An Interactive Model of Listening

2016
Advantages of integrating two or more skills

(1) Production and reception are quite simply two sides of the same coin; one cannot split the coin in two.
(2) Interaction means sending and receiving messages.
(3) Written and spoken language often (but not always!) bear a relationship to each other; to ignore that relationship is to ignore the richness of language.
(4) For literate learners, the interrelationship of written and spoken language is an intrinsically motivating reflection of language and culture and society.
(5) By attending primarily to what learners can do with language, and only secondarily to the forms of language, we invite any or all of the four skills that are relevant into the classroom arena.
(6) Often one skill will reinforce another; we learn to speak, for example, in part by modeling what we hear, and we learn to write by examining what we can read.
Misconceptions about teaching listening

• Listening is a one way street.
• Listening is passive skill
• Listening is an individual process
• Listening is acquired subconsciously
• Listening equals comprehension
• Listening and speaking should be thought separately
Listening comprehension process

1. Decoding auditory sounds
2. Determining the function of the speech event
3. Activating schemata
4. Assigning literal meaning
5. Assigning intended meaning
6. Determining the demand for short- and long-term memory
7. Retaining essential information and meanings
Types of Spoken Language
Microskills of listening comprehension

1. Retain chunks of language of different lengths in short-term memory.
2. Discriminate among the distinctive sounds of English.
3. Recognize English stress patterns, words in stressed and unstressed positions, rhythmic structure, ..... 
4. Recognize reduced forms of words.
5. Distinguish word boundaries, recognize a core of words, and interpret word order patterns and their significance.
6. Process speech at different rates of delivery.
8. Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.
9. Detect sentence constituents and distinguish between major and minor constituents.
Microskills of listening comprehension

11. Recognize cohesive devices in spoken discourse.
12. Recognize the communicative functions of utterances, according to situations, participants, goals.
13. Infer situations, participants, goals using real world knowledge.
14. From events, ideas, etc., described, predict outcomes, infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
15. Distinguish between literal and implied meanings.
16. Use facial, kinesic, "body language," and other nonverbal clues to decipher meanings.
17. Develop and use a battery of listening strategies, such as detecting key words, guessing the meaning of words from context, appeal for help, and signaling comprehension or lack thereof.
What Makes Listening Difficult?

1. Clustering
2. Redundancy
3. Reduced forms
4. Performance variables
5. Colloquial language
6. Rate of delivery
7. Stress, rhythm, and intonation
8. Interaction
Types of Classroom Listening Performance

1. Reactive
2. Intensive
3. Responsive
4. Selective
5. Extensive
6. Intercative
Principles for Designing Listening Techniques

1. Include an integrated-skill approach
2. Techniques should be intrinsically motivating and stimulating.
3. Techniques should utilize authentic language and contexts.
4. Include pre-, while-, and post-listening techniques
5. Carefully consider the form of listeners' responses.
6. Encourage the development of listening strategies.
7. Include both bottom-up and top-down listening techniques.
Nine different ways that we can check listeners' comprehension

- doing—the listener responds physically to a command
- choosing—the listener selects from alternatives such as pictures, objects, texts
- transferring—the listener draws a picture of what is heard
- answering—the listener answers questions about the message
- condensing—the listener outlines or takes notes on a lecture
- extending—the listener provides an ending to a story heard
- duplicating—the listener translates the message into the native language or repeats it verbatim
- modeling—the listener orders a meal, for example, after listening to a model order
- conversing—the listener engages in a conversation that indicates appropriate processing of information
Strategies for listening comprehension

- looking for keywords
- looking for nonverbal cues to meaning
- predicting a speaker's purpose by the context of the spoken discourse
- associating information with one's existing cognitive structure (activating schemata)
- guessing at meanings
- seeking clarification
- listening for the general gist.

for tests of listening comprehension, various test-taking strategies
Techniques for teaching listening comprehension

<table>
<thead>
<tr>
<th>For beginners</th>
<th>Top-down exercises</th>
<th>interactive</th>
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<tr>
<td>Bottom-up exercises</td>
<td>Top-down exercises</td>
<td>interactive</td>
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<tr>
<td>Discriminating between phonemes</td>
<td>Getting the gist of a sentence</td>
<td>Draw a picture based on a simple description</td>
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<td>Word recognition</td>
<td>Recognize the emotions in the speech event</td>
<td>Recognize a familiar word and relate it to a</td>
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<td>Selective listening for morphological endings</td>
<td>Recognize the topic</td>
<td>category</td>
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Techniques for teaching listening comprehension

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<thead>
<tr>
<th>For intermediate level learners</th>
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<tbody>
<tr>
<td>Bottom-up exercises</td>
<td>Identify the topic or the listener</td>
<td>Use context to build listening expectations</td>
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<td>Find the stressed syllable</td>
<td>Make inferences</td>
<td>Discriminate between registers of speech</td>
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## Techniques for teaching listening comprehension

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<td>Bottom-up exercises</td>
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<td>Become aware of:</td>
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<td>Segmental and suprasegmental</td>
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<td>features</td>
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<td>Organizational cues</td>
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<td>Lexical markers</td>
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<td>Find the main idea of a</td>
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<td>lecture</td>
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<td>Predict the direction of a</td>
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<td>lecture based on the topic</td>
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<td>Fill in missing information</td>
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<td>Determine the accuracy of</td>
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<td>the predictions</td>
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Assessing listening

Assessment vs test

Formal and informal assessment