



Understanding the Spoken English Word

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TESOL-SPAIN
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THE HEART
IN THE ART OF TEACHING
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Understanding the Spoken English Word

What exactly are we doing when we're listening? In this session, we'll try a little transcription experiment to find out. We'll see that listening is not quite as passive, automatic or effortless as it may appear. We'll then consider the difficulties of listening to speech in a non-native language before reflecting on the implications of our observations for classroom teaching.

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Outline

- Tuning in – schemata
- Prediction points
- Your turn
- The non-expert
- Food for thought

What went wrong at **RyanAir**?

Situation – in September, thousands of **RyanAir** passengers were left stranded.

People who had booked flights as far ahead as Christmas started to worry that their holidays might be affected. The BBC interviewed the boss of RyanAir, **Michael O'Leary**, and discussed the situation in more detail.

(19th Sept 2017 **BBC Business Daily**)

Content Schemata

Formal

- RyanAir
- Michael O'Leary
- September 2017
- The BBC
- Business Daily
- Passengers and holidays
- Pilots and holidays



budgie tear line

More Formal Schemata – Tuning in

BBC



Rhine Air

Female speaker

Male speaker

Hello and welcome
to Business Daily
from the **BBC**. I'm
Manuela Zaragosa

More Formal Schemata – tuning in

BBC

Female speaker

Hello and
welcome to
Business Daily
from the **BBC**. I'm
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Zaragosa

Male speaker

- we may come S
- rye near week
- pastures who were tight
- doze flight sitter can
- the neck's too weak



Rhine Air

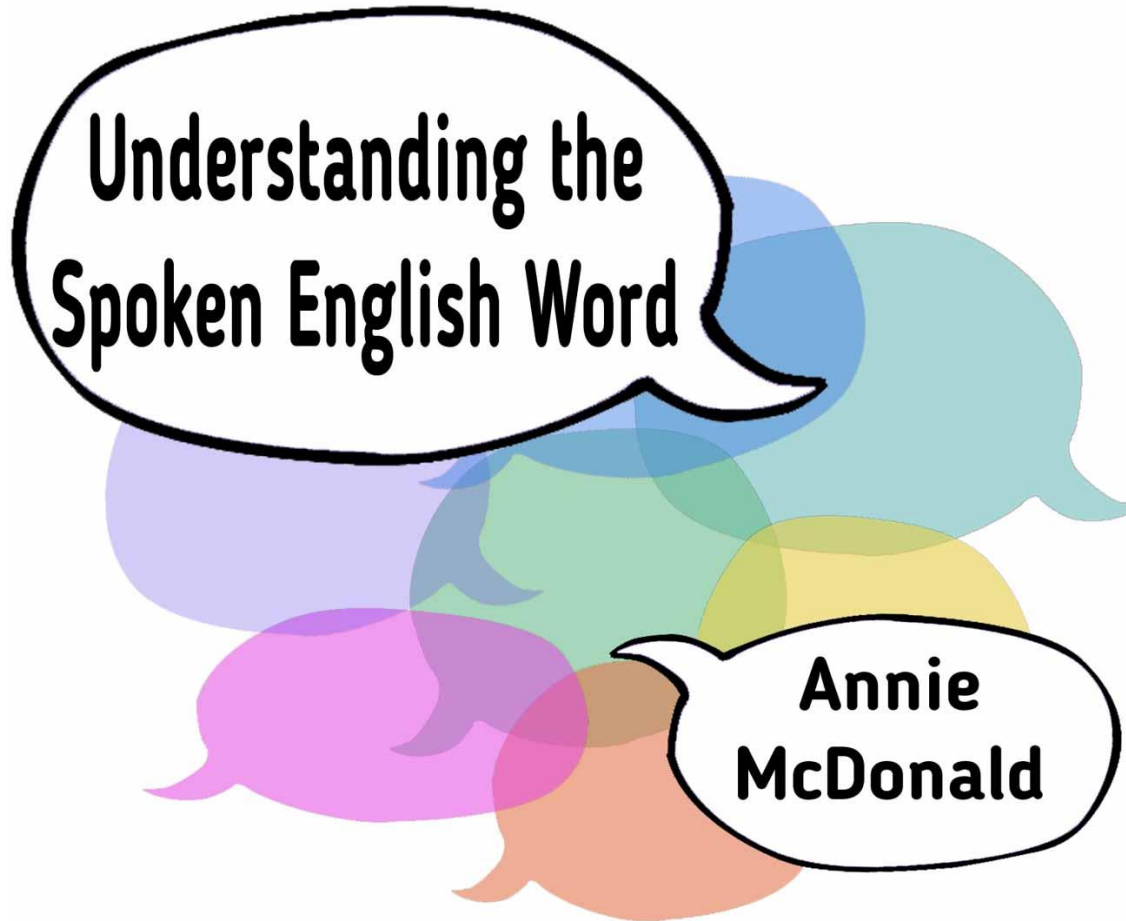
Tuning in



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

Introducing prediction points



Play, pause, predict, listen, reflect (ppplr) (BBC presenter's first turn)



Hello and welcome to
Business Da *ily* from the
B *BC*. I'm Manuela Zaragosa.
Coming up - I'm planning a
long holiday. Are those the
words every manager dreads?
It seems it is for Michael
O'Leary, the boss of *the*
European budget airline
RyanAir. It's had to cancel
flights because of errors in
planning pi *lots*' holidays.

* Name of programme
(cs)

* Name of radio station
(cs)

* Wrong prediction –
RyanAir **(fs)**

* Background
knowledge + lexical
knowledge **(cs + fs)**

Task

Listen to Michael O'Leary's first turn.



For me, there were three possible *prediction points* (pp), I'll play and pause.

At each one, make a note of what you think comes next. Also, reflect and indicate if content or formal schemata, or both, (**cs**, **fs** or **cs** + **fs**) helped shape your prediction.

Michael O'Leary's first turn

1. 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 compen*sation
 - 1st 2 sylls = trigger / Pp, collocation (fs)
 - 1st syll = Pp, collocation + repeat (fs)
 - Decoding 2 cons + context create = pp / trigger 'flights' (cs + fs)
2. to those passengers who are entitled to com*pensation
3. ... which will be those fl*ights that are cancelled over the next two weeks



Your turn



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Presenter (ii) – full text

1. At the moment in Europe, lots of people planning to go on holiday chunk (fs)
2. can't because pilots pi + (fs)
3. at one of the continent's largest budget airline bu + (cs + fs)
4. are themselves going on holiday to be + (fs)
5. That, in short is what's gone + 2nd syllable (fs)
6. wrong for RyanAir Ry + (cs)
7. The chief executive + 3rd syllable (fs)
8. of the company + 2 syllables (fs)
9. Michael O'Leary + (cs)
10. said up to 50 flights a day + chunk (fs)
11. are being cancelled + 1 syllable (fs)
12. because of management in planning pilot's holidays. pi + (fs, cs)



Michael O'Leary (ii) – full text

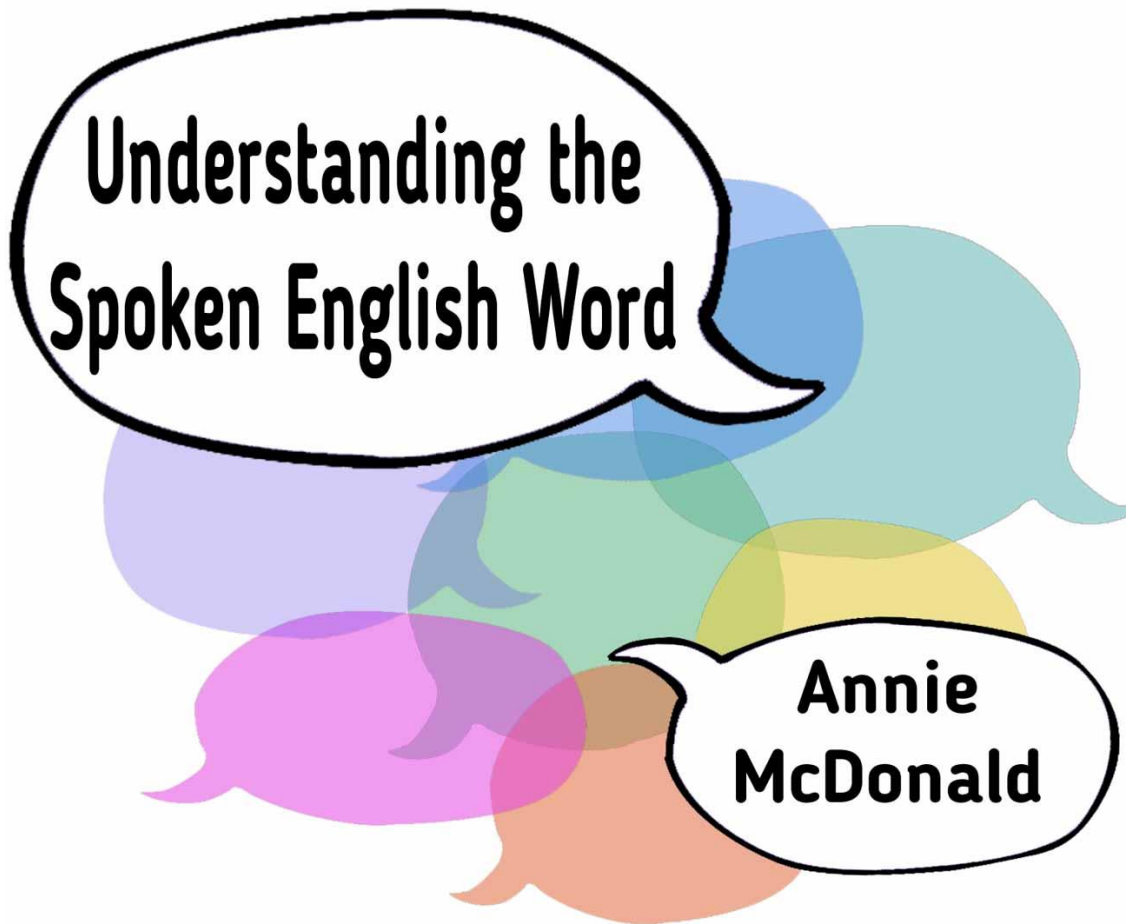
1. We're not short of pilots 1st syllable + (cs + fs)
2. but what we have messed up is structure (fs)
3. the allocation of holidays 1st syllable + (fs)
4. and trying to over-allocate holidays during
September and October closed set (cs + fs)
5. while we're still running the er most of the
summer schedule er and while we're still running
most of the summer schedule 1st consonant (fs)
6. and taking flight 1st syllable + (cs + fs)
7. delays because of principally air traffic control
chunk (fs)
8. and weather disruptions 2 syllables + (fs)



Which allows for more effective listening – content or formal schemata?

Formal **s**chemata plays a greater role in expert listener decoding and meaning building than **c**ontent **s**chemata (world or background knowledge).

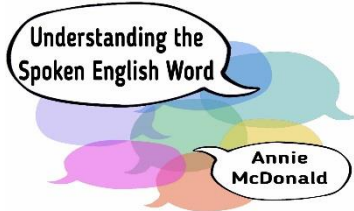
And the non-expert listener?



Some **L2** mishearings.

- a long holiday = **on holiday**
- cancel flights = **cancelled fly**
- the errors = **the area**
- pilot's holidays = **on holiday**
- we made the mess = **mensagem me**
- why we made the mess = **did the message**
- those passengers who are entitled = **the passage ...**
- will be those flights = **we'll be the fli**
- that, in short, is what = **that, insure it's was**
- we're not short of = **when not sort of**
- weather disruptions = **weather instructions**

- *Hello. Welcome to Business Daily from the BBC. I'm Manuela Zaragoza. Coming up, I'm planning holidays. Every manager for Michael O'Leary the boss European Airlines RyanAir. It's cancelled fly because in planning*
- *This is hour when Ryanair we out. We try to explained why we when will pay compensation to compensation with be the fligh to cancelled over the next two weeks.*
- *At the moment in Europe, people planning holidays can't because holidays. That wrong for RyanAir. The chief executive of company Michael O'Leary said 5 fligh cancelled because of management planning holidays.*
- *Wh not of pilot but we have in the allocation of holidays and try during September and October running most of the summer and we'll start running most of the summer And taking fly of the because of principal, it traffic control and weather instruction.*



Food for thought?

- L2 comprehension is affected by L1 language features.
- Present sufficient content, not simply key words / new vocabulary
 - Tuning-in to speaker style / accent to increase chances of success.
 - Use your knowledge of the L1 and the audio-script to identify potential problem areas for L2 listeners (eg. possible minimal pairs, initial and final consonants clusters), model and drill
 - Other?

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Thankyou!

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