



The joy of authentic listening!

Ian Badger

BMES (Business and Medical English Services), Bristol

The 5th International ESP SIG & BESIG IATEFL Poland Conference,
12th/13th January, 2018 Lublin

NEWSLETTERS SHARING IDEAS TEACHER DEVELOPMENT ELT BOOKS NEWSLETTER
YOUNG LEARNERS GRANTS **LANGUAGE WORKSHOPS**
BOOKS NEWSLETTERS SHARING IDEAS TEACHER DEVELOPMENT WEBI

ELT
SHO
MENT
ICE
RS
TTER.
GE
NTS
GLISH
EAS
MENT
ICE
RS
ETTER
PS
OLOGY
TTER.
GE
ANTS
ENGLISH



To cover...

1. 'Authentic listening materials' – Definitions and why we should be using them
2. Sources of authentic listening materials
3. Features of authentic listening
4. Working with authentic listening materials
5. Backbone to training programmes – using bespoke + published materials
6. Conclusion – the joy of authentic listening!



‘Authentic listening materials’

- Definitions and why we should be using them

Distinguishing 'scripted' listening from 'authentic' listening

Booking a hotel
(scripted dialogue)

A: *Wellington Hotel. Can I help you?*

B: *Yes, I've been trying to book a room on your hotel website but I can't complete the booking.*

A: *Sorry, sir. I can do the booking for you.*

B: *Thank you. I'd like to book a twin room for two nights, for the 12th and 13th of June.*

A: *Just one moment. I'll check our availability. Can I have your name please?*

B: *Yes, it's Cook....*

Examples of 'Authentic' listening



Badger, 2012 and 2014

Why use authentic listening materials?

-

“Even though you think you speak English there are many different accents and some of them are hard to understand for a non-native speaker, e.g. Irish, Scotts (sic), Indians, ...”

“Language is the main barrier, although we speak the common English language, the British accent was very difficult for me to understand, and I think vice versa, Brits find it really hard understanding Malaysian English as well”.

Finnish/Polish v English pronunciation

Finnish: ä (metsä), a (metsa)
y (hymy), u (humu)

Polish: o and ą (Oni są)
y and i (My lubimy)

English: Newcastle (a) cod, women, photography (o)

British university students talking (as heard on a Bristol bus last week)

I was like I completely understand.

Like Mary wasn't in a bad mood.

She was like I dunno.

I was like what do you want?

Yeah but like.

British university students ('corrected' to standard English)

~~I was like I completely understand.~~

I said that I completely understood.

~~Like Mary wasn't in a bad mood.~~

It wasn't as if Mary was in a bad mood.

~~She was like I dunno.~~

She said that she didn't know.

~~I was like what do you want?~~

I asked her what she wanted

~~Yeah but like.~~

Yes, but...



Sources of authentic listening materials

Sourcing authentic listening materials



Record them yourself

Internet resources

Use published materials

Record them yourself – the tools



Internet resources

- ✓ sounds.bl.uk/Accents-and-dialects
- ✓ dialectsarchive.com/united-states-of-america
- ✓ languagebyvideo.com
- ✓ nhs.uk/Video
- ✓ collins.co.uk/page/English+for+Business+Resources

English for Business: Skills

English for Business: Skills is a series of skills books focused on the language needed to do business in English, anywhere in the world. Each book includes tips on how to communicate effectively and interculturally.

[Browse the English for Business: Skills books](#)

English for Business: Resources for Teachers

The teaching notes below show how the material can be used in the classroom. 'Classroom implementation' offers generic exploitation and extension ideas, while the documents called 'Teacher resources' provide lesson ideas for classroom activities based on the content and themes of units 1, 2 and 3 in each book.

[Classroom implementation](#) ▶

[Teacher resources](#) ▶

English for Business: Listening - extra audio

The following audio content supports the book *Collins English for Business: Listening* with additional recordings of native and non-native speakers of English. Click on the audio titles below to listen to a clip. A transcript of each audio clip is also available.

[Click to select a region](#) ▼

- ▶ [Asia and the Middle East](#)
- ▶ [Australia, New Zealand and South Africa](#)
- ▶ [Europe](#)
- ▶ [UK](#)
- ▶ [USA & Canada](#)
- ▶ [International Voicemails](#)

[CLOSE X](#)

Collins

English for Business

LISTENING

Ian Badger

 POWERED BY COBUILD

TECH
ADVANCEMENT

Collins

English for Life



B2+ Upper Intermediate

Listening



Ian Badger

 POWERED BY COBUILD

Collins

English for Life



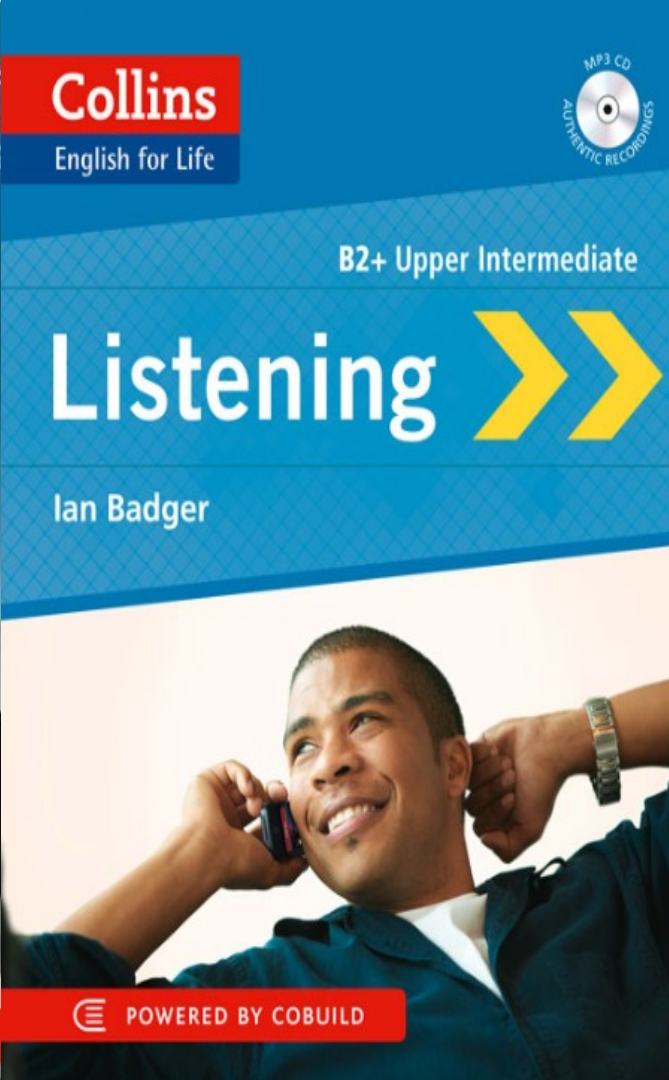
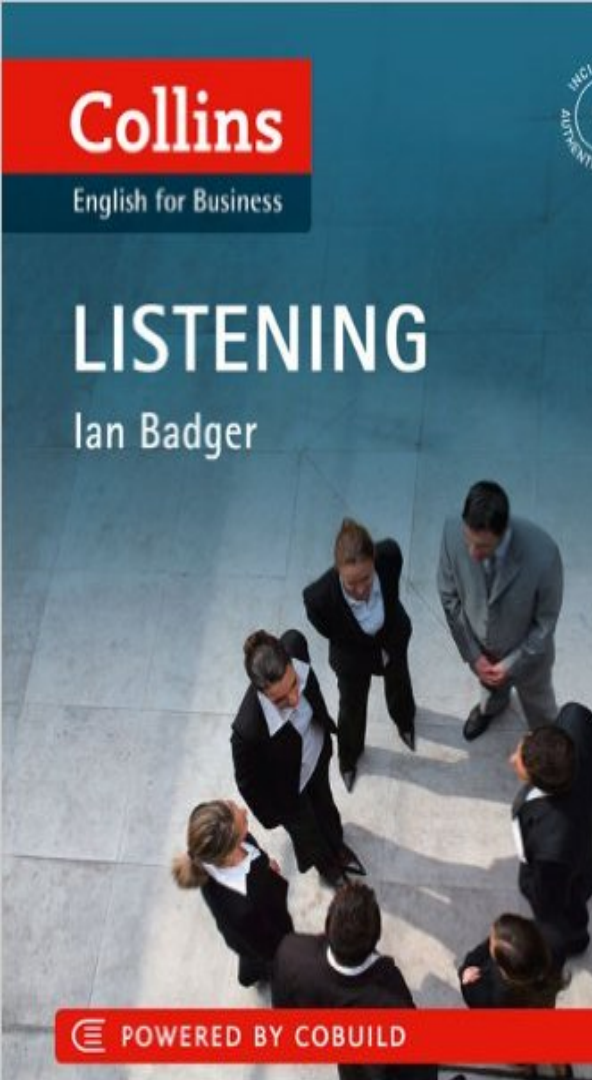
B1+ Intermediate

Listening



Ian Badger

 POWERED BY COBUILD





Features of authentic listening

How do you say/pronounce?



What are you doing later?

What time is she coming?

Did you check the router?

I live in Somerset

Would you correct?



I've been sat/stood here for half an hour.

Please arrange our accommodations.


We didn't play for a while

We didn't play great.

I am working in HR for two years

What they said

1. I am used to do it
2. Give just two pound a month.
3. I book the tickets.

Tailgating is.. 
4. Tailgating is meeting up with lots of people who have parked their cars beside each other and brought their grills...and sometimes TVs
5. I do things proper

Who said it

1. The famous French manager of a Premier League English football team
2. A British charity appeal voiceover
3. A Finnish administrator
4. An American business owner from Atlanta, Georgia
5. Mr. Donald Trump



Working with authentic listening materials

Simple present or 'will' ?

Occasionally I (take) a client out for lunch.

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

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

I (recommend) you the Peking duck.

What the speakers said

Occasionally I **will take** a client out for lunch. (American)

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

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

I **will recommend** you the Peking duck. (Chinese)
(Standard English = I recommend the Peking duck)

Think of ways to complete the gaps

I put up with the _____ of the day-today commute.

“Where are you?” I’m _____ on the motorway.

“What does he do?” “He looks after _____.”

I may have been _____ or forwarded. I need to check my inbox.

You have to make sure you don’t _____ any balls in the process. You can’t let anything _____.

What the speakers said – using 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**.

Tolerating mistakes and negotiating meaning



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.

Using a listening text to focus on clear grammar



Fiona's pony – use of tenses (from Badger, 2014)

<p>Simple past <i>I went to America for a month</i> <i>I left him for over four weeks and when I got back...</i></p>	<p>Present perfect <i>I've had him for twelve years</i> <i>The longest I've been away is two weeks</i></p>
<p>'Would' for habitual past <i>He wouldn't look at me</i></p>	<p>Present continuous <i>The vet reckons he was pining for me</i></p>
	<p>Past perfect <i>He had lost two stone in weight</i> <i>We had built up that kind of relationship</i></p>



Backbone to training programmes – using bespoke +
published listening materials

A listening menu from published resources

French eating habits	From 'Collins English for life' Listening B2	
Registering for a GP in the UK	Listening B2	
An American view of tea and coffee drinking	From 'Collins English for Business' Listening	
Irish business practices	Business Listening	
An English attitude to wearing a coat on a cold evening	From 'Collins English for Life' Listening B1	
A Saudi attitude towards dogs	Listening B2	

Using authentic listening materials in communication training for supply chain personnel

Target groups – ‘native’ and ‘non-native’ supply chain personnel – customer service, logistics, planning, sourcing

Pre-course video and audio recording

Record meetings, negotiations and presentations as appropriate

Record discussions of processes, cultural and social matters

Record descriptions of jobs and organisations

Research web and published resources relating to learner needs

Build a ‘menu’ of speakers with related exercises and transcripts

Examples of recent BMES video recordings

French speaker – capacity management

Polish speaker – Polish/German/Finnish business culture

Scottish speaker – production processes

Spanish speaker – Company email policy

Indian speaker – New IT systems

German speaker – German/Finnish/Polish
business culture

Using web and published authentic listening materials

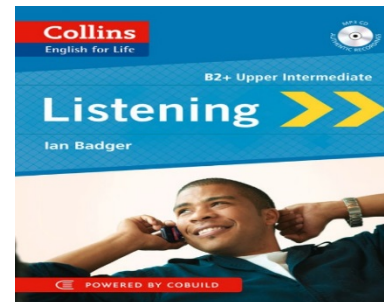
... for a Spanish medical liaison officer working for a major pharmaceutical firm. Level B2/C1

Materials:

Authentic written materials – reports and emails

Videos from the internet

Collins English for Life Listening B2



Using authentic listening in communication training

Relevance and credibility

Provides examples of the language which my learners have to work with in their day-to-day work – even of the actual speakers with whom they have to work.

Training for teachers/trainers

Helps to familiarise teachers/trainers with the target language of the specific fields/businesses in which they are working.



Conclusions

In the words of John Field



“...listening is the principal means by which learners expand their knowledge of the spoken forms of the target language”.

“It is also.... a much more effective channel for picking up grammar and vocabulary than a lesson delivered by a teacher to a group of learners in a session of some forty minutes.”

“Acquiring the ability to understand what L2 speakers say is not an optional extra.”

The richness (joy?) of authentic listening materials.

Students are exposed to a world of English that sounds very different from the standard, concise, perfectly-executed, studio-isolated, and never-digressing material found in most English audio exercises.

They hear speech in everyday situations, complete with authentic background noise, slang, idioms, incomplete sentences, interruptions and sometimes ... terrible phone connections (oh, the horror!).

In addition, the speakers range from native to non-native, giving the listener insight into common mistakes or shortcuts made by the speakers.

Sanchez, 2016 (Review of Badger, 2014)

Authentic listening materials...



- ...focus on topics
- ...focus on accents/pronunciation
- ...focus on culture
- ...focus on functional language
- ...focus on grammar
- ...focus on active listening techniques
- ...focus on clear speaking

Some references/further reading

- Badger I, '*Working with authentic listening materials*' in *Language Issues, NATECLA, V.28.1, 2017*
- Badger I, *Collins English for Life: Listening B2*, Collins 2014
- Badger I, *Collins English for Life: Listening B1*, Collins 2012
- Badger I, *Collins English for Business: Listening*, Collins 2011
- Badger I, *Flash on English for Business Conversations*, Eli Publishing/Ernst Klett Sprachen 2016
- Badger I. and P. Menzies, *English for Business Life*, NGL/Cengage, 2005-2007
- Field, J, *Listening in the Language Classroom* CUP 2009
- Sanchez, D. A, Review of *Collins English for Life: Listening B2* in *ETAS Journal*
Volume 33 No. 3 Summer 2016
- Sweeney, S. 'Authentic materials' in *Business Issues*, 2/2006
- Walker, R *Teaching the Pronunciation of English as a Lingua Franca*, OUP 2010
- Wilson, JJ. *How to teach listening*, Pearson 2008