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# *Teaching Listening with Authentic Audio Texts*

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# Outline

- 1 Using authentic texts
- 2 Setting the context
- 3 Understanding speech:
  - a decoding
  - b meaning building
- 4 Summary & postscript

# 1 Using authentic texts

**Characteristics ?**

In a wa- in a... no, I would argue that no, individually they don't really have cognition, but as a colony, they do.

So how do they... t- tell us a little bit abou- about their intelligen- do... now here's an important question; Do ants have an individual intelligence or is it entirely a group thing?



## 2 Setting the context

**Schematic Knowledge**

**World Knowledge**

**Speaker Knowledge**

# Schematic Knowledge

Apparently ...



**A**pparently  
eh, **mice**  
**V**iking mice  
sailed as far as



**Green**land



# **3 Understanding speech**

**a decoding**

**b meaning building**

# 3a Decoding

i words

ii phrases

iii grammar

# i Decoding words

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



**Harold**

## ii Decoding Phrases

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



**bathroom on the right**

# Complete cloze

Apparently, 1 \_\_\_\_\_ **mice**, 2 \_\_\_\_\_ 3 \_\_\_\_\_

4 \_\_\_\_\_ 5 \_\_\_\_\_, 6 \_\_\_\_\_, 7 \_\_\_\_\_ 8 \_\_\_\_\_

9 \_\_\_\_\_ 10 \_\_\_\_\_ 11 \_\_\_\_\_ 12 \_\_\_\_\_

13 \_\_\_\_\_, 14 \_\_\_\_\_ 15 \_\_\_\_\_ 16 \_\_\_\_\_

17 \_\_\_\_\_ 18 \_\_\_\_\_ 19 \_\_\_\_\_ 20 \_\_\_\_\_,

21 \_\_\_\_\_, 22 **mice**, **Viking** 23 \_\_\_\_\_

24 \_\_\_\_\_ 25 \_\_\_\_\_ 26 \_\_\_\_\_ 27 \_\_\_\_\_

28 **Greenland**

# Complete cloze text

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**

# Mis-transcription game

<sup>1</sup> **sail does far**

<sup>2</sup> **lep me juss get this**

<sup>3</sup> **they look tut thee ya**

<sup>4</sup> **which wa zabada thousand**

<sup>5</sup> **all over the wood**

<sup>6</sup> **mice fum new kay an Norway**

# iii Decoding Grammar

All of the other reindeer



Olive



# The same word?

according to **a** report  
from **a a** Scientific American  
Which was about **a** thousand

they compared **that** DNA  
with **that** of known  
was **that** eh these

all over **the** world  
mice from **the** UK and Norway  
to **the** Viking

its **from** a a Scientific American  
**from** mice DNA  
mice **from** the UK and Norway

## 3b Meaning building

Dealing with unknown words

Dealing with general meaning

Following meaning

a predicting content

b understanding reference

Understanding specific information

Identifying the main points

# Dealing with unknown words

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 ...

# Dealing with general meaning: dictagloss

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

# Following meaning: predicting content

What type of information do you expect to hear next?

1 which was about a thousand to ehm ...

2 they compared that DNA with .....

3 what they realised was ...

# Following meaning: understanding reference (1)

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**.

## Following meaning: understanding reference (2)

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.

# Understanding specific information

- 1 What was the name of the research journal?
- 2 In which university were the researchers based?
- 3 When were the Vikings around?
- 4 Where were the two groups of mice from?



# Identifying the main points

**Listen again. Make notes on these sections of the story.**

- 1 The research topic (abstract)
- 2 The information source (citation)
- 3 Authority of researchers
- 4 Research methods
- 5 Results
- 6 Resumé

## Viking Mice Audio Script

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.

# Summary

- Activate various types of background knowledge (schematic, world, speaker)
- Include tasks related to the listening process (both decoding and meaning building)
- Use sections of the audio script to illustrate, provide support, develop strategies and build confidence
- Mediate difficulty through task rubrics to create level

# Finally, even for experts, listening is a complex process

The answer, my friend, is blowin' in the  
wind. The answer is blowin' in the ....



The ants are my friends, they're blowin' in  
the wind ...

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**Thank you!**

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