

| Introduction to the 2nd Edition

This new edition has a strong strategy focus and contains six, new, 50-minute (or longer) lectures. (For more information, instructors are referred to the Instructor's Manual.) Vast changes have been made for this edition for some important reasons. First, significant changes in technology since the publication of the first edition—namely the preponderance of PowerPoint slides—has led to a rethinking of what it means to understand lectures, to take notes, and to display understanding of lecture content. This set of materials provides a variety of PowerPoint contexts to illustrate the importance of thoughtfully evaluating what is on the slides before (if possible), during, and after the lecture. Given the PowerPoint landscape, students need to learn to reduce reading demands during the lecture by preparing in advance so that they can listen more attentively. They can obviously take advantage of what is already provided on a slide, but they still need to be discriminating and add notes. They need to listen for what is not on the slides, which sometimes includes the main point but can also include important commentary from the instructor/professor. Students also need to be ready to take notes in contexts for which there are no PowerPoint slides. For that reason, we have included an example (Lecture 1) where slides are not available, giving students an opportunity to practice a modified Cornell Method for organizing notes. The point is not to teach Cornell, but to remind students to have a system or method for taking and organizing notes that works for them.

A second major technological change since the first edition is the plethora of high-quality, interesting, and free lectures, whole courses, and degrees offered online. This change is significant, although finding appropriate lectures that will hold student interest, finding and then combing through transcripts for appropriate and authentic language examples, scaffolding level-appropriate tasks, and infusing what we know about learning and listening from the research literature takes more time than most instructors can afford to spend. Moreover, lectures online may migrate and suddenly become unavailable, causing much distress after time is invested in all those activities listed. A desire to assist instructors with some of these many challenges precipitated the development of this edition.

Academic Listening Strategies, 2nd Edition, addresses high-intermediate and advanced student needs (CEFR: B2–C1; TOEFL iBT®: 65–100; IELTS: 6.0–7.5) in a coordinated, systematic way that is grounded in what we understand today from the research about listening, lectures, note-taking, and language. We have also attempted to give students ample practice opportunities that build knowledge of context, build knowledge of language and skills, and provide an appropriate challenge while leading students toward eventual autonomy.

The six authentic lectures contain relevant and interesting content that we hope will be relevant for some time. Included are two in the areas of science and technology, two on humanities topics, and two on economics. All are accessible to students of diverse backgrounds and have been piloted with both undergraduate and graduate students and those in IEPs and ELIs. Finally, in an effort to expose students to a variety of Englishes, three of the lecturers are speakers of additional languages. Additionally, although there is continued heavy emphasis on the traditional lecture genre, two lectures are interactive (Lectures 5 and 6) and one features a significant after-lecture question-and-answer sequence (Lecture 3).

In addition, as in the previous edition, an attempt has been made to scaffold the lectures to begin with a naturally slower and redundant speaker (Lecture 1) and then gradually move to more rapidly delivered, interactive lectures for which there is limited visual support (Lectures 5 and 6). With regard to authenticity, the Economics lectures in particular contain the same content and teaching style as the first two days of an Economics 202 class at Duquesne University. This recording was made with an audience of advanced graduate and undergraduate ESL students in a content-based bridge course. Two of the other lectures (Lectures 2 and 3) had similar student audiences.

Listening and learning strategies are appropriately highlighted in this edition and now take center stage. A metacognitive strategy focus is included throughout, including developing an awareness of the challenges students face and reflecting on how to overcome them. Predicting, monitoring, and evaluating are all woven into the fabric of this edition, although they are not identified separately as **metacognitive strategies**. I hope that by drawing attention to strategies, and by practicing them, students will better understand what they can do to become autonomous learners.

With regard to listening in general and lecture comprehension in particular, we still look through the glass darkly. We do not understand all the processes involved as the number of variables is huge. Our hope is to provide some clarity for today's students and to provide a scaffold to build on as they progress toward academic coursework.

How to Use This Edition


This text and videos:

- provide a variety of high-quality, authentic, full-length lectures.
- highlight what speakers do to structure lecture material and increase comprehension.
- draw attention to key lecture elements (e.g., definitions and critiques) that students often miss.
- provide ample material to listen to, both in and outside of class.
- empower students with strategies to improve lecture comprehension.
- develop comprehension, knowledge of academic culture (such as why interactive lectures and the Socratic method are valued), and understanding of how language works in spoken contexts.
- provide a variety of examples of lecture micro segments **in context** such as definitions, examples, process descriptions, critiques, and speaker viewpoint.
- develop note-taking skills both with and without PowerPoint slides.
- scaffold lectures for difficulty.
- provide practice for understanding realistically long stretches of academic speech.

The online platform allows students to bookmark pages, highlight the text, and make annotations so most tasks can be done “in” the e-textbook. The videos are embedded with a link at the top of the screen on pages with video tasks.

Videos

This set of textbook plus videos is the collaborative work of a team of individuals over a five-year period. Because considerable time, effort, and expense have gone into development of these materials, all are copyrighted and there is no option for open access. Access to the videos is available only through individual purchase at michelt.ublish.com.

Once students register and gain access, they can view the enhanced textbook with embedded videos from any device at any time during the course. All tasks that involve listening to a lecture or a clip are indicated by this icon: .

Lectures 1–3 are divided into two, 20- to 25-minute halves, and Lectures 4–6 are whole lectures. The idea is to try to stretch the attention capacity of students, so they become ready for the real world of academic classes. Students at a level of 60–70 on the iBT® may not have had exposure to listening material longer than 10-minute audio lecture segments or 20-minute TED Talks, so slightly longer than that is the starting point here. The lectures increase in length and complexity; Lecture 4 is 40 minutes; Lecture 6 is 65 minutes.

The lecture videos can be shown in class or assigned as homework. Keep in mind that the more lectures are played in class, the less time there is to discuss challenges, lecture features, or other material. This set of materials is ideally suited to a flipped classroom/flipped learning. Instructors may apply a hybrid approach and do the first half of Lectures 1–3 in class and then ask students to listen a second time at home.

PowerPoint Slides

Materials that accompany the lectures that show the slides and provide space for note-taking are available at michelt.ublish.com for a small additional fee. A variety of PowerPoint (PPT) slide types have been provided to reflect what students will encounter in their academic coursework. In academic courses, sometimes slides are provided ahead of lecture, sometimes they are provided after, and sometimes they are not provided. Sometimes slides are very text-dense, and sometimes they are not. In each context, students must be able to adapt and take notes on important material.

PowerPoint slides are provided for Lectures 2–6 just as they were in the classes that were filmed. For Lecture 1, the professor did not provide PPT slides to students. Some instructors may choose to use the first lecture as a diagnostic to find out what students are able to write and whether they can retrieve important information from their notes and display their understanding some days later. Later units require students to manage the multi-tasking needed to read the slides (hopefully before the lecture), listen, and determine whether there is important information that is not on the slides and adjust their notes accordingly.

Online Vocabulary Practice

Vocabulary development is not tangential for listening; on the contrary, a lack of vocabulary is one of the primary reasons students have difficulties with lecture comprehension. Students are encouraged to read the PPT slides before they listen to the lecture to raise awareness of new vocabulary. Other strategies for dealing with unknown words include: not getting stuck on the unknown term, writing some part of an unfamiliar term, and indicating a gap in notes when a term is missed. Additional practice is provided online (open, no fee) at www.press.umich.edu/elt/compsite/als2.

Vocabulary Learning

Learning the new terms introduced in a lecture is very important. It is also necessary to keep learning new academic words and phrases to improve your English. These words will help you in all your classes.

In your previous study of English, you may have thought about vocabulary study as learning new words and then translating them. You may have made charts with a list of new words and their translation in your native language and you may have memorized the meaning of each new word in your native language. This may work when you are reading, but it's likely that you have forgotten many words you once memorized in this way. In your new academic context, you will need to be able to do more than recognize new terms—you will need to rapidly acquire new terms and be able to use them.

A more complete way to think about learning vocabulary includes knowing:

- the meaning
- the part of speech (whether it is a noun, a verb, or an adjective, etc.)
- the pronunciation
- whether the term is typically informal or formal
- the context for which it is appropriate.

You also need to know what words typically appear together with the new term or how the word is used together with other words. We call the group of words that go along with a word a **collocation**. Words that typically are used together in a kind of “chunk” or “bundle” are collocations. Learning new terms in a chunk is likely to improve your ability to actually use them.

Acknowledgments

These materials are the result of several years of collaborations with many individuals, some of whom you will see, and many of whom you will not see. My sincere thanks to the visible collaborators—the lecturers who not only allowed me to videotape them, but also patiently and graciously put up with other requests inherent in creating a published work: Christine Feak, Kim Huster, Marissa Kozak, Amir Salehzadeh, Pavel Yakovlev, and Herbert Winful. Thank you for your continued support for international students and for your generous willingness to lend us your expertise.

Special thanks also to the less visible, but no less important collaborators. Thank you to Kelly Sippell, ELT Director at the University of Michigan Press, for experimenting with me, for visualizing what could be next, for shaping what was very nebulous, and for supporting this work throughout the process.

My thanks to John Swales and Christine Feak for their contributions to this text and for lifetime contributions to the development of English for Academic Purposes (EAP). It has been my privilege to work with you and to be inspired by your work.

Elie Mosseri, Brendan Kepple, and Sue Todhunter—thank you for offering your expertise and support and for being great colleagues.

Rawan, Hashim, Yan Yan, Yu-Chen, and Anastasiia—thanks for being great students and for letting me use your notes to help other students.

My thanks also to the many researchers who record, transcribe, dissect, and analyze language features in lectures. We sorely need your painstaking research.

Finally, my thanks to my husband, Amir, whose support is both visible and invisible.