

Listening SIG Conference 2023



Program Handbook

Heisei Plaza, Tokyo

Saturday 15th July: 9.30am-3.30pm



JALT Listening SIG /JALT Tokyo Chapter /JALT Yokohama Chapter

Listening SIG Conference 2023

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Listening SIG Conference 2023

Venue information

Conference Room

Heisei Plaza Conference Rooms, Conference Room Building, 4th Floor

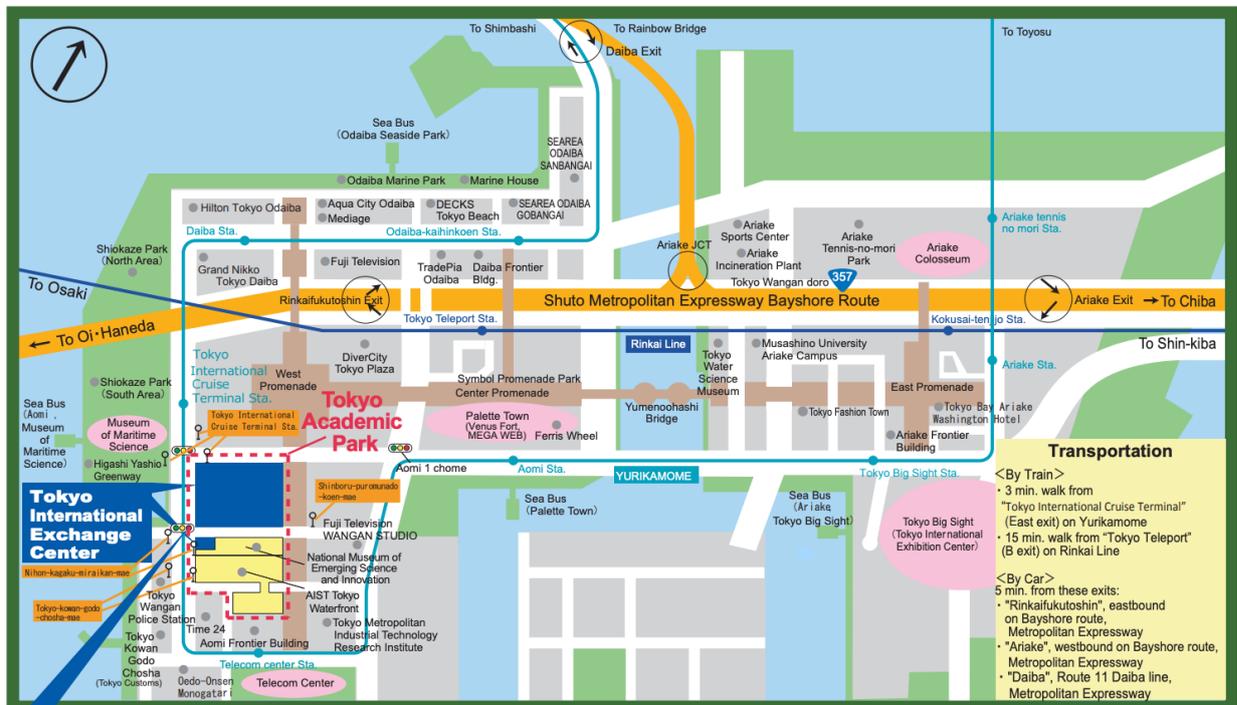
Venue/Campus address and map -

Tokyo International Exchange Centre, 2 Chome-2-1 Aomi, Koto-Ku, Tokyo 135-0064

〒135-0064 東京都江東区青海二丁目 2 番 1 号 東京国際交流センター

Directions to venue

For a walk-through guide to the venue: <https://www.jasso.go.jp/en/ryugaku/kyoten/tiec/access.html>



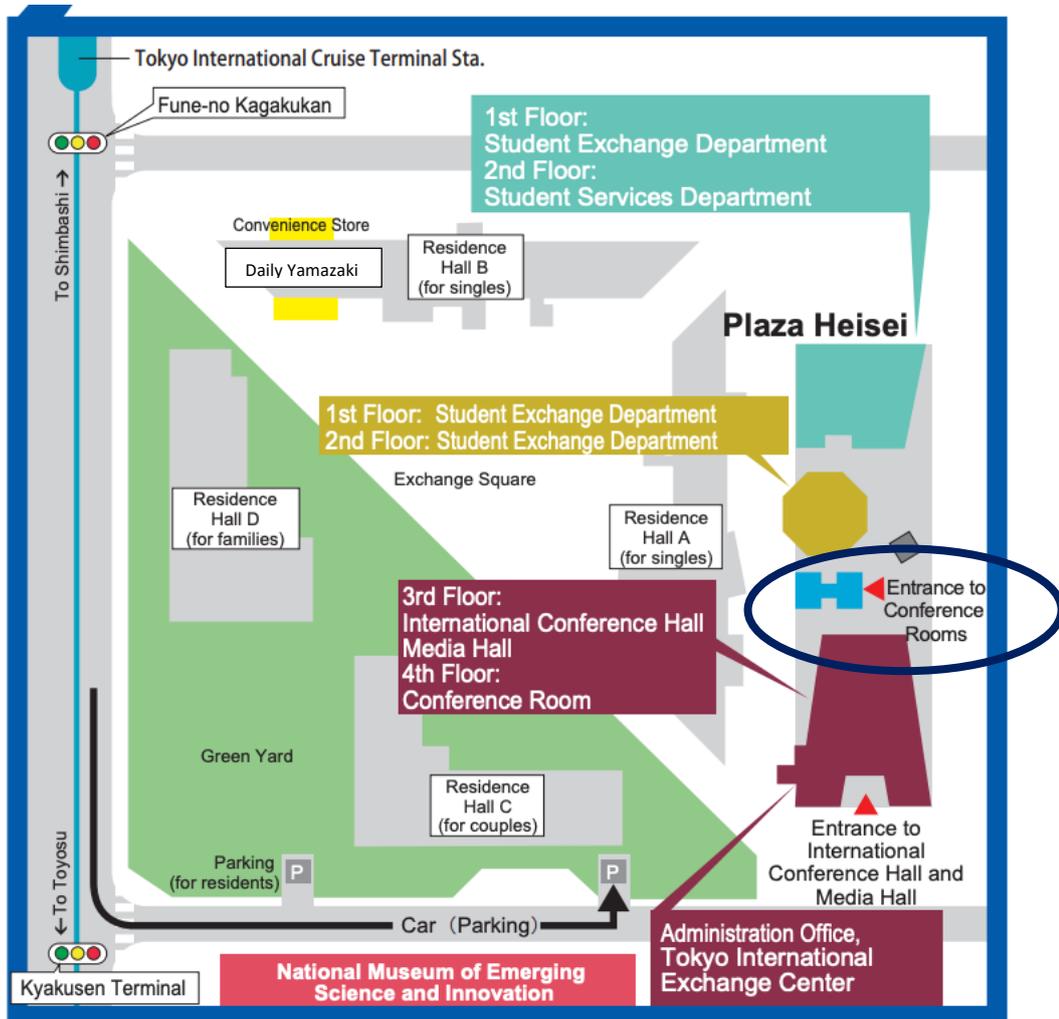
**Please look for the building with the country flags (building 14).
Follow the signs for the administration office.
The conference room building is next door.**

Listening SIG Conference 2023

Conference Rooms

Conference Room 2 –: 4th floor, Heisei Plaza Conference Room Building

Conference Room 3 -: 4th floor, Heisei Plaza, Conference Room Building



Wi-Fi

There is no stable WiFi on campus. Please download or store all of the files you need for your presentation before coming to the conference venue.

Garbage

Please dispose of garbage correctly using the bins at the venue. We also encourage you to take your garbage with you to dispose of when possible.

Listening SIG Conference 2023

Break time / Lunch options

Break Time Spaces

There are available spaces for presenters and attendees to rest and relax in designated areas. Feel free to use the lounge area on the 4th floor. There are also other open spaces available on the first floor.

We will also have access to the 2nd floor deck during break time and lunchtime. Please use the staircase located outside the administration office to access the deck. Please take all garbage with you when you leave as this will be an unsupervised space.

Beverages, Food, and Snacks

There are vending machines around the venue grounds and there is also a convenience store (Daily Yamazaki) about a five-minute walk away from our building.

Options for lunch include one of the many restaurants at the nearby Diver City Plaza, Tokyo, located just across the river.

You can check their eateries here:

<https://mitsui-shopping-park.com/gourmet/divercity-tokyo/>

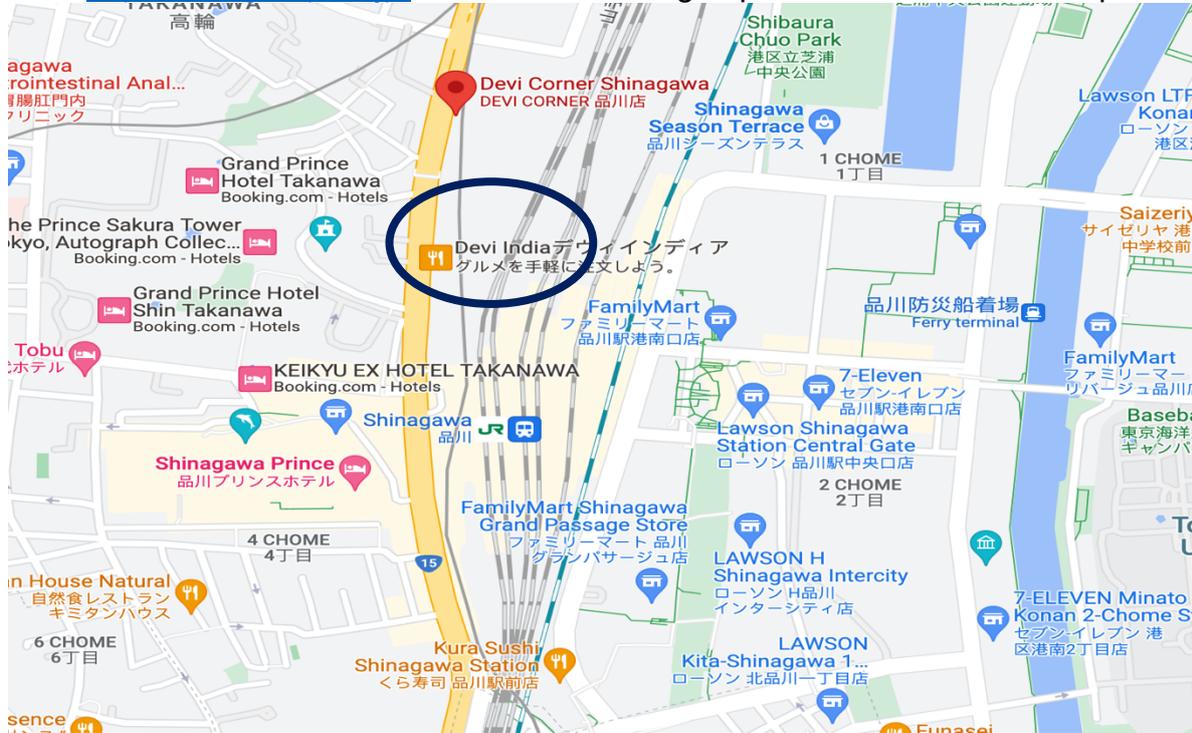
Listening SIG Conference 2023

Social Events

Conference Dinner: Friday 14th July: 7.00pm-9.00pm.

Devi India, 〒108-0074 Tokyo, Minato-Ku, Takanawa, 3 Chome-25-23 京急第2ビル

<https://devigroup.co.jp/> - NOTE: Please sign up in advance to secure a place!

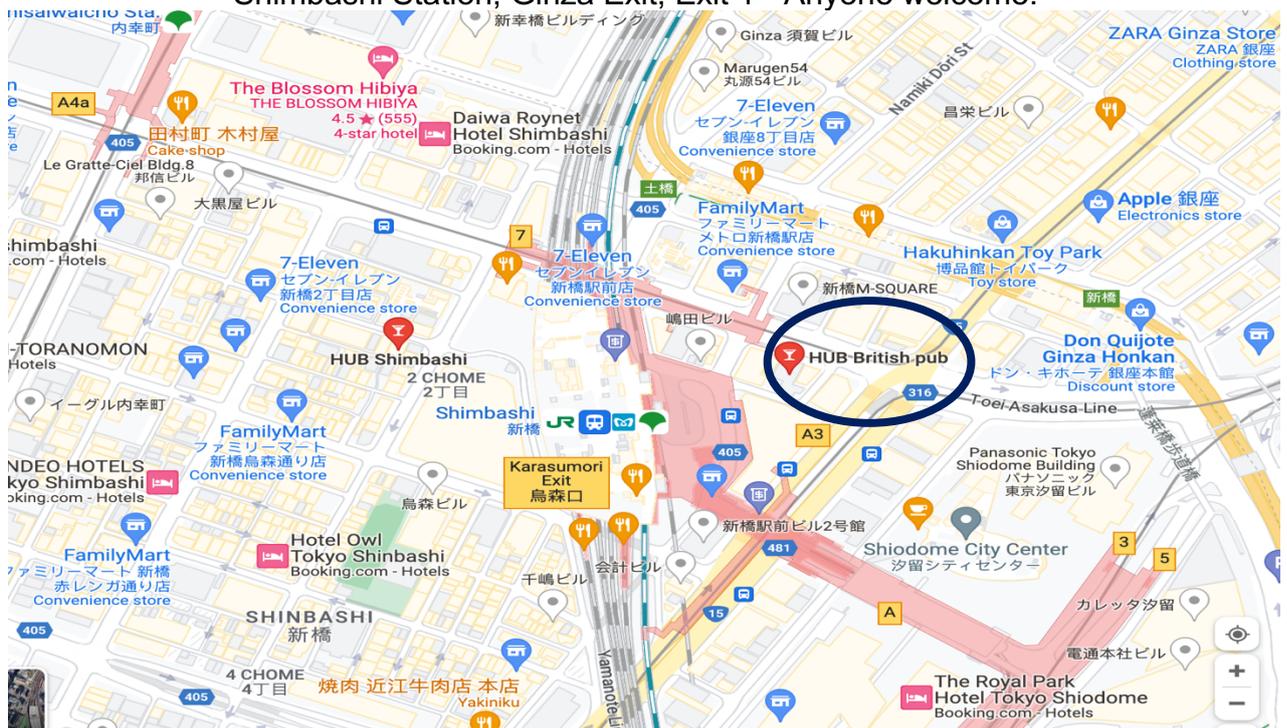


Post-Conference drinks: Saturday 15th July 4.00pm-6.00pm.

HUB British pub, カシケイビル B1F 2 Chome-19-3 Shimbashi, Minato-Ku, Tokyo 105-0004

https://www.pub-hub.com/index.php/shop/detail/100?utm_source=google&utm_medium=mybusiness&utm_term=profile

Shimbashi Station, Ginza Exit, Exit 1 - Anyone welcome!



Listening SIG Conference 2023

COVID-19 Precautions and Prevention Measures

JALT Guidelines:

To prevent any further spread of coronavirus during the event, the following measures will be requested:

Personal health measures

- Please consider wearing masks, especially in crowded rooms or spaces.
- Please check your temperature before registering to help ensure a safe conference.
- Hand sanitation stations will be provided at the venue.

Organizational measures

- Please complete the pre-registration procedures using this [Google Form](#).
- There will be a cap on number of attendees who can enter each session to adhere to the room capacity limit.
- We ask that you help keep the rooms clean and dispose of garbage appropriately.
- There are designated zones for eating and drinking.
- Please seat yourself at an appropriate, safe distance from others if you wish to do so.
- We will open doors and windows to ventilate each room during the breaks.
- Alcohol wipes will be provided.

Heisei Plaza Guidelines:

- Please check your temperature before attending the event.
NOTE: Presenters, if your temperature is more than 37.5 degrees, then please contact us as soon as possible to cancel your session.
- Wearing masks is optional.
- Please use hand sanitizer when entering the facility.

JALT Listening SIG Guidelines:

Please note that there will be an open room policy. Feel free to move between rooms during the sessions.

Listening SIG Conference 2023

Schedule Overview

Time	Conference Room Two: Listening Teaching and Pedagogy	Conference Room Three Listening Research and Learning
9.30-9.50	Welcome Social	
9.50-10.00	Opening remarks	
10.00-10.25	Mathew Porter: <i>Stories from Foreign Patients: An English Listening Resource for Medical Students</i>	Anthony Townley: <i>Research into Listening with Movies for SLA in the Zemi Context</i>
10.35-11.00	Ng Gee Lian <i>Perceptions on Different Types of Shadowing for L2 Listening</i>	Junko Noguchi: <i>Factors Influencing Japanese University Learners' Inferences of Unfamiliar Idiomatic Expressions in Listening</i>
11.00-11.30	Morning Break	
11.30-11.55	Nathan Ducker: <i>Capturing the Situated, Dynamic Nature of EMI-Lecture Comprehension in Real-Time</i>	Heidi Wiltamuth: <i>Addressing Instructional Gaps in Business English Listening</i>
12.05-12.30	Edward Howland: <i>Creating Engaging EFL Listening Experiences with a Custom Fiction Podcast</i>	Naheen Madarbakus-Ring: <i>Reflecting on Listening: Learner Journal Insights from the Japanese University Context</i>
12.30-13.30	Lunch Break	
13.30-13.55	Joseph Siegel: <i>Listening in EMI: How Much do Students Understand?</i>	Marc Jones: <i>Technology-mediated Listening Learning: A Critical Assessment</i>
14.05-14.30	Ma Wilma Capati: <i>Translanguaging Approach and Developing Listening Fluency through Collaborative and Reflective Activities</i>	Paul Tanner <i>Dictation Correction and Follow-up: Maximizing Learning</i>
14.30-14.50	Afternoon Break	
14.50-15.15	Kristofer Kent: <i>Making and Using your Own Podcast for Students</i>	Annie Minami: <i>Paused Informative Listening Events and the Facilitation of Critical Thinking Skills</i>
15.20-15.30	Closing remarks	

Listening SIG Conference 2023

Messages from the Conference Organizers

Naheen Madarbakus-Ring, Listening SIG – Coordinator (listening@jalt.org)

Welcome to the Listening SIG Conference 2023 here in Tokyo. As restrictions worldwide for COVID-19 continue to be reduced, we have the pleasure of holding yet another face-to-face event for our presenters and attendees to connect, reconnect, and network with both familiar and new faces over the conference day. We are proud to host 14 listening-focused sessions which have been scheduled into two categories. Conference Room Two has the Listening Teaching and Pedagogy sessions and Conference Room Three has the Listening Research and Learning sessions. We would like to thank both our Listening SIG and JALT members who have again supported us this year with our events, publications, and endeavors. We would also like to thank our co-hosts JALT Tokyo Chapter and JALT Yokohama Chapter for their help in organizing this year's conference. We are already planning our third Listening SIG Conference in 2024 where we hope to return to Kyoto with more interesting and relevant presentation topics related to listening. Thanks to all of our presenters and attendees for attending today and we look forward to seeing you next year!

Charu Gupta, Tokyo JALT President (<https://sites.google.com/view/tokyojalt>)

On behalf of the Tokyo Chapter, we are delighted to co-host the Listening SIG Conference 2023. We hope that you can take some time out to enjoy the capital city, a fantastic combination of traditional and modern Japanese culture. From traditional temples and shrines, to museums, to skyscrapers and robots, and some of the best cafes and restaurants in the world, there is something for everyone in this fast-paced metropolis. The Listening SIG committee has done a tremendous job putting together a jam-packed day of presentations on teaching listening and the latest trends and findings in related research. As one of our first face-to-face events since COVID-19, we hope you can make the most of not only the conference, but also networking opportunities at the pre-/post-conference socials. Our Tokyo JALT members are excited to be back offline, and we welcome those who have come to Tokyo especially for the event. We hope that all presenters and attendees have a fantastic experience!

Listening SIG Conference 2023

Committee members

Naheen Madarbakus-Ring (Listening SIG Coordinator)

David Coulson (Listening SIG Events Officer)

Marc Jones (Listening SIG Publications Officer)

Charu Gupta (JALT Tokyo President)

Mary Nobuoka (JALT Yokohama President).

Contacts

Listening SIG: <https://jaltlistening.wordpress.com/>

JALT Tokyo Chapter: <https://sites.google.com/view/tokyojalt>

JALT Yokohama Chapter: <http://yojalt.org/>

Membership

There are two ways to join JALT:

1. Online registration: <https://jalt.org/joining>
2. Postal *furikae* form: Please ask for a form at the registration desk.

Please ask us at the registration desk if you would like to find out more about JALT membership.

Listening SIG Conference 2023

JALT Code of Conduct

JALT is an organization that encourages diversity and inclusion and which welcomes people of all races and genders from around the world. To ensure a safe and professionally-satisfying experience for all, attendees are asked to read and abide by the JALT Code of Conduct.

JALT seeks to provide a safe, hospitable, and productive environment for all JALT members, staff, volunteers, and event attendees, regardless of nationality, ethnicity, religion, disability, physical appearance, gender, or sexual orientation. JALT prohibits any intimidating, threatening, or harassing conduct during JALT events and any socializing related to those events.

You can read the entire JALT Code of Conduct at

<https://jalt.org/main/jalt-code-conduct>

Ideas of how to improve the Code and make JALT an even more inclusive organization are welcome at the Code of Conduct table throughout the conference



Listening SIG Conference 2023



The Listening SIG

The Listening Special Interest Group (Listening SIG) provides a forum for focused listening research and discussion in specific regard to teaching and learning.

Our aim:

The group offers both teachers and researchers a place to connect, collaborate, and share practice and research regarding how teachers teach listening and assess their learners, how learners improve their listening and use it to improve their knowledge, and finally how theoretical aspects connect to classroom practice. The Listening SIG aims to be a driving force for both current and future research in the field of how listening can be taught, learned, and tested in an increasingly global context.

Publications: - The Listening Post

The first issue of our peer-reviewed journal *The Listening Post* was released in March 2023. The journal features articles on listening research, book reviews, and practical activity ideas for teachers to bring into the classroom.

- The Listening SIG e-newsletter

The official newsletter is sent to members and subscribers bi-monthly. The newsletter features links to short articles/reports regarding listening theory, website suggestions for lesson ideas, call for submissions and information about future events.

Events: - LS369 Members' Meet-up sessions (online)

We will be holding members' meet-up sessions in March, June, and September. The next LS369 take place on September 28th where we will discuss listening and metacognition and also run our SIG elections for 2023/2024. Subscribe to our newsletter to find out more.

Community/other activities: - Hear Us out!

The SIG podcast *Hear Us Out!* chats to researchers and educators about their latest work in listening and shares teaching ideas, the latest research, and assessment tools. Get in touch if you would like share your idea with us.

Research Bites!

Research Bites is available in podcast and blog formats. The segment offers concise summaries of articles to offer teachers the main and practical points from the latest research.

Links:

Newsletter (subscription) - listening@jalt.org

Website - <https://jaltlistening.wordpress.com/>

Facebook Page – <https://www.facebook.com/groups/489940378896137>

Twitter – <https://twitter.com/ListeningSig>

Contact: Email – listening@jalt.org

Listening SIG Conference 2023



News from the Tokyo Chapter

1) Open Officer Positions for the Tokyo JALT Officer Team

As the largest chapter in JALT, we are always looking for more volunteers to join our team and help bring the best opportunities to our members. Our committee is a diverse, enthusiastic group and we welcome anyone who is interested to join us. If you are unsure about what being an officer entails, we welcome you to shadow a current officer and learn the ropes. All of the positions work best as a team, so please consider volunteering and adding your voice to help shape the future of our chapter. The following are some of the positions we are hoping to fill, but should you like to do something else that is not on our list, please do not hesitate to email us with your ideas.

1. **Vice President – helping the President with their duties, organising events.**
2. **Facilities Chair – helping find venues for F2F events.**
3. **Research Chair – organising research methodology workshops/events.**
4. **Social Events Co-Chair – organising online and F2F social events.**

2) Check our website and social media for more events! Besides a variety of talks and workshops over the year, we have regularly scheduled events each year relating to the use of **Educational Technology** in the classroom and **Teaching Young Learners**. As always, we are looking for more suggestions from our members – if you want to hear a particular speaker or want us to address a particular area of teaching or research, reach out to us at tokyojaltprograms@gmail.com.

3) State of the Chapter Featuring an EdTech Event – MALL Applications and Games: Tools that can be used in Japanese EFL classrooms is on **Sunday, July 30th, from 12:45 -14:00 p.m.** on Zoom. Meet the new officers of the Tokyo JALT Officers Team and see how the chapter did last year. Also, join speakers Christopher Saarna and Yukiko Yoshihara as they share their research findings and equip you with new strategies for the classroom. **RSVP at:** <https://forms.gle/pKjKZKWPSDJBnRjM8> . See the poster below for more detail.

Listening SIG Conference 2023

STATE OF THE CHAPTER

TOKYO JALT PRESENTS...

JULY 30TH
FROM 12:45
TO 2:00

MALL applications

AND GAMES:

TOOLS THAT CAN BE USED IN
JAPANESE EFL CLASSROOMS

RESEARCH ON **MALL (MOBILE ASSISTED LANGUAGE LEARNING)** HAS BEEN LACKING, SO IN THIS PRESENTATION, RESEARCHERS WILL REPORT THE RESULTS OF **189 JAPANESE NON-ENGLISH MAJORS** FROM TWO WOMEN'S UNIVERSITIES IN JAPAN REGARDING THEIR THOUGHTS ON MALL AND DISCUSS IDEAS ON HOW TO MOVE FORWARD.



CHRISTOPHER SAARNA IS A GRADUATE OF THE TEMPLE UNIVERSITY JAPAN TESOL PROGRAM. HE HAS BEEN WORKING FOR 8 YEARS IN UNIVERSITIES AND HIS RESEARCH INTERESTS INCLUDE CALL, CONTENT AND LANGUAGE INTEGRATED LEARNING, AND VOCABULARY ACQUISITION.



YUKIKO YOSHIHARA OBTAINED THE MASTER'S DEGREE IN TESOL FROM TEMPLE UNIVERSITY JAPAN. SHE HAS TAUGHT ENGLISH AT SEVERAL UNIVERSITIES. HER AREAS OF INTEREST INCLUDE CONTENT AND LANGUAGE INTEGRATED LEARNING, COACHING IN TEACHING.

RSVP BY CLICKING OR
SCANNING HERE:



Listening SIG Conference 2023

Listening SIG Conference 2023 – Sessions

Stories from Foreign Patients: An English Listening Resource for Medical Students

Mathew Porter

Listening to first-person accounts of patients' experiences provides an opportunity for healthcare professionals to learn about the emotional and practical challenges that patients face, especially when those patients come from another country. This can help healthcare workers to develop empathy and imagine ways to provide more appropriate and culturally sensitive care. The presenter received a JSPS grant to create a spoken corpus of patient narratives from native and non-native English-speaking foreign residents in Japan. The current corpus includes 35 first-person accounts, and the recordings and transcripts are freely available online for adaptation and fair use. The presenter will describe the characteristics of the current spoken corpus, highlighting common difficulties encountered by participants. Additionally, recordings from the spoken corpus have been used for two years in the implementation of a fourth-year nursing course aimed at improving the cultural competency of student nurses before they enter the workforce. The presenter will also describe the approach used in the course and share student feedback in hopes that the spoken corpus can be used by conference participants.

Area: Listening Resources

Room Two: 10.00-10.25

Listening SIG Conference 2023

Research into Listening with Movies in English for SLA in the Zemi Context

Anthony Townley and Nagisa Onoda

This presentation reports on the research findings of a 4th year student who conducted an experiment related to listening in second language acquisition (SLA) as a member of a zemi class. The research study compared the statistical results of three groups of three students who watched movies for different lengths of time and in different ways. While members of the control Group A did not watch the movie at all, Group B watched specified segments every day for a week and Group C watched it once in one sitting. All participants then took the same English listening test based on the same excerpts of spoken English from the movie. The listening test was divided into three sections to measure accurate listening skills: multiple-choice questions, sentence completion questions, and short answer questions. A regression analysis conducted on the results shows that Group B significantly outperformed the other two groups with no significant statistical difference between Groups A and C. This study adds to the growing body of literature showing that non-traditional study methods can be effective in language learning. Even though limited in scope, this presentation also shows how L2 undergraduate students can engage with listening as a key element of English SLA in Japan.

Area: Listening Assessment, Listening Research

Room Three: 10.00-10.25

Listening SIG Conference 2023

Perceptions on Different Types of Shadowing for L2 Listening

Ng Gee Lian

Listening has been widely perceived as the hardest language skill by L2 learners (Newton, 2009) as it demands a wide range of knowledge and skills, from phonetics, syntax, semantics to pragmatics (Hamada, 2015; Vandergrift, 2007). Shadowing is found to be effective in improving English listening comprehension for Japanese learners, but little research has been done in understanding the perception of shadowing. This study aims to examine the perception of Japanese university students on different types of shadowing (textbook-accompanied audio, teacher-led and peer-led) through the use of classroom observations, interviews, and questionnaires. In addition, the use of native and non-native English speakers in teacher-led shadowing was examined to ascertain if the choice of modelling input influenced learner perception on shadowing. Teacher perception on the use of shadowing in L2 classroom was also examined as teachers played an important role in raising learner awareness and demonstrating the use of shadowing. Results of this study provided insights on both learner and teacher perceptions on shadowing which allowed misconceptions to be identified and resolved. Having gained the knowledge of and experienced the different types of shadowing, greater awareness on preferred learning style and autonomy could be applied in learners' pursuit of L2 listening proficiency.

Area: Listening Pedagogy

Room Two: 10.35-11.00

Listening SIG Conference 2023

Factors Influencing Japanese University Learners' Inferences of Unfamiliar Idiomatic Expressions in Listening

Junko Noguchi

This study investigated the relationships among the factors affecting Japanese university EFL learners' probability in successfully inferring unfamiliar English idiomatic expressions while listening. The factors explored on the listener's side include the listener's (a) familiarity with the expression, (b) English listening proficiency, (c) listening vocabulary knowledge, and (d) working memory. As item-related factors, two lexical-level factors of (a) semantic transparency and (b) L1 similarity, and two sentence-level factors of (a) lexical density and (b) sentence length were also included for investigation. Data collected using a listening vocabulary level test, a listening span test, an idiom task, and an idiom identification task were examined using mixed-effects logistic regression. The results indicated that familiarity, listening comprehension skills, working memory, and L1 similarity were significant factors influencing success.

Area: Listening Strategies

Room Three: 10.35-11.00

Listening SIG Conference 2023

Capturing the Situated, Dynamic Nature of EMI-lecture Comprehension in Real-time

Nathan Ducker

One reason for English medium instruction's (EMI) growing popularity is the potential for pedagogical efficiency by simultaneously providing learners with academic content and opportunities to acquire English. EMI's efficacy and effectiveness, however, remain unproven with questions concerning students' language proficiency unresolved. Key concerns for stakeholders, therefore, are knowing how much of an EMI lesson students can understand and what factors impact learners' comprehension. This study, therefore, uses an innovative footswitch mechanism to capture comprehension ratings as students participate in lectures in real-time. The data shows learners failing to comprehend extensive sections of the lecture while deeper analysis identified sections of the lecture where issues concerning prior taught knowledge, top-down schema building, lexical, and bottom-up identification of sounds coincided for multiple learners. Using these points of convergence as a guide, recommendations to make EMI pedagogy more accessible to learners are provided.

Area: Listening and Teaching

Room Two: 11.30-11.55

Listening SIG Conference 2023

Addressing instructional gaps in business English listening

Heidi Wiltamuth

This presentation describes the results of an investigation into the listening needs of Japanese business English (BE) learners. Researchers have commented that listening in BE contexts is under-researched as compared to other areas within English for special purposes (ESP) and have called for a more research-informed, ESP approach to course and materials design. The study drew on suggestions by researchers that ESP listening pedagogy be based on the micro-skills listeners need to attain better comprehension in accordance with the listening situation and purpose. A literature review subsequently uncovered a number of listening micro-skills considered essential for listening in international business contexts. These findings were used to analyze the approach of business English textbooks to find the extent to which they addressed these skills. Further, in recognition of the role of the teacher in providing instruction outside of textbook material, a teacher survey with semi-structured interviews investigated how teachers are using the textbooks and whether classroom practice would bridge the gaps in instruction left by the textbooks. This process led to the discovery of potentially important instructional gaps. These findings will be presented along with suggestions for addressing these gaps, thus creating the needed link between research and practice.

Area: Listening Pedagogy

Room Three: 11.30-11.55

Listening SIG Conference 2023

Creating Engaging EFL Listening Experiences with a Custom Fiction Podcast

Edward Howland

Listening is a fundamental skill in second language learning, but students often struggle with it due to a lack of exposure to authentic spoken language. In this presentation, we propose using a custom fiction podcast, created by the presenter, as a means to improve EFL student listening skills and affective engagement with the material. A custom fiction podcast offers students an engaging and enjoyable way to practice listening, as well as exposure to authentic spoken language in a variety of contexts. Furthermore, using a podcast created specifically for the class can provide a sense of ownership and relevance, and increase students' affective engagement with the material. We will discuss the process of creating a custom fiction podcast, including selecting appropriate topics and creating compelling characters and storylines. We will also provide practical tips for incorporating the podcast into EFL teaching, such as pre-listening activities to help students understand the context and vocabulary of the podcast, as well as post-listening activities to reinforce comprehension and improve pronunciation. We will also share preliminary data from a qualitative study which explores how studying with the podcast affects students' motivation, enjoyment, and connection to the language learning process.

Area: Listening Pedagogy

Room Two: 12.05-12.30

Listening SIG Conference 2023

Reflecting on listening: Learner journal insights from the Japanese University context.

Naheen Madarbakus-Ring

Research suggests that the use of journaling in language learning helps learners to monitor and evaluate their real-time listening difficulties. Learners encounter common difficulties, such as time commitments and repeated mistakes in their L2 listening. One option is to help learners focus on how they process the listening input to help them improve their listening performance by increasing their awareness of their process-based approaches and the strategies they use.

This presentation outlines 33 learners' experiences of their out-of-class listening selections. High-level and low-level learners from three tertiary listening classes at a Japanese university completed one homework journal each week for five weeks. Using listening prompts, learners self-reported on their chosen resources, their comprehension of these resources, and their enjoyment of the listening experience. The results showed that all learners consistently chose familiar listening resources. High-level learners self-reported improved listening comprehension while low-level learners did not report any change. Further, high-level learners self-reported increased enjoyment levels while the low-level learners self-reported decreased enjoyment levels, suggesting more fatigue or boredom for them as the course progressed. The presentation concludes by providing practical listening journaling approaches for educators to use in both in-class and out-of-class contexts.

Area: Listening Pedagogy, Listening Strategies

Room Three: 12.05-12.30

Listening SIG Conference 2023

Listening and Teaching, Listening and English Medium Instruction

Joseph Siegel

English medium instruction (EMI) has been increasing in higher education with broad intentions of stimulating internationalization and cross-cultural learning experiences. This form of education presents opportunities and challenges for teachers and students alike. Key challenges involve various levels of second language (L2) speaking and listening abilities among teachers and students. This exploratory study therefore examines the relationship between the main ideas from two EMI lecturers in Sweden intended for their students to learn during lectures and the main ideas that EMI students report learning in the same lectures. Prior to six lectures, the teachers summarized to the researcher the main ideas to be included in the respective lecture. Immediately following the lecture, students provided their own summaries of the main ideas. A keyword analysis comparing the teachers' intended messages and students' reports shows that students may not be recognizing and acquiring the main ideas that the teacher intends.

Area: Listening and Teaching, Listening and English Medium Instruction

Room Two: 13.30-13.55

Listening SIG Conference 2023

Technology-mediated listening learning: a critical assessment

Marc Jones

When listening is taught, recordings are commonly used and these are frequently mediated by internet technology. There has been little attention paid to whether these methods are actually beneficial to the acquisition of additional languages or listening skills. The different considerations involved in using technology to teach and learn listening skills and to teach and learn languages through listening are discussed in terms of practicalities, possibilities and problems. In particular, the consideration given to listening processes in current technology-mediated practices and applications will be discussed, such as how sound is represented, often visually for answer options in online listening tasks. The problem of achieving interaction in listening through web interfaces will also be examined, and how internet technology and AI for listening can be problematic. The use of learners' own devices for listening will also be discussed with regard to learning efficacy and optimum learning environments. To conclude, future technology developments will be examined and practical ways to make the most of technology to maximise language and listening skill acquisition will be presented using commonly available applications.

Area: Listening Pedagogy

Room Three: 13.30-13.55

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Translanguaging Approach and Developing Listening Fluency through Collaborative and Reflective Activities

Ma Wilma Capati

Listening fluency refers to the ability of students to understand input without taking time to decode the meaning of words in listening materials (Chang & Millet, 2018). Although there are various listening resources, the challenge of utilizing these materials is still inevitable, especially among EFL students with a basic English level in Japanese universities. The challenge comes from comprehending the whole context of listening material in English and articulating their ideas and opinions based on these materials. To overcome this challenge, the translanguaging approach has been used in the classroom. Translanguaging aims to maximize the communicative potential of students by using the language resources that are available and exploring concepts and ideas to make their voices heard by others (Naldic, 2016). This presentation will focus on how the translanguaging approach can emphasize the importance of utilizing the linguistic repertoire of students in developing listening fluency through individual and group output. The specific context where this approach was applied will be explained along with example materials from actual classes. Through the materials in English communication classes, this presentation aims to determine how students with basic English levels can improve their listening fluency by using translanguaging techniques in pre-, while, and post-listening activities.

Area: Listening Pedagogy

Room Two: 14.05-14.30

Listening SIG Conference 2023

Dictation correction and follow-up: maximizing learning

Paul Tanner

Orthographic text dictation (writing long dictated passages) is an underutilized resource in ESL teaching. In a general sense, they promote active listening, foster unconscious thinking in the target language, and help internalize the language. They are also motivating for students because they present a clear, achievable goal. This presentation will highlight the necessity of correcting the dictation, and how to maximize student involvement in the process. Active participation by students will lead to more learning.

After students have written the passage, it needs to be corrected for students to gain any value. The presenter will explain a number of techniques for the teacher to keep students active, notice their mistakes, and make corrections in an active manner. The presenter will offer a variety of techniques to do this.

Area: Listening Strategies

Room Three: 14.05-14.30

Listening SIG Conference 2023

Making and using your own podcast for students

Kristopher Kent

Making and using your own podcast for student listening practice is an easy and practical activity for teachers who want to add an extra listening element to their English courses. With a computer, a microphone, and some free software, it is becoming easier for the language teacher to be their own materials creator. The ability to create tailor-made listening materials can help to empower teachers and create a special resource for students that can be highly motivating as well as entertaining. This presentation will explain how the presenter created a podcast and implemented it into a college English curriculum in Nagano, Japan. In addition, the presentation will look at some student reactions to the podcast. Finally, the presenter will explain how the podcast can be promoted and made available to anyone interested in studying English as a second language on their own.

Area: Listening Resources

Room Two: 14.50-15.15

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Paused informative listening events and the facilitation of critical thinking skills

Annie Minami

Language teachers in Japan face the unique conundrum of asking students to think critically about global issues that they may not have pondered in their L1. How can we promote the development of active critical thinking in our classrooms when students may not be accustomed to doing so? This presentation explores a classroom-based study that was conducted in the 2nd year international track class of 23 students at an all-girl secondary school in Kanagawa Prefecture over the period of 3 months. Using translanguaging to discuss paused informative listening events (Field, 2008), we discuss the effects they may (or may not have) on facilitating spoken and written critical thinking skills in the secondary language classroom. We will explore paused listening as an instructional tool and how translanguaging aided in student comprehension which was measured by in-class student-spoken L2 output.

Area: Listening and Teaching

Room Three: 14.50-15.15

Listening SIG Conference 2023

Call for the Listening Post Journal papers



Manuscripts are reviewed and evaluated anonymously by members of The Listening SIG officers or additional readers based on reviewer expertise and interest. Submissions should be of relevance to language educators in Japan.

Feature Articles

- 5,000-8000 words for longer manuscripts (including references but excluding appendices)
- 3,000-5,000 words for short manuscripts (including references but excluding appendices)

Students' Research Papers

2,000-3,000 words in English, or between 3,000 and 5,000 characters in Japanese (but, it is very flexible).

Restrictions

Papers submitted to *The Listening Post* must not have been previously published, nor should they be under consideration for publication elsewhere. If accepted, the editors reserve the right to edit all copy for length, style, and clarity without prior notification to authors.

For more details see: <https://jaltlistening.wordpress.com/new-the-listening-post-guidelines/>

The Listening Post

NEEDS YOUR ARTICLES

Send your research or teaching reports to listening@jalt.org

Listening SIG Conference 2023

Please consider giving us feedback about the conference here:

Link: <https://forms.gle/9JAVU5N9tsfJ9ynn7>

Thank you for joining us at this year's Listening Conference and we look forward to your participation next year!



Listening SIG Conference 2024



Listening SIG and
JALT Kyoto Chapter

hope to see you for our
third Listening
Conference in Kyoto.

Saturday 13th July 2024
(TBC)