

Working with authentic listening materials – a practical session

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For discussion

Why use authentic listening materials?

Producing our own materials

Analysing authentic listening materials

Teaching with authentic listening materials

Encouraging active listening

Guess what?

- We need to build a Russian ship
- It's all about the interpaces
- How ve dolop de project?
- Ver fezes of the project

- That's drack leads or SMEs
- So far nothing has gone awree

- (What about Texas?)

Examples of current Business and Medical English Services communications training projects

**Communication Training In Finland and Poland:
English required for global IT functions
(for communication mainly between Finland, Poland, India and China)**

**Communication Training in France:
English for field sales and customer service
(for communication mainly between France, UK, Spain and Finland)**

**Communication Training in Germany and Finland:
English required for Paper industry supply chain centres
(global communication needs)**

Some questions

- Do you often use authentic listening materials in your teaching? If not, why not?
- Do you record your own materials – video, audio? If not, why not?
- Share your experiences of making and using authentic video and audio materials?
- Do you use published authentic and/or scripted listening materials in your teaching? If so, which? If not, why not?
- How do you exploit authentic listening materials?
- How do your learners respond to working with authentic listening materials? Positive? Negative?

Why use authentic listening materials?

- help learners to communicate in English in real settings
- build sensitivity to a range of accents and improve awareness of pronunciation, stress and intonation differences
- develop everyday vocabulary
- build awareness of the language/grammar which speakers really use (Fragmented sentences, standard and non-standard forms, 'mistakes', false starts)
- widen cultural awareness

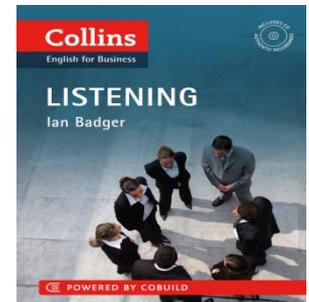
Examples from Listening books

- Mentioned at BESIG last year that such recordings can be difficult to make, so let's focus on some published recordings and think of ways we can exploit them

Modifying speech

Seamus English for business: Listening Unit 1

<http://harpercollinsnews.co.uk/AEM/Clients/COL002/ELT/businesslistening.mp3>



Setting the scene for Business Listening

Unit 1

- Do you think that the responsibility for clear comprehension lies with the speaker or listener?
- Do other speakers have difficulty in understanding your accent? What efforts do you make to help them?
- Should native speakers modify their accents? Should they limit the complexity of the language which they use?
- Ask your learners to talk about any situations where they have found it very difficult to understand other speakers, or situations where other speakers have not been able to understand them

Specific questions on the Seamus recordings

- Have your learners visited Ireland / Northern Ireland?
- What do they know about the history of Ireland?
- Look at some images of Belfast, Giant's Causeway
- Do some research on Northern Ireland – Google/Wikipedia

- How do they feel about Seamus's views on 'anglicising' his accent?
- Do any of your learners believe that changing your accent is a betrayal of an individual's linguistic/cultural identity?

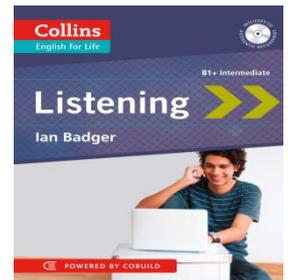
Focus on contracted and uncontracted forms

- Focus on the issue of contraction (*I've* rather than *I have*, *They're* rather than *They are* etc.) in terms of which is easier to understand.
- Note the importance of being able to understand contracted forms particularly when listening to native speakers, but note that using uncontracted forms often helps the listener to understand more clearly.
- Note: Seamus's statement that he avoids 'subjunctives and subordinate clauses' will not mean much to most native speakers, who will have little idea of what such grammatical structures are!

Moving the learner from finding a speaker
incomprehensible to highly comprehensible

HR Manager from English for Life: Listening Unit 14

<http://harpercollinsnews.co.uk/AEM/Clients/COL002/ELT/lifelistinging.mp3>



Extracts from English for Business: Listening and English for Life: Listening (1)

Some uses of 'will'

Occasionally I will take a client out for lunch.

The rear garden is south-facing so you'll get the sun most of the day.

You have somebody to cook for you. A lady will come in the morning to wash your clothes.

I will recommend you the Peking duck.

Extracts from English for Business: Listening and English for Life: Listening (2)

Idiomatic expressions

I put up with the hassle of the day-today commute

I'm sat on the M25 doing no miles an hour.

They look after the nitty-gritty

I may have been cc'd or forwarded

There's a whole mix of making sure you don't drop any balls in the process, 'cos you can't let anything slip.

Extracts from English for Business: Listening and English for Life: Listening (3)

'Mistakes'

Italian people is really people with a good fantasy – happy people

I explain structure of the building. Then I take them down to canteen.

I called a manager in German. Because his English is not very good because he's not English native speaker so his pronunciation is maybe hard for me to understand.

I would say if somebody care of what you are doing, he will probably challenge you and ask you a lot of question.

English for Business Listening tracks – identifying listening issues

Gosia from Poland

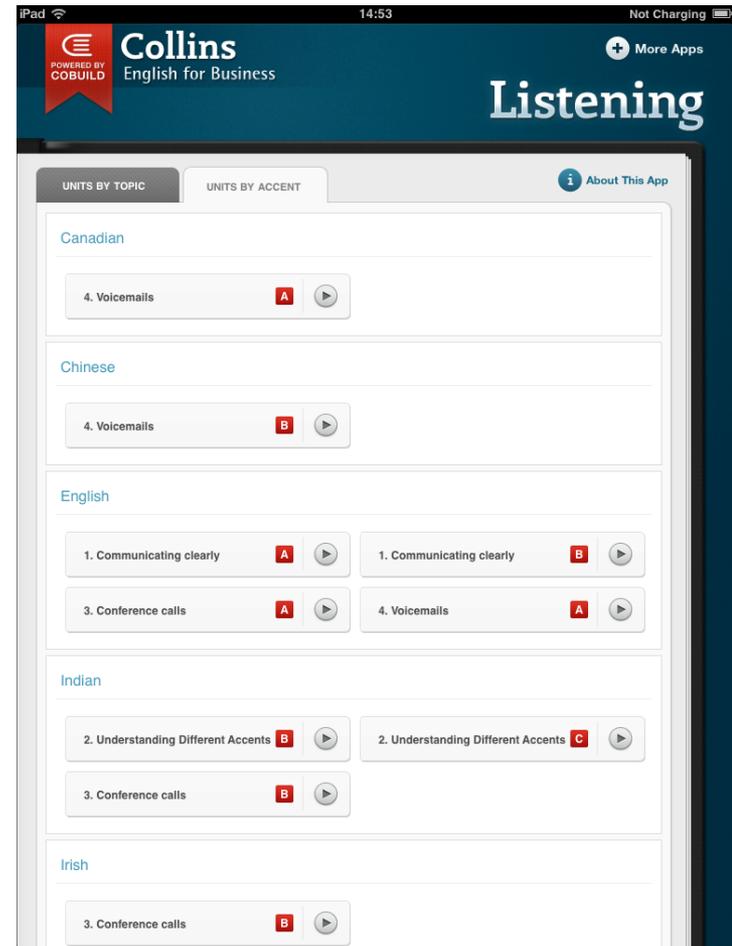
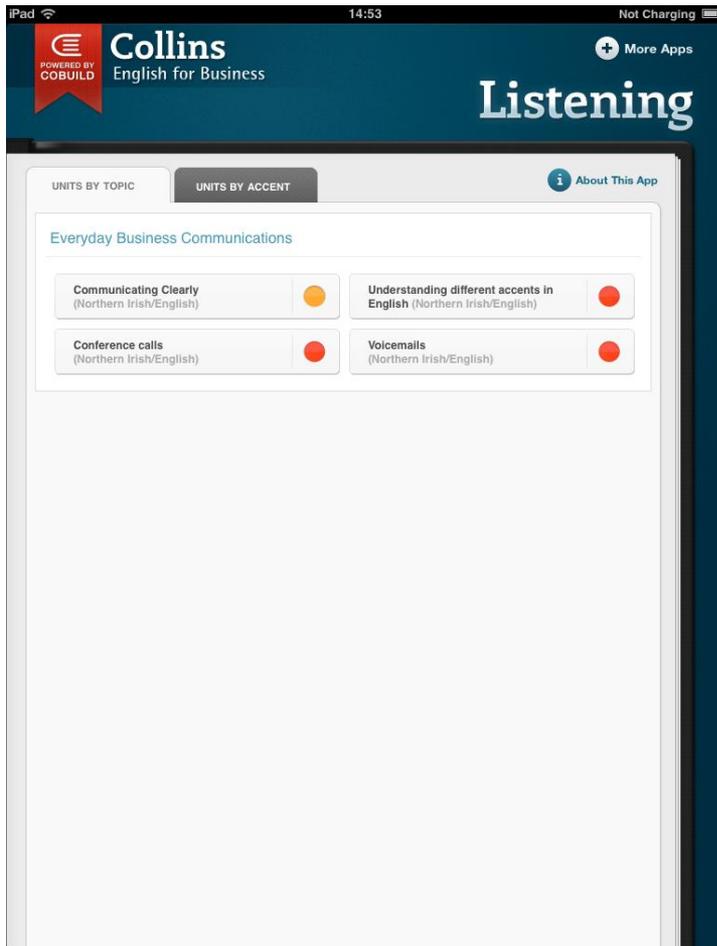
Chris from South Dakota, USA

Xianwen from Wuhan, China

Andrea from Southern Italy

Graham from Dublin, Ireland

Collins English for Business: Listening App for iPad



Some references and resources

- Badger, I English for Business 'Listening' Collins ELT/Red River Press 2012
App for Ipad
- Badger, I English for Business 'Listening' Collins ELT 2011
- Badger, I English for Life 'Listening' Collins ELT 2012
- Badger, I 'Everyday Business English', Pearson 2003 (examples of scripted listening)

<http://www.youtube.com/watch?v=1EVnK-pNxaA&feature=related>

(Voice recognition on the Iphone – clip played in the workshop)

www.collinselt.com/businesslistening

Further recordings of 'Business Listening' speakers

<http://accent.gmu.edu>

People from around the world recording the same paragraph in English

<http://sounds.bl.uk/Accents-and-dialects>

Examples of regional UK accents and dialects

<http://www.languagebyvideo.com>

Video examples of English accents around the world