

# GOING OFF SCRIPT

DEVELOPING  
LISTENING SKILLS  
WITH

AUTHENTIC  
MATERIAL

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# GOING OFF SCRIPT

DEVELOPING LISTENING SKILLS WITH AUTHENTIC MATERIAL

## Session Aims

1. Scripted v unscripted – what's the difference?
2. How the learners feel & what's difficult.
3. Lesson procedures that **develop** listening processes.
4. Analysing the transcript for an authentic listening lesson.
5. Example techniques.
6. Further reading, tools and resources.

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## DEVELOPING LISTENING SKILLS WITH AUTHENTIC MATERIAL

Dublin  
TEFL

Handout  
One

Let's listen to someone giving a talk about how they eventually became a photographer. One talk is scripted. One is not. Which is which?



### Audio 1

good evening everyone. (1) er - my name's Ian Gerard - and I'm a photographer. I'm here to tell you a bit about my career so far - and also about my new book. (1.5) I often get asked if I studied photography at university - and people are sometimes surprised that I didn't. I wanted to- but my parents wouldn't let me - so I had to choose



### Audio 2

but I grew up (0.5)- er - with (0.5) y'know kind of a lot of (0.5) expectations - er- from my parents. they wanted me to do a lot of different things - I started playing the violin when I was - three and a half (0.5) and y'know, did a lot of different sports er swam competitively and and studied martial arts and was competing every weekend and - there was a lot - er - of - kind of expectations to do

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### *Discourse & Delivery*

## Some key elements of the unscripted text:

1. **False starts, hesitation devices.**
2. Many **digressions**, not completely linear / chronological.
3. More **interpersonal** (there's an actual audience listening) – not purely transactional, so more interpersonal discourse markers – e.g. *'y'know'* *'I mean'* (hedges).
4. **Irregular speed.**
5. **Irregular volume.**
6. Some sections very fast → leading to **underarticulation**.
7. **Less propositionally dense** – far fewer main ideas per minute.
8. More **redundancy**.
9. Clear features of narrative superstructure e.g. **evaluative comments** and **resolutions to complicating events**

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## DEVELOPING LISTENING SKILLS

## WITH AUTHENTIC MATERIAL

Listening issues: Learner difficulties with unscripted speech.



*If you'd like to read more about that research study, you can find a concise summary on the DublinTEFL blog:*

<https://www.dublintepl.com/blog/authentic-listening-difficulties>

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## DEVELOPING LISTENING SKILLS WITH AUTHENTIC MATERIAL

**Unreported/misreported main points –  
What was difficult for the L2 listener?**

### **Scripted speech:**

- artificial distractors.
- high propositional density.
- decoding errors – e.g. ‘horse’ for ‘house’.

### **Authentic speech:**

- lack of linearity, digression.
- decoding errors in rapid bursts of speech ‘squeeze zones’ (hypoarticulation).

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So...?

What's the answer – just more exposure?

*Well, this is a good start, but we also need a specific set of procedures and techniques*

What procedures can we use?

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**Standard procedure –**  
too much **product** (correct  
answers), not enough **process**

**recognising words** and  
**mapping to words** in your  
own vocabulary.  
a.k.a. **decoding**

*The most  
basic  
**processes** our  
learners need  
training in*



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• Replay parts identified by you and the class as perceptually difficult. Maybe get class to transcribe short sections.

*John Field, IATEFL 2017*

Many techniques we can use here, but a gap-fill exercise is relatively easy to create. Let's look at how...



**Dublin TEFL**

### AUTHENTIC LISTENING DEVELOPING DECODING SKILLS

**Which gapfill exercise is suitable for**

**Transcript**

So as you can see, the top bucket full of dirty water flows down into the clean water bucket, simply through the filter that's attached. It flows through very, very, very small tubes that

**Gapfill 1**

So as you can see, the 1. \_\_\_\_\_ flows down into the 2. \_\_\_\_\_ simply through the filter that's attached. It flows through very, very, 3. \_\_\_\_\_ that collect all of the

extract 2-3 times and follow the transcript.

Consider what purpose of the three different gapfill exercises 2-4

So as you can see, the top 1. \_\_\_\_\_ full of dirty water 2. \_\_\_\_\_ into the clean water bucket, simply through the 3. \_\_\_\_\_ that's attached. It 4. \_\_\_\_\_ through very, very, very small 5. \_\_\_\_\_ that collect all of the 6. \_\_\_\_\_ and the 7. \_\_\_\_\_ and the 8. \_\_\_\_\_ and only allow clean safe water to pass through. 9. \_\_\_\_\_ which is what you see here at the bottom. This water is as safe and as clean as the water that you also get out of your home.

1. \_\_\_\_\_ the top bucket 2. \_\_\_\_\_ dirty water flows down into the clean water bucket, simply through the filter that's attached. It flows through very, very, very small tubes that collect 3. \_\_\_\_\_ contamination 4. \_\_\_\_\_ bacteria 5. \_\_\_\_\_ disease 6. \_\_\_\_\_ clean safe water to pass through. 7. \_\_\_\_\_ you see here 8. \_\_\_\_\_ bottom. This water is 9. \_\_\_\_\_ clean as the water that you also get out of your home.

[www.dublintepl.com](http://www.dublintepl.com)

**Listening Gapfill Challenge: Thinking about decoding issues for our learners.**



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*If you'd like to read more about the procedure leading up to this point, check the DublinTEFL blog:*

<https://www.dublintepl.com/blog/listening-gapfill-challenge-thinking-about-decoding-issues-for-our-learners>

OK, simple enough – so how would we make the gapfill?

Which words or phrases would we delete?

Take a look at the handout below and decide which gapfill 1-3 would be suitable for a focus on developing our learners' decoding skills.

**Transcript**

So as you can see, the top bucket full of dirty water flows down into the clean water bucket, simply through the filter that's attached. It flows through very, very, very small tubes that collect all of the contamination and the bacteria and the disease and only allow clean safe water to pass through, which is what you see here at the bottom. This water is as safe and as clean as the water that you also get out of your home.

**Gapfill 1**

So as you can see, the 1. \_\_\_\_\_ flows down into the 2. \_\_\_\_\_ simply through the filter that's attached. It flows through very, very, 3. \_\_\_\_\_ that collect all of the \_\_\_\_\_ clean safe water to pass through, which is what you see here at the bottom. This water is as 5. \_\_\_\_\_ and as 6. \_\_\_\_\_ as the water that you also get out of your home.

**Gapfill 2**

So as you can see, the top 1. \_\_\_\_\_ full of dirty water 2. \_\_\_\_\_ into the clean water bucket, simply through the 3. \_\_\_\_\_ that's attached. It 4. \_\_\_\_\_ through very, very, very small 5. \_\_\_\_\_ that collect all of the 6. \_\_\_\_\_ and the 7. \_\_\_\_\_ and the 8. \_\_\_\_\_ and only allow clean safe water to 9. \_\_\_\_\_, which is what you see here at the bottom. This water is as safe and as clean as the water that you also get out of your home.

**Gapfill 3**

1. \_\_\_\_\_, the top bucket 2. \_\_\_\_\_ dirty water flows down into the clean water bucket, simply through the filter that's attached. It flows through very, very, very small tubes that collect 3. \_\_\_\_\_ contamination 4. \_\_\_\_\_ bacteria 5. \_\_\_\_\_ disease 6. \_\_\_\_\_ clean safe water to pass through, 7. \_\_\_\_\_ you see here 8. \_\_\_\_\_ bottom. This water is 9. \_\_\_\_\_ clean as the water that you also get out of your home.

Cliffhanger

...And if you'd like to know the answer, do join us at our [upcoming DT Open event!](#)

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## DEVELOPING LISTENING SKILLS WITH AUTHENTIC MATERIAL

Using transcription & gapfills to develop decoding –  
how do I make my own?



### Transcript

So as you can see, the top bucket full of dirty water flows down into the clean water bucket, simply through the filter that's attached. It flows through very, very, very small tubes that collect all of the contamination and the bacteria and the disease and only allow clean safe water to pass through, which is what you see here at the bottom. This water is as safe and as clean as the water that you also get out of your home.

### Gapfill 2

So as you can see, the top 1.\_\_\_\_ full of dirty water 2.\_\_\_\_ into the clean water bucket, simply through the 3.\_\_\_\_ that's attached. It 4.\_\_\_\_ through very, very, very small 5.\_\_\_\_ that collect all of the 6.\_\_\_\_ and the 7.\_\_\_\_ and the 8.\_\_\_\_ and only allow clean safe water to 9.\_\_\_\_, which is what you see here at the bottom. This water is as safe and as clean as the water that you also get out of your home.

### Gapfill 1

So as you can see, the 1.\_\_\_\_ flows down into the 2.\_\_\_\_, simply through the filter that's attached. It flows through very, very, 3.\_\_\_\_ that collect all of the 4.\_\_\_\_ clean safe water to pass through, which is what you see here at the bottom. This water is as 5.\_\_\_\_ and as 6.\_\_\_\_ as the water that you also get out of your home.

### Gapfill 3

1.\_\_\_\_, the top bucket 2.\_\_\_\_ dirty water flows down into the clean water bucket, simply through the filter that's attached. It flows through very, very, very small tubes that collect 3.\_\_\_\_ contamination 4.\_\_\_\_ bacteria 5.\_\_\_\_ disease 6.\_\_\_\_ clean safe water to pass through, 7.\_\_\_\_ you see here 8.\_\_\_\_ bottom. This water is 9.\_\_\_\_ clean as the water that you also get out of your home.

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## DEVELOPING LISTENING SKILLS

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# DECODING FOCUS

### Gapfill 3

1. \_\_\_\_\_, the top bucket 2. \_\_\_\_\_ dirty water flows down into the clean water bucket, simply through the filter that's attached. It flows through very, very, very small tubes that collect 3. \_\_\_\_\_ contamination 4. \_\_\_\_\_ bacteria 5. \_\_\_\_\_ disease 6. \_\_\_\_\_ clean safe water to pass through, 7. \_\_\_\_\_ you see here 8. \_\_\_\_\_ bottom. This water is 9. \_\_\_\_\_ clean as the water that you also get out of your home.

1. so as you can see
2. full of
3. all of the
4. and the
5. and the
6. and only allow
7. which is what
8. at the
9. as safe and as

*Target words your learners will know but find difficult to 'catch'.  
What phrases are difficult to segment? Any underarticulated words?  
What words are likely candidates for 'streamlining'?*

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DEVELOPING LISTENING SKILLS WITH AUTHENTIC MATERIAL

## VOCAB FOCUS

### Gapfill 2

So as you can see, the top 1. \_\_\_\_\_ full of dirty water 2. \_\_\_\_\_ into the clean water bucket, simply through the 3. \_\_\_\_\_ that's attached. It 4. \_\_\_\_\_ through very, very, very small 5. \_\_\_\_\_ that collect all of the 6. \_\_\_\_\_ and the 7. \_\_\_\_\_ and the 8. \_\_\_\_\_ and only allow clean safe water to 9. \_\_\_\_\_, which is what you see here at the bottom. This water is as safe and as clean as the water that you also get out of your home.

1. bucket
2. flows down
3. filter
4. flows
5. tubes
6. contamination
7. bacteria
8. disease
9. pass through

*Lexical focus. May even be completed without listening to the audio – teacher would perhaps adopt a test-teach-test approach to the key vocab items. Learners could listen again to check. Teaching language through listening rather than teaching listening skills.*

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## DETAILS FOCUS

### Gapfill 1

So as you can see, the 1. \_\_\_\_\_ flows down into the 2. \_\_\_\_\_, simply through the filter that's attached. It flows through very, very, 3. \_\_\_\_\_ that collect all of the 4. \_\_\_\_\_ clean safe water to pass through, which is what you see here at the bottom. This water is as 5. \_\_\_ and as 6. \_\_\_ as the water that you also get out of your home.

1. top bucket full of dirty water
2. clean bucket
3. v. small tubes
4. contamination, bacteria, disease
5. safe
6. clean

*Targets / tests comprehension. Could equally be done through comprehension questions or labelling a diagram. In our procedure, this level of comprehension would already have been reached before we use our decoding gapfill.*

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# DECODING FOCUS

### Gapfill 3

1. \_\_\_\_\_, the top bucket 2. \_\_\_\_\_ dirty water flows down into the clean water bucket, simply through the filter that's attached. It flows through very, very, very small tubes that collect 3. \_\_\_\_\_ contamination 4. \_\_\_\_\_ bacteria 5. \_\_\_\_\_ disease 6. \_\_\_\_\_ clean safe water to pass through, 7. \_\_\_\_\_ you see here 8. \_\_\_\_\_ bottom. This water is 9. \_\_\_\_\_ clean as the water that you also get out of your home.

1. so as you can see
2. full of
3. all of the
4. and the
5. and the
6. and only allow
7. which is what
8. at the
9. as safe and as

*Target words your learners will know but find difficult to 'catch'.  
What phrases are difficult to segment? Any underarticulated words?  
What words are likely candidates for 'streamlining'?*

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## DEVELOPING LISTENING SKILLS WITH AUTHENTIC MATERIAL

Prepare the lesson in detail – identifying parts of the recording that are perceptually difficult.

*John Field, IATEFL 2017*

...OK, so what features are *often* difficult to perceive?

- (Frequent) multi-word clusters
- Drafting phenomena/hesitation devices
- Adverbs
- Function words ('grammar words')
- Possible segmentation issues
- Squeeze zones/crush zones

Squeeze zones are those parts of a speech unit which contain non-prominent syllables, where words ...[including content words] are squeezed into soundshapes that can vary dramatically from the citation form



RICHARD CAULDWELL (2013)

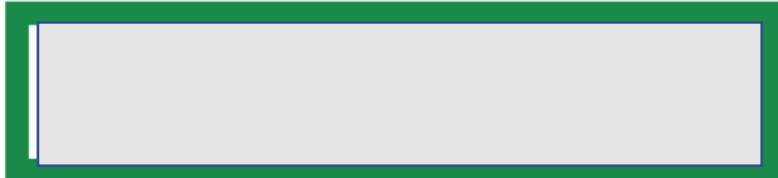
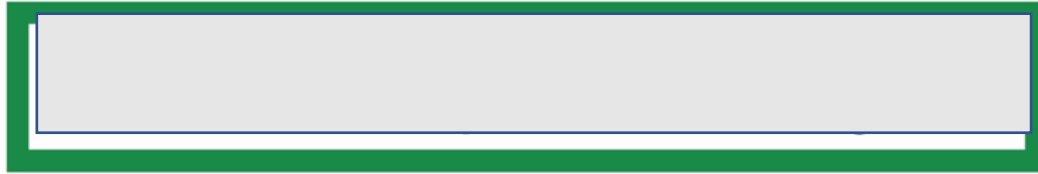
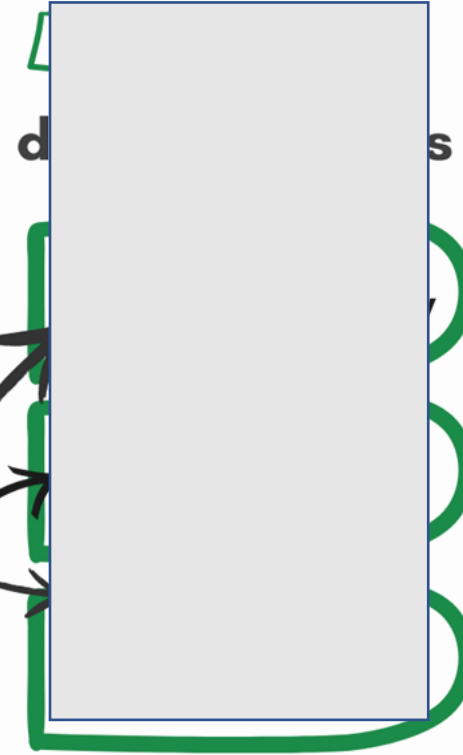


# Phon from a text: possible procedures

1. Gain global / gist understanding  
(use gist questions)

planned phon focus

reactive phon focus

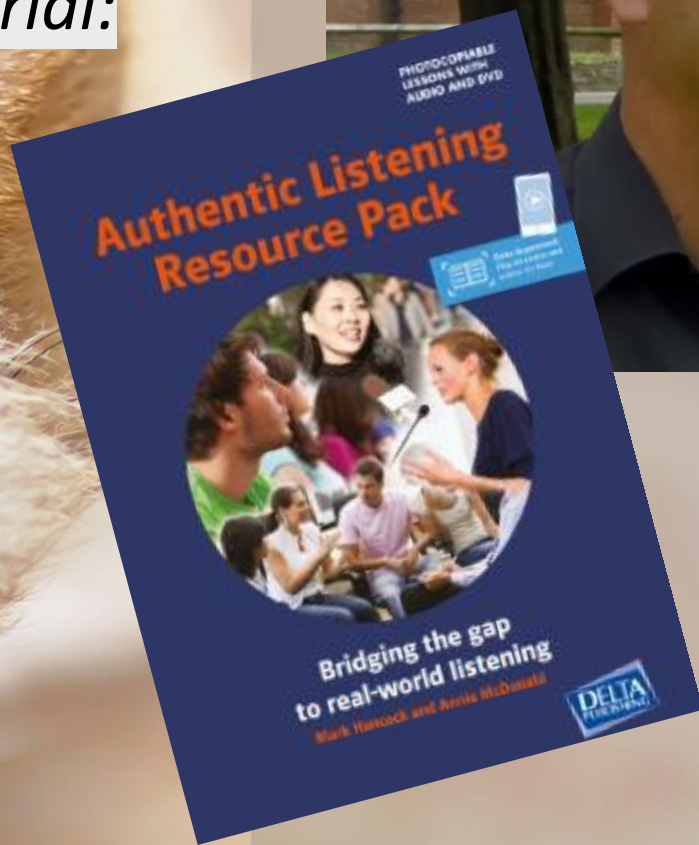
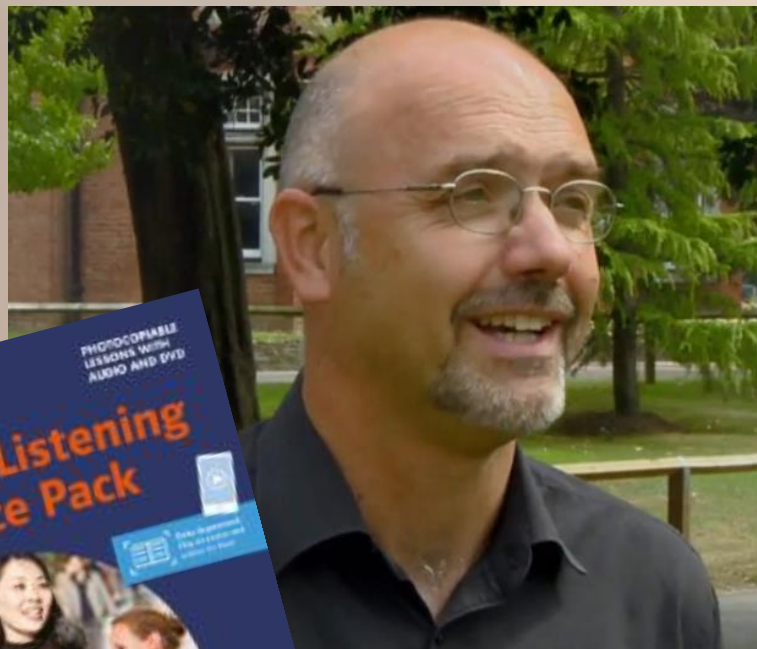


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*Let's look at some example techniques with a new piece of material:*

*Mark Hancock &  
Annie McDonald*



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*Listen and read the transcript – anything stand out as difficult to catch?*

**Alan:** On the Isle of Wight, well, the thing is we get lots and lots of festivals every year, er, it seems that every weekend there's another festival going on, so we've got lots of chances to go to music festivals, er, classic-car festivals or whatever, er, and there's a lot of, there's a big arts scene on the Isle of Wight, so if you're into, um, I don't know, anything where you can take a picnic out and listen to some music, you've got a lot of chance for this, er, and the island is also brilliant for scenery, just walking, lots of cycle tracks, er, footpaths, that kind of thing, so, um, it's a bit different from a city environment, it's not so much theatre, that kind of thing, it's more, it's more outdoor life, I think.

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online gdoc  
gapgrid

Folk  
fonetiks

botanic  
walk

Movieclip  
corpus

Stress Pattern  
Dictation Grid

decoding  
gapfill

**Alan:** On the Isle of Wight, well, the thing is we get lots and lots of festivals every year, er, it seems that every weekend there's another festival going on, so we've got lots of chances to go to music festivals, er, classic-car festivals or whatever, er, and there's a lot of, there's a big arts scene on the Isle of Wight, so if you're into, um, I don't know, anything where you can take a picnic out and listen to some music, you've got a lot of chance for this, er, and the island is also brilliant for scenery, just walking, lots of cycle tracks, er, footpaths, that kind of thing, so, um, it's a bit different from a city environment, it's not so much theatre, that kind of thing, it's more, it's more outdoor life, I think.

human  
taperecorder

Board  
Building

Shadowing

Broken record /  
microloops

predict  
& check

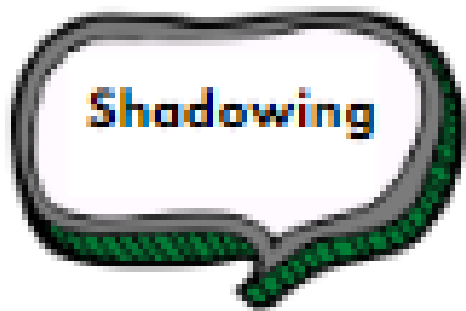
Follow-up  
microdictation

Earworms/Raps/  
Jazz chants

subvocalise

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*Particularly useful for stress, prominence & intonation.*

*Can take time to demonstrate, but then useful for homework.*

**Alan:** On the Isle of Wight, well, the thing is we get lots and lots of festivals every year, er, it seems that every weekend there's another festival going on, so we've got lots of chances to go to music festivals, er, classic-car festivals or whatever, er, and there's a lot of, there's a big arts scene on the Isle of Wight, so if you're into, um, I don't know, anything where you can take a picnic out and listen to some music, you've got a lot of chance for this, er, and the island is also brilliant for scenery, just walking, lots of cycle tracks, er, footpaths, that kind of thing, so, um, it's a bit different from a city environment, it's not so much theatre, that kind of thing, it's more, it's more outdoor life, I think.



**Now listen again and read the transcript aloud at the same time**

- 1. Mumble**
- 2. Now with the full sounds**

Research on shadowing:

<https://journals.sagepub.com/doi/full/10.1177/0033688218771380>

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## DEVELOPING LISTENING SKILLS WITH AUTHENTIC MATERIAL

**Alan:** On the Isle of Wight, well, the thing is we get **1**  
**1** festivals every year, er, it seems that every weekend  
there's another festival going on, so we've got **2**  
chances to go to music festivals, er, classic-car festivals or  
whatever, er, and t**3** there's a big arts scene  
on the Isle of Wight, so **4** um, I don't know,  
anything where you can take a picnic out and listen to  
some music, you've **5** chance for this, er, and  
the island is also brilliant for scenery, just walking, lots of  
cycle tracks, er, footpaths, that **6** so, um, it's a  
bit different from a city environment, it's not so much  
theatre, that kind of thing, it's more, it's more outdoor life, I  
think.

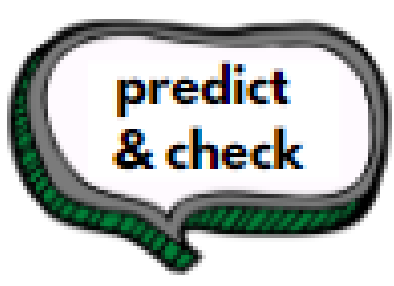


decoding  
gapfill

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## DEVELOPING LISTENING SKILLS WITH AUTHENTIC MATERIAL



predict  
& check

**Alan:** On the Isle of Wight, well, the thing is we get lots and lots of festivals every year, er, it seems that every weekend there's another festival going on, so we've got lots of chances to go to music festivals, er, classic-car festivals or whatever, er, and there's a lot of, there's a big arts scene on the Isle of Wight, so if you're into, um, I don't know, anything where you can take a picnic out and listen to some music, you've got a lot of chance for this, er, and the island is also brilliant for scenery, just walking, lots of cycle tracks, er, footpaths, that kind of thing, so, um, it's a bit different from a city environment, it's not so much theatre, that kind of thing, it's more, it's more outdoor life, I think.



Alan says 'lotsa' here.

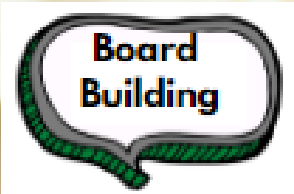
Where else do you think he'll sound like this?

Is 'of' always /ə/?

Underline, then listen and check.

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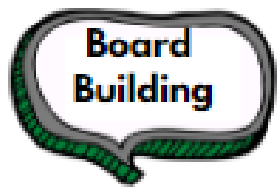
Can be quite reactive – on the board or slide/Gdoc etc.

rent out a flat | (1)  
illegal accommodation  
a protest against | (A) \_\_\_\_\_ our rent \_\_\_\_\_ ?  
~~manifestation~~ | (B) \_\_\_\_\_ not  
it's | crowded | ... Fingers crossed not  
packed  
we're overloaded | \_\_\_\_\_ see \_\_\_\_\_  
crack | down on | drink-driving  
clamp | tax evasion



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## DEVELOPING LISTENING SKILLS WITH AUTHENTIC MATERIAL



The image shows four stages of board building for a listening exercise, arranged in a 2x2 grid. Each stage is on a white board with a black border. Yellow arrows indicate the progression from top-left to top-right, then bottom-left to bottom-right, and finally from top-right to bottom-right.

- Top-Left Board:** ① \_\_\_\_\_ our rent \_\_\_\_\_? ② \_\_\_\_\_ not ... Fingers crossed not \_\_\_\_\_ see \_\_\_\_\_
- Top-Right Board:** ① // // our rent // // ? ② // // not ... Fingers crossed not // ' // // // see +
- Bottom-Left Board:** ① D / /th our rent w / /u ? ② //h not ... Fingers crossed not b w ' /j th t see I/g
- Bottom-Right Board:** ① Do / you / think our rent will go / up ? ② // hope not ... Fingers crossed not but we'll just have to see I / guess.

Build up the difficult sections together.

Add no. of words →

first sounds →

full words

Use multiple replays &/or 'human tape-recorder' technique

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Garden



*/dʒənəʃwədə'mi:n/*

Greenhouse



*/du:ju:nəʃwətaɪ'mi:n/*

Jungle



*/nɑ:p'mi:m/*



WHY NOT TRY A BOTANIC WALK?

RICHARD CAULDWELL (2013)

@ShaunSweeney78 @DublinTEFL



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Most frequent clusters in CANCODE spoken corpus – key candidates for ‘streamlining’ and reduction – let’s do a botanic walk with those circled

### Two-word clusters in spoken texts

1	<i>you know</i>	11	<i>I was</i>
2	<i>I mean</i>	12	<i>on the</i>
3	<i>I think</i>	13	<i>and then</i>
4	<i>in the</i>	14	<i>to be</i>
5	<i>it was</i>	15	<i>if you</i>
6	<i>I don't</i>	16	<i>don't know</i>
7	<i>of the</i>	17	<i>to the</i>
8	<i>and I</i>	18	<i>at the</i>
9	<i>sort of</i>	19	<i>have to</i>
10	<i>do you</i>	20	<i>you can</i>

### Three-word clusters in spoken texts

1	<i>I don't know</i>	11	<i>you want to</i>
2	<i>a lot of</i>	12	<i>you know what</i>
3	<i>I mean I</i>	13	<i>do you know</i>
4	<i>I don't think</i>	14	<i>a bit of</i>
5	<i>do you think</i>	15	<i>I think it's</i>
6	<i>do you want</i>	16	<i>but I mean</i>
7	<i>one of the</i>	17	<i>and it was</i>
8	<i>you have to</i>	18	<i>a couple of</i>
9	<i>it was a</i>	19	<i>you know the</i>
10	<i>you know I</i>	20	<i>what do you</i>



### Four-word clusters in spoken texts

1	<i>you know what I</i>	11	<i>I thought it was</i>
2	<i>know what I mean</i>	12	<i>I don't want to</i>
3	<i>I don't know what</i>	13	<i>you know I mean</i>
4	<i>do you want to</i>	14	<i>that sort of thing</i>
5	<i>do you know what</i>	15	<i>I don't know how</i>
6	<i>I don't know if</i>	16	<i>if you want to</i>
7	<i>a bit of a</i>	17	<i>well I don't know</i>
8	<i>I think it was</i>	18	<i>I was going to</i>
9	<i>I don't know whether</i>	19	<i>have a look at</i>
10	<i>what do you think</i>	20	<i>you don't have to</i>

### Five-word clusters in spoken texts

1	<i>you know what I mean</i>	11	<i>and all that sort of</i>
2	<i>at the end of the</i>	12	<i>I was going to say</i>
3	<i>do you know what I</i>	13	<i>and all the rest of</i>
4	<i>the end of the day</i>	14	<i>and that sort of thing</i>
5	<i>do you want me to</i>	15	<i>I don't know what it</i>
6	<i>in the middle of the</i>	16	<i>all that sort of thing</i>
7	<i>I mean I don't know</i>	17	<i>do you want to go</i>
8	<i>this that and the other</i>	18	<i>to be honest with you</i>
9	<i>I know what you mean</i>	19	<i>an hour and a half</i>
10	<i>all the rest of it</i>	20	<i>it's a bit of a</i>

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## DEVELOPING LISTENING SKILLS WITH AUTHENTIC MATERIAL

### Online Gdoc gapgrid



DOCX ☆ 📁 🌐

Format Tools Help Last edit was made seconds ago by Anonymous Jackal

Normal text Calibri 11 B I U A

Alex	the car was in a	in the	There was already have	out of the window	about one hour	one other
Buse	There was a big		There was already about	out of the	about 1 hour	I was actually one of the first ones
Ghofrane	There was		There was already about	Out of the window and everything was beautiful		I was actually the first ones there
Cebraill	there is	of cars and	there was already have	out of the	after a while of	i was actually
Sergio						

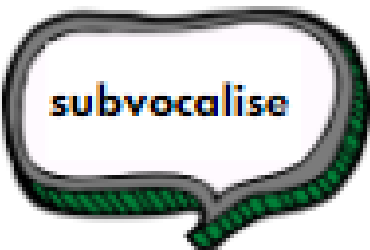
1. \_\_\_\_\_ big parking lot 2. \_\_\_\_\_ building and we parked the car every day in a different place which wasn't a problem really until.....

That night it started to snow quite a lot and by the morning 3. \_\_\_\_\_ half a meter of snow.

So, next morning I woke up for work, looked 4. \_\_\_\_\_ window.....

# GOING OFF SCRIPT

## DEVELOPING LISTENING SKILLS WITH AUTHENTIC MATERIAL



Let's look at an example extract from a lesson.  
Shared with thanks to one of our Dip TESOL candidates Chris D'Guerra  
Audio from 'Authentic Listening' – Hancock & McDonald 2015



How much did you understand?

- 60% - 70% - 90%?
- Write your percentage in the chatbox.

Why was it difficult to understand Alan?

- A. Can't understand his accent
- B. Everything is really fast
- C. He says some words really fast
- D. I can't recognise the words
- E. I'm trying to translate in my mind
- F. When I try to figure out one phrase, I lose what he says next
- G. Other

I agree...some of Alan's words were super fast...

  Now let's look at some of the words in the **crush zone**

Listen and repeat the phrase in your mind....

youXXXXXXXXX**CHANCE** for this



Now sub-vocalise what you hear in the **crush zone**  
So whisper it...shhhh

youXXXXXXXXX**CHANCE** for this



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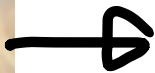
## DEVELOPING LISTENING SKILLS WITH AUTHENTIC MATERIAL



Extract from a lesson.  
Shared with thanks to Chris D'Guerra



What does the crush zone sound like?



youXXXXXXXXCHANCE for this



- a) gawlow
- b) gawlotta
- c) gawlaw
- d) other?



Can you say the words to yourself in 'garden'?

youXXXXXXXXCHANCE for this



Send me private message if you think you know the missing words

.

YouXXXXXXXXCHANCE for this



Now try saying it

you got a lot of CHANCE for this



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DEVELOPING LISTENING SKILLS WITH AUTHENTIC MATERIAL



Extract from a lesson.  
Shared with thanks to Chris D'Guerra

## 5 chunks we explored today

greenhouse	jungle
you got a lot of	<i>gawlotta</i>
you can take a	<i>yoo.ca.tayka</i>
that kind of thing	<i>that.kye.nuh.thing</i>
it's a bit	<i>zabi</i>
there's a lot of	<i>deza.lotta</i>

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Repeat the sounds below on a loop

*yoo.ca.tay.ka*

*gaw.lotta*

*de.zalotta*

*zabi*

*tha.kye.nuh.thing*

Broken record /  
microloops

Shared with thanks to one of our  
Dip TESOL candidates Chris  
D'Guerra

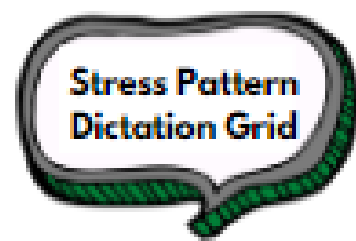


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DEVELOPING LISTENING SKILLS WITH AUTHENTIC MATERIAL

## Follow up activities to develop receptive phonology

Listen and add phrases to the grid



there's a lot of		
it's a bit different	It's a bit late	
you can take a picnic		
that kind of thing		
got a lot of chance		

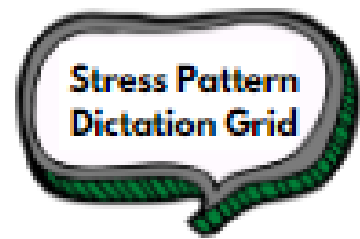
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D'Guerra

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DEVELOPING LISTENING SKILLS WITH AUTHENTIC MATERIAL

## Follow up activities to develop receptive phonology

### Completed grid



<b>there's a lot of</b>	there's a lot of time	there's a lot of stuff
<b>it's bit different</b>	it's a bit late	
<b>you can take a picnic</b>	you can take a walk	you can take a selfie
<b>that kind of thing</b>	that sort of thing	that type of thing
<b>got a lot of chance</b>	got a lot of space	

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## DEVELOPING LISTENING SKILLS WITH AUTHENTIC MATERIAL

Follow up microdictation – quick,  
easy, effective




1. it's a bit late now
2. I like hiking and that sort of thing
3. there's a lot of free time in the afternoon
4. you got a lot of space in Dublin
5. you can take a walk after class

- *Why not try embedding reduced clusters in questions for sts to ask and answer?*
- *Or opinions to agree/disagree with?*

# GOING OFF SCRIPT

## DEVELOPING LISTENING SKILLS WITH AUTHENTIC MATERIAL



Earworms/Raps/  
Jazz chants

We've *gawlotta* chance to **speak** in our English class  
*zabi* different from the **things** that I studied in the past  
*dezalodda* stuff to **learn**

But we also laugh and **sing**  
So the main thing's having **fun**  
And all that *tha.kye.nuh.thing*

*...and dezalodda  
great songs/raps on  
hancockmcdonald.com*

Shared with thanks to one of our Dip TESOL candidates  
Chris D'Guerra

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## DEVELOPING LISTENING SKILLS

## WITH AUTHENTIC MATERIAL



**YouGlish** for English ▾

that kind of thing 🔍 Say it!

All US UK AUS ▾

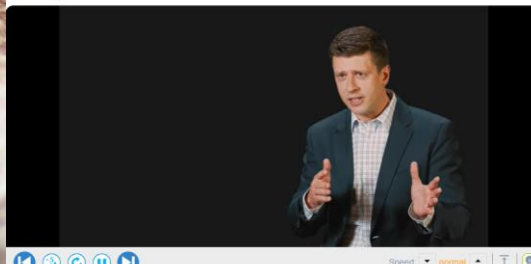
<https://youglish.com/pronounce/that%20kind%20of%20thing/english?>

How to pronounce **that kind of thing** in English (2 out of 13913):



all of that kind of thing. But then when I was three kind of everything

How to pronounce **that kind of thing** in English (4 out of 13913):



but that kind of thing could never work in the classroom,

Set phrases and  
sts search for 5  
e.g.s – predict  
and check pron.

(Also try  
playphrase.me  
& tubequizzard)

# GOING OFF SCRIPT

## DEVELOPING LISTENING SKILLS WITH AUTHENTIC MATERIAL

Movieclip  
corpus



### [movieclip dictation 1](#)

1. Since then \_\_\_\_\_ a speech impediment
2. What \_\_\_\_\_ is that?
3. ..future, I mean \_\_\_\_\_ rejection.
4. ..after a while it \_\_\_\_\_ fades away a little bit.
5. ..whoever shows up one day..8 months ago, acting like he's my best friend in the world \_\_\_\_\_, y'know?
6. Y'know \_\_\_\_\_ see the world.
7. You go to see the man that knows \_\_\_\_\_ things
8. Yeah, well, I \_\_\_\_\_ bumped into my parents
9. I'm just \_\_\_\_\_ normal people talk
10. I'm not \_\_\_\_\_ we've got this payment to make....

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## DEVELOPING LISTENING SKILLS WITH AUTHENTIC MATERIAL

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things to focus on, but not my focus for this stage of the lesson. The third gapfill looks at parts of the recording featuring words my students know, but which are pronounced in surprising ways (the usual suspects being elision, catenation, assimilation).



Where the students find it difficult to write down the missing words, we can stop, pause, replay and read ourselves from the tapescript (with natural linking but slowing down and speeding up our voices like human taperecorders!).

One advantage of using a taped tapescript is that the teacher can focus on areas likely to come up again frequently in later listening – e.g. the last gap above ‘a whole lot of’ has caused many problems for learners up to C1 level for me and appeared in previous and later lessons as an issue in chunks like ‘a lot of’ ‘an awful lot of’ ‘a load of’ ‘a portion of’ etc. Such phrases can be embedded into later microlistening/dictation activities for further practice.

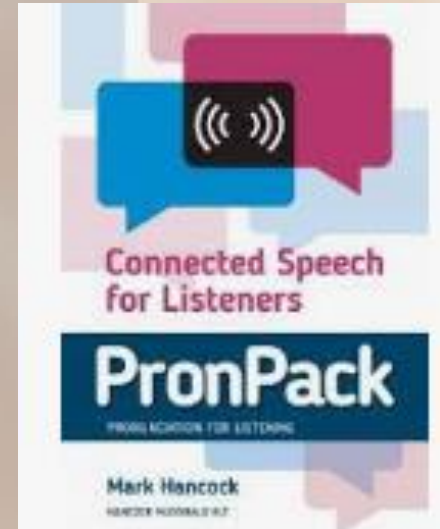
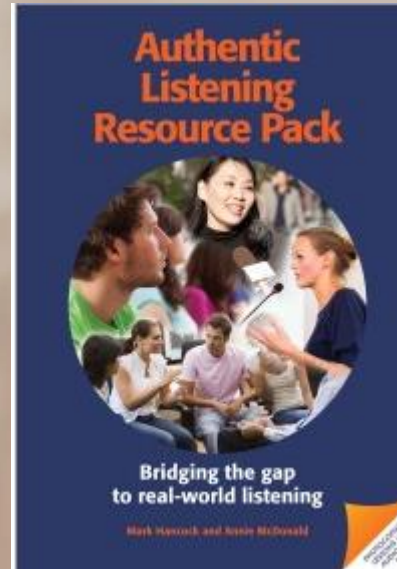
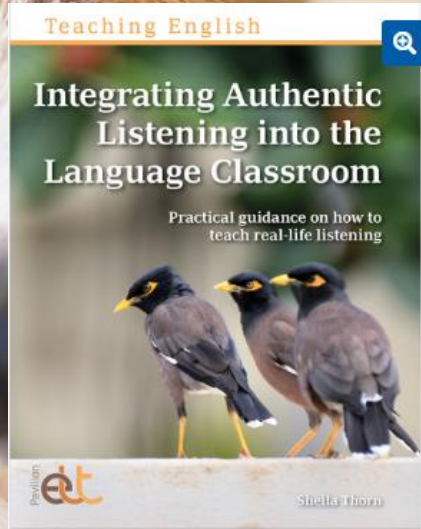
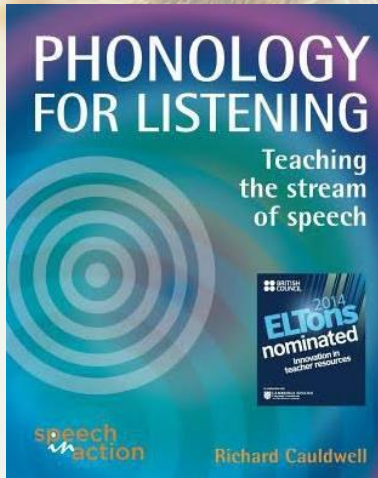
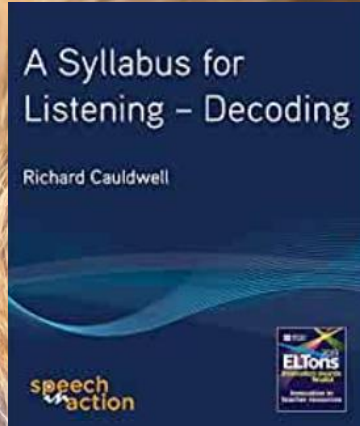
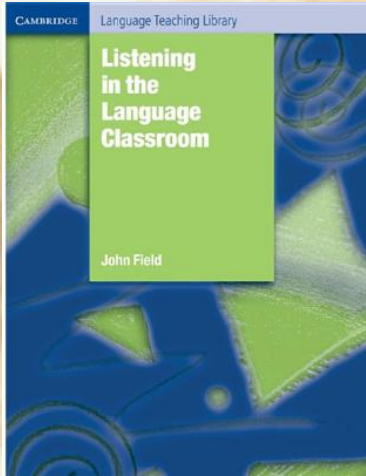
<https://teacherdevelopmentlab.wordpress.com/2018/03/07/stop-collaborate-listen/>



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## DEVELOPING LISTENING SKILLS WITH AUTHENTIC MATERIAL

### Further Reading





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## DEVELOPING LISTENING SKILLS WITH AUTHENTIC MATERIAL

- <http://hancockmcdonald.com/>

- <https://www.speechinaction.org/>

- <https://www.youtube.com/channel/UC14GZwO-L5QErS5YhxlBhUA>

- <https://bit.ly/ListeningFBGroup>

- <https://bit.ly/ListeningWAGroup>

- <http://www.tubequizard.com/>

- [Otter.ai](https://otter.ai)

- <https://playphrase.me/#/search>

- <http://youglish.com/>

- [www.thelisteningbusiness.com/](http://www.thelisteningbusiness.com/)

# GOING OFF SCRIPT

## DEVELOPING LISTENING SKILLS

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# Your Questions

 @ShaunSweeney78 @DublinTEFL



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## DEVELOPING LISTENING SKILLS

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Thank you!

 @ShaunSweeney78 @DublinTEFL

