

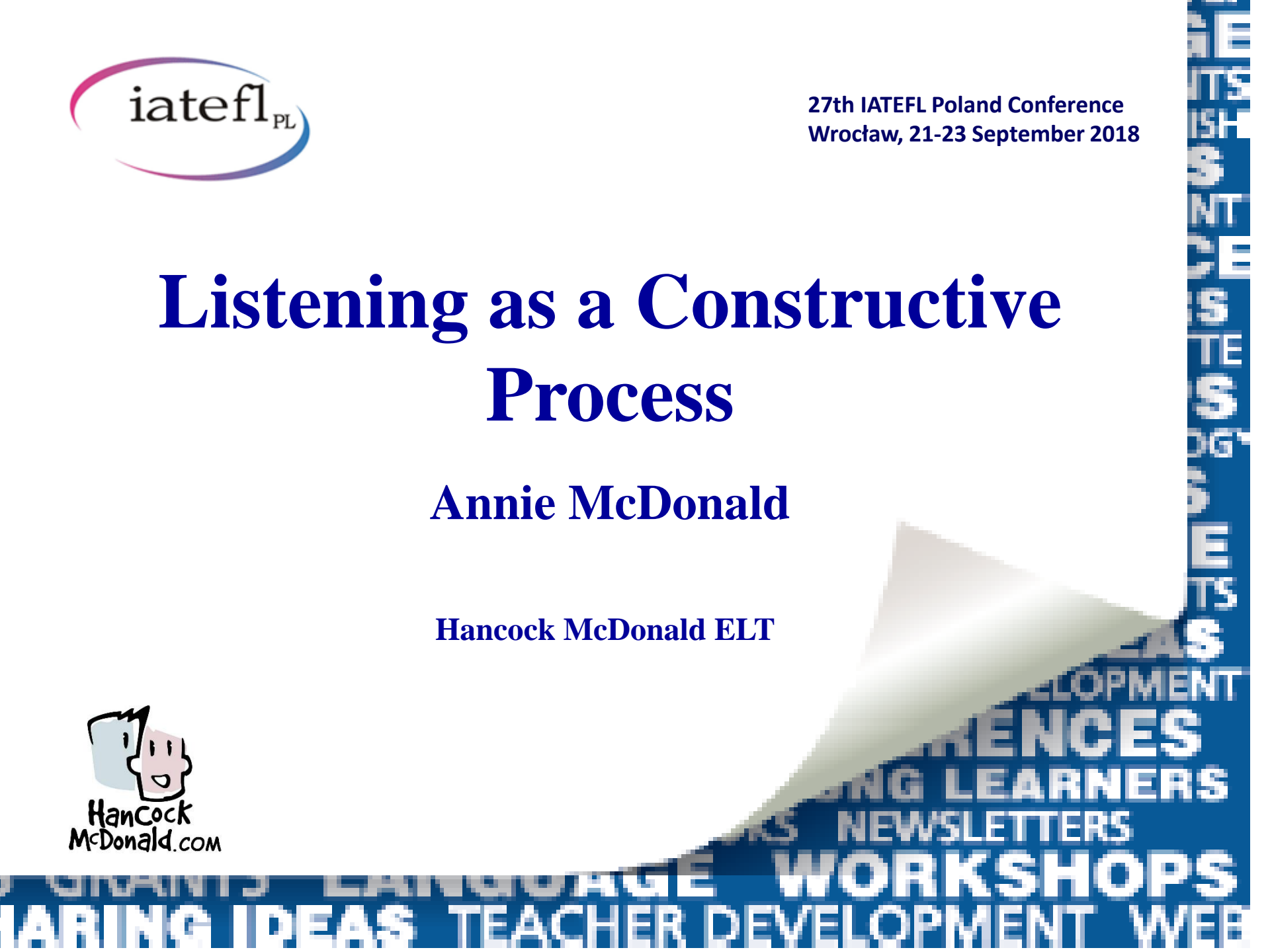


27th IATEFL Poland Conference
Wrocław, 21-23 September 2018

Listening as a Constructive Process

Annie McDonald

Hancock McDonald ELT





OUTLINE

A constructive process?

- **How? An expert listener**
- **What ? Some characteristics of spontaneous spoken English**
- **Who? A non-expert listener**
- **Where? Implications for classroom practice**

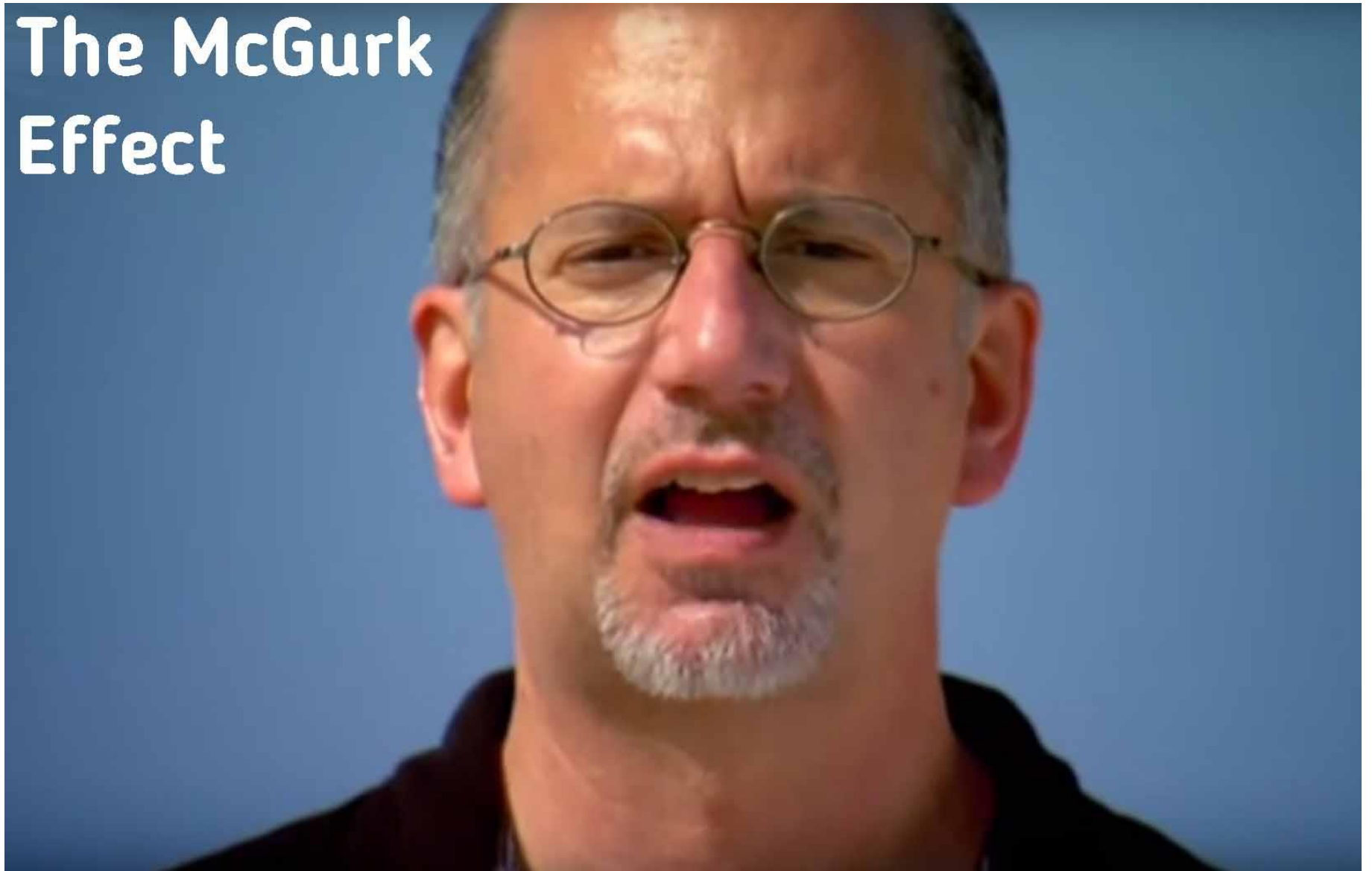




A constructive process?



The McGurk Effect



**Just let me
staple the
vicar**



Peter Kay

<https://www.youtube.com/watch?v=UMYorpYNMKc>



Challenges of spoken English

Spaghetti car banana

Products rip in plastic

...

I was nice girl

There's a bathroom on
the right.

We can't be ***** to
teach ...

Spaghetti carbonara

Products wrapped in
plastic.

I was a night owl

There's a bad moon on
the rise.

We can be asked to
teach ...



How? An expert listener



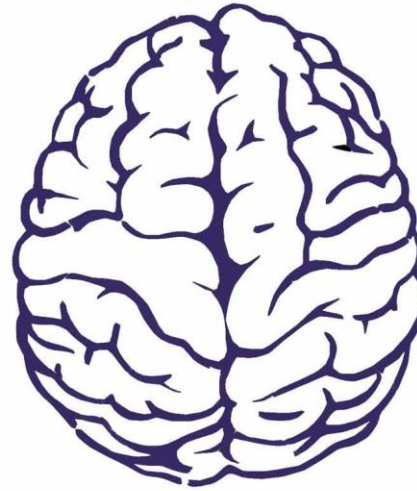
Processes

decoding



Bottom-up

meaning-building

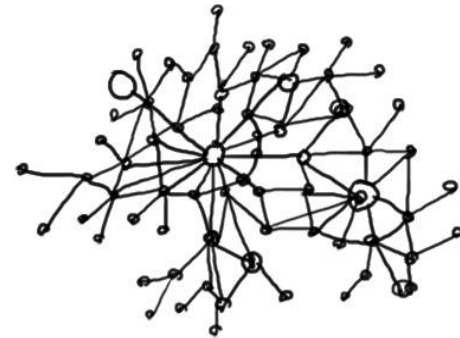


Top-down



Bottom-up primacy: potential word candidates

You hear a word
beginning with
lo-
What images
may be activated?



Some listening techniques

- We evaluate probabilities arising from the structure of the native vocabulary
- We track information to locate the boundaries between words
- We pay attention to the way that words are pronounced
- We assess prosodic information that spans sequences of sounds



... a ‘formidable range of mental tasks carried out with astonishing speed and accuracy’

Cutler, Anne (2012) *Native Listening*, The MIT Press



What? Some characteristics of spontaneous spoken English



Greenhouse



citation forms

Garden



connected speech

Jungle



spontaneous speech

tidy ←————→ *messy*

Richard Cauldwell

Consequences

- Squeezing together of words (eg the dropping of sounds, the lack of clarity around positive and negative etc) = mush
- The expert listener's ability to understand meanings deafens them to the realities/true nature of spontaneous speech

Cauldwell, R. (2018) *A Syllabus for Listening - Decoding*



Mush



Rhine Air

- we may come S
- rye near week
- pastures who were tight
- doze flight sitter can
- the neck's too weak
- we make a mess
- RyanAir we
- passengers who were entitled
- those flights that are can (celled)
- the next two weeks



Rhine Air

- we make a mess
- RyanAir we
- passengers who were entitled
- those flights that are can
- the next two weeks

“This is our mess up. When we **make a mess** at **RyanAir** we come out with our hands up, we try to explain why we made the mess, when we will pay compensation to those **passengers who are entitled** to compensation which will be those **flights that are cancelled over the next two weeks.**”





Who? A non-expert listener





This is hour ... When
message me Ryanair
we can hang out. ...
We try to explained
why we did the
message. When ... will
pay compensation to
the passage
compensation with
we'll be the fligh to
cancelled over the next
two weeks

????

This is **our mess up**. When
we make a mess at
RyanAir we **come out with**
our hands up, we try to
explain why we **made** the
mess**age**, when **we** will pay
compensation to **those**
pass**engers who are entitled**
to compensation **which**
will be **those** flights **that**
are cancelled over the next
two weeks.



More L2 mishearings



- a long holiday = **on holiday**
- the errors = **the area**
- pilot's holidays = **on holiday**
- that, in short, is what = **that, insure it's was**
- we're not short of = **when not sort of**

Some general L2 problems ...

- Sound (consonants, vowels – short / sort; we'll be / will be)
- Sounds into words (a napple ..)
- Similar-sounding structures/words (we'll be / will be; hour/our)
- Remembering word meaning quickly enough
- Knowing the word (mess)
- Hearing unstressed function words
- Hearing final consonants (I won't go / I want to go)
- Recognising a variation of a known word
- Not hearing not!



‘Understanding speech in our native tongue seems **natural** and **effortless** but listening to speech in a **non-native language** is a **different experience**’

Cutler, Anne (2012) *Native Listening*, The MIT Press



Where ...?



hancockmcdonald.com



Implications for classroom practice

- Be aware of deafness!
- List carefully to / for mush!
- L2 comprehension is affected by L1 language features, so use your knowledge of the learner's L1 and the audio-script to identify potential problem areas for L2 listeners (eg. possible minimal pairs, initial and final consonants clusters, etc)
- Devise pre-listening activities which focus on potential problem areas
- Use variations on dictation activities to help learners develop sound/word recognition (decoding skills)
- Set time for learners to compare their understanding with the text (audio-script) and discover reasons for listening difficulties
- etc

Make listening accessible to inspection

Micro-listening with www.tubequizard.com

Tube Quizard | Instant quizzes for any subtitled Youtube video

Quiz collection Train with your video Search in subtitles About


Click to filter Quizzes by:

level ☒ A2 ☐ B1 ☐ B2 ☐ C1 ☐ C2


type ☒ Grammar for listeners ☐ Pronunciation for listeners ☐ Vocabulary in context ☐ Grammar in context

category ☒ Business ☐ Educational ☐ Entertainment ☐ Film & animation ☐ Information Technology ☐ News ☐ People & society ☐ Talks & interviews ☐ Music


variety ☒ ☐ ☐ ☐




Pronunciation for listeners
Film & animation 14 items
B1 B2 C1
Word focus: OF. Practice catching expressions that contain 'of'.




Grammar for listeners
Talks & interviews 13 items
A2 B1 B2
Present Continuous Watch the story of how Jill Bolte Taylor realized she was having a stroke and type phrases in Present Continuous.




Grammar for listeners
Talks & interviews 12 items
B1 B2
Questions. Watch extracts from the performance of 'the greatest pickpocket in the world' and type the questions that he asks the audience.




Grammar for listeners
Film & animation 5 items
B1 B2
Past Simple. Watch an interview with Amy Adams and type questions in Past Simple.




Grammar for listeners
Film & animation 7 items
A2 B1 B2
Imperatives. Listen and type verbs in the imperative form.



Grammar for listeners
Film & animation 9 items
A2 B1
Present simple. Listen and type expressions in Present Simple with frequently used verbs.



Grammar for listeners
Film & animation 5 items
A2 B1
Future simple. Listen and type future expressions with 'will' and frequently used verbs.



Grammar for listeners
Talks & interviews 15 items
A2 B1 B2
Past simple (regular and irregular verbs)
Watch the first 2 minutes of David

<https://eltgeek.wordpress.com/tubequizard/> - Olya Sergeeva

<http://www.bbc.co.uk/learningenglish/english/features/pronunciation/tims-pronunciation-workshop-ep-1>

Listening as a constructive process?



Thank you!

