

# Problems Teaching Listening Online

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# About Me

Teacher-researcher

Phonology acquisition

Straightforward methods for the  
classroom (and online classroom)



# Outline

- Prevailing orthodoxy, teacher education
- McGurk effects and streaming infrastructure
- Subtitles and orthography
- Independence and autonomy
- Assessment

# **“Listening: The Cinderella Skill”**

Vandergrift (1997)

**BUT**

# The Comprehension Approach (CA)

Field (2008)

Reliance on preset questions

Global gist and local detail

Still the most common way to teach (Jones, 2020a)

**Yet...**

**Most teachers in  
Japan want more  
training in listening  
(Jones, 2016)**

**Not a lot of training  
given for online  
remote teaching  
(Jones, 2020b)**



**So... Problems!**

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# McGurk Effect?

What do you hear?



**Relevance?**

**Netflix is 'bumpy' in  
Zoom.  
Apparently.**

# What can I do?

- Can you use something else?
- Does it have to be from a streaming site?
- Do you have to stream it?
- Can students use it?
- Do they have their own accounts?

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**What about subtitles?**



# The advantages

L1 subtitles improve understanding of meaning.

L2 subtitles improve pronunciation.

(Wisniewska & Mora, 2020)

# However



# Effects of orthography may interfere

Sokolović-Perović et al., (2019)  
effect on phoneme length by  
Japanese learners of English.

Bassetti (2007) Pinyin may  
interfere with learning of Chinese  
by 'non-native speakers'

Showalter & Hayes-Harb, (2013)  
found novel orthography (tone  
marks) for English learners of  
Chinese can be positive.

Wisniewska & Mora (2020) found  
no significant benefits for  
phonological accuracy in  
perception.

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# **Independence (with time limits)**

Field (2008) recommends “micro-listening”:

**“they ideally feature single sentences, pairs of sentences or very short sections of text, drawn from published, off-air or internet recordings.” (Ch. 5, p. 17/24)**

# Partial YouTube embeds

In Moodle page or another webpage such as Wordpress (partial embeds do not work in Google Slides).

Start time in seconds

End time in seconds

```
<iframe width="560"  
height="315"  
src="https://www.youtube.com/e  
mbed/2k8fHR9jKVM?start=60&e  
nd=62" frameborder="0"  
allow="accelerometer; autoplay;  
encrypted-media; gyroscope;  
picture-in-picture"  
allowfullscreen></iframe>
```

# What about clips $< 2s$ ?

Is it possible? Is it realistic?

It is both possible and realistic but likely time consuming.

# Download the video in VLC

Legal grey area.

- Add YouTube clip
- In 'Tools' select 'Get Codec'.
- Copy the codec URL, then paste into browser. Right click and download.
- Edit in software or your choice. I use Shotcut.



# After Micro-listening, Go Macro

Start short and build up length



# Break it up!

Don't give too much close listening all at once.

# Organise files online



**We cannot control  
the actual learning  
environment, so we  
must advise on it.**

# Learning environment

- Temperature
- Air flow
- Distractions

All can affect **working memory.**

(Jones, 2018)

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**Assessment?**  
**No copying?**





Assume collaboration.  
It's a good thing.

# Things that have worked for me

Depends on your context

Independent listening  
journals

- Summaries
- Reactions
- Developmental  
strategies

Online tests with Moodle

# In Summary

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**Your questions...**

# Get in touch!

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