~ **JALT Listening SIG Presents** ~
# *The JALT Listening SIG Forum*
Date: **November 14th (Sunday)**
Time: **10:45am~12:15pm**
Where: **JALT 2021 Conference (via Zoom)**   **www.jalt.org**

Exploring links between lexical knowledge and L2 listening comprehension
Presenter: **Dr. Joshua Matthews** of **University of New England, Australia**

Recent research has emphasized the particularly strong link between lexical knowledge and L2 listening comprehension (Cheng & Matthews, 2018; Vafaee & Suzuki, 2020; Vandergrift & Baker, Wallace, 2020). The capacity to rapidly and accurately recognise the phonological form of the words encoded in speech is crucial in enabling the listener to access the intended meaning of the speaker. Developing a clearer understanding of the way lexical knowledge intersects with L2 listening will be key in developing approaches that purposefully promote each of these strongly related constructs. Critical to this matter is an appreciation of the modality-specific nature of the lexical knowledge that most strongly underpins successful listening comprehension, so-called aural vocabulary knowledge (AVK). This presentation will address several issues that are of current relevance to the relationship between AVK and L2 listening. Firstly, the position of AVK in an overarching framework of listening will be suggested. From here, a number of current issues around AVK that have pedagogical relevance will be discussed. These will include the role of multiword units, considerations of lexical coverage, alternative approaches to testing AVK, and the value of technology in enhancing AVK. Current directions and future opportunities for research will be discussed.

Bio: Dr Joshua Matthews is a lecturer in Learning and Teaching at the School of Education, at the University of New England, Australia. Josh's main research areas are second language (L2) teaching and testing, with a special focus on the use of technology in the development of L2 listening capabilities. He has undertaken research projects in China, Japan, Thailand and Australia and his previous research has been published in outlets such as *Language Testing*, *Language Learning and Technology*, *ReCALL* and *Computer Assisted Language Learning* among others.

Teaching listening online: Challenges and affordances
Presenter: **Marc Jones** of **Toyo University, Tokyo, Japan**

Teaching listening has unique challenges when compared with the other language skills, yet teaching listening online has rarely been examined, particularly when considering transferring in-person activities to online. In this interactive presentation, where comment is encouraged in order to foster greater knowledge of possible practices, the limitations as well as affordances of online teaching of listening will be explored, along with the difficulties that teachers may face when assessing listening online in an equitable learning environment. Not only synchronous teaching but asynchronous 'on-demand' teaching will be discussed, as well as the possibilities, drawbacks and workarounds that may be involved to produce lessons that facilitate skills and language development. The discussions include use of software, web applications and platforms but will be platform agnostic in order to cater to all teachers and learning situations. Participants will be enabled to put principled listening pedagogical activities into practice.

Bio: Marc Jones teaches English at Toyo University. He started teaching in private language schools in 2003 and has taught in almost every context possible in Japan. His interests include Task-Based Language Teaching, listening and phonology, teacher beliefs, classroom materials development, and neurodivergency in language teaching and learning. He holds a Trinity DipTESOL, MA Applied Linguistics and TESOL and MRes Humanities and Social Science from University of Portsmouth. His academic website is http://marcjones.tokyo/ and he blogs at http://getgreatenglish.com/ftsd

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