

WOT, no teacher?

**The informal listening development of
international students**

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A Spanish example

una lanzadora de jabalina

- *lanzar* = to throw
- *jabalí* = a wild boar
- *-ina* = diminutive suffix (feminine)

una lanzadora de jabalina



jabalina



Outline

- Listening in L2 learning
- Listening-oriented approaches
- Listening and noticing
- WOT (World Out There) project
- SILI study
- Implications

Listening in L2 learning

- Input
- Interaction
- Output
- Feedback

Invisibility of listening in SLA research

- *Conversation: From theory to pedagogy*
(Thornbury and Slade 2006)
- *Conversational Interaction in Second Language Acquisition*
(Mackey ed. 2007)
- 'Second language acquisition in the instructional environment' (Pica 2008)

Listening-based approaches

- The Comprehension Approach
- The Input Hypothesis
- The Comprehensible Output Hypothesis

The Comprehension Approach

- Total Physical Response (Asher 1969)

nucleation (Belasco 1981) -

the formation of new crystal nuclei in supersaturated solutions

The Input Hypothesis

- a.k.a. The Comprehension Hypothesis

The Input Hypothesis

“we acquire by understanding language that is ‘a little beyond’ our current level of competence. This is done with the aid of extra-linguistic context and our knowledge of the world”

(Krashen 1981: 102-103)

$i + 1$

extract from a radio interview

- sex bender
- six bender
- sick spender
- suspender
- sex spender

Six-bender?



Ballyregan Bob



The Comprehensible Output Hypothesis

Learners need to receive comprehensible Input
and to produce comprehensible output

Swain (1985)

The CO Hypothesis

“producing the target language may be the trigger that forces the learner to pay attention to the means of expression needed in order to successfully convey his or her own intended meaning”

(Swain 1985: 249)

The COH at work

Yu ...policeman + a policeman very honest and
very good policeman + falls in love her

Is falls...? + + + in law?

Yu falls in love her

Is oh + right

Yu fall + falls in love her

Is falls in love with her yes

Yu but she was very popular among young boys

Is oh yes

Kh oh

Yu or young guys + so once **she falls in love with the man** uh policeman but + she + after that + + she loves + +

Kh another guy?

Yu another guy yes

Noticing

Picking up forms from informal encounters with
a spoken second language

(Schmidt and Frota 1986)

Noticing

Which animal do you hear mentioned?



Brazilian Portuguese

A	The
rã	frog
rainha	queen
arranhou	scratched
um	a
inhame	yam

WOT: the World Out There

Access to WOT

“The world has changed considerably in the past 25 years, one of the consequences being a vast proliferation of visible and audible samples of English, even in remote areas”

(Field 2007: 36)

WOT example

PROFILE (Edinburgh)

*Principles, Resources and Options
for the Independent Learner of English*
(Anderson and Lynch 1996, 2007)

Follow-up to *PROFILE*:

Students' Informal
Listening Inputs (SILI)

international postgraduate students
at the University of Edinburgh

Instruments

- email questionnaire
- structured interview

Questionnaire

- How much time in degree classes
- Whether their listening had improved as much as (less/more than) they had expected
- How much time spent listening to and speaking English
- Which listening medium helped them most
- Whether they had devised techniques for practising listening

Interview

- Selected informants (pre- and post-course listening scores)
- Eight selected (3 Low, 2 Middle, 3 High)



Implications

- Classroom modelling of effective two-way listening behaviour
- Need to encourage learners to identify possible learning episodes

a bottle of

Conclusion

“the single most important goal in the teaching of listening comprehension must be to give the learners the *experience of success*”

(Brown 1995: 71)



