

# Perspectives on L2 Listening Instruction

## Moving Beyond the “Comprehension Approach”

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# Plan for today

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- A “typical” listening lesson
- Some issues with the typical listening lesson
- Three approaches to L2 listening instruction
- Applying the three approaches
- Resources
- Q & A



# A “Typical” Listening Lesson (adapted from Field, 2008, p.17)

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Using an approx. 3-minute listening passage from an ESL/EFL textbook, learners engage in...

- Pre-listening
- Extensive listening
- Intensive listening
- Post listening (optional)

Is this *teaching* listening?

Or is this language *testing* in disguise?

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# Issues with the “typical” listening lesson

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- What is being taught or learned?
- Simply answering comprehension questions is not enough
- Multiple dimensions of listening (Flowerdew & Miller, 2005)
- What about authenticity?

Students often lack sufficient decoding skills, even at advanced levels of proficiency.

Fluent decoding of aural input is a prerequisite to meaning building (Field, 2008)

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How can we help learners develop their listening skills instead of simply *testing* their listening comprehension?

# Three Approaches to L2 Listening Instruction

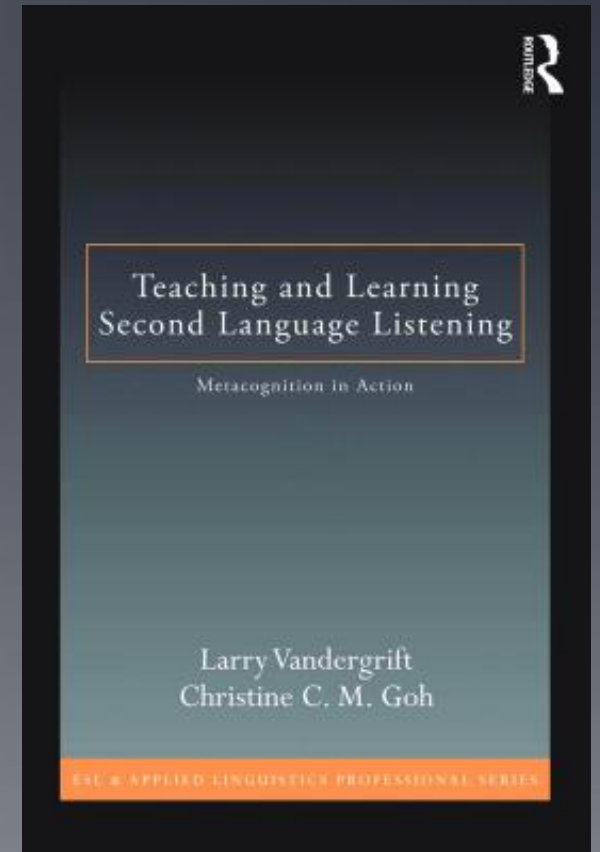
# Metacognition in L2 listening instruction

Emphasizes increasing learner awareness of the listening process through...

- Planning
- Monitoring
- Problem-solving
- Evaluating

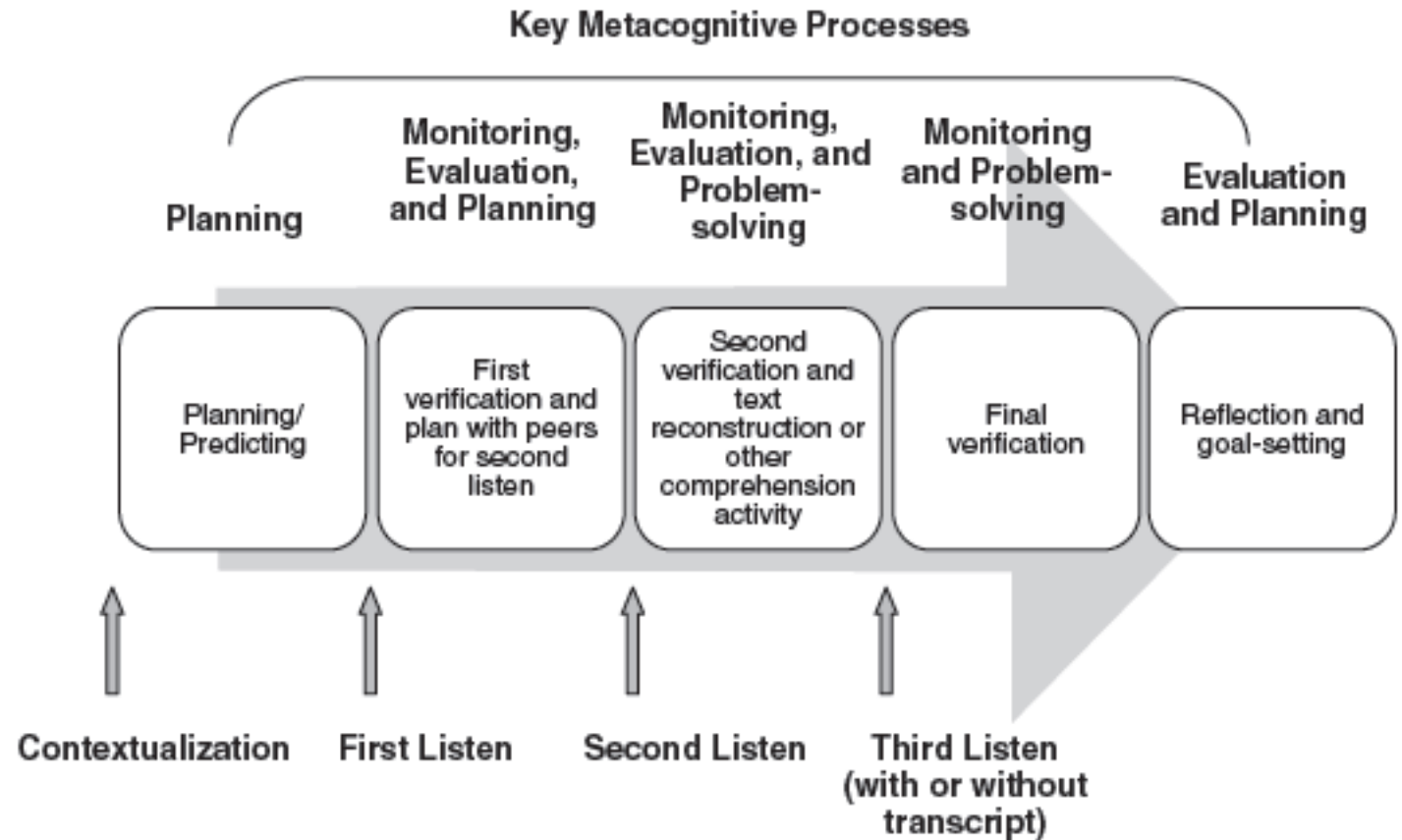
\*May require a threshold level of proficiency in order to be effective...

**Builds on the notion of “self-regulation” (from SCT)**



# Metacognitive Pedagogical Sequence

(Vandergrift & Goh, 2012, p. 109)



*Figure 6.2.* Stages in the Metacognitive Pedagogical Sequence for Listening Instruction



What Does it Look Like in the  
Classroom?

# Example listening task

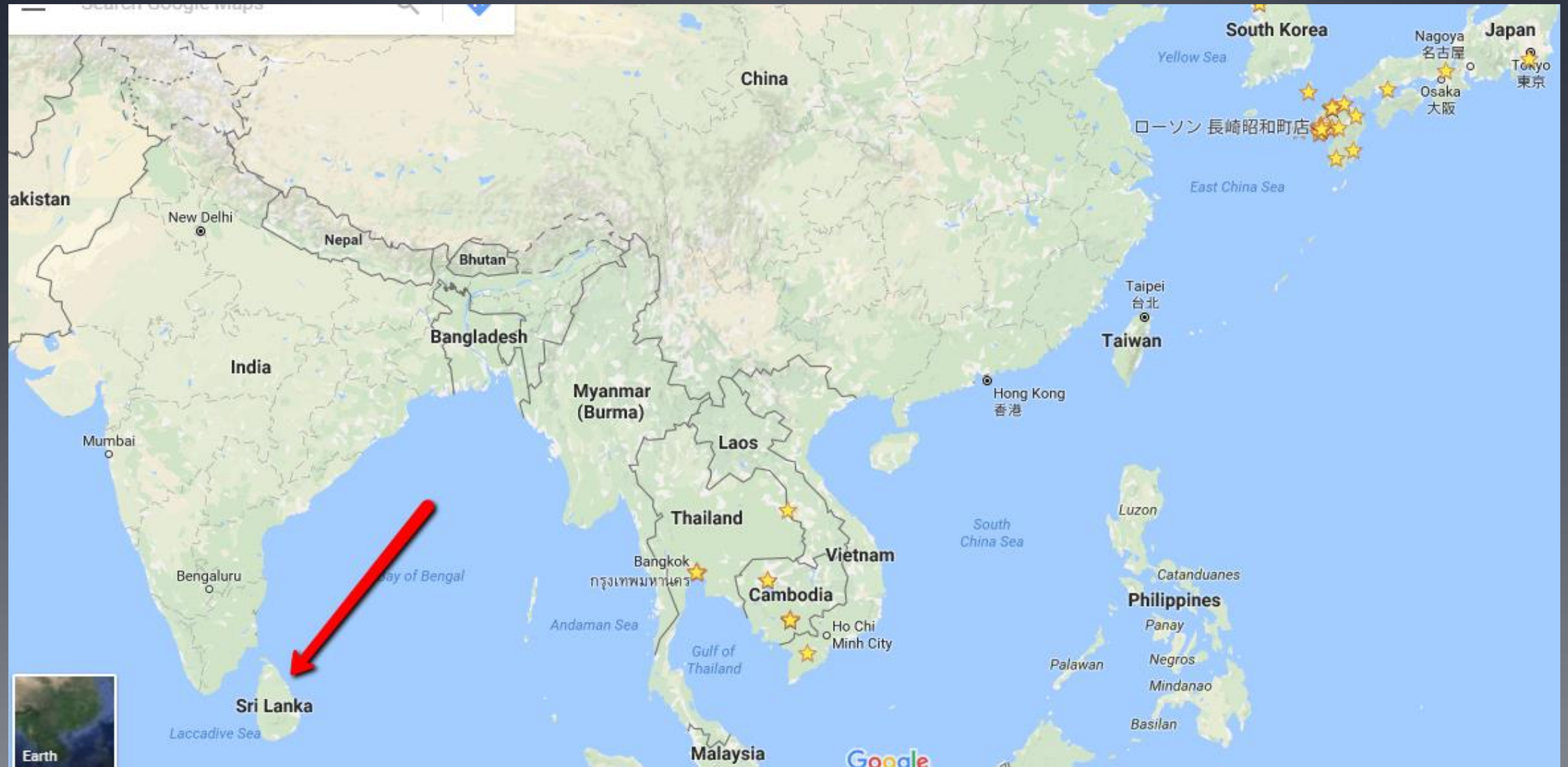
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*You will listen to a young man talk about disciplining children in Sri Lanka.*

How do people  
punish children in  
Brazil?



# Where is Sri Lanka?



## Guide for Listening

A. Write down 3-5 ideas or key words that you think you will hear in the listening.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

B. Discuss your predictions with a partner and then write down at least 2 more ideas that your partner included and that you consider logical possibilities.

6. \_\_\_\_\_
7. \_\_\_\_\_

C. Listen to the passage. Put a checkmark (✓) beside the ideas that you and your partner predicted and that were mentioned in the text. Write down any other ideas or key words you hear, but you had not predicted.

8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

D. Listen to the text again to check your results and resolve any differences or problems in comprehension between you and your partner. Add any other ideas or details that you may not have understood during the first listen.

11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_

E. Listen to the text a final time while reading along with the transcript. Make notes wherever you had particular difficulty understanding.

## Reflection and Goal-Setting

I was successful in anticipating \_\_\_\_\_ ideas

What surprised me:

What I will do next time:

Video #1428

Danu / Sri Lanka 

How do people punish kids in your country?



Taken from *Ello*: [www.ello.org/video/1401/1428A-Danu-Punishment.html](http://www.ello.org/video/1401/1428A-Danu-Punishment.html)

## **Child Discipline Transcript** (Taken from *Ello*: [goo.gl/FB7J7y](https://goo.gl/FB7J7y))

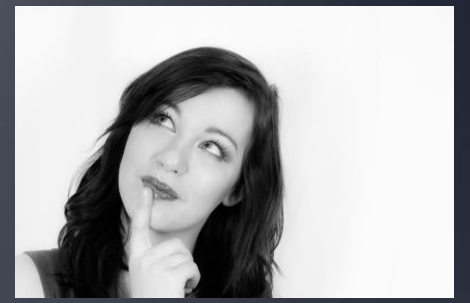
Hello, my name is Danu, and I'm from Sri Lanka. Today my question is how do people punish kids in your country?

So in Sri Lanka, Sri Lankan parents are known as the strictest parents in the world, so if you do bad things or you're not well-disciplined, your parents might beat you up. They might spank you, or they might hit you with a cane. So, even in school, if you're not on time to school or if you forget your homework or if you shout in the class, your teachers might make you stand in the sun, or they'll make you kneel down, or they might as well use the cane. So, that's how they punish kids in Sri Lanka to make them well-disciplined.

So how about your country? How do people punish kids in your country?



# Reflection/Evaluation

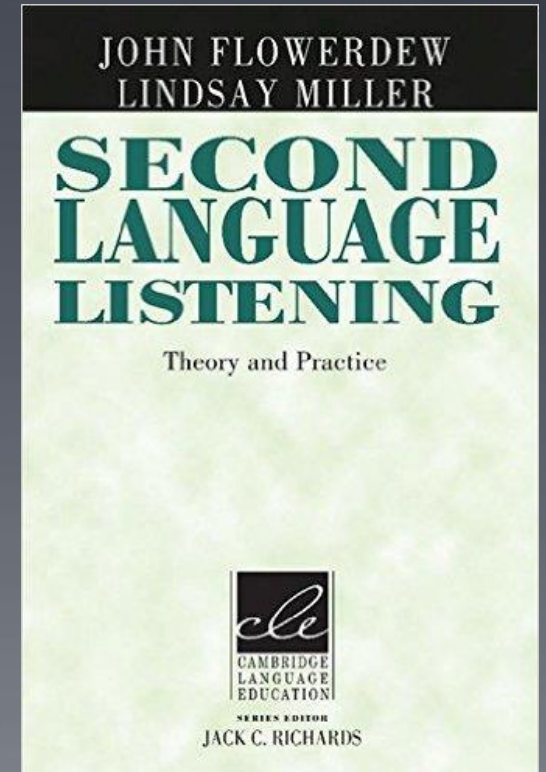


- What did you think about this activity?
- Could you use an activity like this in your classroom?
- Would you modify this activity in some way for your learners? If so, how?
- Do you have any suggestions or other thoughts?

# Strategies in L2 listening instruction

Similar to the metacognitive approach, but more deliberate:

- Emphasizes *specific* strategies for particular listening tasks
- Teacher often guides strategy use
  - **Modeling is key!**
- Strategies are explicitly taught, discussed, and evaluated



# Examples of L2 Listening Strategies

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- Inferencing
- Elaboration
- Summarization
- Translation
- Transfer
- Repetition
- Resourcing
- Grouping
- Note-taking
- Deduction/induction
- Substitution
- Asking for clarification
- Cooperation
- Lowering anxiety
- Self-encouragement
- Taking emotional temperature

... and

there are  
even

more!!



# What does it look like in the classroom?

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- Before listening, the teacher introduces strategies for specific listening tasks
    - Students then practice using the strategy for an analogous task
  - Teacher asks students to compare strategies they used successfully for a given listening task
  - Teacher asks students to explicitly state (e.g., in writing) strategies they used (or *will* use) for a given listening task
  - Teacher demonstrates strategy use by “thinking aloud”
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EXAMPLE

# Strategy Instruction

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“Today we are going to watch a video about art. You will need to take notes on the video, then give a 1-minute, recorded oral summary at the end”

→ Establishing a specific purpose for listening

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# Strategy Instruction

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- “We are going to watch a video lecture about temporary art. What does *temporary* mean?”
    - pre-teaching vocabulary
  - “Watching videos can help you listen more effectively “
    - “Pay attention to the pictures in the video. They will help you understand what the speaker says”
      - Stating general strategy
      - Stating explicit strategy
    - “Also, pay attention to the words you see. These are probably important ideas!”
      - Stating explicit strategy
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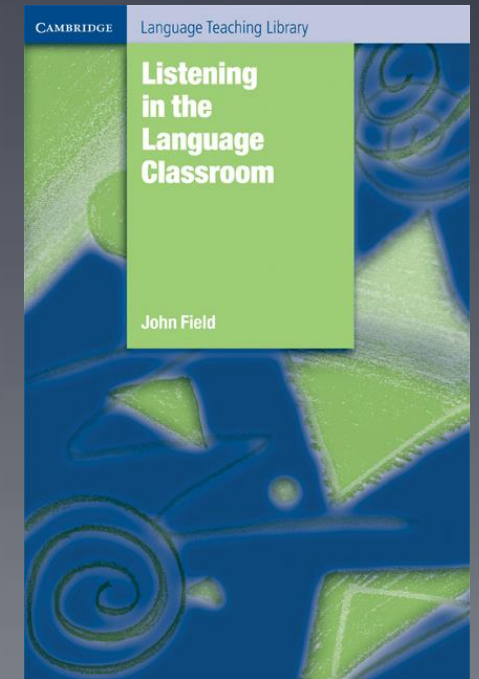
# Reflection/Evaluation



- What did you think about this activity?
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# Process approach to L2 listening instruction

- Trains language learners to recognize what is (and isn't) relevant in the L2 sound stream and “employ new linguistic routines”
- Based on the processes that contribute to successful L1 listening
- “Divides listening into contributory elements that can be practiced intensively” (Field, 2008, p. 111)
- Processes divided into two major types:
  1. Decoding
  2. Meaning-building



# Examples of Listening Processes

## Decoding processes

- Phoneme level
  - Discriminating vowels
- Syllable level
  - Recognizing syllable stress
- Word level
  - Recognizing variant forms of words
- Syntactic parsing
  - Using planning pauses to demarcate syntactic structures

## Meaning-building processes

- Using contextual knowledge
  - World/topic knowledge
- Using inference
  - Inferring info the speaker has left unsaid
- Selecting information
  - Considering relevance
- Integrating information
  - Connecting new info to previous info



# A process approach (continued)

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“A programme that relies upon **focused small-scale exercises** is exactly what a process approach requires. The chief concern is to add new routines little by little: to modify behaviour by degrees instead of attempting to change it at many different levels”

Field, 2008, p. 113

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What Does it Look Like in the  
Classroom?

*Listen and write...*

What do you want to talk about?

Whadaya wanna ta kabout?

Stop eating all the cake!

Stah peating althuh cake!

# Sound Changes in Connected Speech

Rule: When a word ends in a consonant and the next word begins with a vowel, the consonant is often attached to the following word.

- Sold out → soul doubt
- Come in → kuh min
- Group of → gru puv
- Hang out → hey ngout
- Makes you → may ksyou
- Find out → fine doubt

## Linked Speech Patterns

CC + V or VC + V

find out = fine dout

took off = tuh koff

Listen  
and  
write

# Check Your Work!

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1. I saw a group of people playing soccer at the park.
  2. They sold out of tickets for the concert.
  3. Why don't you come in? It's cold outside!
  4. Do you want to hang out this weekend?
  5. I need to find out if I can go.
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# Make questions to ask your classmates!

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1. Make a question to ask your classmates.
2. Your question should have two words that link together.
3. Underline the words that get linked together.
4. Write your question on a slip of paper.
5. Turn your paper in to me when you're done. You have 3 minutes!

## Linked Speech Patterns

CC + V or VC + V

find out = fine dout

took off = tuh koff

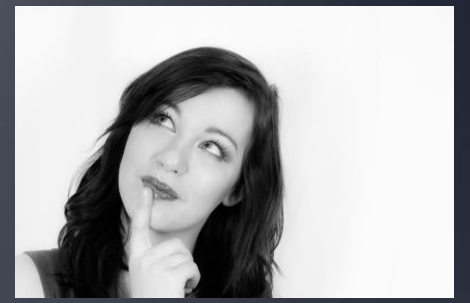
# Listening and Pronunciation: Teaching Sequence

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- Start with 2 dictations that contain the target feature.
  - Follow with a simple but clear explanation of the feature with multiple examples.
  - Continue with 2-5 more dictations containing the feature .
  - Finish with an interactive (productive) activity.
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# Reflection/Evaluation



- What did you think about this activity?
- Could you use an activity like this in your classroom?
- Would you modify this activity in some way for your learners? If so, how?
- Do you have any suggestions or other thoughts?

# Application

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- In a small group, explore one of three listening websites below
- Then, in a mini group presentation...
  - Give a quick overview of the website
  - Explain how you could use this site in combination with one of the three approaches to listening that was discussed in the workshop today (i.e., metacognitive approach, strategy instruction, process approach)

[youglish.com](http://youglish.com)

[learningenglish.voanews.com](http://learningenglish.voanews.com)

[ello.org](http://ello.org)

# Final Thoughts

# Principles of L2 listening instruction

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- Pre-teach critical vocabulary
  - Establish a context for listening
  - Motivate and establish a purpose for listening
  - Provide opportunities for discussion and comparison
  - Employ multiple replays and listen for new purposes
  - Vary listening texts, activities, response formats, foci, and goals
  - Incorporate authentic materials and mimic real-world listening conditions
  - Include some explicit instruction in highly generalizable strategies
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# Resources

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- See handout
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# Q & A



# References

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- Field, J. (2008). *Listening in the language classroom*. Cambridge: Cambridge University Press.
  - Flowerdew, J., & Miller, L. (2005). *Second language listening: Theory and practice*. New York, NY: Cambridge University Press.
  - Vandergrift, L., & Goh, C. C. M. (2012). *Teaching and learning second language listening: Metacognition in action*. New York, NY: Routledge.
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