

IV ARENAS TEACHING SYMPOSIUM

"Innovation beyond the classroom"

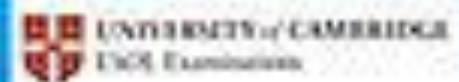
16 y 17 de Octubre

Facultad de Pedagogía - Universidad de Las Palmas

Colibras



Palacio de las Ciencias

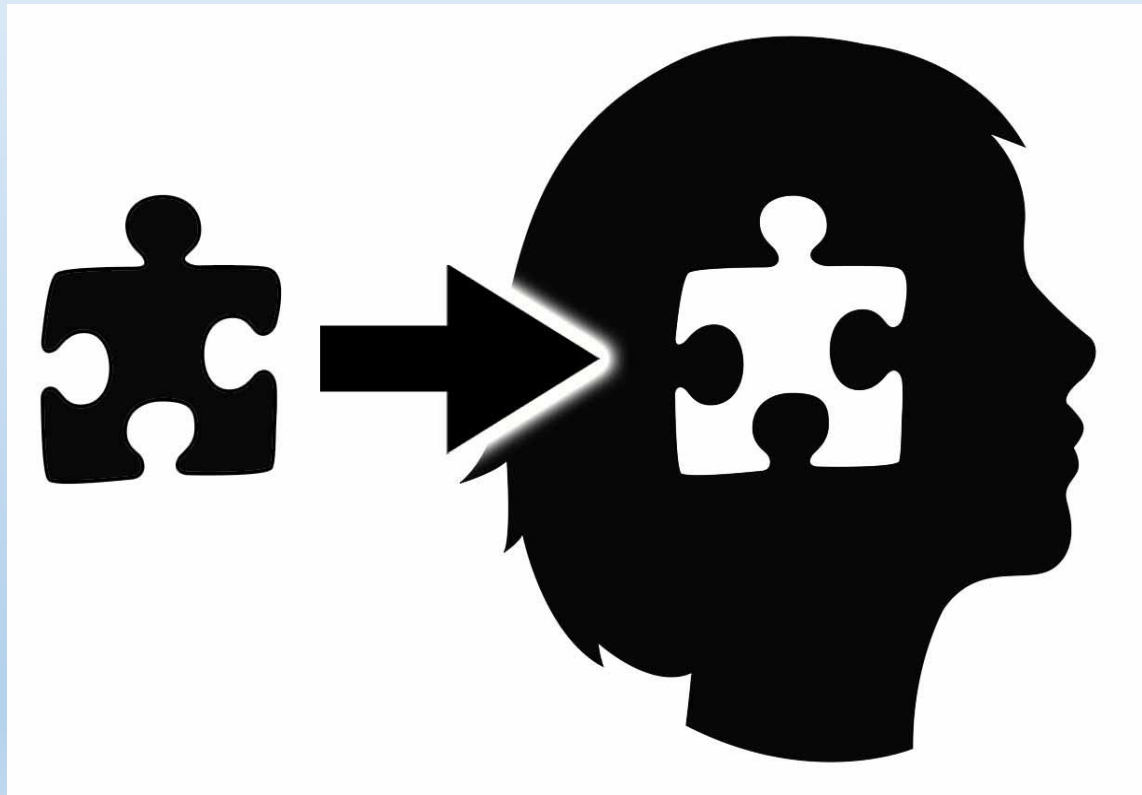


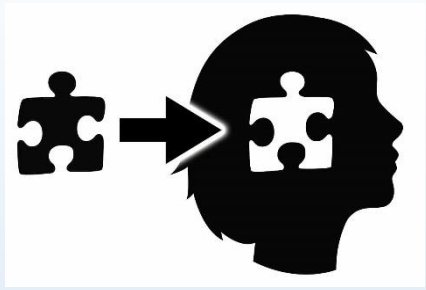


Name that tune?

Priming for Listening

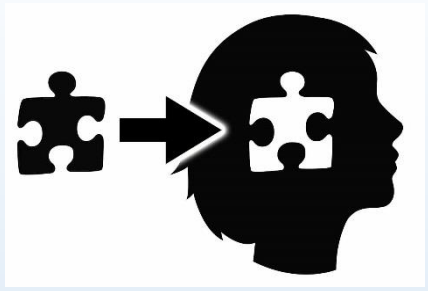
Annie McDonald



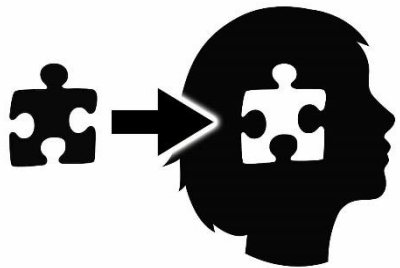


Workshop outline

- **Introduction**
- **Priming for content**
- **Priming for sounds**
- **Over to you – the workout**



Introduction



Understanding is ...

... trying to make sense out
of what you read or **hear** by
seeing how it fits in with
what you already know

(schema theory)

What you already know ...

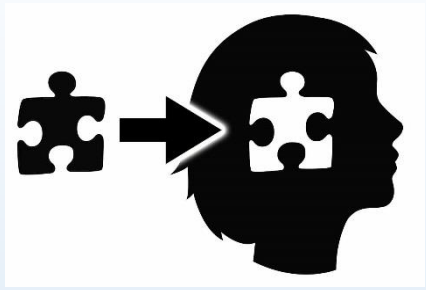
World/topic knowledge

Language-related knowledge, for example:

- text type / organisation
- grammar, vocab (words and phrases),
pronunciation
- accents

What you do ... the processes

- Decode
- Build meaning



**Priming for content:
meaning building (ish)**

Visuals



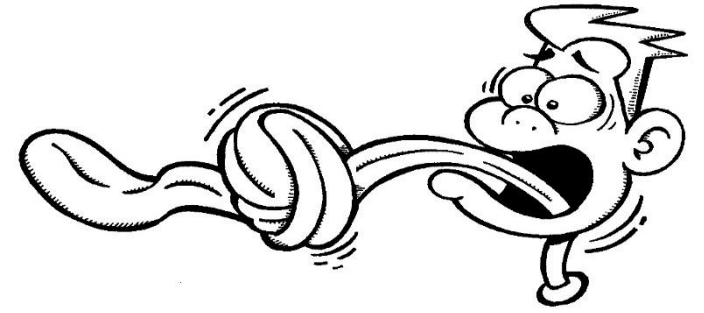
Wordles



Opening liners

- 1 Once upon a time ...
- 2 Have you heard the one about ...
- 3 Are you doing anything this evening?
- 4 Can I help you?
- 5 Apparently ...

Tasters



Apparently, eh **mice**, eh according to a
re**port**, eh, let me just get this
absolutely right, it's from a a Scientific
American story, eh, **mice**, **V**iking mice
sailed as far as **G**reenland

Two or more speakers

Listen to the beginning of a conversation.

Who do you find easier to understand?

Why?

Conversation frames - suggesting

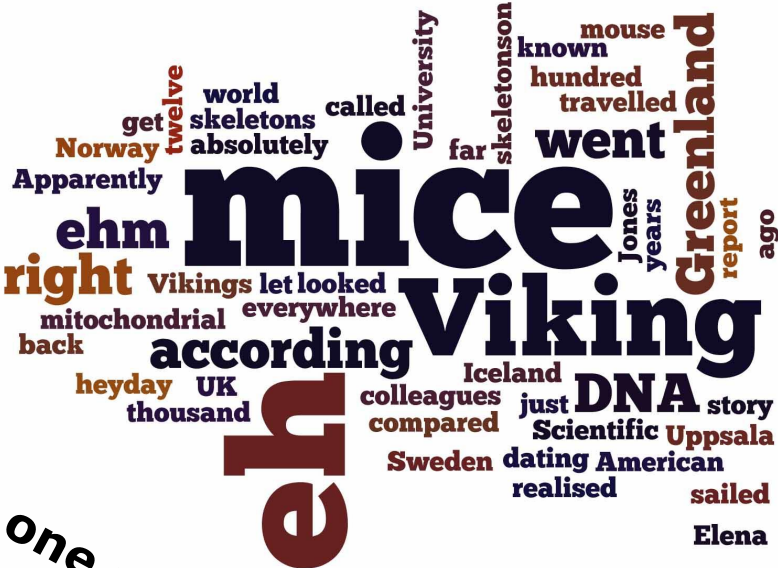
You:	Suggest going out for an evening meal	
Friend:	Ask when	
Y:	Suggest an evening	
F:	Agree	
Y:	Suggest a restaurant	
F:	Say you don't like it + why	
Y:	Suggest another place	
F:		Say you don't like it + why
Y:		Suggest another place ...
F:	Agree	
Y:	Suggest a time	

Priming for content:

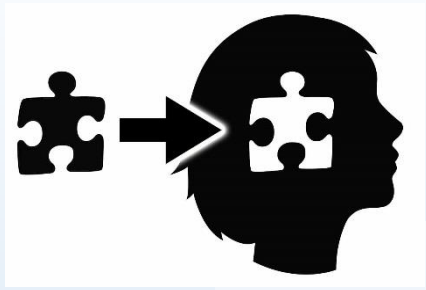


Apparently, eh **mice**, eh according to a **report**, eh, let me just get this **absolutely** right, it's from a a Scientific **American** story, eh, **mice**, **Viking** mice sailed as far as **Greenland**

- 1 Once upon a time ...
- 2 Have you heard the one about ...
- 3 Are you doing anything this evening ...
- 4 Can I help you?
- 5 Apparently ...



	Inviting someone to do something	
You	Suggest going out for a meal	
Friend	Ask when	Etc



Priming for sounds: decoding

Decoding Phrases – oops!

There's a **bad moon**
on the rise



bathroom
on the right

30 sows and pigs



30,000

kissed for the **very**
first time



31st

Characteristics of spoken language



salt and pepper

elision

link

weak form

/'sɒl təm 'pepə/

sound change

Cutting sounds – radical reductions

1 I must have about

2... through it all the time and think

3 I don't even speak to you

4 They could say anything

5 If you don't know 500 of them, you

Cutting sounds – radical reductions

1 **I must have about**

100%

2... **through** it **all** **the** time and **think**

66%

3 I don't even **speak to you**

33%

4 **They** could say **anything**

0%

5 If you don't know 500 of them, you

Name that earworms tune ...

- We are the champions – Queen
- YMCA – Village People
- The Final Countdown – Europe
- Brown Eyed Girl – Van Morrison
- At the Car Wash – Rose Royce
- Brown Girl in the Ring – Boney M.
- Karma Chameleon – Boy George
- Doctor Doctor – The Thompson Twins
- Pressure – David Bowie
- Waterloo – Abba
- Michelle – The Beatles
- Happy – Pharell Williams

Phrase play (or folk fonetics)

These phrases are written as they sound. What do you think the speaker actually said? Compare with a partner and then listen and check.

- 1. sail does far**
- 2. lep me juss get this**
- 3. they look tut thee ya**
- 4. which wa zabada thousand**
- 5. all over the wood**
- 6. mice fum new kay an Norway**

Vocabulary

Our Father, who art in
heaven, **hallowed**
be thy name



Harold

the girl with
kaleidoscope eyes



colitis goes by

Guessing vocabulary

Listen and complete the gaps with a word or part of a word. Can you guess, more or less, what they mean?

1 ... they looked at the eh, what's called the _____ DNA
from mice skeletons ...

2 ... dating right back to the Viking _____, which was about
a thousand to twelve hundred years ago ...

Acoustic drilling

Listen to three short phrases. You will hear each one three times. The same word occurs in each phrase. What is it?

according to **a** report

from **a a** Scientific American

Which was about **a** thousand

Hearing / understanding unstressed words

Focussed listening: Listen and tick the following words as you hear them.
What do they mean?

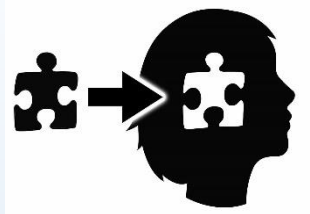
this

that

they

them

Apparently, eh mice, eh according to a report, eh, let me just get **this** absolutely right, it's from a a Scientific American story, eh, mice, Viking mice sailed as far as Greenland according to Elena Jones of Uppsala University in Sweden and her colleagues, **they** looked at the eh, what's called the mitochondrial DNA from mice skeletons or mouse skeletons on Iceland and Greenland, dating right back to the Viking heyday which was about a thousand to ehm, twelve hundred years ago, and ehm, **they** compared **that** DNA with **that** of known Viking mice from the UK and Norway, and what **they** realised was **that** eh these Viking mice travelled all over the world everywhere Vikings went, mice went with **them**.



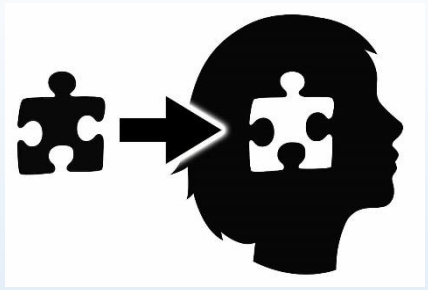
Priming for Listening

Pre-listening: content

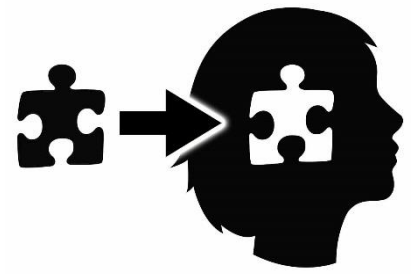
- **Visuals**
- **Wordles**
- **Opening liners**
- **Tasters**
- **Conversation frames**

Pre-listening: sounds

- **Folk fonetics - phrase play**
- **Guessing**
- **Acoustic drilling – the same word?**
- **Focussed listening**



Over to you – the workout!



A visitor is asking for tourist information.

Listen to the conversation and decide how you might use it in the classroom to **teach** listening.

1 Tuning in to speakers

Listen to the beginning of a conversation between a ticket seller and a Spanish tourist in Wales. Who do you find easier to understand. Why?

TS: Can I help you?

T: Hello, yes, um, are there any good day trips from here?

TS: Well, you can go up Snowdon.

T: Oh, I don't know – I haven't got good shoes for mountains ...

TS: But you can go up on the mountain railway. Snowdon's the highest mountain in Wales.

2 Acoustic drilling

Listen to three short phrases. You will hear each one three times.
The same word occurs in each phrase. What is it?

Can I help you?

You **can** go up Snowdon.

You **can** stay longer at the top.

Oh, I don't know.

I haven't got good shoes for mountains

Oh – so it's **not** far.

But you can go up on the mountain railway.

The round trip's 2½ hours, **but** of course you can stay longer at the top.

Yes, it's often quite windy, **but** there's a restaurant.

3 Focussed listening

Listen to the conversation. Tick the following words when you hear them. How many times do you hear each one?

how

is (or 's)

4 Wordle



5 Folk fonetics

Here are 4 phrases, which have been written as they sound. What do you think the speaker actually said?

Compare with a partner and then listen and check.

gowupsnowdn

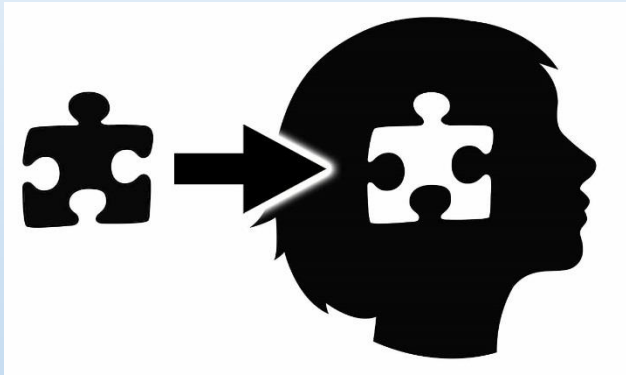
howfarizzit

thatzabowt

longarat

Priming for listening

Every little helps



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Thank you!