Listening Models and Tasks

Richards' Model for Listening

- Determine type of speech event
- Recall scripts relevant to situation
- Make inferences about goals of speaker
- Determine the propositional meaning of utterance
- Assign illocutionary (functional) meaning to message
- Remember and act on information while deleting original message.

Richards (1983)

Types of Prelistening Activities

- Vocabulary preparation:
    - a) Visuals
    - b) TPR
    - c) Brainstorming
- Review existing knowledge
    - a) Semantic mapping
    - b) Brainstorming
    - c) Pretest/Posttest
- Anticipation of content

Lund's Function-Response Matrix

Part I: Functions

Functions - Listening Behaviors in L2

I.   **Identification** – recognition and discrimination
         (especially appropriate for novice level)
      What kinds of tasks?
      1. Recognize familiar words
      2. Look for categories of words; ex: names, places, foods
      3. Discriminate between minimal phonemic pairs or
         intonation patterns.
      4. Discriminate morphemes; ex: singular/plural,
         present/past
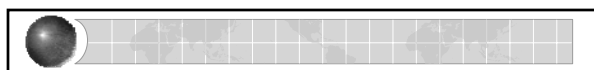   5. Radio ad: Write down all the adjectives

---

Functions - Listening Behaviors in L2

II.   **Orientation -** determine essential facts about text:
         (participants, roles, situation/context, general topic, emotional tone, genre)

      What kinds of tasks?
      1. Determine it's a newscast and involves sports
      2. Determine a man and woman are arguing , courting
      3. Determine place and purpose;
         supermarket & buying something
      4. Radio: Determine text type;
         ad, news, play, talk show

Functions – Listening behaviors in L2

III. **Main idea comprehension** – understanding main
idea rests on vocabulary recognition.
What kinds of tasks?
1. Decide if weather report indicates nice day for outing.
2. Determine from travelogue what countries were visited.
3. Identify a caller's problem and host's solution on talk show.
4. Understand directions to arrive at location.
5. Understand lecture to summarize main points or make outline.
6. Radio: Decide what kind of products are being promoted

Functions – Listening Behaviors L2

IV. **Detail comprehension** – can be independent of
main idea. Amount of detail distinguishes advanced
listener from intermediate.
What kinds of tasks?
1. Follow precise instructions.
2. Get departure times and platform numbers for
trains to Berlin.
3. Find out why car won't start.
4. Find out if it will rain.
5. Radio: Find three selling points for product.

Functions – Listening Behaviors in L2

V. **Full comprehension** – main idea plus details
What kinds of tasks?
1. Understand interview questions to give appropriate
responses.
2. Understand lecture to take detailed notes.
3. Understand newsflash to tell friends about it and to
answer their questions.
4. Understand story well enough to give alternative endings,
change the point of view, give an accurate synopsis.
5. Radio ad: Select best ad for an industry award and
justify choice.

Functions – Listening Behaviors in L2

VI. **Replication** – main objective is to reproduce message in same or different modality.

What kind of tasks?

1. Dictation

2. Take a phone message where you have to get it down exactly.

3. Role play an interpreter; ex. Police officer arresting friend who doesn't speak language.

4. Radio ad: Transcribe script for the ad

Lund's Function-Response Matrix

Part II: Responses

Lund, R. (1990). A taxonomy for teaching second language listening. *Foreign Language Annals, 23,* p. 111

Responses – Listening Behaviors in L2

I. **Doing** – Listener response is physical
   Ex. TPR, building something, making a recipe

II. **Choosing** – Listener selects from alternatives
   Ex. Matching, ordering, selecting alternative story titles, picking up articles according to descriptions

III. **Transferring** – Listener receives information in one form and transfers it to another.
   Ex. Drawing pictures, graphs, make a map, fill out a chart, trace a route on map

Responses – Listening Behaviors in L2

IV. Answering – Listener answers questions about text

Ex: Find out time train leaves, find out brand name and its most important quality

V. Condensing – Listener reduces the message

Ex: outlines, notetaking, recall protocols in L1, oral summaries

VI. Extending – Listener extends text beyond what is given.

Ex: change ending, continue story, solve a problem, fill in missing lines or complete partial lines

Responses – Listening Behaviors in L2

VII. Duplicating – Listener replicates text in another modality

Ex: dictation, translation

VIII. Modeling – Listener imitates text from discrete point to whole text

Ex: intonation, ordering a meal after listening to model

IX. Conversing – Listener reacts as in a conversation

Three Factors for Listening Items

- Content
  - Topic specific
  - Broad scope
- Task
  - Demonstrates understanding
  - Linguistic or non-linguistic
  - Lund's Matrix (response modes)
- Language of assessment
  - L1 or L2