

These are notes for those students who are unable to go through video lectures & handouts. These are not prepared for grand quiz but you can comprehend topics of grand quiz or basic concepts.

Lecture: 1-01

The Four Strands

A well-balanced language course should consist of four roughly equal strands:

- 1) Learning through meaning-focused input - learning through listening and reading where the learner's attention is on the ideas and messages conveyed by the language.
- 2) Learning through meaning-focused output - learning through speaking and writing where the learner's attention is on conveying ideas and messages to another person.
- 3) Language-focused learning - learning of language features such as pronunciation, spelling, vocabulary, grammar, and discourse.
- 4) Fluency development - developing fluent use of known language items and features over the four skills of listening, speaking, reading and writing.

Meaning-focused Input - Activities

- Extensive reading
- Shared reading
- Listening to stories
- Watching TV or films
- Being a listener in a conversation

Meaning-focused Output – Activities

- Talking in conversations
- Giving a speech or lecture
- Writing a letter
- Writing a note to someone
- Telling a story

Language-focused learning - Activities

- Pronunciation practice
- Using substitution tables
- Learning vocabulary

Fluency development - Activities

- Reading
- Repeated reading
- Repeated retelling
- Skimming and scanning
- Ten-minute writing

Language learning goals

Learning of:

- Language items i.e. sounds, vocabulary, grammar

- The content of the subject
- Language skills i.e. listening or writing
- The organization of discourse

Lecture: 02

Five Principles for Teaching Beginners

- 1) **Meaning:** Focus on meaningful and relevant Content

The main focus should be on language that the learners can use quickly for their purposes rather than on too much grammar explanation or on words that are not directly useful.

- 2) **Interest:** Maintain interest through a variety of activities

To maintain learners' interest, activities need to be short and varied:

- Do activities that involve movement
- Use real objects and pictures
- Plan trips outside the classroom
- Use songs

- 3) **New language:** Avoid overloading learners with too much new language

Avoid introducing too much new language without giving learners enough opportunities to gain control over this language. A simple rule to keep in mind is "learn a little, use a lot".

- 4) **Understanding:** Provide plenty of comprehensible input

The language teachers use in class should be with the aim of keeping their talk simple but not simplistic or ungrammatical. One way to do this is to always use one form for one meaning.

- 5) **Stress-free:** Create a friendly, safe, cooperative classroom environment

Activities and Approaches for Teaching and Learning in a Beginners' Course

- Memorizing Useful Phrases and Sentences
- Guiding Listening and Speaking

The teacher writes some sentences on the blackboard. The sentences describe something or someone. The teacher shows the learners how to change the sentences to talk about different things.

Lecture: 03

Benefits of delaying speaking and concentrating on listening

- The learner is not overloaded by having to focus on two or more skills at the same time
- Speed of coverage—receptive knowledge grows faster than productive knowledge
- Listening activities are well suited to independent learning through listening to recordings

Factors that Influence Listening Success

- 1) **Cognitive factors**

- Vocabulary Knowledge
- Syntactic Knowledge
- Discourse Knowledge
- Pragmatic Knowledge

- Metacognition
- Prior Knowledge

2) **Affective Factors**

- Anxiety
- Self-Efficacy
- Motivation

3) **Contextual Factors**

- Interactive Listening
- Listening in Informal Learning Contexts
- Listening in Formal Learning Contexts

Types of Listening

- One-way listening—typically associated with the transfer of information (transactional listening).
- Two-way listening—typically associated with maintaining social relations (interactional listening).

Listening Processes

Bottom up processing - perceiving and parsing the speech stream at increasingly larger levels beginning with auditory-phonetic, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic

Top-down Processes - Top-down processes involve the listener in going from the whole—their prior knowledge and their content and rhetorical schemata—to the parts.

Top-down strategies

- Listener based
- Listening for the main idea
- Predicting
- Drawing inferences
- Summarizing

Bottom-up strategies

- listening for specific details
- recognizing cognates (equivalents)
- recognizing word-order patterns

Lecture: 2-04

Intention - an acknowledgement of a distal source and a willingness to be influenced by this source

Human auditory system consists of:

- The outer ear
- The middle ear
- The inner ear
- The auditory nerves connecting to the brain stem

Primary auditory cortex - a small area located in the temporal lobe of the brain. This is the first brain structure to process incoming auditory information.

Consciousness - Consciousness is directly related to intentionality – the intention to understand and to be understood. Consciousness is the root concept for describing the processes that initiate:

- Attention

- Meaning construction
- Memory
- Learning

Properties of Consciousness

- Consciousness is dynamic
- Consciousness has a point of view
- Consciousness has a need for orientation
- Consciousness can focus on only one thing at a time.
- Consciousness is embedded in a surrounding area of peripheral awareness

Attention - the focusing of consciousness on an object or train of thought, which activates parts of the cortex that are equipped to process it.

Attention - In neurolinguistic research - seen as a timed process requiring three neurological elements:

- 1) Arousal
- 2) Orientation
- 3) Focus

Processes of Attention

- Attention is a limited capacity system.
- Automatic activities that require little or no attention do not interfere with each other.
- Controlled processes require attention and interfere with other control processes.
- Detected information is available for other cognitive processing

Attention can be viewed as three separate:

- 1) **Alertness** represents a general readiness to deal with incoming stimuli.
- 2) **Orientation** refers to a specific aligning of attention.
- 3) **Detection** is the cognitive registration of sensory stimuli.

Orientation - engages the brain pathways that are most likely to be involved in understanding and responding to the perceived object.

Two notions in attention influences listening

- 1) Limited capacity
The notion of limited capacity is important in listening. Our consciousness can interact with only one source of information at a time, although we can readily and rapidly switch back and forth between different sources.
- 2) Selective attention
Involves a commitment of our limited capacity process to one stream of information.

Individual Differences in Neurological Processes

1. Local processing
2. Level of attention
3. Integrative circuits
4. Functional neural circuits
5. Strategic control
6. Commitment and plasticity

Lecture: 05**Efficiency principle – speech production**

The most frequently used words tend to be the shortest ones in a language, and communication patterns develop to allow for a maximum of ellipsis – omissions of what is presumed to be understood by the listener.

Efficiency principle – speech perception

In the same way, the listener has to adopt an efficient principle for understanding speech. This means processing language as efficiently as possible in order to keep up with the speaker.

At a perception level, two fundamental heuristics are needed to do this:

Maximization of recognition - Because the speaker is reducing effort in production, the listener will try to make maximum use of the available acoustic information in order to reconstruct the meaning of the utterance.

Minimization of categorization - Because there are large variations between speakers, the listener must tolerate ambiguity and create as few perceptual classes as possible

In order to maximize recognition of what has been spoken, the listener uses three types of perceptual experience.

- 1) Articulatory causes
- 2) Psychoacoustic effects
- 3) Linguistic intentions

Perceptual goodness of the sound - When we learn to articulate the sounds of a language, we learn to manipulate these frequencies, without conscious attention.

Intonation units/pause units - Speech is typically uttered not in a continuous stream but in short bursts. It consists of phrases or clauses and average two or three seconds in length.

Clitic group – a lexical item that consists of one core word and other grammaticalising words.

Types of Information Available in Speech Signal

- 1) Emotional
- 2) Grammatical - like punctuation does in written language
- 3) Informational - Intonational peaks indicate the salient parts of an utterance
- 4) Textual
- 5) Psychological
- 6) Indexical - Intonation and speech melody are used as a sort of social group identifier

Main tasks of listener in word recognition

- 1) Identifying words and lexical phrases
- 2) Activating knowledge associated with those words and phrases

Phonological hierarchy

From larger to smaller units, this hierarchy is generally described as follows:

- **Utterance** - a grammatical unit, consisting of an intonation unit
- **Intonation Unit (IU)/phonological phrase (P-phrase)** - a phonological unit consisting of a lexically stressed item
- **Lexical phrase** - a formulaic element consisting of frequently used clitic groups and phonological words

- **Phonological word (P-word)** - a word or set of words uttered and interpreted as a single item
- **Clitic group** - a focal item plus grammaticalising elements
- **Foot (F)** - syllable sequences
- **Syllable** - syllables themselves consist of parts: onset (optional), nucleus (required), coda (optional).
- **Mora (t)** - half-syllable or unit of syllable
- **Segment** (phoneme)

Lecture: 06

Effective speech recognition involves:

1. An automated knowledge of the phonotactic system of a language
2. An acquired sensitivity to the allophonic variations of the prototypes in the system

Allophonic variation - the alternate pronunciations of a citation form of word or phrase that occur due to context. Allophonic variations (e.g. gonna versus going to) are allowed in every language because of efficiency principles in production.

Assimilation - a sound change where some phonemes (consonants or vowels) change to be more similar to other nearby sounds. It is a common type of phonological process across languages. Assimilation can occur either within a word or between words.

Cluster Reduction and Dropping

When two or more consonants, often of a similar nature, come together, there is a tendency in English to simplify such a cluster by eliding one of them. The longer the cluster, the greater the chance of elision. For instance,

- Hard disk
- Desktop
- Kept calling
- At least twice

Elision - another type of assimilation. It is specifically the omission of one or more sounds (a vowel, a consonant, or a whole syllable) in a word or phrase, producing a result that is easier for the speaker to pronounce.

Vowel reduction - various changes in the acoustic quality of vowels, which is related to changes in stress, duration, loudness, articulation.

Syntactic processing - The listener's grammatical knowledge, and ability to utilize that knowledge in real time.

Passes of Syntactic processing

Syntactic processing takes place in two passes:

1. The first pass identifies syntactic categories of units in the speech stream
2. The second pass integrates syntax of the immediate utterance with syntax of the larger speech unit

How the listener processes meaning: Syntactic and morphological cues

- Word order
- Subject-verb agreement
- Pro-form agreement
- Contrastive stress

The most critical syntactic integration processes for the listener

- Calculating cohesion markers for
 - Anaphoric (previously mentioned)
 - Cataphoric (to be mentioned)
 - Exophoric (references external to the text)
- Filling in ellipsis - items that are left out of the utterance because they are assumed to be known by the listener
- Calculating logical inferences that link propositions within the discourse

Underlying knowledge that facilitates integration of parsing

- Pragmatic knowledge
- Intertextual knowledge
- Familiarity with common sequences of formulaic language

Grammatical context includes obligatory and optional case relations such as:

- Agent
- Object
- Recipient
- Instrument
- Goal

Integrating Non-Verbal Cues into Linguistic Processing

As an utterance unfolds, listeners take advantage of both linguistic and extra-linguistic information to arrive at interpretations more quickly than they could use the spoken language.

Visual signals are of two basic types:

1. **Exophoric signals**, such as a speaker holding up a photograph or writing some words on the board typically serve as references for the spoken text
2. **Kinesic signals** are the body movements, including eye and head movements, the speaker makes while delivering the text.

Directional gaze is eye movement and focusing used to direct the listener or audience to an exophoric reference.

Guide signals are the systematic gestures and movements of any part of the body, such as extending one's arms or leaning forward.

Lecture: 3-07

Semantic processing encompasses the listening processes involved in

- Comprehension
- Inferencing
- Learning
- Memory formation

Comprehension - the experience of understanding what the language heard refers to in one's experience or in the outside world, and sensing how any incoming burst of language enhances or suppresses one's current understanding.

Complete comprehension - refers to the listener having a clear concept in memory for every reference used by the speaker, not necessarily the same referents in the speaker's memory.

Listener Enrichment of Input

McGurk Effect

Speech processing is known to be aided by consistent visual signals from the speaker, in the form of both *gestures* and *articulatory movements*. When visual and auditory signals do not coincide, there are a great number of occurrences of blended mishearings.

Types of inferencing algorithms

- Filling in schematic slots
- Estimating the sense of ambiguous references
- Establishing reasonable intentions for the speaker

Types of logical inference during text comprehension

- Initiating links.
- Enabling links
- Schematic links
- Classification links
- Reference links
- Bridging links

Cognitive processes reasoning

- 1) Comprehension of facts
- 2) Categorization of claims about those facts
- 3) Relative assumptions of truth value in what the speaker is saying
- 4) Induction
- 5) Deduction

Claims - the assertions that the speaker wishes us to accept in order to keep the conversation going.

Grounds - Behind the claims are the grounds: the supporting facts or ideas which lead us to accept the claim.

A breakdown in semantic processing may occur when:

- The listener cannot hear what the speaker is saying;
- The listener does not know specific expressions the speaker is using;
- The information the speaker gives is incomplete;
- The listener hears a familiar word, but it is used in an unfamiliar way

Compensation strategies are

- **Skipping:** omitting a part or a block of text from processing for comprehension.
- **Approximation:** using a superordinate concept that is likely to cover the essence
- **Filtering:** compressing a longer message or set of propositions into a more concise one
- **Incompletion:** maintaining an incomplete proposition in memory
- **Substitution:** substituting a word or concept or proposition for one that is not understandable

Two phases of short-term memory

- 1) A brief sensory unresolved after-image lasting up to *two* seconds (sometimes called echoic memory)
- 2) A more perceptually resolved short-term memory lasting up to *twenty* seconds

Comprehension and Learning

Learning - the durable modification of a concept in memory due to an experience.

Degree of learning - The degree of learning is reflected *initially* in the way the listener represents what he or she now knows, what new knowledge is being constructed during the event.

Degree of learning is *then* reflected in the impact of that new knowledge on the listener's subsequent attitudes, beliefs and actions.

Two types of memory systems involved in learning

Associative processing - occurs without awareness of the steps of processing.

Rule-based processing - occurs with conscious awareness of steps of processing.

Text-based type of learning

This type of learning tends to be temporary, fading after even a few hours, because the new learning is not sufficiently integrated with prior knowledge.

In a cognitivist framework learning requires five elements:

- 1) Units of learning
- 2) Activation values for these units
- 3) Connection weighting
- 4) Learning rules
- 5) Emotional and motivational weighting

Lecture: 08

Pragmatic perspective - the degree of co-ordination and collaboration between speaker and listener on the goals of the interaction.

Pragmatic competence is essential to the social dimension of listening, including:

- Pragmatic comprehension
- Interactional competence
- Symbolic competence.

The central aspect of pragmatic processing is deriving and building contextual meaning. Contextual meaning includes the interactional status and interpersonal relationship between the speaker and listener.

Discourse analysis - as a branch of pragmatics, is concerned with the ways listeners make use of linguistic information and background knowledge as they listen in a social context.

Key pragmatic notions that contribute to a listener's understanding of spoken language

1. Deixis
2. Intention
3. Strategy
4. Conversational meaning

Deixis - As they interact, listener and speaker continuously point to or indicate variables of time (then, now, today, eventually, whenever.), space (there, here, come back . . .), objects (that, it, those . . .), persons (he, she, we, they . . .)

These elements as identifiable features of context:

- Addressor
- Topic
- Setting (where the event is situated in place and time).
- Code (the linguistic features of the utterance).
- Channel (how the communication is maintained – by speech, writing)
- Key (the tone, manner, or spirit of the event).
- Purpose (the intended outcome of the event).

Intention - In all communicative situations, the speaker intends to exert some influence on the listener through the presentation of linguistic and non-linguistic elements

- Locutions: the act of saying something as true (e.g. I sent you an e-mail yesterday).
- Illocutions: what is done in saying something (e.g. denying an accusation).
- Perlocutions: what is done as a result of saying something

Conversational Maxims *Grice*

1. **Quantity:** Make your contribution to the conversation as informative as is required
2. **Quality:** Do not say what you believe to be false.
3. **Relevance:** Make your contribution relevant to the interaction
4. **Manner:** Avoid obscurity and ambiguity. Be brief and orderly

Enriching Speaker Meaning

Another aspect of inferential listening involves enriching speaker input. This is achieved in two ways: through,

1. Inferring speaker emotion
2. Elaborating speaker meaning

Backchannelling - which is when the listener sends short messages back during the partner's speaking turn. It shows a number of listener states:

- Reception of messages
- Readiness for subsequent messages
- Turn-taking permissions
- Projections

Follow-up acts - responses to a discourse exchange, and can be provided either by the listener or the speaker from the previous exchange. Follow-up acts can be,

- Endorsements (positive evaluations)
- Concessions (negative evaluations)
- Acknowledgements (neutral evaluations)

Listening includes four stages

1. Sensing (taking in messages)
2. Interpreting (arriving at a degree of understanding)
3. Evaluating (judging, weighing evidence)
4. Response (non-verbal feedback to show understanding)

Lecture: 09

Automatic Processing (AP), also known as Natural Language Processing (**NLP**), refers to computer interfaces that can understand and produce a natural language, such as English or Chinese.

Automatic processing presents similar kinds of challenges to the computer that humans face in understanding language:

- Linguistic analysis of the input (deciding what was actually said)
- Semantic processing of the input (interpreting what the input means)
- Pragmatic processing of the input (decisions on how to respond to the input)

NLP - the use of computers to process written and spoken language for some practical, useful, purpose:

- To translate languages
- To get information from the web on text data banks
- To carry on conversations with

Methods employed for pattern matching

1. Template matching
2. Statistical calculations
3. Neural nets

Five pragmatic standards that users may expect from an NLP system:

1. Timeliness
2. Completeness
3. Accuracy
4. Usability
5. Relevance

Lecture: 4-10

Two primary features of the early development of learning to listen:

1. Infants develop categorical perception
2. Infants develop perceptual constancy

Lexical Acquisition

1) **Labelling** - the first of three related tasks a child has to perform during the acquisition for any new word.

The labelling task can be accelerated by use of the two strategies:

1. Generalization - refers to the child labelling numerous things and situations with the same words
2. Differentiation

2) **Packaging task**

How a child manages to apply a label to a wider range of objects?

1. Under-extension - the child oversimplifies concepts and fails to apply them to more than only one prototypical object.
2. Over-extension

3) **Network-building task** - The challenge for the child is that relations between words and concepts have to be worked out explicitly.

Cognitive structures - patterns of physical or mental action that underlie specific acts of development of intelligence.

Cognitive structures that are triggered during **four** development stages:

- 1) Sensorimotor operations 0 – 2 years
- 2) Pre-operations 3 - 7
- 3) Concrete operations 8 -11
- 4) Formal operations 12 - 15

Processes of adaptation by *Piaget*

- 1) Assimilation involves the interpretation of events in terms of existing cognitive structure
- 2) Accommodation refers to changing the cognitive structure to make sense of the environment

Ways in CDS facilitates language acquisition

- Managing attention
- Facilitating segmentation of input
- Promoting positive affect toward interaction
- Promoting conversational participation

Lecture: 4-11

L2 processing models

- Information processing model
- Input processing model
- Competition model
- Multidimensional model

Mapping - the initial phase of lexical acquisition in which *grammatical*, *contextual* and *communicative* information from the linguistic and non-linguistic context are being processed

There is a major difference between L1 and L2 lexical acquisition through *mapping*.

- When language learners acquire their L1, mutual exclusivity strategies are often used.
- When language learners acquire their L2, the learner has to accept that there are counterparts for already known words and concepts of their L1 in the L2.

Cognates - words that have a common etymological origin.

Cognate transfer - an underlying semantic and phonological similarity between words in the L1 and L2.

Loan words will undergo the following processes of transformation:

- Transliteration
- Shortening
- Phonological transformation
- Grammatical transformation

Mismatch view - conversations between speakers of different cultural backgrounds often become problematic because of contrasting discourse styles and a mismatched interpretation of participant

Lecture: 5-12

Issues Related to Teaching and Learning Listening

1. Compared to the other language skills, listening is a passive activity
2. Learner anxiety is a major obstacle in L2 listening
3. Teaching listening through video is better than audio alone

4. Interactive listening is more difficult than one-way listening
5. Learners who have good listening ability in their L1 will also become good L2 listeners
6. Captions and subtitles are useful tools for learning to listen

Lecture: 5-13

Approaches to teaching listening

In the last part of the twentieth century, a number of teaching methodologies developed that included a key role for listening

- Audio-Lingual Method (ALM)
- Communicative Language Teaching (CLT)
- Content-Based Instruction (CBI)

Criteria in defining the social context and learning background

- **Contact** - when does the learner come into contact with the L2, and how often and how intense is this contact
- **Competence** - What is the target competence that the learners are expected to attain
- **Identity** -to what extent does the learner see himself or herself as bilingual?
- **Function**. For what communicative functions will the second language be used?
- **Goal**. What is the ultimate or eventual goal of the learner in acquiring a second language?

Answers to these questions are helpful in initiating an approach to *listening instruction*.

Ellis notes few positions that have been taken toward SLA research

- SLA should state research issues that need to be addressed
- SLA should state language pedagogy
- SLA should be at the service of language pedagogy
- SLA should have a reciprocal relationship with language pedagogy

Six influences that are derived directly from second language acquisition research:

- 1) Affective filter hypothesis
- 2) Input hypothesis
- 3) Interaction hypothesis
- 4) Processability hypothesis
- 5) Metacognition hypothesis
- 6) Sociocultural hypothesis

Affective Filter Hypothesis - According to the hypothesis, those aspects of the learning experience that are matching with the learner's motives, needs, attitudes, and emotions tend to lower this filter, and allow increased learning to take place.

Input Hypothesis - Second languages are acquired by understanding messages or by receiving comprehensible input

This hypothesis has two main corollaries:

- 1) Speaking is the result of acquisition and not its cause
- 2) If input is understood, the necessary grammar is automatically provided

Interaction Hypothesis - Input alone is generally not sufficient to sustain acquisition because meaning has a social dimension. Participation in verbal interactions following a listening experience offers a learner the opportunity to engage in creating social meaning.

Metacognition Hypothesis - a form critical thinking, in which we seek to overcome our instinctive reactive thinking.

Two basic classes of SLL strategies

- 1) Those types of plans and decisions adopted to benefit *long-term* learning
- 2) Those adopted for using the language in a *current* contact situation which are often time-sensitive. Four sub-sets are:
 1. Retrieval strategies
 2. Rehearsal strategies
 3. Covert strategies
 4. Communication strategies

Lecture: 5-14**Impact of Visual/Multi Media for Listening Instruction**

Adding a visual component to listening instruction increased the authenticity of classroom listening practice. The potential for a visual component to enhance language learning finds theoretical support in educational theories such as:

- **The Generative theory** - assumes that mixed modes of delivery (text, audio, and video) affect cognitive processing for learning.
- **Dual Coding theory** - learning is facilitated when both verbal and nonverbal processing reinforce each other.

Listener Choices in Multimedia Environments

With the help of three simple tools—a recording, a player, and a printed copy of text—listeners could implement a relatively unsophisticated six-step procedure to practice listening

1. Listen to the recording
2. Ask themselves whether they have understood what they hear
3. Replay the recording as often as necessary;
4. Consult the written text to read what they have just heard;
5. Recognize what they should have understood
6. Replay the recordings often as necessary

Multimedia Tools for Listening Development

Two prominent tools for access to more authentic texts and listening practice outside the classroom:

1. **Podcasts** - for extended listening - audio or video files published via the internet, designed to be downloaded to a MP3 player or laptop for future listening
2. **Oral computer mediated communication** - for interactive listening.

Meta-technical Skills for Listening in Multimedia Environments

Multimedia tools may be appealing, but that does not mean that their use will automatically lead to better learning. Language learners may need guidance in navigating the options available to them.

Lecture: 6-15**Input and interaction**

- **Relevance**

Human cognition has a single goal: we pay attention only to information which seems relevant to us.

Engaging learners with relevant material – the ‘right stuff’ for triggering true motivation for learning – is essential for progress in language learning.

- **Genres** - culture-specific ways in which communication is organized. Two main genres are:
 1. Narrative - an unparalleled teaching device for cultural values and facts. Some elements are:
 - Time orientation: When are the actions happening?
 - Place orientation: Where is the action happening?
 - Character identification: Who is in the story?
 - Events
 2. Descriptive - descriptions of people, places, and events
- **Authenticity** - is relative; what's relative to one listener may not be relative to another.
- **Vocabulary** - Four major views on the role of vocabulary in language comprehension:
 - 1) The instrumentalist view, which sees vocabulary knowledge as being a major prerequisite
 - 2) The aptitude view, which sees vocabulary knowledge as one of many outcomes of having strong intelligence.
 - 3) The knowledge view, which sees vocabulary as an indicator of strong world knowledge
 - 4) The access view, the vocabulary can be easily accessed

Five types of instructional methods for vocabulary:

- Priming of lexical knowledge
- Concurrent lexical support
- Prior simplification of vocabulary
- Emphasis on negotiation of meaning
- Group reconstruction activities

Lecture: 6-16

Four central listening processes *Brown*

- 1) Identifying information
- 2) Searching memory for information you already have
- 3) Storing information for later use
- 4) Using information

Six principles of Cognitive Load principles that affect listeners: *Brown*

- 1) It is easier to understand any text that involves fewer rather than more individuals & objects
- 2) It is easier to understand any text involving individuals or objects which are clearly distinct from one another
- 3) It is easier to understand texts involving simple spatial relationships
- 4) It is easier to understand a text if the information in the text is clear

Simplification of input can be achieved in two basic ways:

- 1) **Restrictive** simplification operates on the principle of using and highlighting familiar linguistic items
- 2) **Elaborative** simplification operates on the principle of enriching the input rather than cutting out presumably difficult parts

Means of achieving greater comprehension without altering a text

- 1) Direct repetition
- 2) Simplification of the context
- 3) Chunking the input

For a person to learn a second language to any high functioning degree, three major conditions are required:

- 1) Motivated
- 2) Guidance from speaker of target language

3) Social setting

Backchannelling responses are short messages – verbal, semi-verbal and non-verbal – that the listener sends back during the partner’s speaking: include brief verbal utterances (yeah, right) or semi-verbal utterances (uhhuh, hmm).

Follow-up acts are responses to a discourse exchange, and can be provided by either the listener or the speaker from the previous exchange.

Lecture: 6-17**Types of listening practice**

#	Listening type	Learning focus
1	Intensive	Focus on phonology, syntax
2	Extensive	Focus on listening continuously
3	Selective	Focus on main ideas
4	Interactive	Focus on becoming active as a listener
5	Responsive	Focus on learner’s response to input
6	Autonomous	Focus on learner’s management of progress

Note-taking functions

- Retrieval
- Storage
- Application
- Language learning

Lecture: 6-18**Achieving Communicative Outcomes (ACO)**

1. No problem – a problem exists but is not identified by either the sender or the receiver.
2. Non-negotiated solutions
3. Negotiated solutions

Five successful listening strategies

1. **Predicting** information prior to listening
2. **Making inferences** from incomplete information based on prior knowledge
3. **Monitoring** one’s own listening processes and relative success while listening
4. **Clarifying** areas of confusion and
5. **Responding** to what one has understood

Lecture: 7-19

Metacognition - our ability to think about our own thinking & how we process information for a range of purposes. It enables us to be agents of our own thinking.

Metacognitive awareness - a state of consciousness of our own thoughts as we focus on a particular cognitive or learning situation.

Metacognitive framework - serves two important *functions* in language learning:

1. Self-appraisal

2. Self-management

To address these functions, the metacognitive framework draws on three components:

1. Experience

2. Knowledge

Person knowledge - knowledge about how an individual learns and the various factors that affect his learning

Task knowledge - knowledge about the purpose, demands, and nature of learning tasks

Strategy knowledge - knowing which strategies can be used to accomplish a specific goal

3. Strategies

Metacognitive instruction - procedures that enable learners to increase awareness of the listening process by developing richer metacognitive knowledge about themselves – *person, task, strategies*.

Lecture: 7-20

One-way listening tasks do not require learners to interact with a speaker. The goal is to understand a text they hear according to specified communicative purposes.

Two types of listening texts can be used for one way listening:

1. Direct listening texts – Lectures, Radio, TV programs, Movies etc.
2. Indirect listening texts - Learners play the role of “overhearers”

Interactive listening tasks requires learners to engage in face-to-face interactions where they often alternate between the roles of listener and speaker.

Pre-listening activities are carried out before an actual listening task to prepare learners for listening. It retrieve existing knowledge and create new knowledge to help learners process listening input more efficiently.

Post-listening activities are carried out after a listening task to extend the communicative listening outcomes & to notice the language as input they heard.

Module - refer to any coherent unit of learning activities that engages learners in a systematic and principled manner, carried out over an appointed duration in a day.

Lecture: 7-21

Two types of arguments in defining validity for language tests

1. Criterion- referenced - aim to predict that if a student does well on a given test (passes the criterion cut-off point)
2. Construct-referenced - concerned with direct evidence that a particular ability has been successfully demonstrated.

Rule-Space Methodology (RSM) - a statistical method for classifying examinees’ test item responses on a test that are aimed at measuring different cognitive skills.

Top-level attributes

- The ability to identify the task
- The ability to identify relevant information
- The ability to make use of previous items
- The ability to make inferences

Bottom-level attributes

- The ability to scan spoken text automatically and in real time

- The ability to process dense information
- The ability to understand prosodic stress

Listening-specific attributes of language ability

1. **Phonological knowledge** of the sound system of the language
2. **Syntactic knowledge** of sentence- and discourse-level rules
3. **Semantic knowledge** of words
4. **Pragmatic knowledge** of how fluent users of the language communicate
5. **General knowledge** of commonly discussed topics

Factors that influence test performance

- Medium of input
- Nature of input
- Nature of assessment task
- Individual listener factors

Tips for TOEFL students for test preparation

- Self-management
- Test-wiseness
- Mastery of knowledge base

Lecture: 7-22

Researching **listening** from a *sociolinguistic perspective* also concerns ways in which our cultural background influence how we listen.

The projects in sociolinguistic orientation explore

- Listener perspective
- Listener participation
- Listener response

A *psycholinguistic orientation* to listening research focuses on the listener’s cognitive processing. How is the listener decoding the input, comprehending messages, building meaning, encoding meaning in memory?

A *developmental orientation* to listening research concerns both sociolinguistic and psycholinguistic aspects of listening, and focuses on how the person’s listening ability develops over time.

.....