

'Designing EAP Listening Materials'

Alison McBoyle

University of Aberdeen

Outline

- The Starting Point
- Research – How Conducted, Results & Application
- Example of Material Produced
- Feedback
- The Next Steps

How It Began

□ Communication classes

- Purpose/role
- Topics
- Style

□ Research

- Attending, Recording & Transcribing Lectures
- Identifying & Recording Significant Features
- Repeat process with published EAP Materials

Research Findings

Differences

- Language
 - Syntax
 - Discourse markers/cohesion
- Method of Delivery
 - 'Reading' style (Dudley-Evans & Johns 1981 in Flowerdew 1994)
 - Intermittent rates of speech – 'catch up' (Flowerdew & Miller 1997)
 - Speed (PM1: 125, PM2: 147, UA1: 131, UA2 164)
- Pre-lecture notes/Visuals/Main Points
- Use of exemplification

Use of Exemplification

	PM1	PM2	Real Lectures
No. of examples	9	10	11
No. of words	8 – 134	3 – 18	3 - 747
Time as % of lecture	35	6	32
No. related to visual	0	0	6.5

Use of Exemplification cont.

Language Used

Lecture	
PM1	for instance; such as; for instance; here's an example; an example might help here; let's look at the classic example; and example of; for instance; for example.
PM2	include; for example; such as; for example; from a; for example; such as; for example; such as; for example.
UA1	take a good example of this; for instance; for instance; now one of the great classic; like; if we go back to say; thinking back; I remind you; referred to the Anderson example; I cited at the beginning; there was a gentleman.
UA2	so if you look at; and we see the same; like; so; you know; we'll talk about that one; one of the other ones; one of the changes; and one HR manager we talked to; we have one; here's one; for example.

Summary

- Cannot replicate 'target situation' (Hutchinson & Waters, 1987)
- Develop Skills & Strategies
- Discrete Listening Lesson
- Develop a Series
- The Purpose of Listening
- Pre- & Post-lecture activities
- Use of exemplification
- Extend & Adapt Language

'Asides are not incidental add-ons...by undertaking them the professor shows that the issue they involve is important.' (Strodt-Lopez 1991)

Applying Research Findings

- Create a series of mini-lectures
- Record Lectures
- Post Outline & Recording on WebCT
- Allocate class for weekly mini-lecture

Your location: **Home Page**



[Foundation Course information](#)



[Portfolio information](#)



[Portfolio Listening Activities](#)



[Speaking Information](#)



[Writing Information](#)



[Mini lecture handouts](#)



[Portfolio Grammar - Useful links](#)



[Mini lecture recordings](#)





[Project classes](#)



< Your location: [Home Page](#) > [Mini lecture handouts](#) > **Semester 1 Oct - Dec 2008**


 [Semester 1 timetable - students](#)

 [Mini lecture 4 Scotland0](#)


 [Mini Lecture 1 Aberdeen](#)

 [Mini Lecture 5 Food](#)

 [Mini lecture 2 UK](#)

 [Mini Lecture 6 Leisure](#)

 [Mini Lecture 3 Festivals & Customs0](#)

 [Mini Lecture 7 Health](#)

Mini Lecture 1

Aberdeen



Alternative names:

Background info.:

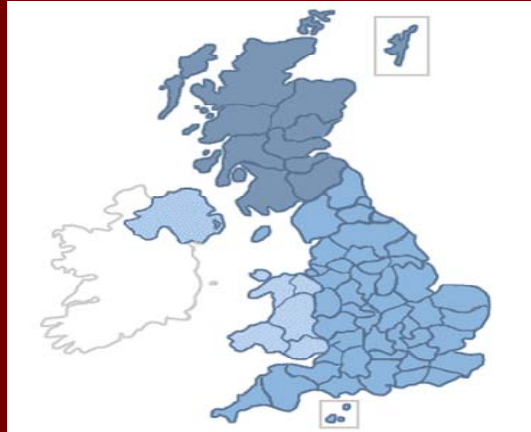
Language:

Industry:

Amenities:

Mini lecture 2

Great Britain, the UK or the British Isles?



Two main islands

Great Britain =

The UK =

The British Isles =

The British Isles – structure

Country	Capital city	Area (km squared)	Population (million)	Density per km squared
England		130		375
Scotland	Edinburgh		5	
Wales		21		141
Northern Ireland	Belfast		1.6	
Republic of Ireland				



Feedback – Tutors & Students

- Interesting topics
- Liked the routine
- Aware of the relevance
- Requested more

The Next Steps

- Continue to Build Series
- Variety of Speakers
- Increase Difficulty & Speed
- Live Lecturer (Badger et al 2001)
- Build on length/language (incl. examples)
- Ask students for topics
- Subject specific

Bibliography

- Badger, R., G. White, P. Sutherland and T. Haggis. (2001). 'Note-perfect: an investigation of how students view taking notes in lectures.' *System 29*: 405 – 417.
- Beglar, D. and N. Murray. (2002). *Contemporary Topics*. White Plains: Pearson Education
- Flowerdew, J. (ed.) (1994). *Academic Listening: Research Perspectives*. Cambridge: Cambridge University Press.
- Flowerdew, J. and L. Miller. (1997). 'The Teaching of Academic Listening Comprehension and the Question of Authenticity.' *English for Specific Purposes 16(1)*: 27 – 46.
- Lynch, T. (2004). *Study Listening*. Cambridge: Cambridge University Press.