CALL-enhanced L2 Listening Skills – Aiming for Automatization in a Multimedia Environment

MARÍA JESÚS BLASCO MAYOR
University Jaume I, Spain

ABSTRACT

Computer Assisted Language Learning (CALL) and L2 listening comprehension skill training are bound together for good. A neglected macroskill for decades, developing listening comprehension skill is now considered crucial for L2 acquisition. Thus this paper makes an attempt to offer latest information on processing theories and L2 listening comprehension research, as they are the foundations of our methodological proposal. It also establishes a set of criteria for the design and pedagogical exploitation of online and offline listening materials delivered through the latest technology (DVDs and TV satellite recordings) in order to achieve learners' automatization of L2 input processing. In this vein, we carry out a gradual approach to take the L2 learner from a lower-intermediate to an advanced L2 listening competence. Finally, an L2 listening comprehension training course delivered through the Labint multimedia digital lab and its online branch is also presented.

Keywords: Computer Assisted Language Learning (CALL), L2 listening comprehension skill, automatization, multimedia digital platform or lab, E-lab

1.   THE ROLE OF LISTENING IN L2 LEARNING

Despite the fact that as much as 50% of communication time is spent listening (Gilman & Moody 1984), little research has been devoted to the development of this relevant skill. Some even argue that "listening has been treated as the Cinderella of the four macro-skills" (Flowerdew & Miller 2005). There are a number of reasons for this. According to Pérez Basanta (2000a: 1811):

> Firstly, it is construed that listening is a "complex, problem-solving skill [...]" (Wipf 1984: 345), difficult to teach and until a few years ago it was not