



Findings of research into children's processing of spoken language illustrate the creative nature of listening. What do we mean by 'listening as a creative process' and how can we use this when teaching listening to adults? In this workshop, we'll look at some techniques which help learners develop transferrable skills and strategies and take them beyond a 'one-off' listening experience.

### 1. Introduction - Listening as a creative process

Generally, being *creative* relates to or involves the use of the imagination or original ideas to create something. In the context of this workshop, *creativity* is taken to mean 'constructing' or 'bringing into being' by using evidence from the ear and other cues (for example visual or mental images) and the *something* is a word or phrase which *approximates* to the original and stands for something meaningful.

### 2. Influencing the evidence of the ears

- The **McGurk effect**: Can visual clues over-ride auditory decoding?  
<https://www.youtube.com/watch?v=G-IN8vWm3m0>
- Just let me staple the vicar**: Peter Kay compels us to hear something different to what was said.  
<https://www.youtube.com/watch?v=UMYorpYNMKc>

### 3. Children's mishearings

The following are words and phrases 'invented' by children. What do you think was going on in the children's minds for the following to have emerged?

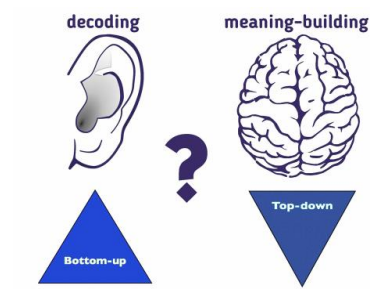
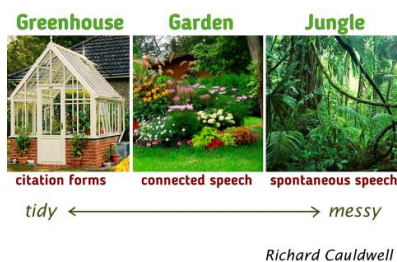
daddad	firstable	forthhead	strangled eggs
cornob	crooks and grannies	peas and noodles	spaghetti car bananas

When children are reaching for the right word, two things can happen:

- 1) There is a sound/phonological error - the made-up word of the child is not random, the sounds in it almost match the sounds of the original, but not quite. In fact, the 'mistake' is often at the end of the word rather than at the beginning.
- 2) The meaning/context error - the child comes up with something meaningful, and that meaning is somehow associated with the original meaning. Perhaps the meaning connection is not immediately obvious to the adult, but it is always there ...

### 3. The listening process

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



#### **4. Helping with comprehension** – see slides at <http://www.hancockmcdonald.com>

- Priming (pre-listening activities to activate schemata)
- Predicting (next word or ideas – hypothesis building - gating technique – see Field, 2008)
- Comprehension questions with a close fit to the audio text

#### **5. Audio-script – the Archers** (29<sup>th</sup> Jan 2017 – length 52 secs)

[ring tone]

Pip: Finally. [ring tone] Toby!

Toby: Hey Pip!

Pip: Toby, you know what time it is? And, why aren't you here?

Toby: Yeah, I er look

Pip: Look, the meatballs are ruined. They're all ... [sigh] So, where are you?

Toby: I'm sorry. I know I've let you down. It's just (1) XXXX thing came up and

Pip: What, no. You're breaking up. I can't h ...

Toby: (2) XXXX on the road. I'm on my way to Brighton.

Pip: Brighton? What? Why?

Toby: It's urgent. I had to go. I've got no (3) XXXX

Pip: No what, Toby!

Toby: I am really, really (4) XXXX

Pip: [sigh]

Toby: (5) XXXX talk right now. I'll have to tell you (6) XXXX

Pip: What? Toby! I can't hear you.

Toby: (7) XXXX soon as I can, I promise. I'll call (8) XXXX

Pip: Toby, why are you going to Brighton? What's so urgent? Why can't you tell me? Toby?

#### **6. Helping with decoding** – micro listening: see slides at <http://www.hancockmcdonald.com>

- Audio concordancing
- Folk fonetics
- Acoustic drilling (think earworms)

#### **Interesting reading / resources / people to follow**

The Archers, 29<sup>th</sup> January 2017, BBC listen again <http://www.bbc.co.uk/programmes/b08bz3j2>

Richard Cauldwell, Phonology for Listening: Teaching the stream of speech, Speech in Action, Birmingham, 2013

Richard Cauldwell, Speech in Action, Listening Cherries Blog etc. <http://www.speechinaction.org/>

Ricahard Cauldwell, Cool Speech <http://www.speechinaction.org/cool-speechhot-listening-fluent-pronunciation>

John Field, Listening in the Language Classroom, 2008, CUP

Mani, N., Durrant, S., & Floccia, C. (2012). Activation of phonological and semantic codes in toddlers. *Journal of Memory and Language*, 66(4). 612-622.

Mani, N., & Plunkett, K. (2007). Phonological specificity of vowels and consonants in early lexical representations. *Journal of Memory and Language*, 57. 252-272.

Mark Hancock & Annie McDonald, Authentic Listening in Practice, 2015, Delta Publishing

Peter Kay: Just let me staple the vicar, and other gems

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

Pronpac, Mark Hancock (forthcoming), <http://www.hancockmcdonald.com>

Snedeker, J. (2013), Children's Sentence Processing. In van Gompel (ed). Sentence Processing. New York. New York: Psychology Press. 198-220

[www.tubequizard.com](http://www.tubequizard.com) for instant listening quizzes for any subtitled YouTube video

The University of Sheffield: Step by step guide to using Audacity

[https://www.shef.ac.uk/polopoly\\_fs/1.76668!/file/using-audacity.pdf](https://www.shef.ac.uk/polopoly_fs/1.76668!/file/using-audacity.pdf)

Word of Mouth, BBC Radio 4, <http://www.bbc.co.uk/programmes/b07wsmrp>