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TEACHER TRAINING





Rethinking Listening lessons

Micro-Listening lessons to help improve students listening skills.

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What does `Let's do a listening' mean to you?

What feelings sometimes come up when students carry out a listening task in your class?

What advice do you give students to improve their listening skills?





Ok let's do a listening!

Discuss the following question with a partner:

What difficulties might farmers face on a daily basis?



A. Listen to the following extract from a news story in Ireland.

You are going to listen to two farmers talking about an incident on their farms.

Listen and write down what was stolen and how they think they were stolen.

B. Listen again for more details and fill in the gaps:

1. It is easy to steal sheep at _____ because of the _____.
2. All you need to steal the sheep is _____ and _____.





What a typical listening lesson may look like:

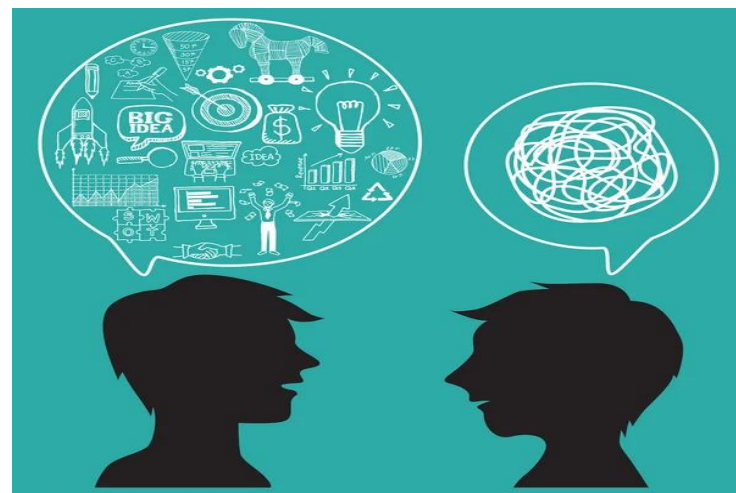
- Pre-listening (Context and Motivation)
- Extensive Listening - questions about general gist
- Compare with partner/Check answers
- Intensive Listening - Detailed questions
- Compare with partner/Check for answers
- Examination of vocabulary or exponents of grammar

What next?



Decoding or bottom-up processes:

- Identifying sounds
- Working out where words begin and end
- Dealing with unknown words
- Recognising where clauses and phrases end
- Making use of sentence stress
- Recognising chunks of language





DECODING:

Listen to two extracts from the listening and write what you hear in the boxes.

1.

--	--	--	--	--



2.

--	--	--





Decoding: Listen to an extract from the listening and write what you hear in the boxes.

Put Em On A Trailer



Pick Em Up



What happened to the word *them*?

What happened to the words *them* and *on* / *them* and *up*?



‘How do we provide practice once a process problem has been identified? The answer is to expose learners to spoken material that contains multiple examples of the feature they have trouble with.’ *Field*



Linking Consonant to Vowel:

Sound out the phrasal verbs with a partner:

Where do you think linking takes place here?

Turn it on

Bring it up

Take it off

Look after it

<https://youglish.com/pronounce/turn%20it%20on/english>
[?](#)



Other features of connected speech to focus on:

Elision: Left back, stand by, looked back, I must go

What happens to the final letter in the first word?

Weak forms of auxiliary verbs: Compare two sentences below

- Can I go? Yes, you can.
- Have you been to France? Yes, I have.

Intrusive /w/ and /j/: What extra sound do you hear in the phrases

Go out the back

I am interested



Reduction of common phrases: Formulaic Chunks

1. Would you like..?
2. This morning
3. Got any?
4. Are you alright....?
5. Let's see
6. I've already

Example:

Give me

~~Give~~ me

Gimme

/gimi:/

- Listen and cross out the words and sounds that disappear or change



Reduction of common phrases: Formulaic Chunks

- | | | |
|-------------------------|---|------------|
| 1. Do you like..? | Do -you like? * | /dʒəlaɪk/ |
| 2. This morning | This morning | /smɔːrnɪŋ/ |
| 3. Got any? | Got t any? | /gɒəniː/ |
| 4. Are you alright....? | Are -you alright t ...? | /jəlraɪ/ |
| 5. Let's see | Let 's see | /lesiː/ |
| 6. I've already | I've already | /vəlrediː/ |



Reduction of common phrases: More activities

- Dictate chunks. Students write full version. Compare pronunciation and full version. Drill pronunciation
- Students look at the transcript and pull out groups of words that often go together (formulaic chunks). Then listen to how they sound when pronounced naturally, and even drill them.



Coalescence with /dʒ/

Example: Do you like?

~~Do you~~ like?

/dʒ/

Can you think of any other phrases where this takes place?



Coalescence with /dʒ/

Examples:

Cold **y**ear

Mind **y**our own business

Do **y**ou know why?

/d/ + **/j/** = **/dʒ/**



Read the following sentences aloud with a partner. Mark where you think coalescence takes place:

1. She said yes.
2. They loved you.
3. Did you go?
4. Would you mind?
5. We enjoyed your show.
6. They called your mum.
7. Could you help me?
8. How do you feel?
9. He moved your things.
10. Did you know her?



1. She **said yes**. /se 'dʒes/
2. They **loved you**. /'lʌv dʒu:/
3. **Did you** go? /dɪ dʒu:/
4. **Would you** mind? /wʊd dʒu:/
5. We **enjoyed your** show. /en'dʒɔɪ dʒər/
6. They **called your** mum. /kɔ:l dʒər/
7. **Could you** help me? /kʊd dʒu:/
8. How **do you** feel? /dʒu:/
9. He **moved your** things. /'mu:v dʒər/
10. **Do you** know her? /dʒu:/



Listen and write what you hear

1. _____ (3 words)
2. _____ (3 words)
3. _____ (3 words)
4. _____ (3 words)
5. _____ (3 words)
6. _____ (4 words)
7. _____ (4 words)
8. _____ (4 words)
9. _____ (4 words)
10. _____ (4 words)



Anticipation:

Play a conversation/utterance of speech



Pause at certain parts so students can predict what comes next.



What other grammar structures could this be used with?



Dictation: Shouting and Whispering

Procedure

- **Put students into pairs**
- **Give Student A/B the same text but different words missing.**
- **Student sit at opposite ends of the room.**
- **Tell students their volume of speaking will need to go up or down based on the volume of the music.**
- **They must try to fill in the gaps on their handout by listening to what their partner says.**



Useful links:

- An overall description of features of connected speech

<https://www.eslbase.com/tefl-a-z/connected-speech>

- A website to practice intrusive /w/ and /j/

www.uv.es/anglotic/phonology/suprasegmental_phonology/linking_intrusive_sounds/

- Youglish: Students can listening to words and phrases repeated numerous time

<https://youglish.com/>

- Phonemic Chart Keyboard

<https://www.phonemicchart.com/>

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Wednesday
29th March 2023
15.00 (Spain time)

Free live webinar
with Teresa Bestwick

Ver en YouTube

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Thank you for your attention

