

An evidence-based re-evaluation of second language listening pedagogy

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Overview

- ▶ Motivation
- ▶ Pedagogical framework & methods
- ▶ Pedagogical examples
- ▶ Considerations for materials design

Motivation - gap in knowledge

Teaching listening is based on tradition rather than informed by theoretical principles



Teaching listening *cannot* be informed by theoretical principles as . . .



Little large-scale research into L2 listening exists that is informed by theoretical principles

Reducing the knowledge gap

- ▶ Quantitative research into L2 word recognition
- ▶ 171 B1 to B2 level pre-sessional students
- ▶ Of 3,500 content words, only half were accurately recognised
- ▶ Where word was incorrectly recognised (i.e. a wrong word was transcribed):
 - ▶ 40% relied on perceptual cues
 - ▶ 14% relied on co-textual cues
 - ▶ 1% relied on contextual cues

(Ward, 2018)

Framework for pedagogical approach to teach word recognition



Pedagogical methods

- ▶ *Pronunciation to promote listening, including common chunks:*
 - ▶ in phrases, to teach pronunciation of connected speech
- ▶ *Awareness raising:*
 - ▶ i) decoding exercises to highlight aspects of connected speech
 - ▶ ii) use of co-text to aid word recognition
- ▶ *Spoken vocabulary training :*
 - ▶ pronounce and recognise new vocab embedded in various phrases
- ▶ *Provide guidance for independent listening*
 - ▶ e.g. after initial listening - listen to very short phrases and transcribe - compare with transcript
 - ▶ e.g. as final listening, listen and read transcript at same time

Lesson 1

Introduces linking and reduction using paused transcription method

New vocabulary embedded in a phrase

Thanks for listening. If you are interested in learning more, please come to my workshop at UoR on Saturday 20th July 2019

Teaching Listening Skills: Rethinking second language listening pedagogy

To book your place, go to
<https://store.rdg.ac/2HyTTzJ>

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