

Outline

1 Listening and the Classroom

2 Activities focusing on sound substance

3 Looking for chunks?

Understanding Spoken English

1 Spaghetti car banana Spaghetti carbonara

2 Products rip in plastic. Products wrapped in plastic.

3 I was nice girl

I was a night owl

4 There's a bathroom on the right. There's a bad moon on the rise.

Listening in the classroom

Before listening

- An activity to generate interest in the topic: Students find the names of the subjects a listening text from anagrams eg.
 IDVRLAO / LTRESYEVS NOTSLELA. This is followed up by students saying what they know about the people, and then reading biographies to check.
- Pre-teaching vocabulary focus on *meaning* of individual words (citation forms)

While listening (specific info, detail – key words)

- sequencing items
- true/false/doesn't say!
- open questions

Post listening

• Use the text as a jumping-off point for discussion on the topic $_{4}$



Priming



- 1. Wos the marrer?
- 2. I gorra get to de ozzie
- 3. I never dun nutt'n
- 4. Put yerrandin yer pocket!

Good morning

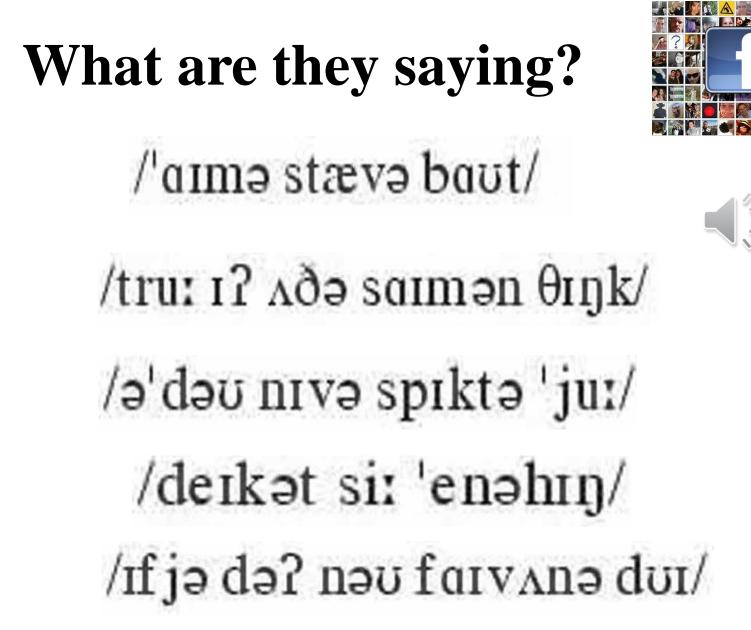
Καλημέρα

Kahlee**meh**rah

'imitated pronunciation'

(1966, Lern yerself SCOUSE)

(Greek Phrase Book, Berlitz)



English Pronunciation In Use, Hancock, M., (2012), Cambridge University Press ⁶

What are they saying?



1 I must have about

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

3 I don't even speak to you

4 They can see anything

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

Class 1: post listening



1 I must have about

100%

- 2 through it all the time and I think
- **3 I don't even speak to you**

33%

0%

66%

- 4 They can see anything
- 5 If you don't know 500 of them, you

Class 2: pre + post-listening (1)



- 1 I must have about
- 2... through it all the time and I think
 66%
- 3 I don't even speak to you
- 4 They could see anything 0%
- 5 If you don't know 500 of them, you

33%

Class 2: post listening (2)



100%

0%

- **1 I must have about**
- 2 through it all the time and I think
- **3 I don't even speak to you 66%**
- 4 They can see anything 33%
- 5 If you don't know 500 of them, you
- See **Richard Cauldwell**'s work (Speech in Action, 2013) for more $_{10}$ detail on close analysis of radical reductions in spoken English

More radical reductions



In the following snippets, taken from the facebook conversation and other texts, one word occurs in each group. What is it?

You will hear each snippet 3 times.



Do you achly know ...
 If you achly highlight ...
 Have you achy met them all?
 but it sachly ...
 It tachy ninety.



Acoustic drilling (1)



You are going to listen to 6 phrases. You will hear each one three times.

The phrases have been written as they sound ('imitated pronunciation' ish).

Write what the speaker said.

Acoustic drilling (1)

- 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





Acoustic drilling (1)



- 1. sail does far sailed as far
- 2. lep me juss get this let me just get this
- 3. they look tut thee ya they looked at the er ...
- 4. which wa zabada thousand which was about a thousand
- 5. all over the wood

all over the world

6. mice fum new kay an Norway mice from the UK and Norway

Listening in Chunks

You will hear 12 snippets or short bits of spoken text (spoken by different speakers).

There's one word that's the same in each snippet.

What is it?

Acoustic/Chunk drilling (2)

tell us a little bit about, about their intelligence tell me a **bit** about universities in your country develop a little bit of a tell me a little bit more about could you tell me a little bit about that to tell us a little bit more stick out a little bit in England at the moment, this is a **bit** of a, a big issue can you tell us a little bit about that? you can tell me a little bit more about it in a minute tell me a little bit about in a little bit of a cart thing

> (Audio concordance - Authentic Listening Resource Pack, Hancock, M., McDonald, A., (2014), Delta Publishing

Activity 3 backchain drill

I know a little bit about kittens ...

bit about

little bit about

know a little bit about

I know a little bit about kittens ...

NI.

I know a little bit about kittens rap

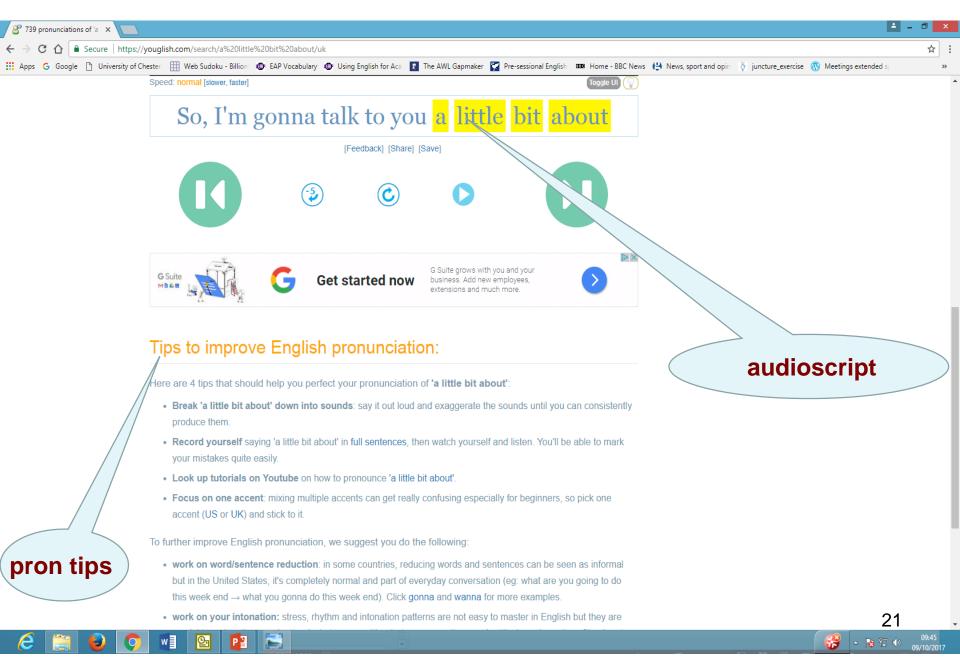
I know a li**tt**le bit about ki**tt**ens I got bitten by a kitten last year A certain little kitten in Britain l've not forgotten that it bit me on the ear



YouGlish: a little bit about

🔗 739 pronunciations of 'a 🗙 📃		🔺 – 🗇 🗙
← → C ☆ 🔒 Secure https:/	/youglish.com/search/a%20little%20bit%20about/uk	÷ [☆
🛄 Apps 🔓 Google 🗋 University of 🤇	Chester 🔠 Web Sudoku - Billion 🐵 EAP Vocabulary 🐵 Using English for Aca 🚺 The AWL Gapmaker 🌠 Pre-sessional English 🚥 Home - BBC News	😫 News, sport and opin 🕴 juncture_exercise 🛞 Meetings extended s 🛛 🛸
	YouGlish	 Compare
	a little bit about Q Say it!	Pension
Site name	ALL US UK AUS	Annuity
	AdChoices Listening English English Speaking English Spoken	Pension Pot of +£30K?
type in chunk	How to pronounce 'a little bit about' in British English (2 out of 739):	Earn Up To 40% More By Shopping
	<image/> <image/>	Around For Annuities no. of examples speed 20
		(200 Dec 10) 109:45

https://youglish.com/search/a%20little%20bit%20about/uk



Looking for chunks?

1 Pronunciation syllabus: linking – a/an; can/can't, unstressed words – a, of, some, and, with, or etc

2 Grammar syllabus: he lives alone; he hasn't got any; you aren't old (past tense inflections, modals, negatives etc. are always candidates)

3 Topically connected phrases (task, listen, repeat): leave the airport / take off / check in your bags etc.

4 Audio scripts with mp3 downloads

5 Phonology for Listening, Cauldwell, (2013) (Appendix 3 – word clusters of 3 or more words commonly squeezed together), Nobert Schmitt – lists – Univ Nottingham

In sum ...

- Raise awareness / show connectivity in chunks: vocabulary and structure (pre and post listening)
- Develop accent repertoires and promote ambiguity tolerance with transcription activities and acoustic drills using texts with same/different speakers
- Use word clouds and build/elicit chunks
- Exploit course-book resources to the full eg. pronunciation activities, audio-scripts and mp3 downloads for micro-listenings (audio editing software)
- Encourage autonomous practice with tubequizzard.com, youglish.com
- Take every opportunity to remind and recycle so bottomup processing skills become automatised

