

ENG514 SHORT HANDOUTS

MIDTERM

Lesson 06,07

(ENG514)Teaching Listening and Speaking Skills

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Lesson 06

Teaching Listening-2

Relevance

What is the significance of relevance in educational and communication contexts?

Relevance is crucial because human cognition focuses on what seems relevant.

How does relevant material contribute to language learning progress?

Relevant material triggers true motivation for learning, essential for language learning progress.

How can relevant material for listening be obtained?

It can be discovered through local input sources or selected and adapted from distant sources.

What makes learning materials relevant?

Learning materials are relevant if they relate to learner goals and interests, involve self-selection, and evaluation.

Genres

What are genres in linguistics?

Genres refer to culture-specific ways in which communication is organized, including function, identification, and textual characteristics.

How does familiarity with genres impact listening ability?

Familiarity with genres indirectly contributes to listening ability by activating cultural schemata.

Narrative

What is a narrative, and why is it a universal rhetorical form?

A narrative is a story that follows a time, event, and change sequence and is universal due to its universal appeal.

What are the key elements of a narrative?

Time orientation, place orientation, character identification, events/complications/goals, and the meaning of the story.

Descriptive

How do descriptive texts differ from narratives?

Descriptive texts describe people, places, and events and have more variations in organization.

Authenticity

How do different people define authenticity in teaching listening?

Authenticity can be defined as any language used by native speakers for any real purpose, but opinions vary.

What contributes to the authenticity of language input?

Authenticity is influenced by the proximity to the 'control center' of an interaction and the input's genuineness.

What are some characteristics of genuine, colloquial language?

Natural speed, pauses, intonation, high-frequency vocabulary, colloquialism, hesitations, and orientation toward a 'live' listener.

Teaching Principle

What should language input aim for in terms of authenticity?

Language input should aim to be user authentic and genuine, reflecting real language use.

Vocabulary

How does vocabulary acquisition relate to effective listening?

There is a strong relationship between effective listening and vocabulary accessibility.

What is the recommended recognition vocabulary for comprehension of everyday conversations?

A recognition vocabulary of 3,000 word families is necessary for satisfactory comprehension of everyday conversations.

How does depth of word knowledge influence listening comprehension?

Depth of word knowledge affects the speed of spoken word recognition and interacts with other competencies.

Vocabulary Instruction

What are the five common instructional methods for vocabulary development in listening?

Priming of lexical knowledge, concurrent lexical support, prior simplification of vocabulary, negotiation of meaning, and group reconstruction activities.

What are the outcomes of using these methods for vocabulary instruction?

These methods lead to gains in vocabulary knowledge as measured through pre- and post-test comparisons in comparison to control groups.

Difficulty

What contributes to the ease or difficulty of understanding a text?

The discourse framework, surface language, and the complexity of the content all contribute to text difficulty.

How does Brown define cognitive difficulty?

Cognitive difficulty refers to factors that affect the four central listening processes: identifying information, searching memory for information, storing information for later reference, and using information in some way.

What are the six principles of cognitive load that affect listeners, according to Brown?

Cognitive load principles include: fewer individuals and objects, clear distinction between individuals or objects, simple spatial relationships, matching the order of telling with the order of events, requiring fewer familiar inferences, and providing clear, self-consistent information.

Simplification

What is restrictive simplification, and how does it operate?

Restrictive simplification uses and highlights familiar linguistic items and frames to make discourse accessible. This includes lexical, syntactic, phonological, and discursal aspects.

How does elaborative simplification differ from restrictive simplification?

Elaborative simplification enriches the input rather than cutting out difficult parts. It involves higher pitch, rephrasing of key words and ideas, and more complex syntax for clarity.

Teaching Principle

What is the teaching principle regarding simplification?

The teaching principle suggests increasing shared knowledge rather than simplifying texts to promote active listening and background knowledge activation.

Interaction

Why is interaction crucial for language acquisition in an L2?

Interaction is required for deepening comprehension, developing the ability to respond to spoken language, and making permanent language acquisition possible.

What are the three major conditions necessary for high-functioning second language acquisition?

Motivated learners, proficient speakers providing access to spoken language, and a social setting with sustained contact with target language speakers.

How does interaction benefit language development and acquisition?

Interaction assists in understanding input in terms of cognitive and social meanings, paying attention to structural form, and gaining access to the spoken language code.

Strategies

What is the role of comprehension and clarification checks in L2 listener interaction strategies?

Comprehension and clarification checks are overt forms of L2 listener interaction strategies that lead to listening development and language acquisition.

How do backchannelling responses contribute to conversation?

Backchannelling responses, such as yeah, right, or nods, show reception of messages, readiness for subsequent messages, agreement on turn taking, and empathy with the speaker's state or communicative intentions.

What are follow-up acts in discourse, and why are they significant?

Follow-up acts are responses to a discourse exchange, including endorsements, concessions, or acknowledgments. They help adjust the interaction and redirect the topic.

Module 17: Instructional Design - I

Intensive Listening

What is intensive listening?

Intensive listening involves listening closely for precise sounds, words, phrases, and more.

Why is intensive listening important for language acquisition?

Intensive listening is essential for higher-level comprehension and language-focused learning, which aids in language acquisition.

What are some examples of intensive listening activities?

Examples include dictation, elicited repetition, shadowing, word spotting, error spotting, grammar processing, and mediation.

Selective Listening

What is selective listening in language teaching?

Selective listening refers to listening with a planned purpose to gather specific information for a task.

How does selective listening help improve aural comprehension?

It shortens the time needed for comprehension improvement by focusing on specific listening goals.

What are some common elements of pre-listening activities?

Pre-listening activities may include discussing related images, prior knowledge, or provocative questions to activate background knowledge.

Module 18: Instructional Design - II

Interactive Listening

What is interactive listening, and how does it benefit language development?

Interactive listening involves active conversation and feedback, promoting language development by compelling learners to understand and negotiate meaning.

How does collaborative discourse help learners acquire new linguistic forms?

Learners acquire new forms by attending to them during collaborative conversation, which helps formulate ideas in the target language.

What are some common classroom situations for interactive listening?

Learner-learner interaction is the primary context for interactive listening in classrooms.

Extensive Listening

What is extensive listening, and what are its key features?

Extensive listening involves listening for an extended period, focusing on meaning. It is suitable for all students above a beginner level.

What is note-taking's role in extensive listening, and how does it help learners?

Note-taking is a common selective listening task that assists learners in managing input quantity and comprehension difficulties.

Responsive Listening

What is responsive listening, and what distinguishes it from other types of listening practice?

Responsive listening involves affective responses expressing opinions or viewpoints rather than providing informational feedback.

How do pre-listening activities contribute to responsive listening?

Pre-listening activities raise awareness of cultural schemata and contribute to comprehension of listening content.

Autonomous Listening

What is autonomous listening, and what does it entail?

Autonomous listening involves self-directed listening activities where learners select input, complete tasks, and assess their progress independently.

What are the two distinctions in identifying strategies for autonomous listening?

Strategies must be psychologically valid and associated with improved, expert performance.

Name five common successful listening strategies.

Predicting information, making inferences, monitoring one's own listening, clarifying confusion, and responding to what is understood.

Lecture- 07

Teaching and Researching Listening

A Metacognitive Approach to Listening Instruction

What is metacognition?

Metacognition is the ability to think about one's own thinking and cognitive processes.

Who first applied the concept of metacognition to language learning, and what was its role?

Wenden (1987) first applied metacognition to language learning, emphasizing its role in developing learner autonomy and differentiating cognitive processes between learners.

What are the two important functions of metacognition in language learning?

Self-appraisal (knowledge about cognitive states and processes)

Self-management (control of cognition)

What are the three components of the metacognitive framework for language learning?

Experience, knowledge, and strategies

What are the three types of metacognitive knowledge learners store about cognition?

Person knowledge, task knowledge, and strategy knowledge

How does strategy use relate to strategy knowledge?

Strategy use is the deployment of specific procedures or actions, building on strategy knowledge, which includes awareness of when and how to use specific strategies.

What are some key characteristics of learner strategies?

1. Conscious behaviors involving cognitive, social, and affective processes
2. Managed by metacognition
3. Varied attention to strategies based on different factors
4. Mainly used interactively and orchestrated to achieve better comprehension
5. Influence language development, directly or indirectly

How does metacognitive awareness influence listening comprehension?

It influences how learners approach listening tasks, plan, monitor, evaluate their efforts, and select strategies.

What is metacognitive instruction, and how does it differ from other types of listening instruction?

Metacognitive instruction focuses on increasing learner awareness of the listening process, task demands, and strategies for listening. It differs from text-oriented and communication-oriented instruction by addressing cognitive and social variables, making learners more self-regulated.

What are the objectives of metacognitive instruction in language learning?

To increase learner awareness of the listening process and enhance their listening proficiency by developing metacognitive knowledge and self-regulation.

What are the four key metacognitive processes that learners become more skilled in through metacognitive instruction?

1. Planning for the activity
2. Monitoring comprehension
3. Solving comprehension problems
4. Evaluating the approach and outcomes

What does the metacognitive pedagogical sequence aim to develop?

Metacognitive knowledge about listeners themselves, the complexity of L2 listening, and effective listening strategies.

How does metacognitive knowledge impact learning performance?

Metacognition positively influences motivation, self-efficacy, and learners' ability to regulate comprehension, leading to greater success in language learning.

How are metacognitive activities integrated into experiential listening tasks?

They are woven into listening comprehension activities to help learners experience cognitive and social-affective processes while practicing their listening skills.

What are guided reflections in metacognitive instructional activities, and when are they used?

Guided reflections aim to elicit learners' implicit knowledge about L2 listening and encourage them to construct new knowledge. They are used mainly as stand-alone activities after class but can also be adapted for use before or after listening tasks.

Module-20: A METACOGNITIVE APPROACH TO LISTENING: TASK-BASED LISTENING MODULE S

What is the nature of listening as compared to other language skills?

Listening is typically done in real time, with transient input.

According to Willis (1996, 2005), how does she define a task?

A task is an activity in which learners use language for a communicative purpose to achieve an outcome.

What is the importance of task-based listening modules?

They emphasize the importance of comprehending meaning during listening and support learners in their comprehension.

Explain the difference between skills and strategies in listening.

Skills are used without much conscious attention, while strategies are controlled and require effort, used based on the purpose of the task.

How do learners combine core listening skills in everyday listening events?

It depends on the purpose of listening.

What are one-way listening tasks, and what are examples of direct authentic listening texts?

One-way listening tasks don't require interaction with a speaker. Examples of direct authentic listening texts include lectures, talks, radio broadcasts, etc.

Why is it important to select appropriate listening texts for one-way listening tasks?

To ensure that learners find the task manageable and interesting while providing opportunities to learn listening strategies.

What is interactive listening, and what is the difference between interactional and transactional talk?

Interactive listening involves face-to-face interactions. Interactional talk focuses on relationships, while transactional talk focuses on information exchange.

Why are pre-listening activities important, and what purpose do they serve?

Pre-listening activities prepare learners for listening by activating prior knowledge and creating new knowledge for efficient comprehension during the listening task.

What do post-listening activities aim to achieve, and how do they enhance listening comprehension?

Post-listening activities extend the communicative outcomes of listening tasks, increase authenticity, and provide opportunities for reflection and language acquisition.

What is the metacognitive dimension in modules, and why is it important?

It involves activities that help learners deepen their understanding of how to facilitate and improve listening comprehension. These activities encourage reflection and strategy use.

How can teachers create listening modules based on communication goals?

By starting with the listening outcome and communication goal in mind and then planning activities accordingly.

What is the term "Module" used for in this context?

It refers to a coherent unit of learning activities designed systematically and principled to engage learners over a specific duration.

What are some common forms of assessment for listening proficiency?

Discrete item tests, task-based tests, integrative tests, communicative tests, interview tests, self-assessment, and portfolio assessment.

What factors can influence test performance in listening assessment?

Nature of the input, response type, and individual factors like motivation and familiarity with test formats.

What are the major factors in preparing students for high-stakes tests?

Self-management, test-wiseness, and mastery of knowledge base.

What is an Oral Proficiency Interview (OPI), and what does it assess?

An OPI assesses a learner's ability in goal-oriented oral communication and evaluates their ability to interact and respond quickly and completely.

Explain accommodation and control features in oral interviews.

Accommodation includes features like display questions and slowdown. Control features include topic nomination and topic abandonment.

Module-21: LISTENING ASSESSMENT

Why is assessing listening challenging, and what kind of measures are often used?

Assessing listening is challenging because it's primarily a cognitive activity. Indirect measures are often used, focusing on language activities during listening.

What are criteria and constructs in the context of language assessment?

Criteria represent a correlation with a standard of success, while constructs represent the quality or trait being assessed.

How does criterion-referenced validity differ from construct-referenced validity?

Criterion-referencing aims to predict success in specific tasks outside of the test context, while construct-referenced validity focuses on direct evidence of the ability being measured.

How does language testing involve both top-level and bottom-level attributes?

Language testing measures general language knowledge and comprehension along with specific listening abilities, demonstrating necessary overlap.

What are some top-level and bottom-level attributes related to listening-specific language ability?

Top-level attributes include the ability to recognize tasks, make inferences, and use grammatical knowledge. Bottom-level attributes include scanning fast spoken text and using redundancy.

How is Rule-Space Methodology (RSM) used in assessing listening?

RSM isolates attributes in listening that account for variance in test performance, both top-level and bottom-level attributes.

What are factors that influence listening test performance?

Input type (audio vs. video), speech rate, complexity of input, and response type (item type and openness of response options).

How can listeners prepare for listening tests to improve their performance?

They can employ self-management, test-wiseness, and mastery of the knowledge base.

What is the Oral Proficiency Interview (OPI), and how does it differ from natural conversation?

The OPI assesses oral communication ability, but it lacks some typical features of natural conversation, such as conversational involvement and symmetry.

What are accommodation and control features in oral interviews?

Accommodation features include comprehension checks and slowdown. Control features include topic nomination and topic abandonment.

Module 22, "Researching and Exploring Listening":

Sociolinguistic Orientations

What does a sociolinguistic orientation to listening research primarily concern?

It primarily concerns the listener's role in language use situations.

What key questions arise in sociolinguistic research on listening?

Questions about what the listener is doing, their goals and plans, and how participants influence the listener.

How does one's cultural background influence how they listen according to sociolinguistic research?

It influences how listeners attend to, select, amplify, clarify, and possibly distort aspects of events as they listen and recall what they have heard.

What are the key exploration areas in sociolinguistic orientation?

These areas include listener perspective, listener participation, listener response, and listeners in cross-cultural interactions.

Psycholinguistic Orientations

What is the focus of psycholinguistic research on listening?

It focuses on the listener's cognitive processing during listening.

What types of knowledge does psycholinguistic research consider?

It considers the knowledge required for decoding input, comprehending messages, and encoding meaning in memory.

Why is bottom-up speech processing important in listening research?

It involves accurate perception of the speech signal, which is essential for decoding what was said into words and grammatical units.

How are comprehension and memory related in psycholinguistic research?

All comprehension draws upon memory, so if memory does not serve the listener well, comprehension will be unstable.

Developmental Orientations

What does a developmental orientation to listening research focus on?

It focuses on how a person's listening ability develops over time.

What are some questions related to development explored in this orientation?

Questions about what aspects of listening ability are developing quickly or slowly and what factors promote or retard development.

What is academic listening, and why is it unique?

Academic listening is expected to interact with multiple sources of knowledge and form collaborative relationships, which is unique in school and university settings.

How can learner autonomy be promoted in listening courses?

It can be promoted by creating autonomous listening courses where learners perform most of the work themselves.

Exploring Listening Materials

What types of materials are used for teaching listening?

Materials include audio and video input, spoken interaction opportunities, and structured tasks and activities.

Where can teachers find published sources for teaching listening?

Teachers can find published sources from major publishers like Cambridge University Press, Cengage Learning, Macmillan English, and Oxford University Press.

What are the keys to selecting internet sources for listening materials?

The keys are appropriateness, relevance of content, length of extracts, support material, networking possibilities, and transparency of navigation.

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