

Listening and CALL: A critical review

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Overview

Computational issues

Multimodality: Pros & Cons

Length of listening tasks

Speakers

Computational Possibilities



Pedagogy

(A 610)

Technology



A close-up photograph of railway tracks. The top rail is a dark metal bar. Below it is a white-painted concrete or metal edge. The ground is dark grey gravel. In the center, the words "MIND THE GAP" are painted in large, bold, yellow capital letters. Below the text are three thick, horizontal yellow stripes. The tracks recede into the distance, creating a sense of perspective.

MIND THE GAP

Color

Colour

[C|c]olo(u)r

Multimodality



Multimodality theory for listening

Dual coding (Clark & Paivio, 1991) information 'reinforced' - L1!

Cross (2009; 2011) news videos. To an extent, scaffolded vocabulary

Suvurov (2018) Test takers tend not to look at video

For English, text can be confusing: sound & letters not 1-to-1

Why does it matter?



Various tools using subtitles



Digital Innovation finalist
2017 ELTons awards

Grammar for listeners **A2** **B1** **B2** **C1**

Instructions. Modals: can. The verb 'can' is often pronounced like 'kn'. Do this quiz to practice catching this verb in authentic speech.

Channel: London Real

WE ALL HAVE THIS FRIEND ????or maybe it's YOU
????

[go to all quizzes based on this video](#)

[edit the quiz](#)

It's very easy to test your business ideas,
for basically nothing.

- (1) [check](#) videos on YouTube,
(2) [check](#) on social media,
(3) [check](#) digital products.

PayPal accounts.

- (4) [check](#) literally test your idea in a matter
of weeks.

And, find out if there's something there.

- (5) [check](#) enough money to then build on
that product,

and build on that business.

And so, I'm just curious, if this is you,

You know, action is always the answer.

And, with these days, with the way that we're connected,
with digital media, with the way that (6)

- [check](#) ideas,
(7) [check](#) literally test something so fast,

right now



Various tools using subtitles



Various tools using subtitles

Pros

Engaging videos

EC and TQ have some graded menus - learners can choose relative ease of listening

EC - speech input also possible, although mimicry does not necessarily lead to transfer (Morrison & Hudson Kam, 2018)

Cons

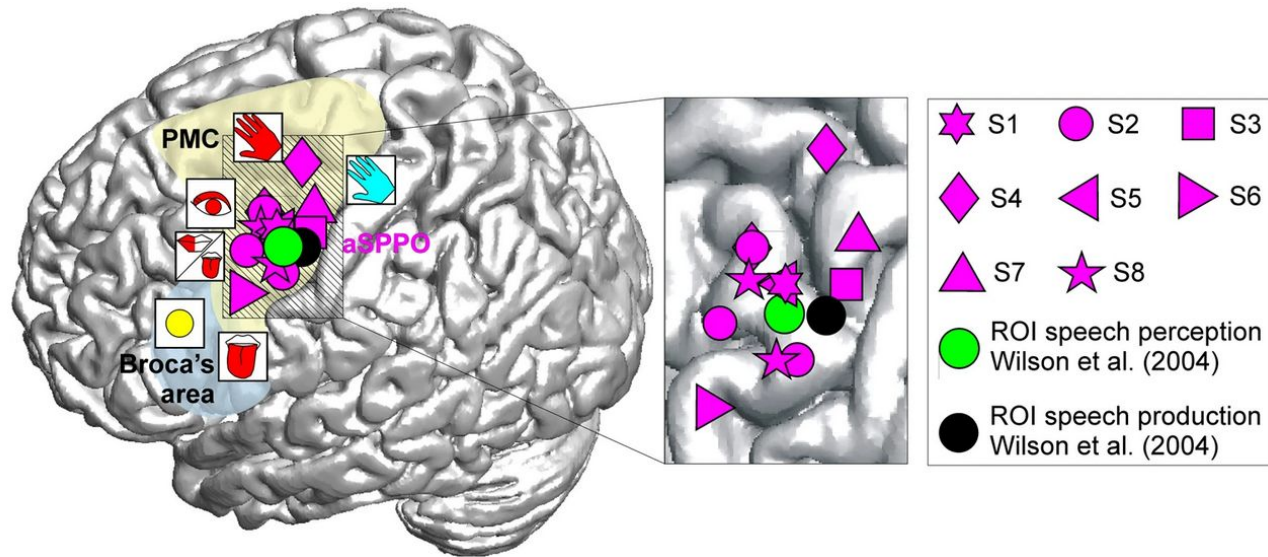
Reliant on reading and writing

Spelling - should it be a focus?

High cognitive load - somewhat for some TQ, very much for Netflix multisub

Visuals affect speech perception

Articulatory motor cortex: speech production and perception
(Glanz et al, 2018).



Pictures/graphics?

- aid comprehension (Aldera, 2015)
- may distract (Suvurov, 2008).

Learners may often (Wagner, 2007) or may not (Suvorov, 2015) look at visuals.

Orthography

Helps (Showalter & Hayes-Harb, 2013) AND hinders speech learning (Mathieu, 2016).

Difficult to unteach orthography-based phonology (Bassetti et al, 2022).

Current work on video

Sueyoshi & Hardison (2005) audiovisual input of a speaker's mouth aids more rapid consonant acquisition for perception

Vowels?

I'm working on it

Lengths of listening tasks

We listen to various things

Of various length

- Lectures
- Instructions
- Q&A
- Warnings

Working memory

The longer we need to hold details in mind
the more likely we are to have an incomplete comprehension
with language proficiency as a factor (Goh, 1998)

YouTube Embeds

Works in Wordpress and Moodle

Not in Google Forms/Docs strangely

Manipulate start and end times in seconds

Video editing software

Shotcut

iMovie

Can also zoom in on speakers' faces

Speakers

Commerciality or reality?

Most books and related materials still focussing on standardized UK/US speakers (Vettorel & Lopriore, 2013; Schildhauer et al, 2020)

Most learners will use English with other L2+ speakers.

How prepared are they?

Materials

TED Talks

YouTube

ELLLO

Merits

Video. Articulatory and contextual cues (Suvorov, 2018).

Interesting.

Issues

Difficulty hard to judge

Suited more for self-directed study

- Motivation?
- Over-reliance on subtitles?

Conclusion

It's hard!

So many factors to consider.

Platforms perhaps not considering how languages are best learnt.

Teachers perhaps reliant on intuition, as are learners. Any worse than platforms?

More research needed on CALL and listening.

Thanks!

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Questions?

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