talking about the same thing)

So what do we need?

- Adequate teaching material
- Operationalized goals
- A strategy for teaching listening

Sources for Authentic Speech Samples

- Podcasts
- TED Talks
 - (no subtitles)
- Radio shows



How to use them

- As diagnostics for setting a “base line” – what are students lacking when they enter your class?
- As assessment for following up – how have students improved since the start of term?

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.

How to create Operationalized Curricular Goals

- Learner outcomes need to be observable and measurable
- Example:

Learners will demonstrate listening comprehension of academic lectures:

- At the level of Communicated Content, as measured by
 - Cloze tests, Tell-backs, Comprehension Question Responses
- At the level of Communicative Intent, as measured by
 - Ability to make inferences based on contrastive stress and intonation

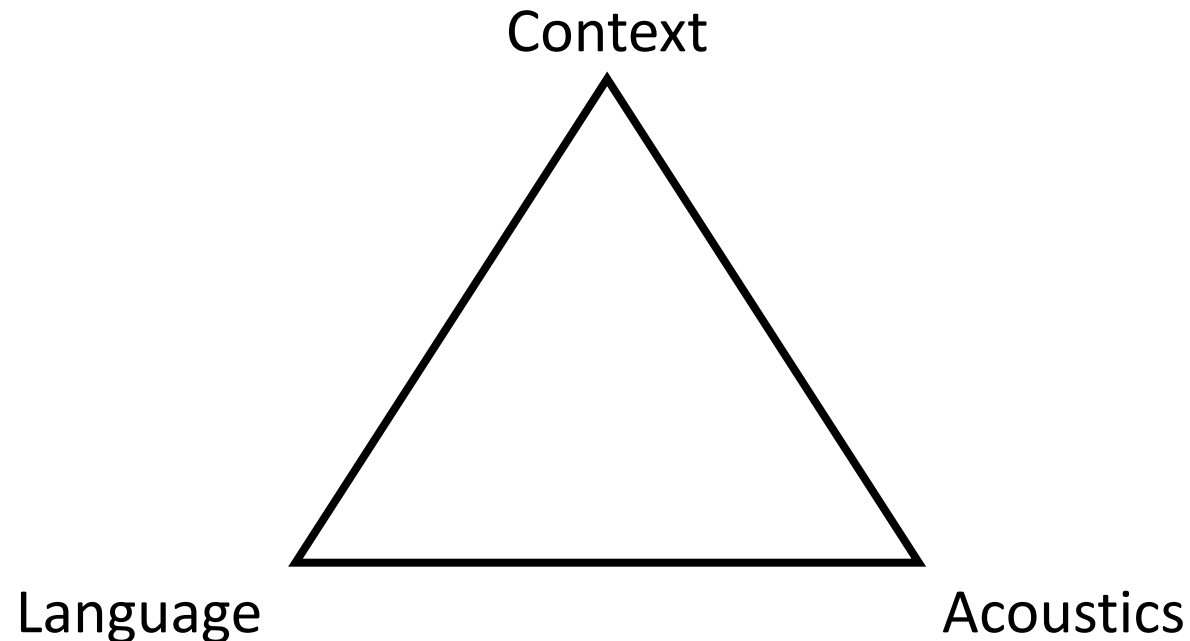
Strategy for Teaching Listening

- “Decoding is the process of breaking up the speech stream into recognizable words, which are held in working memory and tied to **schematic knowledge** (background knowledge and procedural knowledge of how language is used in discourse); **context** (knowledge of situation and context, which has been said before and will be said); and **systematic knowledge** (knowledge of the language system, semantic, syntactic and phonological).”*

*Brown, S. (2011) *Listening Myths: Applying Second Language Research to Classroom Teaching*. MI: The University of Michigan Press, p. 10.

In Other Words: The Listening Triangle

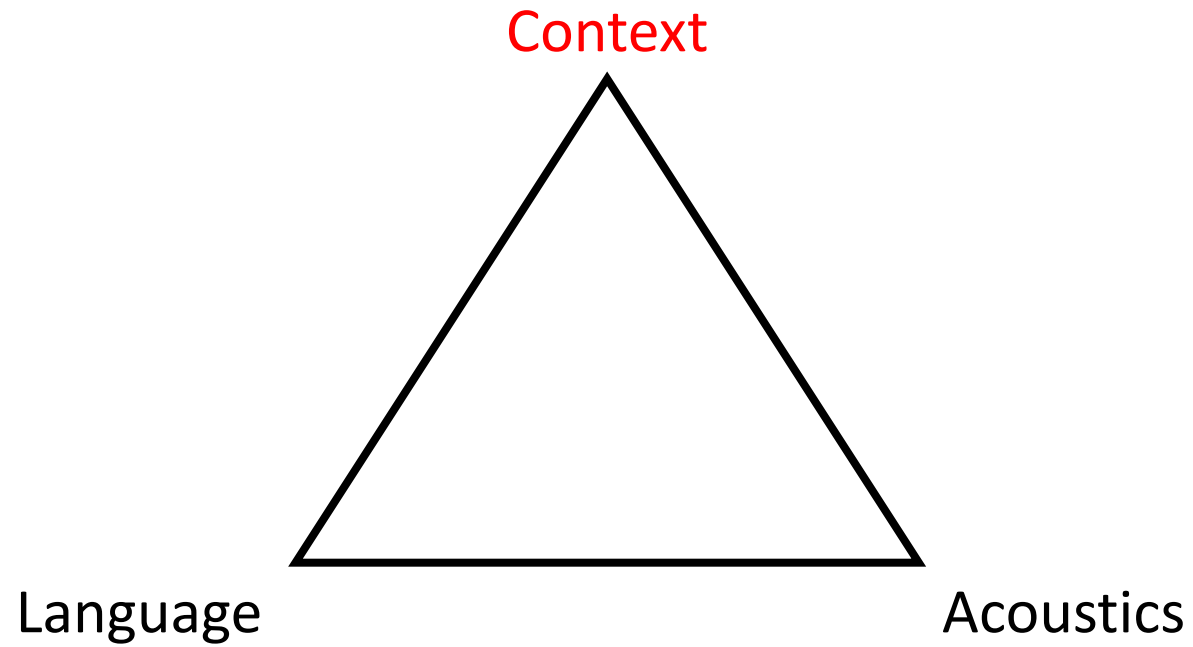
The three kinds of information we use to decode speech



Information Used in Decoding Speech

- 1) **Context** — what you already know about the topic of conversation.
- 2) **Language** — what you know about how the English language works (the grammar, the vocabulary, and the sound system).
- 3) **Acoustics** — the sounds that you actually hear someone saying.

Context



An Example of How Context is Important

This paragraph is easy to understand...

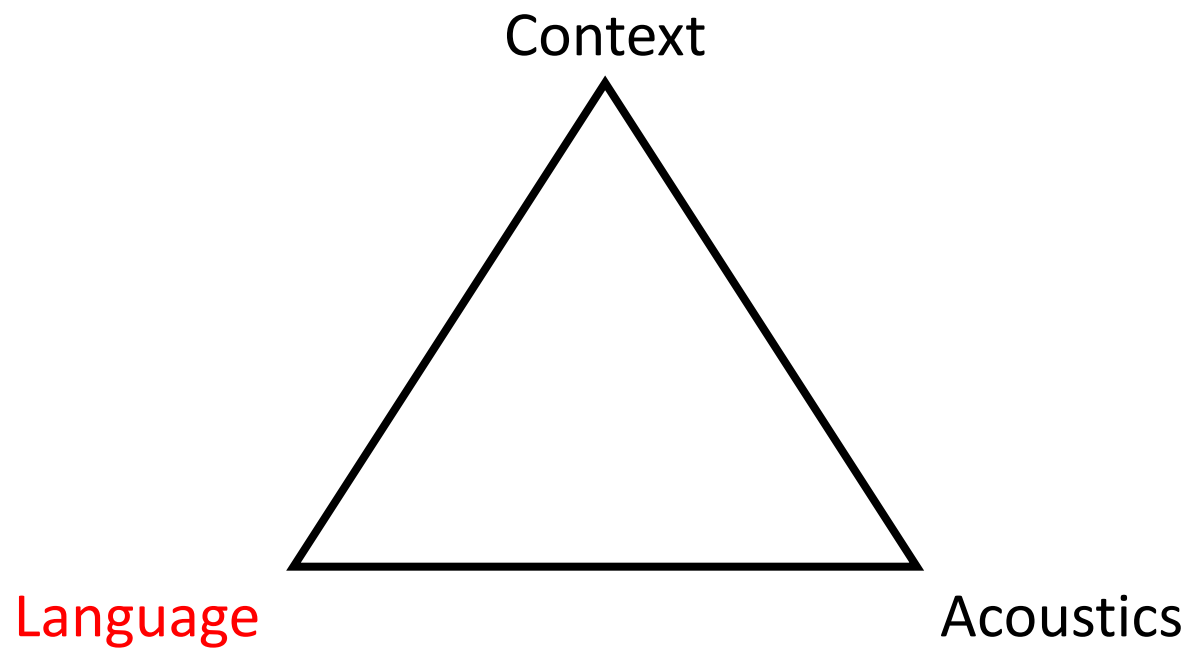
With hocked gems financing him, our hero bravely defied all scornful laughter that tried to prevent his scheme. Your eyes deceive you, he had said, an egg not a table correctly typifies this unexplored planet. Now three sturdy sisters sought proof forging along - sometimes through calm vastness - yet more often over turbulent peaks and valleys. Days became weeks as many doubters spread fearful rumors about the edge. At last, from nowhere, welcome winged creatures appeared, signifying momentous success.

If you are given context!
(a title)

Columbus Discovering America

With hocked gems financing him, our hero bravely defied all scornful laughter that tried to prevent his scheme. Your eyes deceive you, he had said, an egg not a table correctly typifies this unexplored planet. Now three sturdy sisters sought proof forging along - sometimes through calm vastness - yet more often over turbulent peaks and valleys. Days became weeks as many doubters spread fearful rumors about the edge. At last, from nowhere, welcome winged creatures appeared, signifying momentous success.

Language



An Example of How Language is Important:

Bring on the Learning Revolution

by Ken Robinson

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



A native speaker of English can easily fill in these blanks **without** listening to the audio because they have sufficient knowledge of the rules and tendencies of the English language.

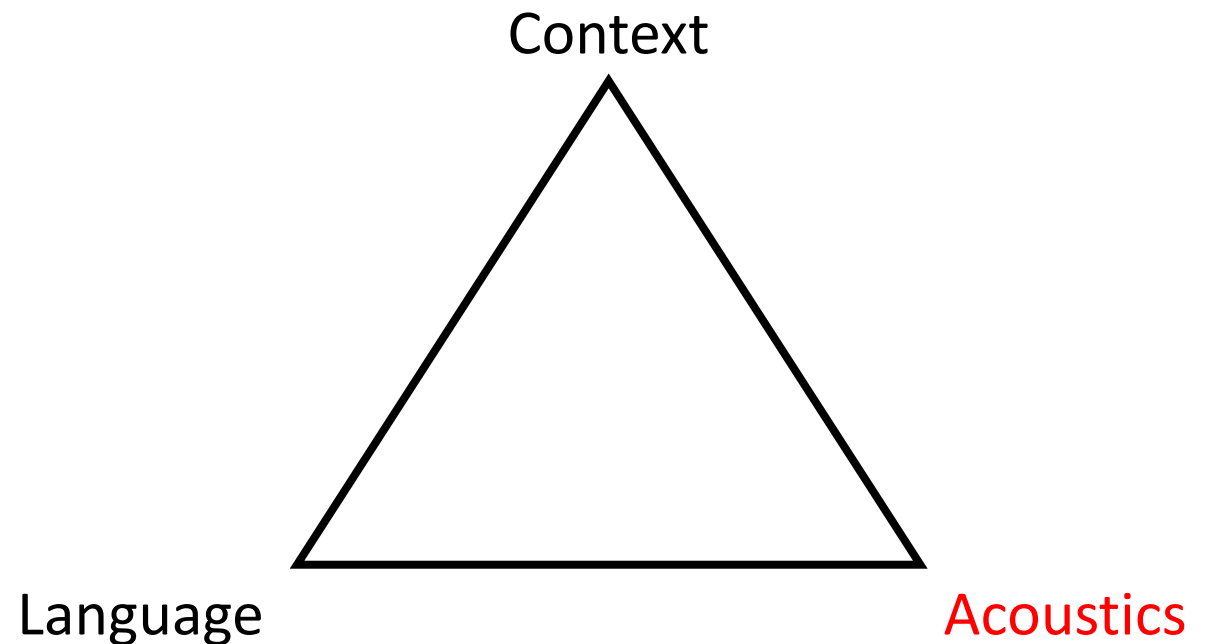
1. Now I was up in San Francisco _____ago
2. doing _____ book signing
3. Uhm. _____ this guy buying _____ book,
4. and he's _____30s.
5. And I said, "What _____ do?"
6. And _____, "I'm a fireman."

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."

What about acoustics?

- We must rely on acoustics when we cannot rely on context or language.
- This is where most students find difficulty in understanding speech.
- What difficulties are they having?
 - ★ Students can't segment an authentic speech stream*
 - ★ Students can understand words but not the intended meaning due to stress and intonation*



★ Students can't segment an authentic speech stream

What students *think*
speech sounds like



we have
this is
blue ink
East side
left arm
catch her

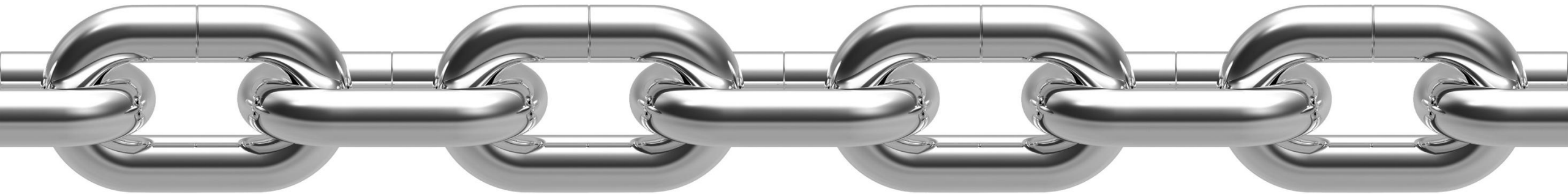
What speech actually
sounds like



we've
this's
blue^wink
~~East~~ side
lef/^t arm
catch 'er

What is happening here?

- In normal, everyday English speech, **sounds are linked**
- Understanding linking is necessary to understand everyday speech
- The use of linking helps your English sound smoother and more connected

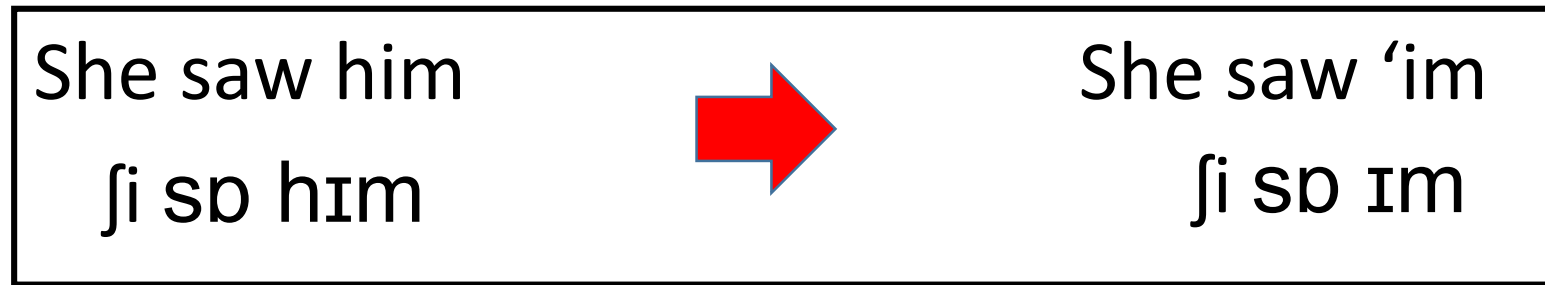


Sound Linkage

- In order for students to properly link sounds, they must first be cognizant of all the sounds that are present.
- Students cannot simply focus on “content words” and ignore all of the “little words.”
- In order for a student to produce “**He’s hungry,**” they must first be able to produce “**He is hungry.**” They cannot leave off “is.”

Advanced Sound Linkage - Deletion

After linking sounds, speakers of English sometimes delete sounds



Students cannot delete sounds until they are first able to link them. In order to link sounds, students must be able to properly produce English words correctly using the English syllable structure.

A moderate level of fluency is therefore required before difficult tasks like deletion are attempted.

A sample “teachable moment”:

- Students hear what sounds like:

Teller all meter.

- Students cannot decode it correctly into:

Tell her I'll meet her.



What students need to know to decode the sentence:

The /h/ deletion rule: 'h' is deleted in he, her, his, him

Except:

sentence-initial: He's late. Where is ~~h~~e?

Her computer crashed. I told ~~h~~er to back up ~~h~~er files.

contrastive stress: Did you tell ~~h~~im? I didn't tell him. I told her.

Do you think 'e knows? I don't think he knows, but I think *she* does.

possessive pronoun: I haven't seen his. But I did read hers.

These are mine, those are yours. Are those his?

Are these yours? I think those are hers.

If the students know the rules, get them students to actively decode

Step 1: Have students write what they heard on the board.

Teller all meter.

Step 2: Read it over. Does it make sense?

Step 3: Try to reconstruct what was said.

1. With no context, **background information** won't help.
2. Use **sound information**. Recall that English **sounds are linked** together in everyday speech: words are blended. Also recall that **sounds are deleted**: "h" deletion is common.
3. Use **language information**. Every sentence, even an imperative, needs a verb: "Tell her" and "meet her" make sense now. The only word or words in English that sometimes sound like "all" and make sense in this sentence is "I'll."

Post-Instruction Follow-up

- After students learn to decode a message, give them similar sentences to practice
- Sentences should contain words that can be misheard as other actual words, and these “heard-words” should not make grammatical sense in the sentence.
- Examples:

Student Hears:

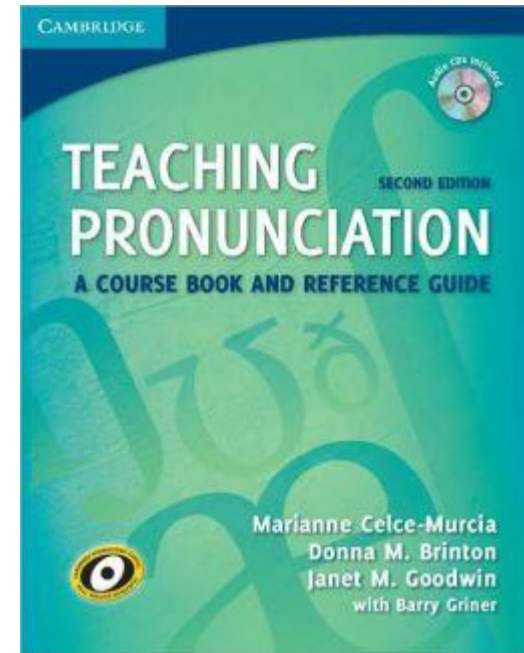
Collar up.
Sender an email.
We need to finder.

Actual Message:

Call her up.
Send her an email.
We need to find her.

Recommended starting point for teaching connected speech

1. Consonant-to-vowel linking
2. Vowel-to-vowel linking
3. Consonant assimilation
4. Palatalization



★ Students can understand words but not the intended meaning due to stress and intonation

My boss says he'll fix the problem.

vs

My boss *says* he'll fix the problem.

The teacher didn't grade your papers.

vs

The *teacher* didn't grade your papers.

Where do we start teaching students?

We need to start at the smallest level and build up:

1. English syllable structure
 - Complexity of the English syllable (consonant clusters, etc.)
2. English as a stress-timed language
3. Standard stress in multi-syllabic words
 - Alternating stress (strong vs weak syllables)
4. Phrasal stress
 - Function words vs Content words
5. Standard sentence-level stress
 - Function words vs Content words
6. Nonstandard sentence-level stress
 - Contrastive stress and intonation
 - Nonstandard intonation

#1 The English Syllable Structure



The words on the side of this bus are written by a native speaker of Bahasa Malaysian. This language doesn't contain consonant clusters and therefore the words for "school bus" are turned into "bas sekolah." Major problems in learning English can arise even before a learner starts to produce sentences.

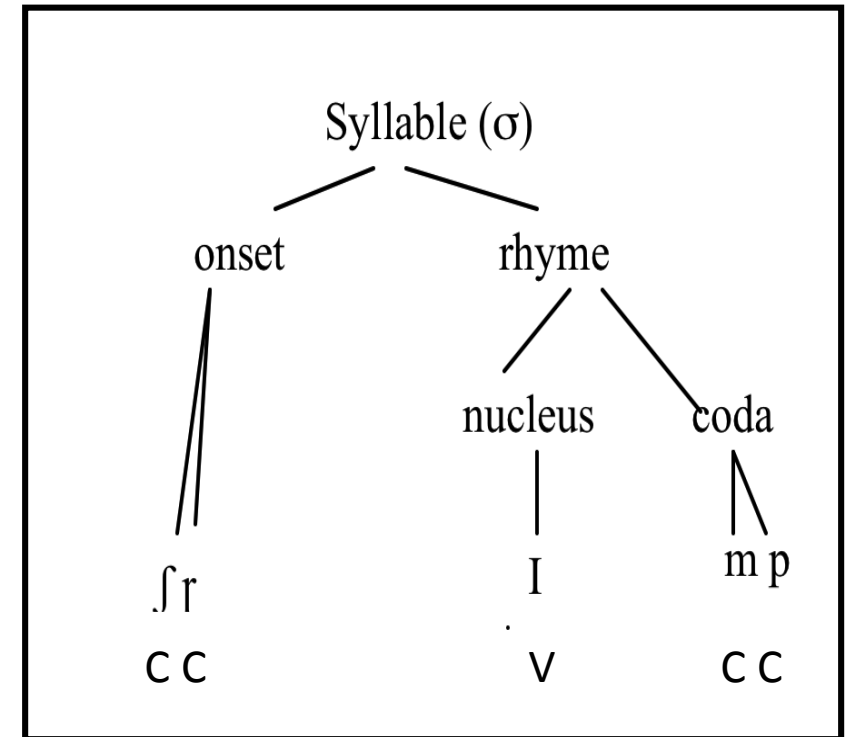
English syllable structure

Mandarin Chinese

- restricted syllable structure
 - CV
gē (“brother”)
 - CVC_{nasal}
qǐng (“please”)

English

- complex syllable structure
 - CCCVCCC
s p r i n t s



Tree diagram for the English word “shrimp.”

Syllable Structure Mismatch

When students encounter complex onsets and codas that are not found in their L1, they have two choices:

Sometimes they may **drop** phonemes.

you like white rice

CV CVC CVC CVC

“You lie why rye?”

CV CV CV CV

Here we have a native Thai speaker dropping phonemes to make CVCs into CVs.

Sometimes they may **add** phonemes.

hot dog

CVC CVC

“hoto dogu”

CVCV CVCV

Here we have a native Japanese speaker adding Vs (which in turn adds syllables).

More Trouble with Onsets and Codas

The problem gets even worse when you must add a noun or a verb ending:

one	inch	or	two	inch	es	one	in	or	two	in?
CVC	VCC	VC	CV	VCC	VC	CVC	VC	VC	CV	VC

(This was an actual sentence spoken by a Chinese seamstress to her customer regarding hemming his pants.)

Problem Areas

Mastering Syllables

- Stopping syllabic errors early is important to prevent future difficulties.
- Students will have difficulty with multisyllabic words and connected speech if they cannot get single syllables correct.
- The syllable structure of English may be more complex than a student's L1. For an in-depth analysis of many of the world's languages and how they differ from English, check out **Learner English** by Michael Swan and Bernard Smith.*



*It's even available free online!

<http://www.foreignstudents.com/sites/default/files/learnerenglish.pdf>

#2 English as a stressed-timed language

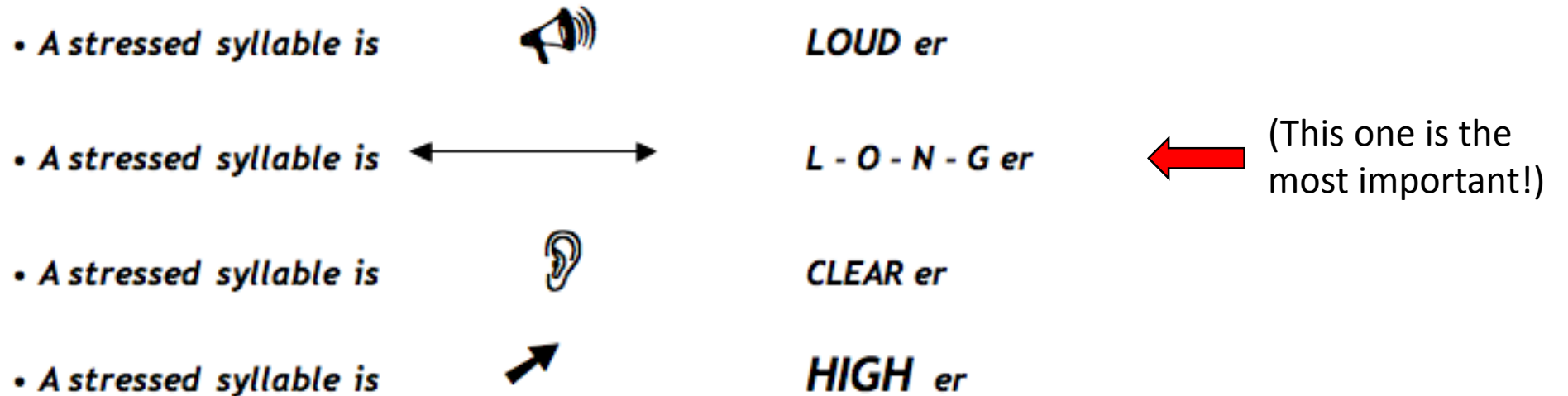
- Students need to understand that English is a stress-timed language
 - **Stress-timed** - the time between stressed syllables is constant
- This is the “music” of English!



What are Stressed Syllables?

To understand stress, we must look closer at what a syllable is.

- A syllable is a beat.
- But not all syllables (beats) are equal.
- Some syllables are strong (stressed), and some are weak (unstressed).



Trouble with a Syllable-Timed Language

- Not all languages are stress-timed languages. Some languages are **syllable-timed** languages. In these languages, the duration of each **syllable** is constant. Learners from these languages may sound stilted because they put an equal length of time on every syllable in English.
- Learning a stress-timed language like English can be hard for students who come from non-stress-timed languages. This is why learners from syllable-timed languages such as Chinese and Spanish may sound stilted in speech. They put an equal duration on every syllable.
- This goes both ways. When native English speakers learn Spanish, they tend to give words like *la* and *e/* less time than content words (like we do in English). This is incorrect, as every syllable in Spanish should have the same duration.

Showing Students that Syllables Matter

Give students the following question:

A. Cats chase mice.

B. The cats have been chasing the mice.

Sentence B takes longer to say than Sentence A.

True / False

Sentence B takes longer to say than Sentence A.

Responses

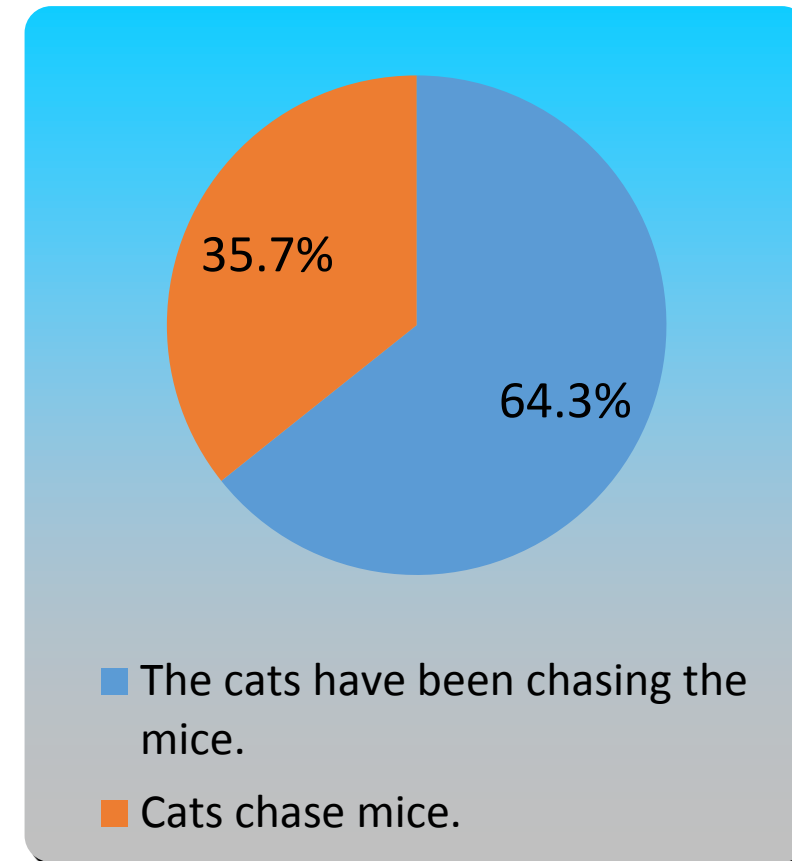
True

n = 9: 64.29%

False

n = 5: 35.71%

14 Totals 100%



Reed, M. (July, 2012). The pragmatic functions of intonation: Bridging learner and instructor metacognitive gaps with research-informed pedagogy. Australian Council of TESOL Associates International Conference, Cairns, Australia.

Showing the Students

Give each student a card with one of the following sentences on it. Have the students take turns saying their sentence aloud and clapping on the stressed syllables (each sentence has three). Then have them read their sentences together while clapping. The students will see that all of the sentences take the same amount of time to say, regardless of the number of words.

- Cats chase mice.
- The cats chase mice.
- The cats chase the mice.
- The cats will chase the mice.
- The cats will have chased the mice.
- The cats will have been chasing the mice.



#3 Standard stress in multi-syllabic words

The “Music” of English

- When a word has two syllables, stress alternates
 - One syllable becomes **stressed** and the other does not.
- This alternation between stressed and unstressed syllables creates the “musical” sound of English.
- Unfortunately, these stress patterns are not predictable – they must be learned.

Each of these words is three syllables long. The primary stress of each word lies on a different syllable:

piccolo

Stress on the 1st

piano

Stress on the 2nd

violin

Stress on the 3rd

Changing Stress Changes Words

- Compare the word “insult” in these two sentences:
 - Don’t **insult** me. (Stress on the 2nd syllable)
 - What an **insult**. (Stress on the 1st syllable)
 - The word’s lexical category has changed from a verb to a noun.
- This is a good way to explain stress to students and show its importance.

How can we help our students learn stress?

“In the absence of rules – provide tools.”

The stress pattern of words is not predictable, so students need a system to help.

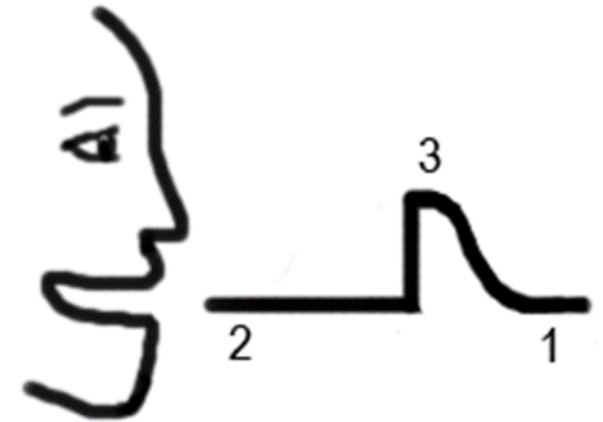
The Stress Pattern Notation System*

- Two numbers
 - The first number indicates the number of syllables
 - The second number indicates where the primary stress falls.

3.1
piccolo

3.2
piano

3.3
violin



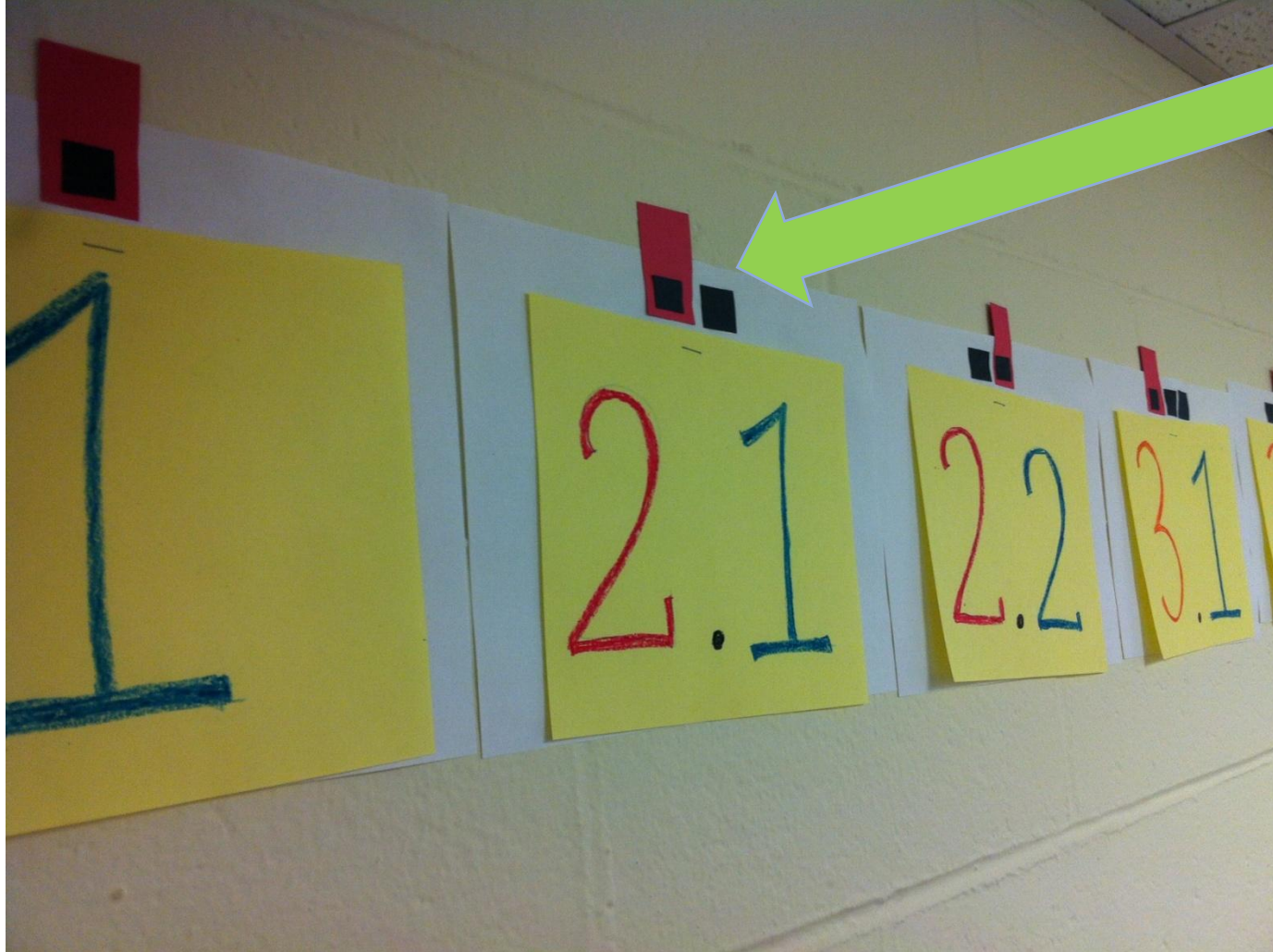
*(Notation system from Murphy, J., Kandil, M. (2004). “Word-Level Stress Patterns in the Academic Word List.” *System*, 32, 61-74.)

Creative ways to use it

Post a chart along your classroom (or your blackboard) where students can place cutouts of the words based on their stress pattern:



Matthew Noble, ESOL Instructor, TRA Inc., Salem, MA



These colored squares can help as a visual aid. Each square is one syllable and the large red square is the syllable with the primary stress.

Matthew Noble, ESOL Instructor, TRA Inc., Salem, MA

Use the system with a vocabulary checklist to help students learn new words

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:

_____ / _____

Checklist for Learning New Vocabulary Words

1. Asking someone what a word means:

What does _____ mean?

2. Telling someone what a word means:

_____ means . . .

3. Asking for the spelling:

How do you spell _____?

How do you spell it?

4. What part of speech is it? _____

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

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

5. How do you pronounce it?

How many syllables are there in the word? _____

Which syllable gets the (primary) stress? _____

New Word / Stress Pattern: _____

6. How do you use it in a sentence?

#4 Phrasal Stress

- Not only do words get stressed, but phrases and sentences receive unique stress patterns too!
- In Preposition Phrases:
 - Content words are stressed
 - Function words are unstressed

2.2

at work
at home
at school
at least
for sure
by now

4.3

in the morning
at the office
on the table
in a minute
at the movies
for the weekend

Other examples of phrasal stress

3.1 right of way

“Who has the right of way?”

3.2 the right way

“This is the right way to do it; that’s the wrong way.”

3.3 right away

“I’ll be there right away.”

#5 Standard Sentence Level Stress

- Just as in phrases, in a sentence:
 - Content words are stressed
 - Function words are unstressed
- A good way to practice this with students is to use a matrix activity
 - The words in the matrix are content words and will be stressed.
 - The students must provide the extra unstressed words.
 - The extra words are the “glue” that holds the sentence together!



Matrix Activity #1: Sentence Construction

defense attorney	defend	client
jury	reach	verdict
judge	sentence	criminal

Directions:

Finish this sentence:

In a typical trial, _____

Example:

In a typical trial, the defense attorney defends his client.

Matrix Activity #2: Answer & Question

defense attorney	defend	client
jury	reach	verdict
judge	sentence	criminal

Directions:

The teacher will provide an answer and the student must provide a question to it.

Example:

Answer – “reaches a verdict”

Question – “What does the jury do?”

Notes on Using a Matrix

- Matrix activities can help students in a number of ways:
 - Through the sample activities given, students can practice articles, 3rd person verb endings, sound linking and deleted /h/.
 - Matrix activities can also help students with vocabulary practice, grammar review & reinforcement, other connected speech features and standard sentence-level stress patterns.
- Make sure you draw attention to the stress in the sentence to show students that content words are stressed but function words are not.
 - In a **typical trial**, a **defense attorney** **defends** his **client**.

#6 Nonstandard Sentence-Level Stress

- Now that students have learned standard stress, they are ready to learn nonstandard stress. English uses nonstandard stress for different purposes.
- 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.

- Stress does play a role in signaling grammatical relations, and the attitudes and emotions of a speaker. But these functions are relatively easy for a student to learn. Students are better served by focusing on the more difficult and unique applications of stress in everyday speech.
- A more important use of stress is that of contrast.
- Every language has a way to show contrast. Many (including English) do through devices such as Wh- and It- clefts.

Q: Who did John lend his bicycle to?

A: It was me who John lent his bicycle to.*

(this contrasts me from someone else)

- However, English likes to keep its SVO order, so we tend to show contrast through nonstandard stress or intonation.

*Chela-Flores, B. "Optimizing the Teaching of English Suprasegmentals"

<http://www.publicacions.ub.es/revistes/bells12/PDF/art02.pdf>

- English is special because it can also show contrast through the use of nonstandard sentence-level stress (Other languages can do this, but not all). Simply by changing the stress in the following sentences, we change the meaning of the conveyed message.

- a. John lent me his **Bicycle**.
- b. John lent me **HIS** bicycle.
- c. John lent **ME** his bicycle
- d. **JOHN** lent me his bicycle.*



- If you change the stress, you change the meaning.
- Intonation matters!

Intonation Carries Meaning



*

Intonation “has the power to reinforce, mitigate, or even undermine the words spoken.”**

Intonation determines how a speaker’s message is understood.***

*Reed, Marnie, and Christina Michaud. *Sound Concepts: An Integrated Pronunciation Course*. McGraw Hill, 2005.

**Wichmann, A. (2005) *Intonation in Text and Discourse*. New York: Longman.

***Gumperz, J. (1982). *Discourse Strategies*. Cambridge, UK: Cambridge University Press.

An Example of the Difficulty Students Have:

My boss says he'll fix the problem.

vs

My boss *says* he'll fix the problem.

The teacher didn't grade your papers.

vs

The *teacher* didn't grade your papers.

Students regularly struggle in hearing a difference between sentences such as these.

It is also important to note that many students do not realize we use *italics* in writing to indicate nonstandard stress. Many students think italics is just something we use to make our text look pretty.

Students Difficulty in Noticing Nonstandard Stress

Given the following sentence read aloud:
“The *teacher* didn’t grade your papers.”

Students were asked:
Have the papers been graded?

Responses

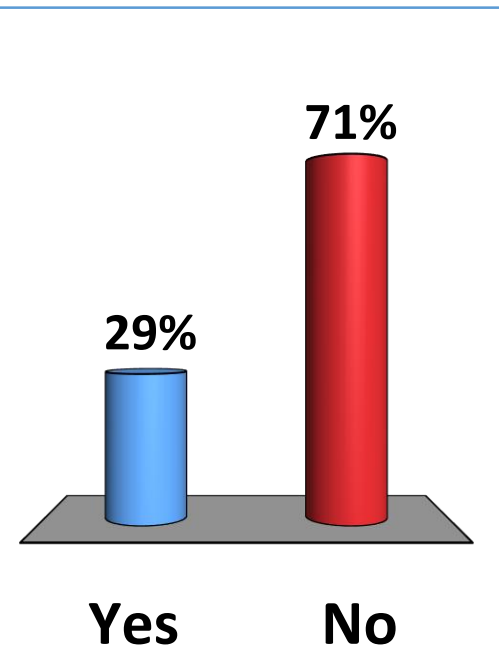
Yes

n = 4: 29%

No

n = 10: 71%

14 Totals 100%



Note: An exercise such as this is great for a pre-instruction diagnostic. The use of “clickers” would be ideal for allowing students to anonymously respond to the question. If clickers are not available at your institution, you can use an app such as Socrative that can be run on both smartphones and computers for free. Socrative is available for both [Apple](#) and [Android](#) devices.

It is also beneficial to probe the students about their answers. Why did a student answer the way they did? Was it because of the word order, the grammar, what was actually being said, etc.?

Where do we start teaching nonstandard stress?

- Students should begin by practicing intonation used to show contrast:



I don't want a *small* one; I want a _____ one.

I didn't say to put it *on* the desk; I said to put it _____ the desk.

Don't turn the volume *up*; turn it _____.

- Now that they are familiar with intonation, you can work on more complicated sentences like those previously mentioned.
- Give students an activity such as the one listed below:

Detecting and Interpreting Non-Standard Stress

You will hear two sentences. Listen to the two sentences and answer the questions.

(1) My boss says he'll fix the problem.

(2) My boss *says* he'll fix the problem.

<i>Q. 1: Do the two sentences sound the same or different?</i>	The Same	Different
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(Listen to Sentence 1 again.)

<i>Q. 2: Do you think the boss will fix the problem?</i>	Yes	No
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(Listen to Sentence 2 again.)

<i>Q. 3: Do you think the boss will fix the problem?</i>	Yes	No
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The End Result

- After enough practice with nonstandard stress, when prompted with:
 - “The *teacher* didn’t grade your papers.”
- And asked:
 - “Have the papers been graded?”
- Students should be able to tell you:
 - “Yes, *but not by the teacher.*”
- And when asked how they know, students should answer:
 - “Because of the nonstandard stress.”
- Once students progress this far, they can start studying how we use nonstandard stress in other ways.

Metacognition: Contrasting Information*

Let's conTINue our disCUSsion of polLUtion. /

YESTerday we deFINED polLUtion.



What will I probably say next?

- a) ToDAY we'll talk about the IMpact of polLUtion.
- b) ToDAY we'll deFINE Acid RAIN.

Given the previous choices, a native speaker of English would have no difficulty predicting the following sentence to be:

A) ToDAY we'll talk about the IMpact of pollution

Students need to slow down and examine the sentence to locate the nonstandard stress so that they can tie it to an implication (that the topic will continue to be about pollution). They can do this through the use of a checklist:

Examine Sentence 1:

Let's conTINue our disCUSsion of pollution

Is Sentence 1 standard:

[a] at the lexical level? Yes No

[b] at the sentence level? Yes No

If your answer to [a] or [b] was "No," what was non-standard about it?

Using a Checklist Continued

Examine Sentence 2:

YESsterday we de**FINED** polLUtion

Is Sentence 2 standard:

[a] at the lexical level? Yes No

[b] at the sentence level? Yes No

If your answer to [a] or [b] was “No,” what was non-standard about it?

Conclusion

- You now have the tools to help students when they can't segment an authentic speech stream and when they can understand words but not the intended meaning due to stress and intonation.
- You now have ways to help your students develop the metacognition and skills necessary to listen effectively.
- You now have a systematic approach to teaching listening and a set of tools that will support your teaching along the way.
- You now have a strategy for teaching students to listen rather than simply testing them.

Thank you

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