



Listening and Language Learning in the Digital Age

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The Digital Age...

A Golden Age



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Why Listening?

- Importance of listening for language learning
- Link to vocabulary development
- Expansion of *free online resources*
- Expansion of access: anytime, anywhere
- Increased presence of digital comprehension supports, also valuable for improving learning



Goals of listening activities: in class or independent

- 1) Improve comprehension, interpretation, retention, and integration
- 2) Improve language processing: speed, accuracy, and capacity
- 3) Improve language knowledge: phonological, lexical, grammatical, and discourse



Example

- YouTube video on multi-tasking:
<https://www.youtube.com/watch?v=iM4u-7Z5URk>
- Read the title/introduction/description. Try to predict the content and goal of the video.
- Listen, take notes, and reflect.
- Good for comprehension and content, but how can this activity better support language *processing* and *learning*?



Example controls

- Play, pause, use slider
- Jump back a few seconds (Shift + back arrow)
- Captions
- Translations
- Slow playback 75% or custom
- Smart transcript, searchable
- Double-click word for definition in Chrome; 2-finger click in Safari
- Copy transcript to get vocabulary profile
<https://www.lextutor.ca/vp/comp/>



Challenges

- Understanding the role of listening in your classes
- Locating and selecting digital resources for language teaching and learning
- Identifying and mastering technologies and tools yourself and training students
- Adapting and creating effective tasks, activities, strategies, and procedures *and* training learners to use them



Importance of learner training

- Hubbard (2013): case for learner training
 - Documented lack of learner readiness
 - Research often suggests the need
 - Incorporated into Standards (TESOL, ISTE, etc.)
 - Examples of success
- Stockwell & Hubbard (2014): see
<http://web.stanford.edu/~efs/CALL14-LT.pdf>, especially slides 11-12.



Selecting resources

- Interesting material
- Familiar material
- Material with text support
- Correctly leveled material: e.g., add <https://www.lextutor.ca/vp/comp/> to intuition for vocabulary level



An example listening class

- Advanced listening and vocabulary development:
<https://web.stanford.edu/~efs/693b/>
- Help NNS graduate students improve and prepare for learning independently
- Meets 10 weeks, 2 hours/week
- Includes homework and weekly independent listening projects (3+ hours)
- Requires weekly reports and 4-5 individual meetings.



Example class unit

1. <http://www.youtube.com/watch?v=iEJNJ0rFSe8>
2. Class introduction
3. <http://www.youtube.com/watch?v=iEJNJ0rFSe8>
4. <http://vimeo.com/11441736>
5. Three part listening model: improve comprehension, language knowledge, and language processing
6. Importance of vocabulary; frequency lists (new GSL, new AWL): <http://www.lextutor.ca/vp/comp>
7. [http://www.ted.com/talks/lang/en/marco tempest the electric rise and fall of nikola tesla.html](http://www.ted.com/talks/lang/en/marco_tempest_the_electric_rise_and_fall_of_nikola_tesla.html)



Conclusion

- Listening is an important skill deserving much more emphasis than it typically gets
- There is a seemingly limitless collection of listening content available: teachers—and learners—need to become adept at selecting useful ones
- An amazing array of digital tools exist to help not only with comprehension, but also with language learning
- For more detail, come to our workshops at the ATESL or TESL Ontario conferences!

Slides at <https://web.stanford.edu/~efs/webinar22>