From Task-Based to Action-Oriented Listening

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From *Task-based* to *Action-oriented* Listening

Part 1: Developing Listening

- The role of listening in language learning

- (In)effective audio input

- Benefits of skills integration

Part 2:   https://englishlanguagebits.com/

- The open-access resource: current advantages, challenges, & opportunities

Why "listening"?

"the Cinderella skill"
(Nunan, 2002)

Image credit

- Foundational skill for real-world (& classroom) functioning

- Lack of fluency can be stress-inducing

- Is **assumed** to be practiced in & outside the classroom

- Requires dedicated time, effort, & certain conditions to develop

- Needs to be built into every lesson

- Can be a driver of language learning

What a learner said…

"N is a **_good teacher_** [because] I can usually understand what she's saying. The previous one was just going bla-bla-bla [very quickly] and nobody could understand her, just one student could [the student was fluent, but had literacy issues…]. So she kept talking to that student most of the time."

"They [teachers] always say we should listen to the radio, watch TV in English…

What's the point of doing that, if I understand nothing? It just gives me a bad headache and my blood pressure goes through the roof…"

a LINC student, CLB 4-5, translated

What a former student said …

VERY enthusiastically :)

Thank you for teaching me! It was very, very useful! …

https://elllo.org/

CBC podcasts

*I am really, very, very grateful that you showed us **these listening websites**… I listen to them all the time, look… (showing me his cell-phone screen mid-audio & his note-book)*

a LINC student, CLB 5-6

Post-listening

Metacognitive awareness

What makes progress in listening challenging for a learner?

Listening strategies

What can make listening more productive for the learner?

Challenges in listening skills development

- Traditional classroom culture (print-based, teacher-centred, grammar-focused)

- Technological challenges (availability, proficiency)

- Apparent abundance of audio materials (TV, radio, streaming services, podcasts, apps)

- ***Assessment***, rather than ***developmental*** focus of many listening materials

Poll: Which of these are common in your classroom?

1. True/False questions
2. MCQ (multiple-choice) questions
3. Numbered questions and answers (Q & A)
4. Predictable sequences of Q & A or students to call upon when taking up an activity
5. Short responses are accepted when checking for correct answers
6. Whole-class discussions
7. I am not teaching right now

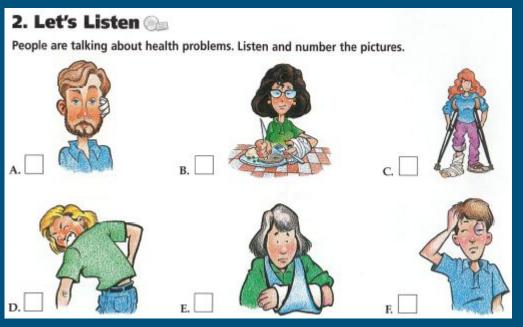*Touchstone 4* by McCarthy, McCarten, & Sandiford

Counter-productive classroom routines

- True/False & MCQ

- Numbered Q & A

- Predictable sequences of Q & A or students to call upon when taking up an activity

- Acceptability of short responses when checking for "correct" answers

- Dominance of "whole-class" discussions and/or teacher talk

(*Basic Tactics for Listening* by Jack C. Richards, p. 96)

1. Lately, she _____.
   a. easily falls asleep
   b. can't fall asleep
   c. sleeps all night

2. Lately, he doesn't _____
   a. take any vitamins
   b. feel tired
   c. have any energy

How to add listening development opportunities?

2. Let's Listen

People are talking about health problems. Listen and number the pictures.

A. ☐   B. ☐   C. ☐

D. ☐   E. ☐   F. ☐

https://elt.oup.com/student/tacticsforlistening3e/?cc=ca&selLanguage=en

listening

...in ~~teaching/learning~~ materials

Why is it a good **_test_**?

What level would it be suitable for?

(*Basic Tactics for Listening* by Jack C. Richards, p. 94)

Indicators of the **testing** focus

- One listening is suggested (potential lack of repetition)

- 1-2 (learning?) activities are included with the recording

- Transcripts are NOT included

- Opportunities for skills integration (+ speaking, reading, writing) are under-exploited

- *Reception* is tested, but opportunities for *Production - Interaction - Mediation* are not prominent

How can this test be turned into a learning activity?

Pair Activity (_Interactive_ peer support)

	What is the health problem?	How/when did it happen?	How do they feel now?
1	foot	soccer	difficult to walk
2	**Reception + Production + Interaction +**		**Pushed/ Supported**
3	**Mediation (CEFR)**		**Output (Swain, 1985)**
4	**Interaction (Long, 1985)**		

Amazing! Interviews & Conversations by Susan Bates (1993)

Active Listening (Rost & Wilson, 2013)

During-listening & After-listening tasks -

key for language development (improve retention)

Interactive
review

Appropriation
of input

Interactive review

"activation of images, concepts and organisation structures" (Rost & Wilson, 2013, p. 9)

Appropriation of input

Information transfer

- Who-what-where-when chart
- Timeline or Venn diagramme
- Detailed comprehension questions
- Extended discussions

#	who	what	where	when	why/other info
			https://www.cbc.ca/listen/live-radio/1-9-cbc-news-the-world-this-hour		

Supporting output through (re)producing the text

A.

What happened to your foot, Joanne?

Oh, I hurt it when I was _____ soccer.

Wow! Can you walk on it?

Yes, but it's really _____.

C. ☐

Pronunciation challenges - attention failures due to unfamiliar sounds (inadequate perception)

B.

What _____ to your foot, Joanne?

Oh, I hurt it when I was playing soccer.

Wow! Can you _____ on it?

Yes, but it's really difficult.

Learner Challenges

___ Attention failures due to

- unfamiliar words

- unfamiliar sounds

- fast speech (linking, assimilation, elision)

first of all or   festival ?
comfortable or come to Paul

(Rost & Wilson, 2013)

Suggested responses

- Vocab (incl. collocations) teaching/learning & regular review

- Bridging the gap between the expected & actual pronunciation

- Regular work on pronunciation challenges (incl. targeted practice in sound *perception*)

- Practice in (auditory) grammatical parsing

Automatic word recognition ➝ Attention to content

- Multiple/ massive exposure (incl. spaced repetition, attention to vocab/collocations)

- Multichannel exposure - Reception through both L & R + Production (S & W)

- Intensifying engagement during & after listening

- Independent listening practice

Need for accessible resources -
a typical Teacher Challenge

I start teaching ESOL next week and I'm a bit confused about the curriculum/materials. There's no assigned coursebook, which is fine, but I'm not entirely sure where/how I'm supposed to source and plan my classes. Any suggestions from the experienced tutors out there?

A poll: Your favourite sources of listening materials - 1-word answer (up to 3 times)

Click on the link in the chat box

https://www.menti.com/al3ug3gp4nwd

OR

Go to menti.com & enter the code

2193 6359

What are your favourite listening materials?

- Responsive to **real-life needs** of adult newcomer learners

- Grounded in the science of language learning by stimulating active listening (Rost & Wilson, 2013)

- Wide **variety** of levels, topics, tasks & meta-tasks (action-oriented approach)

Tasks

Visiting (& communicating at) an emergency room

OR

Walk-in clinic

Applying for a college program

OR

Getting a survival job

Meta - tasks

Understanding how medical system works in Canada

Setting short-term & long-term goals

Comparing pros and cons

Action-Oriented Approach (Piccardo & North, 2019)

https://englishlanguagebits.com/

Further Steps

ENGLISH LANGUAGE BITS
RESOURCES FOR LEARNING AND TEACHING ENGLISH

- Adding materials, esp. for lower levels

- Promoting the website & YouTube channel @EnglishLanguageBits

- Searching for (alternative) funding sources

https://englishlanguagebits.com/

Subscribe to
@EnglishLanguageBits on YouTube!

References 1

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Questions?

Comments?

Suggestions?

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