

The 15th SUT Anniversary Celebration Conference in ELT
Research and Teaching Implications
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Research in Speaking and Listening

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Interesting issues in the past 3 years

- Teaching speaking
songs, games, jazz chants, pre-teaching activities, collaborative learning: pair-work group work, CALL materials especially for pronunciation, etc communicative activities e.g. information gaps or any proposed model etc.
- Materials design
lesson plans focusing on pre-, while- and post-speaking activities, supplementary materials, etc.

● Factors affecting L2 learners

- Age
- Background / Contexts / Exposure to L2
- Learning styles
- Aural medium (L1/ L2)
- Communicative competence
 - Grammatical competence
 - Discourse competence
 - Strategic competence
 - Sociolinguistic competence (Canale & Swain, 1980)

● Fluency

Compensatory or Communicative strategies

- e.g.
- avoidance
 - paraphrase
 - circumlocution
 - appeal for assistance
 - mime

● Accuracy

Form focus and error analysis

- **Assessment**

- Teacher directed

- Self and peer correction

- **Research methods**

- Quantitative studies

- Comparative studies

- Experimental studies

Future Trends of Research

- **Teaching speaking**

- CALL materials,

- Technology-enhanced language learning and teaching

- Materials design**

- Task-based

- Project-based

- Theme-based

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- Change Participants of the studies and contexts:
rural/urban

● Fluency

Compensatory or Communicative strategies

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 - circumlocution
 - appeal for assistance
 - mime

More metacognitive strategies

● Accuracy

- Form focus and error analysis
- Not popular anymore

*** Add complexity of language use

Fluency, Accuracy, and Complexity

- Assessment
 - Teacher directed
 - Self and peer correction
 - Authentic assessment/ rubric
 - Standardized tests
 - More autonomous assessment
- Research methods
 - Quantitative studies
 - Comparative studies
 - Experimental studies
 - Qualitative methods
 - Case study

Additional aspects: Speaking processes

- Levelt (1989) proposed that speech production involves four major processes:
 - 1. conceptualization** (planning the message, it needs knowledge of the topic and language),
 - 2. formulation** (finding the words and phrases to express the meanings, sequencing, and putting in appropriate grammatical markers),
 - 3. articulation** (the monitor control of the articulatory organs),
 - and **4. self-monitoring** (the language users being able to identify and self-correct mistakes).

● Using tasks to work with particular kinds of language features, leading to speaking development.

- Bygate (1999) and Samuda (2001) share the view that tasks provide conditions which are capable of influencing the level of complexity, accuracy or fluency of particular language features.

Areas for further study

Concerning tasks, there are many interesting areas to investigate...

- Students' output/discourse when using tasks if it's patterned or natural.
- The impacts of tasks on learners' processing skills and perceptions as well as teachers' perceptions
- The longitudinal effects of task types and task conditions
- How tasks operate within classroom contexts

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Research in Listening

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Listening processes

- It is a complex process that allows us to understand spoken language.
- It involves 'bottom-up' processing (in which listeners attend to data in the incoming speech signals) and 'top down' processing (in which listeners utilize prior knowledge and expectations to create meaning).
- Both bottom-up and top-down processing are assumed to take place at various levels of cognitive organization: phonological, grammatical, lexical, and propositional.

Current trends

- **Listening in second language acquisition**

- study the roles of input (input simplification in connection with Krashen's Input Hypothesis)

Speech processing (aural decoding)

- study several factors which influence the comprehensibility of input.
- differences in L1 and L2 such as phonological system, use of tone, use of stress are likely to cause difficulties in spoken word recognition

- **Listening in interactive setting** – studies of L2 listening in conversational settings (at discourse analysis level) help explain the dynamic of interactive listening, problems that L2 learners experience, and the way in which L2 listeners participate or deny participation in conversation.

- **Strategies use-** are conscious plans to deal with incoming speech, particularly when the listeners know that he or she must compensate for incomplete input or partial understanding.

● Implications

- careful selection of input source
- creative design of tasks
- assistance to help learners enact effective listening strategies
- integration of listening with other learning purposes

Future trends and directions

● Listening pedagogy

- The study of individual learner's listening processes both in specific tasks and longitudinally.
- The role of phonology in L2 listening

Future trends and directions

- Awareness triggering learning on grammatical, lexical, and pragmatic features becomes more important.
- Academic listening or extended listening for specific purposes. Selective and evaluative skills of listening gains more interest now.

● **Listening Technology**

- The widespread availability of audiotape, videotape, CD-ROMs, DVDs and internet downloads of sound and video files has vastly increased potential input for language learning. Consequently, selection of the most appropriate input, chunking the input into manageable and useful segments, developing support material (particularly for self-access learning) and training of learners in the best uses of this input is more important (Benson and Voller 1997).

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Biodata

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