ENG 514

Teaching of Listening & Speaking Skills.

Lesson 1:..

Parts and Goals of a Listening and Speaking Course (imp) ** * Base of the Course

The Four Strands.

1. Meaning-focused Input
2. Meaning-focused Output.
3. Language-focused Learning,
4. Fluency Development.

Meaning-Focused Input: Learning through listening and Reading.

*Use lang. receptively
*involves learning through listening and reading.
*Main focus is on understanding and gaining knowledge.

Activities in this Strand include:

1. Extensive Reading
2. Shared Reading
3. listening to stories.

Meaning-Focused Output: Learning through Speaking and Writing

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*Use lang. productively.
*involves learning through speaking and Writing.
*Spoken activities is a mixture of meaning-focused input and meaning-focused output.
*One person's output can be another person's input.
Activities in this strand include:
1. Talking in conversation.
2. giving a speech or lecture
3. Writing a letter.
4. Writing a note to someone.

Language-Focused Learning
*Deliberate learning of lang. features
*The main aim is to deal with messages.
*Short-term aim is to learn lang. items.
Activities in this strand are:
1. Pronunciation practice.
2. Using substitution tables and drills.

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3. Learning Vocabulary.

Becoming Fluent in Listening, Speaking, Reading & Writing.

* The fluency development strand should involve all the four skills of listening, speaking, reading and writing.
* Learners are helped to make the best use of what they already know.
* The fluency development strand is meaning-focused.

Activities Include:

1. Speed Reading
2. Skimming and Scanning.
3. Repeated Reading.

Balancing the Four Strands:

* Well-balanced course covers both Receptive and Productive skills.
* Focus of three strands is on communicating and receiving messages.
* In fluency development strand,

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the message is the main focus of the activities.

Integrating the Four Strands:

★Four strands are opportunities for learning.

★Can fit together in different ways.

★A spoken class include meaning-focused input and output activities but also included fluency development activities.

Principles and The Four Strands

★Aim is to provide guidelines for teachers.

★The list is organized around the four strands.

★Final two principles focusing on what should be covered in course.

Learning Goals.

A lang. learning course is used to reach learning goals.

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These goals include: (imp)*

* The content or ideas of the subject.
* lang. items such as sounds and vocabulary.
* lang. skills such as listening, writing.
* The organization of discourse.

Lesson: 02

Beginning to Listen and Speak in another Language.

Aims of a Beginners Course: (imp)**

* To help the learners to be able to cope with meaning focused input and meaning focused output.
* To motivate them in their lang. study.
* To make the early learning as relevant as possible to their lang. needs.

What Should they Learn?

* The content of beginners'

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Course vary according to:
* Age of the learners.
* Their purpose for learning.
* Their educational background and previous experience with English.
* Whether they are learning in a foreign or second lang. context.

Course should address the learners' lang. needs.

- Using a New Alphabet. Develop phonological awareness, that letters in words stand for specific sounds
- Phrases for Talking about Yours-elf: My name is ___. I live in ___.
- Phrases & Vocabulary for Everyday life: Visiting the doctor, Housing, Using the telephone.
- Sight Vocabulary: Reading street signs, tickets, labels, etc.
- Classroom Expressions: Excuse me.., Say that again please?

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- High Freqvency Words: Classroom objects, Colors, Time and date words.

How Should the Teaching & Learning be Done? (imp) ***

Five Principles for Teaching Beginners:

- Meaning: Focus on meaningful and relevant lang.
- Interest: Maintain interest through a variety of activities.
- New language: Avoid overloading learners with too much new lang.
- Understanding: Provide plenty of comprehensible input.
- Stress-free: Create a friendly, safe, co-operative classroom environment.

Principle 1: Focus on Meaningf-ul and Relevant Content:

* The main focus should be on lang. that the learners can use quickly.
* Rather than on too much

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grammar explanation or on words that are not directly useful.

- My name is ___.
- I come from ___.
- I live in ___.
- My address is ___.

Principle 2: Maintain interest through a variety of activities.

★Activities need to be short and varied.
★Do activities that involve movement.
★Use real objects and pictures.
★Plan trips outside the classroom, for example, a trip to a local supermarket linked to a simple food search game.
★Use songs and simple chants in between other more demanding activities.
★Introduce and practice new

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content though games such as bingo.

Principle 3: Avoid overloading learners with too much new lang.

* Lessons should focus on learning set phrases and words.
* Teachers often make the mistake of introducing too much new lang.
* Rule "learn a little, use a lot"

Principle 4: Provide plenty of comprehesible input.

- Understanding of input requires the use of visual aids and contextual support.
- It includes pictures, gestures, mime, objects, and experiences out of class.
- To always use one form for one meaning.

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Principle 5: Create a friendly, Safe, Cooperative Classroom Environment.

*Anxiety influences learners'.

Factors contributing to positive Beginners Class: (imp) ***

- Variety.
- Movement
- Physical Comfort
- Frequent Interaction
- Successful lang. experiences.
- Opportunities for learners to experiment and make mistakes without penalties.

Activities and Approaches for Teaching and Learning in a Beginner's Course.

- Memorizing useful phrases and sentences.
- Guiding listening and speaking.
- Listening grids.
- Surveys
- Interview
- Quizzes.

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- Listen and do.
- The listening to pictures.
- Information transfer.

~~Teaching~~

Techniques for Early Meaning-Focused Speaking

1. Descriptions.
2. Ask and move activity.
3. Twenty questions.
4. Walk & Talk.

Planning a Listening & Speaking Programme for Beginners.

A well balanced lesson or series of lessons should contain the following parts.

- Meaning-focused Input: Do activities like listen and to grids, interview activities and listening to simple stories.
- Meaning-focused output: Do activities like descriptions, a variety of questioning

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activities like asking by numbers and hints.

- Language-focused learning: The teacher helps the learners with pronunciation.
- Fluency Development: Memori-zed phrases and sentences are given repeated practice.

Lesson: 03

Defining Listening

Why Listening?

★50% of student time in foreign lang. class spent on listening.

★Importance of listening taken for granted.

★lang. development is dependent on listening.

★Approaches to lang. teaching have given a lot of importance to speaking.

★listening is the way of

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learning the lang.

* It gives the learner information to build up the knowledge necessary for using the lang.

* The listening-only period provides the basis for the other lang. skills.

Benefits of listening: (imp) ★★

* Cognitive Benefit: 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.

* Motivation: It is easy to move very quickly to realistic communicative listening activities.

* Psychological Benefit: Learners will not feel shy or worried about their lang. classes.

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Listening activities are well suited to independent learning through listening to recordings.

Factors That influence listening Success:

1. Cognitive factors
2. Affective factors
3. Contextual factors.

Cognitive Factors:

* **Vocabulary knowledge:** L2 vocabulary size (particularly breadth of breadth of knowledge) is important for listening success
* **Syntactic knowledge:** Syntactic or grammatical knowledge plays an important role in L2 learning and is hypothesized to contribute to comprehension success.
* **Discourse knowledge:** It is

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sometimes called script knowledge refers to awareness of the type of information found in listening texts.

★ Pragmatic knowledge: It involves the application of information regarding a speaker's intention that goes beyond the literal meaning of an utterance.

★ Metacognition: The importance of metacognition in comprehension, particularly for L1 reading, has long been acknowledged and continues to be widely researched.

★ Prior knowledge: Prior knowledge refers to all the conceptual knowledge and life experiences that Lang. learners have acquired and are available for comprehension purposes. It plays an important role in listening.

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Affective Factors:

Anxiety: Anxiety is multi-faceted and can be so high as to be debilitating; however, a certain level of anxiety can be facilitating, giving learners the 'edge' to concentrate harder and be more successful.

Self-Efficacy: The basis for self-confidence and motivation, refers to learners' beliefs about their ability to successfully participate in learning activities.

Motivation: There is some evidence that long learners engaged in tasks that develop metacognitive knowledge about listening become more confident and motivated.

Contextual Factors:

Interactive Listening: It is

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an important part of listening competence. It most often takes place in more informal contexts for lang. learning and reflects the type of listening lang. learners would like to develop in order to interact with L2 speakers.

★ Listening in informal Learning Contexts: Informal contexts are another factor for consideration.

★ Listening in Formal Learning Contexts: Academic listening refers to listening to learn subject matter content in formal classroom contexts.

Models of Listening

★ Traditionally listening is seen as a passive process.

★ Recent models view listening as a much more active and interpretive process.

★ The message is not fixed

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but is created in the inter-actional space b/w partici-pants.

Types of Listening:

1. One-Way Listening: Typically associated with the transfer for information. (Transactional listening).
2. Two-way Listening: Typically associated with maintaining social relations (interactional listening.

Listening Processes:

★ Bottom-up Processes: Going ~~for~~ from the parts to the whole. It involves percieving and parsing the speech stream at increasingly larger levels.

★ Top-Down Processes: Involve the listener in going from the whole - their prior knowledge

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and their content and rehetorical schemata - to the parts.

Lesson: 04

Neurological Processing

Hearing:

- Hearing is physiological system that allows for reception and ~~conversation~~ conversion of sound waves.
- Hearing measured in Pascals.
- Human hearing is about 20 micropascals.
- In physiological terms, hearing is a neurological circuitry.
- Responsible for spatial orientation (balance) and temporal orientation (timing).
- Interoception the monitoring of sensate data for our internal bodily systems.

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- Most essential to awareness.
- Occurs in Real time.
- Temporal continuum.
- Hearing forward.
- Hearing backward.
- Hearing provides a basis for listening.
- Both hearing and listening are initiated through sound.
- Difference b/w them is essentially a degree of intention.
- Intention is an acknowledg-ement of a distal source.

The human auditory system consists of:

1- The outer ear
2- The Middle ear
3- The inner ear
4- The auditory nerves connecting to the brain stem

Consciousness:

*Self-centered point of view and orientation to the

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environment.

★ Consciousness is directly related to intentionality.

★ Bridge blw individual & universal perception and experience.

★ Consciousness is a dynamic neurophysiological mechanism.

★ Make a person active and goal-directed in both internal and external environments.

★ Continuous force that links experiences in the internal and external environments.

★ Consciousness helps to define the notion of context.

★ Concept of consciousness is important for communication- both listening & speaking.

★ Construct meaning from experience.

The Properties of Consciousness (imp)

There are five properties of consciousness that affect listening.

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1. Consciousness is embedded in a surrounding area of peripheral awareness.
2. It is dynamic.
3. It has a point of view.
4. It has a need for orientation
5. It can focus on only one thing at a time.

Attention:

- Operational aspect of Consciousness.
- Is focusing of the consciousness on an object.
- Activate parts of the cortex.

Timed process.

Three neurological Elements:

1. Arousal
2. Orientation.
3. Focus.

Attention influences listening:

- Limited Capacity.
- Selective attention.

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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.

Attention can be viewed as three seperate but interrelated networks:

1. Alertness
2. Orientation
3. Detection.

Detected information is available for other cognitive processing.

Individual Differences in Neurological Processes:

★Local Processing.

★Commitment and plasticity.

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* Integrative circuits.
* Functional neural circuits.
* Strategic control.
* Level of attention.

Lesson: 05

Linguistic Processing - I

Perceiving Speech:

* Goal is to maximize communication.
* Ellipsis: Omissions of what is persumed to be understood by the listener.
* Principle of least Effort: Speakers want to minimize articulatory effort. (imp)

Two fundamental heuristics are:

1. Minimization of Categorization:
   Because there are large variations b/w speakers.
2. Maximization of Recognition:
   Because the speaker is reducing effort in production.

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Three types of perceptual experience

1. Articulatory Causes:
   For the sounds that strike the ear.
2. Psychoacoustic Effects:
   The perceptual objects are identified as auditory qualities.
3. Linguistic Intentions:
   Perceptual goodness

Identifying Units of Spoken Language

- Group the speech into a small number of constituents.
- Pre-perceptual and post-perceptual states of the listener.
- That written and spoken lang. simply follow different realization rules and standards of well-formedness.
- Standards of spoken lang. evolved.

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- Difference in speech and writing is time.
- Listeners reformulate strategies.
- Shifts improve comprehension

Using Prosodic Features in Processing Speech.

- uttered note in a continuous stream but in short bursts.
- Biological necessity.
- Intonation Units: Units of speech. Intonation units consist of phrases or clauses.
- Temporal units mark the speaker's rhythm for composing and presenting ideas.
- Pause Units: Units are bound by perceptible pauses
- Content words typically receive some stress.
- Primary Stress (Tonic prominence).
- Clitic Group: A lexical item that consists of one core word and other grammaticalising

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words

(imp)***

★ Speakers signal through intonational bracketing.

★ Communication is an ostensive-inferential process

★ The speaker is continually offering ostensive signals.

■ Both linguistic and paralinguistic signals.

■ from which the listener derives inferences.

Types of Information Available in Speech Signal

- Emotional
- Grammatical
- Informational
- Textual
- Psychological
- Indexical.

Recognizing Words:

★ Recognition of units of spoken

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Language is fluid process.
*Recognizing words in speech is the basis of comprehension.
*listeners focus on lexical information.
The two main synchronous tasks of the listener in word recognition are:
1. Identifying words and lexical phrases.
2. Activating knowledge associated with those words and phrases
*Concept of a word is different for the spoken & written versions.
*Phonological hierarchy
*psychologically valid unit.

Phonological Hierarchy

*Utterance.
*Intonation Unit (IU)/Phonological phrase (P-phrase).
*Lexical Phrase
*Phonological word.
*Clitic group.

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* Foot
* Syllable
* Mora
* Segment
* Feature.

Reliability of Word Recognition

- Words are recognized through the interaction of perceived sound.
- Speech is processed primarily in a sequential fashion.
- Words are accessed by various clues.
- Speech is processed in part retrospectively.
- The listener identifies the most likely or most relevant candidate.

Lesson: 06

Linguistic Processing-2

Employing Phonotactic Knowledge

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- Knowledge of its allowable sounds and sound patterns.
- Encode speech into linguistic units.
- Exposure to speech during childhood alters neural organiz-ation, of auditory decoding.
is allophonic variation.
- Allophonic variations i.e. g. gonna versus going to) are allowed in every lang.
- All sound phrases in a natural spoken lang. sample are underspecified.

The variations are brought about through:

* Articulation processes of assimilation.
* Vowel Reduction.
* Elision.

- Shorten both production and reception time.
- Allow the sparker to be more efficient in production.

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Assimilation:

- Pure sound of the consonant is changed due to phonological context.
- Assimilation occurs in several forms.
- A common type of phonological process.
- Can occur either within a word or b/w words.
- Occurs in normal speech.

Cluster Reduction and Dropping

- When a consonant cluster ending in a stop is followed by another consonant or cluster in the next syllable, the final stop in the first syllable is often elided.
- The longer the cluster, the greater the chance of elision.
- Happen within words or across word boundaries.

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Vowel Changes:

Refers to various changes in the acoustic quality of vowels.

Related to Changes in: (imp)

- *Stress
- *Sonority
- *Duration
- *Loudness
- *Articulation
- *Position in the word.

Elision:

- Another type of assimilation
- Omission of one or more sounds (such as a vowel, a consonant, or a whole syllable).
- Produce a result that is easier for the speaker to pronounce.
- Elision is normally automatic and unintentional.
- It may be deliberate.

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Syntactic Parsing

- Parsing
- Two passes: take place simultaneously.
- But operate across differing time spans and with different priorities.

★ First Pass: Involves a broader time frame.

★ Second Pass: Involves a more constrained time frame.

Utilizing Syntactic Parsing

Syntactic and morphological cues influence how the listener processes meaning.

★ Word order
★ Subject-Verb Matching
★ Pro-form Agreement
★ Case inflections.
★ Contrastive stress.

Syntactic Processing occurs at two levels:

- immediate utterance, or Sente-nce level.

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• extended text, or discourse level.

Three Basic goals of first Pass: (imp)**

1. It speeds up aural processing.
2. It allows for predicting functions of incoming parts of an utterance.
3. And it helps the processor create a propositional model of the incoming speech.

- First pass parsing uses a referential interface.
- Utterances are initially scanned for references
- Second pass parsing listener assigns all words into grammatical categories.
- Assigns structural and semantic relations b/w them.

Syntactic integration processes for the listener are:

- Determining conjunctions b/w

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Utterances
- filling in ellipsis.
- Calculation of logical inferences that link propositions within the discourse, which most often are not explicitly stated.

Integration of Parsing

- Pragmatic knowledge: of common discourse functions and types.
- Intertextual knowledge: of likely speaker experiences that affect the meaning of the message.
- Formulaic language: Covers various types of word strings which appear to be stored whole in memory.

Grammatical context includes obligatory and optional case relations such as:

- ★Agent
- ★Object
- ★Recipient
- ★Instrument
- ★Goal

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*Temporal
*Locative

Integrating Non-Verbal Cues into Linguistic Processing:

- Listening involves integration of verbal and non-verbal cues.
- Visual signals must be considered as co-text.

Visual signals are of two basic types:

1- Exophoric: such as a speaker holding up a photogr-aph or writing some words.

2- Kinesi: are the body movements, including eye and head movements.

*Baton Signals: are hand and head movements, which are typically associated with emphasis and prosodic cadence.

*Direct Gaze: is eye movement and focusing used to direct

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the listener or audience.

*Guide Signals: are the systematic gestures and movements of any part of the body.

Lesson: 07

Semantic Processing

Comprehension: The role of Knowledge Structures:

- first-order goal of listening.
- is the process of structure building.
- goal is to build coherent mental representations from concepts.

*Building blocks of mental structure is: Memory Nodes.

*Two Cognitive Mechanisms:-

- Suppression
- Enhancement.

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• Comprehension is the experience of understanding.
• Comprehension refers to the listeners having a clear concept in memory.
• Comprehension involves the mapping and updating of references.
• Process of comprehending occurs in an ongoing cycle.
• The integration of the information.
• Comprehension occurs as a modification.
• Presentation cues.

Presentation cues are both:
1. linguistic
2. paralinguistic.

Paralinguistic cues are intonational.

Presentation Cues:

• Presentation cues are also provided in the speaker's
• Manner of delivery.

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Presentation cues include:

* Pacing
* Pausing
* Frequency
* Type of disfluency.

Cognitive Understanding: The role of Schemata

- Listening is a cognitive activity.
- Involve the activation and modification of concepts.
- Module of knowledge as schemata.
- Thousands of available schemas in memory.
- Key to effective comprehension is activating appropriate schemata.
- Schema is heuristic nature.
- Connections among schema is virtually infinite.
- New schemata are created every
- existing ones are updated

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constantly.
- Parsimony principle.
- Acceptable Understanding.
- Misunderstanding.
- Non-Understanding.

Social Understanding. The role of Common Ground

- Listener understands depends upon having common ground.
- Two persons wouldn't share an identical schema.
- No same script for sequences of action.

Prototype Theory

People react to events in the world in similar ways not because their underlying memories are closely similar, but because their activation spaces are similarly.

The role of inference in Constructing meaning:

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- The process of inference achieved through conventional inferencing.
- Connection b/w a series of utterances.
- Logic and real-world knowledge.

Listener Enrichment of Input:

- Visual Signals.
- Gestures and articulatory movements.
- Blended mishearings.
- McGurk Effect
- Acoustic Mishearings.

Problem-Solving during Comprehension:

- Inferences are problem-solving processes.
- Inferences involve operations on a mental model.
- The listener builds and updates her cognitive representation.

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1. Transactional level.
2. Interactional level.

Inference Types:

- Initiating links
- Enabling links.
- Schematic links.
- Classification links.
- Paratactic links.
- Logical links.
- Reference links.
- Elaborative links.
- Bridging links.

Reasoning During Comprehension:

- Claims
- Grounds

Five basic cognitive processes: (Imp) ***

- Comprehension of facts
- Categorization of claims about those facts.
- Relative assumptions of truth values in what the speaker is saying.

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- Induction of unknown or unknownable facts from given information.
- Deduction of a generalization based on evidence given.

Compensatory Strategies during Comprehension:

★Compensatory strategies to perform semantic processing.
★Listener's capacity for comprehension may be overw-orked or exhausted,
Breakdown in semantic processing
★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 unfimilar way;

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*The listener encounters an unfimilar word or concept, Compensation Strategies:--

1. Skipping.
2. Approximation.
3. Filtering
4. Incompletion.
5. Substitution.

Memory buiding during Comprehension:

involving two dimensions:

1. Long-term memory
2. Short-term memory.

Short-term and long-term memory can be associated with:

*Active Information.
*Inactive Information.

Comprehension & Learning

Two types of Memory System:

1. Associative Processing.
2. Rule-based Processing.

Learning requires five elements:

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

Lesson: 08

Pragmatic Processing

Listening from a Pragmatic Perspective:

*Listener has access to multiple layers of information.
*Pragmatic Competence is essential to the social dimension of listening.
*Pragmatic Comprehension.
*Interactional Competence.
*Symbolic Competence.
*Listener's situated presence at the time of the interaction.
*Listener's relationship with the speaker.

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* Awareness of emotional shifts in the speaker's state.
* Engaged state of listening.

Inferring Speaker Intention:

- Deriving and building contextual meaning.
- Contextual meaning includes the interactional status & interpersonal relationship.
- Speaker and the listener have intentions in any discourse situation.
- listener has an intention.
- Co-ordination and collaboration blw speaker and listener.

Four key pragmatic Notions:

1. Deixis, anchoring of lang. to a real context intention, indicating the desired force of the lang. used
- Strategy.
- Conversational meaning.

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listener and speaker continu-osly indicate variables of:

- Time (then, now, today, eventually, whenever...).
- Space (There, here, come back...)
- Objects (That, it, those...)
- Persons (He, she, we, they...)
- Status (Sir, hey you, ...).

Interpreted w.r.t the physical context

- Addressor (the speaker of the utterance)
- Topic (What is being talked about?)
- Setting (where the event is placed and time)
- Code (the linguistic features of the utterance)
- Channel (How the communicati-on is maintained - by speech, writing, texting, images etc.).
- Event (The social norms affecting the interaction and its interpretation).
- Message form (The conventional categories of speech events.)

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- Key (the tone, manner, or spirit of the event).
- Purpose (the intended outcome of the event).

Intention:
- An act to influence people with intent.
- Speaker intends to exert some influence on the listener.
- Presentation of linguistic and non-linguistic elements.
- Contatives.
- Performatives.

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 (e.g. the speaker makes the listener believe that the accusation is false).

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Conversational Maxims:

Four basic Co-operative principles of Conversation.

1. The maxim of quantity: Make your contribution to the conversation as informative as is required.
2. The maxim of quality: Do not say what you believe to be false.
3. The maxim of relevance: Make your contribution relevant to the interaction.
4. The maxim of manner: Avoid obscurity and ambiguity. Be brief & orderly.

Detecting Deception:

Speakers create specific modifications and nuances of meaning.

Flouting these maxims that is:

- infringing
- ignoring
- Subverting
- Or opting out of a maxim for a particular effect.

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- Intended to evoke a particular emotional response
- Unintentional
- It is a form of communic-ative insincerity.
- Speaker is consciously manipulating the listener.
- used for deceptive or competitive purposes.
- In an attempt to save face
- To make a situation more comfortable.

Enriching Speaker Meaning:

Inferring speaker emotion.

Part 1

A key of pragmatic competence is not only inferring speaker intention, but also inferring speaker emotion.

Elaborating Speaker Meaning:

Refers to making semantic inferences based on the concepts used by the speaker.

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Invoking Social Expectations

- Genuine lang. is situated.
- lang. is used for a meaningful purpose.
- Conscious accounting for the context of situation.
- Interpretive Community
  - Any group that shares common contexts and experiences.
  - Interaction takes place within social frames.

Two interwoven aspects:

1. The activity frame.
2. The participant frame.

- Good deal of conversation is using context cues.
- Utterance is dependent on the frames:

* Knowledge Superior (K+).
* Knowledge Equal (K=).
* Knowledge Inferior (K-).

Adjusting affective involvement:

- Frame also influence the

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affective involvement of both participants.

- Greater affective involvement promotes better understanding.
- Lower affective involvement results in less connection.
- Uncertainity Management Theory:-
- Initial uncertainity and anxiety in a conversation are the basic factors influencing communication,
- The perception of uncertainity inhibits effective communication.
- Language and language use itself inevitably introduces ambiguity and uncertainty into communication.

Formulating Responses:

- The speaker intends or expects the listener to uptake the act in a specific way.
- The speaker intends to elicit a preferred response.

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- A listener response that expresses inability or reluctance to provide information. Challenge.
- Challenges are face-threatening.

Back-channelling: which is when the listener sends short messages back during the partner's speaking turn or immediately following the speaking turn.

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

Connecting with the Speaker.

★Listening is viewed as part of a transactional process.

★Views speaking and listening as equal parts of a co-constru-ction process.

★The goal of listening is establishing interactive connections.

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Listening includes four stages.

- Sensing (taking in messages).
- Interpreting (Arriving at a degree of understanding).
- Evaluating (Judging, weighing evidence, deciding on degree of agreement with the speaker)
- Response (Non-verbal feedback to show understanding, and verbal contributions, such as asking questions or paraphrasing).

Lesson: 09

Automatic Processing

- Also known as Natural lang. Processing (NLP),
- Refers to computer interfaces.
- Natural lang. is an evolved lang.
- Synthetic or programming lang, used to communicate with computers.

NLP is used for a wide range of applications.

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- Information Extraction.
- Machine Translation.
- Automatic Summarization.
- Interactive dialogue system.

Automatic processing presents similar kinds of challenges.

What is Natural language Processing?

★ A modern computational technology.

★ Method of investigating and evaluating claims about human lang.

★ Artificial intelligence.

★ Use of computers to process written and spoken lang.

Linguistic Processing:

- NLP applications using spoken lang. as input.
- One initial challenge of NLP is speech recognition.
- phonological analysis.
- Automated Speech Recognition.

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- The large size of vocabulary that needs to be recognized.
- How fluent and connected the conversational input is, which prevents accurate recognition.
- The reliability of the instrument used for recording, which introduces 'noise' surrounding the speech signal.
- Accent and dialect characteristics, which introduce variations.

Spectral information (Mapping of duration, loudness, pitch).

Human Speech Recognition starts with the goal of:

- Human processing.
- Comprehension of messages.

- Goal of an ASR device is to determine the words that were spoken.
- Database of possible candidate words.
- Matching the incoming signals

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Three basic methods for pattern matching:

- ★ Template Matching
- ★ Statistical calculations.
- ★ Neural Nets.

Template-Matching:

- Template contains a sequence of frames.
- Corresponding to a typical utterance of each word.
- Difference or distance b/w the input and plausible words.

Statistical Calculations:

★ Hidden Markov Models (HMMs)

Temporal sequence of frames can always be described by probabilities of occuring.

★ HMMs are more efficient than template processors.

★ Decode full phrases rather than decode word by word.

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Neural Net Models:

Simultaneous processing at multiple layers:

1. Phonetic
2. Lexical
3. Syntactic.
4. Rule out implausible candidates.

Syntactic Processing: *Imp*

Grammatical knowledge to parse incoming speech at two levels:

- The first level is a rough categorization of incoming speech.
- The second level computes grammar relationship across utterances.

- A parse, denoted in computer programming lang. as 'pi' (π).

Stages of syntactic Processing:

* Probabilistic Context-Free Grammar.

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★Cohesion Map
★Coherence.

Congruent interaction blw:
1. Linguistic representations.
2. Knowledge representations.

- Goal of Semantic processing is abstract.
- Converting incoming speech to idea units.
- Involves a formal, explicit representation.
- Concepts and their interrelat-ionship which is called ontology.
- Semantic processing involves information extraction.
- Information extraction a subfield of semantic processing.
- Identifying predefined types of information from text.
- Extraction patterns.
- Concept Maps
- Structural Diagram.
- Schema for the type of discourse.

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•Connected in a hierarchial structure.
•Semantic operators.
•Filling in all of the slots in the hierarchial structure.

PRagmatic Processing:

*Goal is to derive knowledge from external commense information.

Five Pragmatic Standards:

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

Lesson: 10

Listening in Language Acquisition-I

Listening in L1 acquisition:

Development of linguistic Processing:

• L1 is acquired primarily in an oral mode.

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• Ability to use oral lang. through a lengthy immersive process.
• L1 begins the process as infants.
• The acquisition of multiple cognitive and social skills.
• All psycholinguistic systems are developing in parallel.
• Infants begin with a lang. -general capacity.
• learning by selection.
• over exuberance of connec- -tions.

Directional Changes in Perception.

The child's experience (exposure and selective attention) is known to affect the Magnetic Tuning through: (imp)**

1. Enhancement
2. Attenuation.
3. Sharpening.
4. Broadening.
5. Realignment of sound prototypes.

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- Develop the ability to discriminate various kinds of differences in the utterances.
- Distinguishing one utterance from another.
- Ability to listen to connected lang. in context.
- Child-Directed Speech (CDS) is in phrasal forms.

Phonotactic Knowledge:

- Two primary features of the early development of learning.
- Categorical perception.
- Perceptual Constancy.

Lexical Acquisition:

- Acquisition of lexicon is an ongoing process.

Labelling:

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

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*Generalization
*Differentiation.
*Packaging Task
•Child apply a label to a wider range of objects.
•Simultaneously to restrict the label when appropriate
*Under-extension.
*Over-extension.

Networking-building Task
•Relations b/w words and concepts have to be worked out explicitly.
•Connecting Task takes place slowly.
•Proceeds through collocational links.

listening in L1 acquisition: Development of Semantic Processing:

*Cognitive developments of a child takes place simultaneously.
*Cognitive changes serve as

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an experimental playground
*And as a motivator to help the child seek new lang.
*lang. development and Cognitive development cannot be separated.
*Cognitive structures are patterns of physical or mental action.
Four Primary Cognitive Structure:
1. Sensorimotor Operations
2. Pre-operations.
3. Concrete Operations.
4. Formal Operations.

*Sensorimotor Stage:- intelligence takes the form of motor actions.
*Pre-operation Period: (3-7 years) is intoitive in nature
*Concrete operational Stage: (08-11 years) is logical but depends upon concrete

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referents.
★Formal operations (12-15 years), thinking involve abstractions.
•Cognitive structures change as the child grows.
•Modification can be amplified thrayh experience.
These experiences are the processes of adaptation.
★Assimilation
★Accomodation.

•Teachers can facilitate the cognitive and linguistic development by providing.
•Environments.
•Stimulation.
•listening appurtunities.

•Critical aspect of the child's cognitive and linguistic develop-ment is social.
•Social interaction plays a

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- fundamental role in the development of
1. Cognition
2. Language
- Formulating a grammatical system can be achieved through the processes of Extraction Segmentation

Listening in L1 Acquisition: Development of Pragmatic Processing:

- Special speech styles ~~can~~ when talking with young children.

Styles that Feature:

- Repetitive patterns and frames.
- Manipulate intonation.
- Increase Voice Onset timing.
- Reduce utterance length.
- Coin special words and utilize special lexical selection.

Child-Directed Speech facilitates language acquisition in many ways by:

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- Managing attention.
- Promoting positive affect toward interacting with others.
- Improving intelligibility of lang. directed to children.
- Facilitating segmentation of input.
- Providing feedback on comprehension.
- Providing correct models for imitation.
- Reducing processing load
- Encouraging conversational participation.
- Providing Repetitions for learning social routines.

- Child-Directed speech is constructed to help the child understand linguistic or social concepts.
- Provides both positive & negative evidence.
- Develop productive and receptive lang. skills.

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- Child-directed speech varies from culture to culture.

Lesson: 11

Listening in Language Acquisition - II

Listening in L2 Acquisition: Development of Linguistic Processing:

- Acquisition of an L2 is different from the acquisition of L1.
- L2 learners rarely achieve the same native competence that children do learning their L1.
- Disparity b/w L1 and L2 acquisition is evident in all psycholinguistic systems.
- The fundamental goal of phonological processing is word recognition.
- Cognitive transfer from the L1 to the L2.
- Semantic knowledge is

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accessed through phonological tagging.
- Lexical segmentation strategies.
- language has its own preferred strategies for listening.
- is the process of recognizing words in the stream of speech.
- Reliable markers in the speech code for word boundaries.
- Speech perception and word recognition are the bottom-up processes.
- Provide the tangible data for comprehension.
- Top-Down Processes.
- Semantic Expectations.
- Generalizations.

Syntactic Development:

★ L1 listeners acquire ability to process syntax at the same time.

★ Gaining cognitive and social

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maturity.

★L2 listeners, will not have this concurrent acquisitional process.

★Lexis-first comprehension principle.

★Increase cognitive capacity for processing.

★Detect new forms in the L2 spoken input.

★Detection is the key cognitive process.

★Input available for further processing.

Lexical Development:

- Gradual acquisition of the lexis of the new lang.
- Mapping concepts on to words.
- Listening & reading are the only avenues for lexical acquisition.
- Mapping is the initial phase of lexical acquisition.

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- Initiates a developing map of referent and meaning in the mental lexicon.
- Difference b/w L1 & L2 lexical acquisition through mapping.
- Mutual exclusivity strategies.
- Differentiates new words while learning new concepts.
- Counterparts for already known words and concepts.
- No new discovery process.

Lexical Transfer:

Two basic kinds of transfer are:

* Cognate Transfer: Cognates are words that have a common etymological origin.
* Loan Transfer: Loan words are usually borrowed whole from another source lang.

Loan words will undergo the processes of transformation:

- Transliteration.
- Phonological transformation.

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- Shortening (sometimes called clipping or truncation).
- Hybridisation & coinage.
- Grammatical Transformation.

Development of Semantic Processing:

- Semantic processing can be a problematic aspect of L2 listening.
- Default reasoning and inference processes of L1 are not effective in L2.
- Processes can be changed consciously.

Cultural style of thinking influence:

1. Cognitive anchors
2. Schemata

- Understand and interpret texts.
- The potential for misunder-standing.

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Development of Pragmatic Processing

Pragmatic competence involves listening and spoken interaction in many ways:

- Knowledge of rules for taking speaking turns, including silences.
- When to talk, how much to say, pacing and pausing in and b/w speaking turns.
- When and how to give 'listenership cues'
- How to interpret intonational emphasis.
- How to interpret a range of idioms and formulaic expressions.
- How to interpret styles of cohesion and linking devices in discourse.
- How to interpret communication styles, including non-verbal communication.

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*How to interpret types of indirectness, including apparent deception.

- A model of mismatch.
- Derives from the cultural anthropological tradition.
- Conversations b/w speakers of different cultural backgrou-nds often become problematic.
- Being reduced to a passive listener is one of the key problems that the NNS faces in interaction.
- Passive listening role is often triggered initially by lang. understanding problems.

Lesson: 12+13

Approaches to Teaching Listening

Limps for Meals

Introduction:

*Listening to be a passive skill.
*Listening is now receiving fresh attention as an active skill.
*Taught directly.
*Teaching methadologies developed.

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*The Audio-lingual Method (ALM), focuses on presentation of models.
*Communicative Language Teaching (CLT), focuses on authentic conversation.
*Content-Based Instruction (CBI), focuses on rich input.
*Natural Approach, focuses on immersion in comprehensible input.

Contexts for Teaching Listening

Language learning is an abstra-ct psycholinguistic process. The contexts provide learners with definable:

*Goals
*Standards
*Expectations.

Specific criteria in defining the social context and learning background:

*Contact: What is the origin and type of the contact with the second lang?

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* Identity: How does the learner identify himself or herself as a user of a second lang?
* Competence: What is the target competence that the learners are expected to attain in the second lang.?
* Function: For what communicative functions will the second lang. be used.
* Goal What is the ultimate or eventual goal of the learner in acquiring a second lang?

• The description of the educational setting.
Educational settings vary in terms on how the L2 is treated.
• As a subject matter.
• As a professional or social tool.
• As a medium for communication in the learner's community.

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SLA Research and Lang. Pedagogy: (imp)*

Seven positions that have been taken toward SLA research.

*SLA has no influence.
*SLA should constitute the basis of teacher education.
SLA should show how lang are learned and taught
*SLA can participate in design and construction of tasks that teachers can test out.
*SLA should define research issues.
*SLA should be at the service of lang. pedagogy.
*SLA should have a reciprocal relationship with lang. pedagogy.
*SLA should inform lang. pedagogy.

Second language acquisition research:

•Affective filter hypothesis.

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- Input hypothesis.
- Interaction hypothesis.
- Processability hypothesis.
- Metacognition hypothesis
- Sociocultural hypothesis.

Affective Filter Hypothesis:

- To account for how affective variables influence the process of L2 learning.
- Proposed to be a part of the internal processing system.

Subconsciously screens incoming lang. based on affect:

- Learner's Motives.
- Needs.
- Attitudes.
- Emotional states.

Applicable Principles for Teaching:

★ Listening experiences that help students lessen their anxiety about listening will

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generally be beneficial.
* By taking into account learners' motives and their attitudes about listening, the instructor can better select input.
* Effective instruction needs to take into account differences in learners.

Input Hypothesis:
- Effect on teaching approaches to listening.
- Natural order hypothesis.
- Consistent way to map & guide progress for all learners.
- Comprehensible input.
- Speaking is the result of acquisition and not its cause.
- The necessary grammar the learner needs to learn is automatically provided.

Applicable principle for Teaching
* Instruction should aim only to provide comprehensible input,

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*Comprehensible input may be aural or written, or both. Context should be enhanced to ease processing.
*Successful learning also requires opportunities for output.

Interaction Hypothesis:
*Meaning has a social dimension.
*Verbal interactions offers the opportunity to engage in creating social meaning.
Interaction contributes to lang. acquisition in three way:
*Allowing the learner to provide himself with comprehensible input.
*Providing negative feedback that allows the learner to see where he may be producing errors.
*Presenting opportunities for "Pushed output"

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Applicable principle for teaching:

- Negotiation of meaning that takes place during interactions is a primary means of listening development.
- Listening instruction should allow learners to figure out meanings for themselves.
- Listening instruction should include a wide range of oral interaction tasks.

Processability Hypothesis:

Approaches to help L2 learners develop their syntactic processing of oral lang.:

Enriched Input:

- Provides learners with oral tests that have been deliberately "flooded" with exemplars of the target syntactic structure.

Processing Instruction:

- Pedagogical tasks are

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designed based on predictions about features of grammar that interfere with acquisition

Operating Principles:

- Cognitive strategies that underlie our innate ability to acquire lang.
- Learners can strategically link incoming sound with linguistic rules.
- Discover the way the gramm-atical system of the spoken lang. works.

Applicable principles for Teaching:

- Listening instruction should select oral input that contains the necessary featur-es for acquisition.
- Learners must use operating principles to notice formal features of the spoken lang. in order to make progress in listening.
- Reconstructions of oral input, can assist learners in

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developing more focused attention as they listen.

Metacognition Hypothesis:

- Employment of listening strategies is part of a cognitive approach.
- Metacognitive processing is a form critical thinking.
- The underlying hypothesis is that better listeners and listeners who tend to make the most sustained progress are those who are able to learn and implement effective strategies.
- Learning strategies refers to any attitudinal plans.
- To focus on those plans that aim to increase transfer of learning.
- A controlled, pedagogic experience to a more generalized realm.

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Second language learning strategies are divided two basic classes: (imp)

* Long-Term Learning:
  - Often Recursive.
* Strategies for current use include four Sub-sets:
  - Retrieval strategies
  - Rehearsal strategies.
  - Covert Strategies (To exert Control).
  - Communication Strategies.

Applicable principles for Teaching:

- Integration of learning strategies helps students listen more efficiently.
- Use of explicit listening strategies can enable students to handle tasks.
- Listening strategies that are associated with successful learning can be demonstrated and modeled for less successful learners.

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Sociocultural Hypothesis:

- That lang. learning is a complex activity.
- A socially situated phenomenon.
- Goes beyond paradigms of psycholinguistics.
- Second lang. acquisition is seen as part of acculturation.
- lang. learning motivation is developed through positive experiences.

Applicable Principles for Teaching:

- Learners who have positive (minimal) distance, socially and psychological distance will more readily gravitate toward target lang.

Lesson.14

Listening in Multimedia Environments

Introduction:

- Teaching L2 listening changed with the invention of

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the phonograph.
- Acoustic signal could now be recorded and repeated.
- Listening skill a semi-recursive activity.
- Acoustic signal is not as elusive as it once was.
- Multimedia facilitate the development of listening skills.
- Access input options through the internet.

Impact of Visual media for Listening instruction:

*Visual components to listening instruction increased listening practice.

Generative theory of multimedia learning:

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.

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•That L2 listeners comprehend more when visual and aural information support each other.
•Recognised visual information is processed automatically in working memory.
•More attentional resources available in working memory.
•Segmented more efficiently because of the supporting visual information.

Impact of Visual in Listening Instruction:

•Visual component adds an element of authenticity.
•Visual Media in listening instruction make comprehension for L2 listeners easier.
•Listening to a speaker is facilitated by visual support.
★ Kinesics: That is, body lang. can facilitate interpretation of a message.
•Setting of a listening event

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provides listeners with an immediate content.

- Use the information elicited by the visual to activate strategies.
- Visual media can provide helpful context to prepare for listening.
- Content visuals are pictures congruent with the actual sound track.
- Content visuals slightly enhanced comprehension.
- That context visuals had a slightly debilitating effect on comprehension.
- Benefit from the dual mode of delivery for comprehending a lang.
- The visual, and the aural may be too demanding or distracting.
- Multimedia has affective attract-iveness for learners.
- Make careful choices among the types of visual supports available and the nature of the images.

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- Close match blw the content of the images and the aural input.

Listening Choice in Multimedia environments

- Advantage of multimedia environments is the choice and control available.
- Choice and control became available to learners at a very basic level.
- Listeners could implement six-step procedure to practice listening and word segmentation.
- Listen to the recording.
- Ask themeselves whether they have understood what they hear.
- Replay the recording as often as necessary.
- Consult the written text to read what they have just heard.
- Recognize what they should have understood.
- Replay the recordings often

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as necessary to understand all of the oral text without written support.

Support options in Multimedia Listening:

The help options includeds:

- Dictionary
- Cultural Notes.
- Transcripts.
- Subtitles.
- Feedback (on comprehension question responses).
- An expert's module.

* Use of options is idiosyncratic.
* Not be aware of how the various options can be used.
* How to combine them synergistically to enhance their Comprehension.
* Option have beneficial effects for vocabulary learning.
* Options will not necessarily lead to better learning outcomes.

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Captions and Subtitles

Soundtracks and captions provides increased opportunities for written support to ehance listening comprehension.

★Subtitles:

are translations of the sound track of film or televis-ion program that appear simultaneously on the bottom of the screen.

★Captions:

Are translations the appear on the screen a second or two after they are spoken.

- Use of 1g captions and subtitles can lead to better word identification.
- Help listeners note differences b/w what they hear and the written form of the message.
- Improve word segmentation skills.
- Gain greater insight into their

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Comprehension errors.

Multimedia Tools for listening Development:

- Two such prominent tools for access to more authentic texts and listening practice outside the classroom.
- Podcasts for extended listening.
- Oral computer mediated communication for interactive listening.

Podcasts: (imp)

- Audio, or video files published via the internet.
- Podcasts offer new, creative, out-of-class possibilities.
- Reinforced the listening strategies taught in class.
- Offering learners opportunities to practice the strategies through listening to mini-lectures.

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Oral Computer-Mediated Communication

- Began with the advent of audio and video conferencing.
- Expanding rapidly with advances in broadband technologies.
- Internet voice and video applications present new opportunities for interactive listening.
- offer opportunities for speaking and listening development.

Meta-technical Skills for Listening in Multimedia Environments

- Difficulty extracting relevant meaning from the material.
- Use will not automatically lead to better learning.
- language learners need guidance in navigating the options available to them.

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- listening success in multime-dia environments also related to learning styles and strategies.

Listening in Multimedia Environments Synthesis:

Visual Media:

- Trigger a positive affective.
- Attention to both visual and aural inputs may be too demanding for working memory or too distracting.
- Use visual materials to prepare learners for listening.
- Choose materials where content of the visual input closely matches the aural input.
- For assessment, careful attention is needed before including visual inputs.
- Include instruction in media literacy somewhere in the student curriculum.

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Help Options:

*Provide learners with guidance on the use of help options.

*For lower proficiency listeners, provide more guidance.

*If vocabulary learning is a goal, help options have beneficial effects on the outcomes.

*Use of help options leads to improved listening comprehension ability.

Captions and Subtitles:

•Use materials with captions to reinforce and confirm understanding.

•Captions can also help learners develop word segmentation skills.

•Allowing learners to resort to reading skills.

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Podcasts and Oral Computer-Mediated Communication:

- Preparation or selection of appropriate materials needs careful attention.
- Podcasts can be useful teaching tool for metacognitive knowledge.
- Interactive listening practice can be expanded and reinforced similar to face-to-face listening contexts.

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