

The reported processes of multilingual listeners

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Outline

What you can expect

Listening

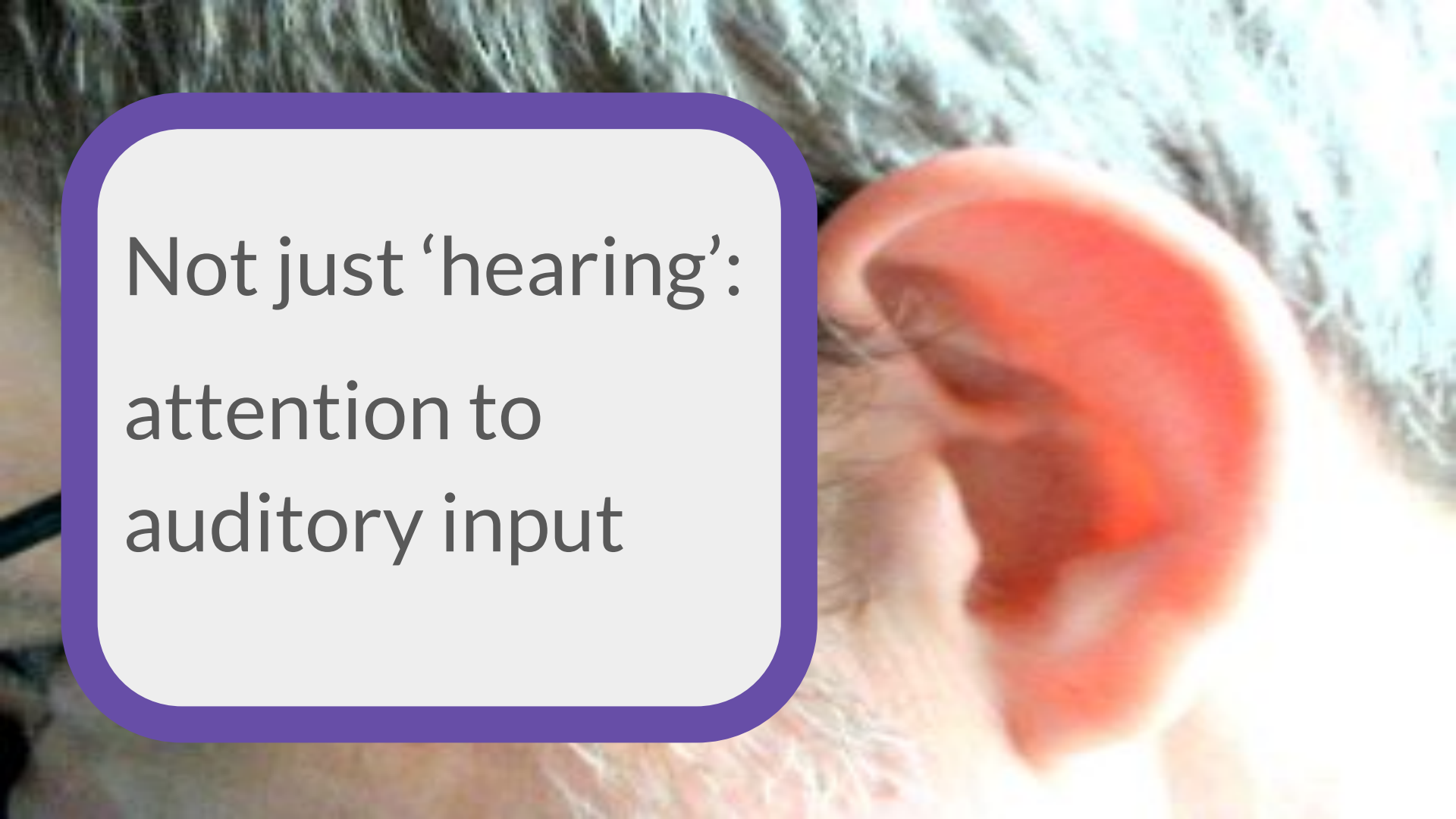
Multilingualism

Interview participants

Findings

Implications for teaching

Listening

A close-up photograph of a horse's ear, showing the ear flap and the ear canal. The ear is reddish-pink and appears to be in a state of alertness. The background is a blurred, light-colored surface, possibly a horse's coat or a wall. A purple rounded rectangle with a white background is overlaid on the left side of the image, containing text.

Not just 'hearing':
attention to
auditory input

Optimal speech perception: how often sounds encountered in listeners' native speech environments.

Listening to speech sounds in an unfamiliar non-native language: switch between mappings onto categories in native and non-native dialects or languages.

(Escudero & Williams, 2014. p. 10)



articulation



sound
wave



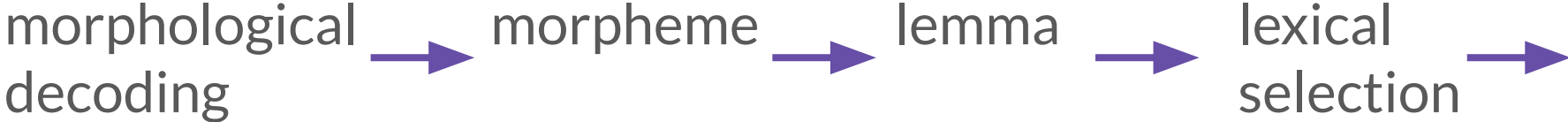
phonetic
decoding



phonological
decoding



Modified Levelt model for listening (c.f. Levelt et al, 1999, p. 3)



semantic and
pragmatic decoding



comprehension

monitoring



morphological
decoding



morpheme



lemma



lexical
selection



monitoring



articulation



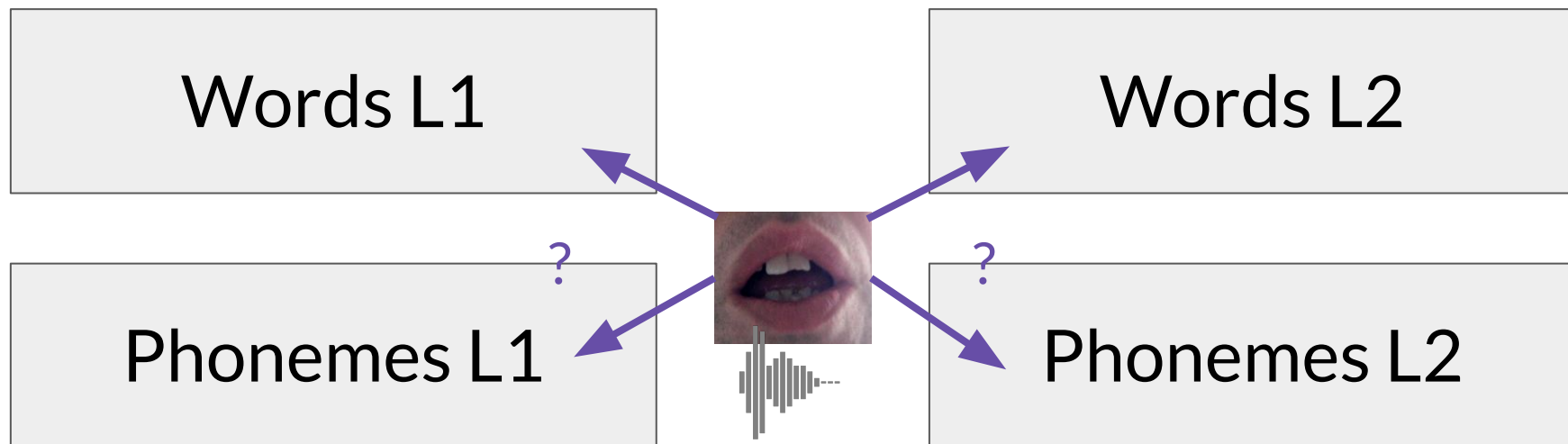
sound
wave

phonetic
decoding

phonological
decoding

monitoring

Modified Levelt model for listening (c.f. Levelt et al, 1999, p. 3)



Features L1 & L2

BIMOLA Model (Grosjean & Léwy, 2008)

**Do these models still
hold for L3+?**

Multilingualism

Bilingual, Multilingual, Plurilingual...

Taking a lay approach.

Bilingual = 2 languages

Multilingual = 2+ languages

Plurilingual - same.

Who is multilingual?

Everyone? Kind of.

L3+ learning “can include a myriad of learner-internal factors (e.g., age at onset of language learning, phonological awareness, motivation) as well as learner-external factors (e.g., quality and quantity of phonetic input, opportunities for language use)” (Gut et al., 2023, p. 2)

This study: users of 3+ languages.

Why multilingual listening?

Hard!

Many students in my department are multilingual. Oriented that way by design: *Department of Global Innovation Studies*

How do they listen? Is it different/same for everyone?

Interviews

Participants

5 students: 4 female, 1 male

1st - 3rd grade, EMI department in a university in Tokyo

Nationality: Japanese, Russian, Mongolian, Chinese*, Korean*

*non-Japanese but lived in Japan whole life/since early childhood

Instrument

Based on questions from

The Metacognitive Awareness Listening Questionnaire (MALQ)

(Vandergrift et al., 2006) and

The Language Experience and Proficiency Questionnaire (LEAP-Q)

(Marian et al., 2007)

Findings

First Languages

Japanese

Tagalog

Chinese

Russian

Mongolian

Additional languages

English 5 (EMI!)

Japanese 3

Korean 2

Spanish 1

Ukrainian 1

Other Slavic languages 1

Dominant language skills: strongest to weakest

	Language	Strongest			Weakest
Reika	Japanese	Speaking	Listening	Reading	Writing
Hui	Japanese	Speaking	Listening	Reading	Writing
Yuna	Japanese	Reading	Listening	Speaking	Writing
Josh	Mongolian	Reading	Listening	Reading	Writing
Katya	Russian	Writing	Reading	Listening	Speaking

L2+ weakest language skills

No pattern! Some are worst at listening, but for some, only reading and listening or speaking and listening are possible.

Depends upon language encounters

Advantages?

Josh: Mongolian grammar & Japanese grammar are similar. (True? Misconception?)

Disadvantages?

Yuna now a heritage user of Tagalog; not as proficient as Japanese or English. Community orientation important!

Motivations for listening

Katya: podcasts, YouTube, movies. “You search for topics that are not discussed in your native language, like mental health. Media in Russian is gender biased so it’s difficult to listen to.” But also a chance to dissociate, as L1 more tied to identity.

Difficulties listening

Josh only gets tired listening in Japanese. “I’m just tired on not understanding.” Failed N3 in high school.

Hui: English lectures tiring! Choosing this department was “an accident” (kind of joking).

Yuna disconnected from Filipino society, even extended family members. May explain why her Tagalog is not close to a dominant language, despite L1.

(Kramsch, 2009, p. 93).

“multilingual subjects... manage to identify a third, symbolic place between two incompatible linguistic and cultural worlds, despite the fact that they are rejected by both”

Overcoming difficulties

Reika and Katya: overcoming difficulty increases motivation!

Hui and Yuna: Habitual translation not happening except in difficult domains, i.e. academic English.

Link to proficiency.

Implications for teaching

Implications

Josh's difficulties with Japanese: may not be phonological, but lexical.

Trying to foster engagement with communities where English is used authentically, not necessarily "inner circle" country communities (Kachru, 1988). Not always easy (re: Yuna).

Limitations

Pilot study!

One university department

Self-selection bias

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Questions?

Get in touch!

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