Linguistics 191/291: Class 6.1

- Conclusion of HLL
- Listening

Teach what is teachable

- Pienemann: German w.o-Stage 2 can learn Stage 3 but not Stage 4 stuff

- In Q-production tasks "readies" gained from recasts; others didn't

- Ellis: 3 hours not enough to develop Q-inversion.

- Spada & Lightbown: L1 effect can influence natural order (French/English)

- **Conclusion: explicit instruction + exposure helps more than either; learner readiness is an influence but complicated by other factors. We don't know natural order for most of ESL.**

Get it right in the end

- Schmidt's noticing hypothesis
- L & S adverb placement: form focus showed immediate & short term gains, not long-term; Q's showed long-term
- Several other studies: past, conditional, sociolinguistics, verb forms…
- Transfer appropriate processing (TAP): both isolated and communication-integrated form-focused instruction for passives worked with *intermediates*. General trend supported TAP.

Get it right in the end

- **Conclusion: all form-focused studies cited showed either an advantage or no disadvantage over communication or comprehension-based classes**

- Suggested form-focus points
  - Differ in non-obvious ways from L1
  - Are irregular, infrequent, or not perceptually salient
  - Don't carry a heavy communicative load

Summary:
Some plausible principles

- You need pay attention to both form and meaning, but not both intensively at the same time (cognitive overload)

- When you're paying attention/engaged more fully, you learn better

- You pay attention to get the job done or experience pleasure/satisfaction (as you define it)

Some plausible principles

- When you're ready, you learn better
- You're ready when you have automated some parts of the learning task so that you can concentrate attention on others that are cognitively reasonable to concentrate on (i.e., not too far beyond your "level")—this idea seems to transcend specific theories.
- Questions?

Listening Comprehension: Process and Pedagogy

- ALM → Communicative → Strategy instruction
- Importance of metacognitive strategies (planning, monitoring, and evaluation)
- Cognitive Processes (Anderson, 1995)
  - Perception
  - Parsing
  - Utilization

Listening

- Cognitive Processes, cont.
    - Top-down processing (schema)
    - Bottom up processing
    - Metacognition

- Social Processes
    - Cooperation
    - Support for speaking

Listening

Knowledge that supports listening comp

– Language

- Phonological, segmental and suprasegmental
- Grammatical, esp. written vs. spoken issues
- Vocabulary, including idioms, formulaic expressions

Listening

- Discourse and Language Use
  - One-way vs. Interactive
  - Intention of speakers
  - Pragmatics

Listening

- Listening Skills and Strategies
  - Vandergrift and Goh's Core Skills
    - Listen for details
    - Listen selectively
    - Listen for global understanding
    - Listen for main ideas
    - Listen and infer
    - Listen and predict
    - (See appendix for Richards taxonomy of micro skills)

Listening

- Research on strategy use
  - Differences in quality and frequency of strategies between successful and less successful learners.
  - Better learners use more appropriate and effective strategies and can coordinate them to construct reasonable interpretations.
  - Vandergrift and Goh's 12 Strategies

V & G 12 Strategies

1. Planning
2. Prediction
3. Focusing attention
4. Monitoring
5. Evaluation
6. Inferencing
7. Elaboration
8. Contextualization
9. Reorganizing

10. Using linguistic, learning resources
11. Cooperation
12. Managing emotions

Listening

- Process-Oriented Listening Pedagogy
  - Task-based metacognitive instruction
    - Must specify purpose and outcome of task
    - Can be 1-way or 2-way
    - Incorporates metacognitive activities
    - Self-directed learning guide
    - Listening diaries
    - Process-based discussions
    - Self-report checklist
  - Metacognitive Pedagogical Sequence

Listening

- Process-Oriented Listening Pedagogy
  - Task-based metacognitive instruction
    - Must specify purpose and outcome of task
    - Can be 1-way or 2-way
    - Incorporates metacognitive activities
    - Self-directed learning guide
    - Listening diaries
    - Process-based discussions
    - Self-report checklist
  - Metacognitive Pedagogical Sequence

Listening

- Process-Oriented Listening Pedagogy
  - Task-based metacognitive instruction
    - Must specify purpose and outcome of task
    - Can be 1-way or 2-way
    - Incorporates metacognitive activities
    - Self-directed learning guide
    - Listening diaries
    - Process-based discussions
    - Self-report checklist
  - Metacognitive Pedagogical Sequence

Listening

Metacognitive pedagogical sequence

  Pre-Listening→ planning, predicting

  1st Listen → monitoring, evaluation,

  planning, 1st verification

  2nd Listen → Monitoring, evaluations,

  and problem solving

  3rd Listen → Monitoring and problem

  solving, 3rd verification

  Evaluation & Planning → reflection,

  goal setting

Listening

- [Randall's ESL Lab](#)

Listening

- [Randall's ESL Lab](#)
- Conclusions
  - Comprises complex cognitive and metacognitive processes
  - Need to provide conditions and activities that let learners decode and analyze input through top-down/bottom-up processing
  - Also need to provide strategy instruction and practice along with metacognitive activities