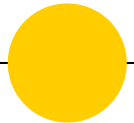


Session 2



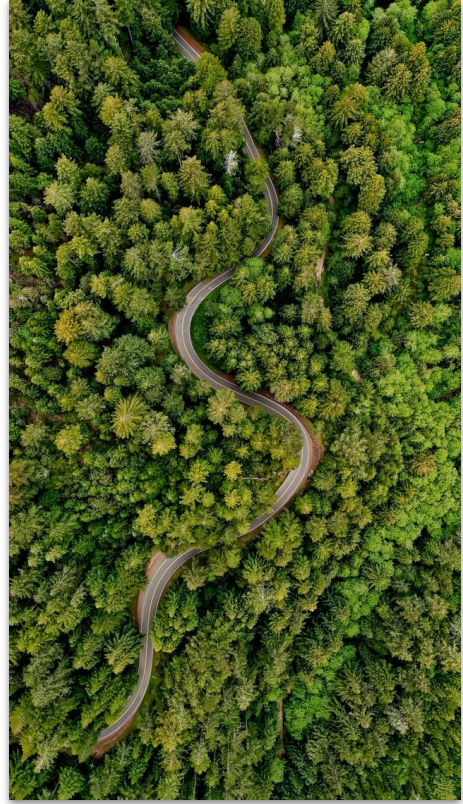


Review

- ◉ Listening for Accuracy
- ◉ Constructed material
- ◉ LC as a separate skill
- ◉ In-class activities
- ◉ Individual activities
- ◉ Done frequently

VS.

- ◉ Listening for Meaning
- ◉ Authentic material
- ◉ LC as an integrated skill
- ◉ Out-of-class activities
- ◉ Group activities
- ◉ Done at specific points in the course





Activity

Think of a recent listening comprehension activity you've done with your students. In pairs, you will each take a few minutes to describe it to each other. As you listen to your partner, try to position the activity along the bottom-up - top-down continuum. What are some of the reasons for your placement?



Bottom-up

- ◉ Listening for details
- ◉ Lack of references to the speaker, the hearer, or the “context”
- ◉ Speaker → listener

Top-down

- ◉ Reliance on pre-established patterns of knowledge and discourse organization
- ◉ Purpose-driven and therefore selective
- ◉ Meaning is co-constructed between the listener and the speaker



Summary

Bottom-up

Listening happens when we attend to the audio input at the “granular level”. When we understand language sound by sound or word by word, with little reliance on background knowledge. Students focus on words, structures, and linguistic forms.

Top-down

Listening happens when we use background knowledge to make sense of what we are listening to. The new information is being related to what we already know and situated within a context. The speaker / source of input plays a prominent role in the listening process.

“Don’t change the text, change the task.”



“

Thank you for attending.

