



THE RICHEST LEARNING RESOURCE?

AUTHENTIC LISTENING MATERIALS

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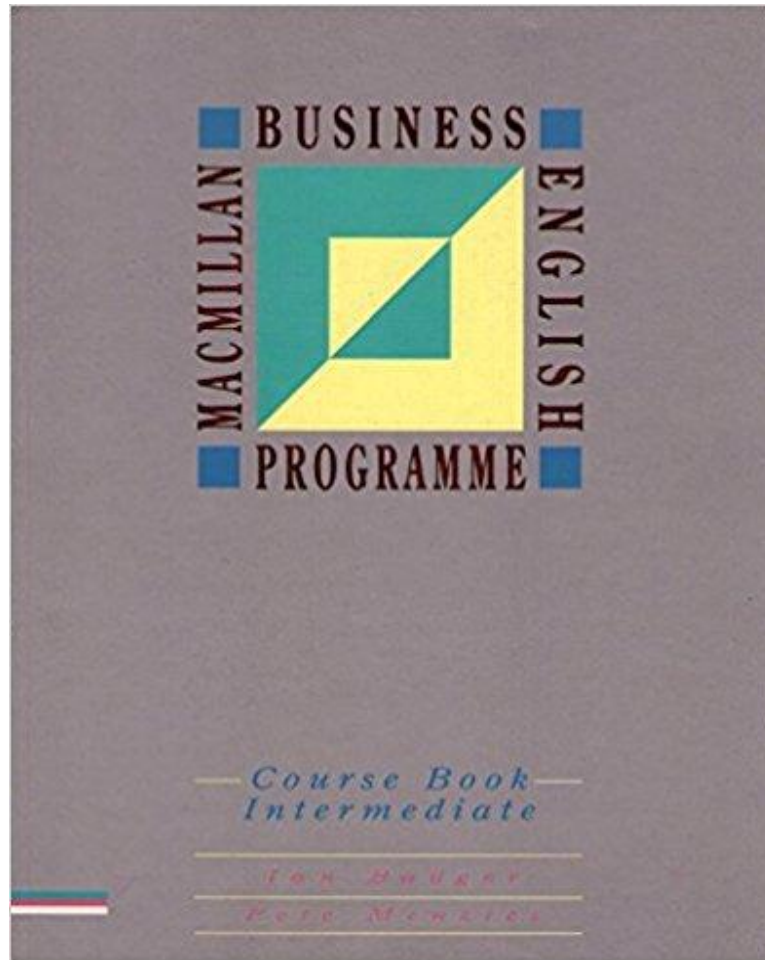
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Personal/BMES milestones in working with authentic listening materials

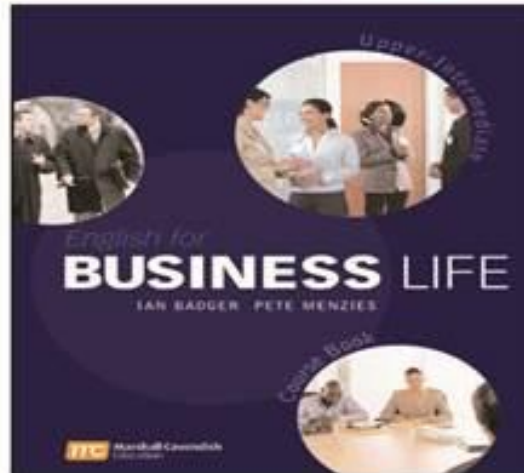
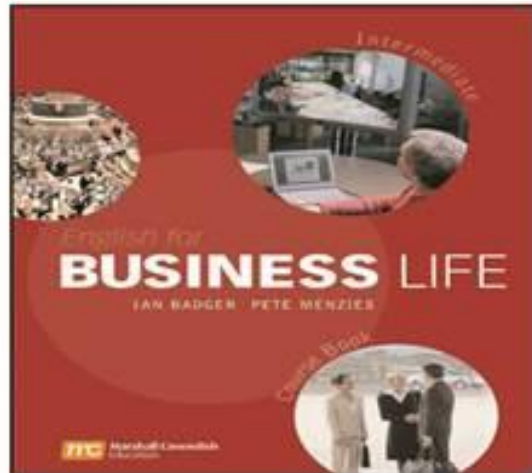
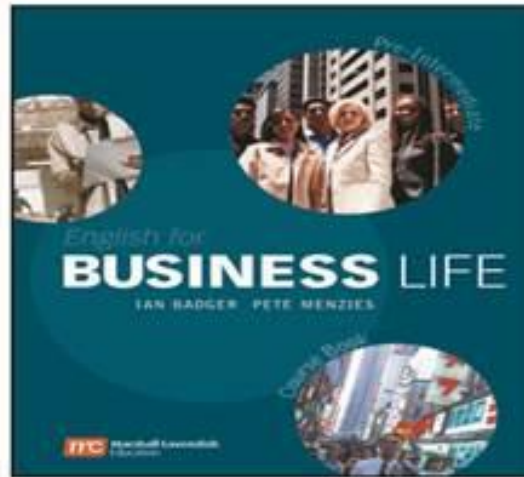
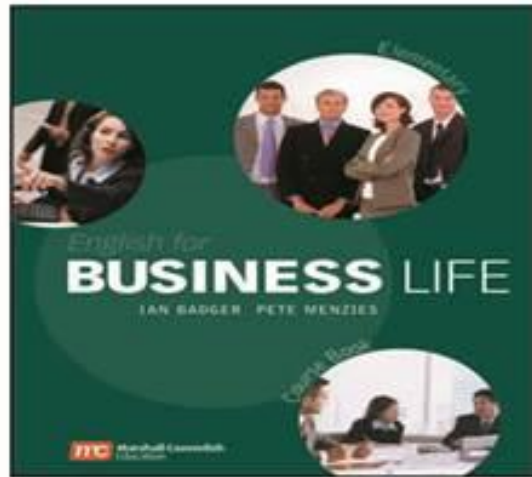
- 1984 used my first professional recording equipment in companies
- 1987 used my first VHS video recorder
- 1999 used my first digital video recorder
- 2011 used my first HD video recorder
- 2017 latest video recordings of French, Polish and Finnish purchasing specialists

Authentic listening milestones - publishing

Materials containing authentic listening – from short ‘vox pops’ in the Macmillan Programme to materials based on short and extended recordings in the Collins English for Business and English for Life series.



Macmillan Business
English Programme,
1993-1996



English for Business Life
National Geographic
Learning/Cengage
2005-2007

Collins

English for Business



LISTENING

Ian Badger



POWERED BY COBUILD

Collins

English for Life



B2+ Upper Intermediate

Listening



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POWERED BY COBUILD

Collins English
for Business
Listening
2011

Collins
English for
Life Listening
A2, B1, B2
2011-2014

Theme of this PCE

“...the role that English as a Lingua Franca plays in the international business environment”

“trainer attitudes towards errors and feedback”.

“what skills trainers need to have in order to be able to help our learners develop the relevant skills in our learners”.

“the materials available to both learners and trainers



“Trainer attitudes towards errors and feedback”


What they said

1. I am used to do it
2. The project went awry
3. I book the room.

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 meet them in HR office.

Who said it

1. A famous French manager of a Premier League English football team
2. An Indian IT manager
3. A Finnish administrator
4. An American business owner from Atlanta, Georgia
5. A Polish office manager



“What skills do our trainers need to have in order to be able to help our learners develop the relevant skills they need?”

Some suggestions...

1. Develop awareness of the language used in global business transactions (get out of the TEFL bubble)
2. Develop awareness of global varieties of English
3. Develop knowledge of the specific language and cultural needs of our clients
4. Develop linguistic tolerance
5. Develop awareness of and learn other languages – how can we teach languages if we cannot learn them??

Building language awareness:

Polish and Finnish v English pronunciation

Finnish: ä (metsä), a (mutta)

y (hymy), u (mutta)


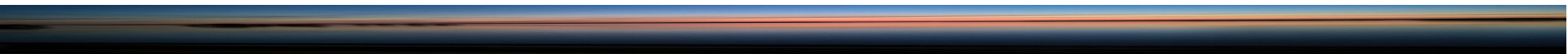
Polish: o and ą (Oni są)

y and i (My lubimy)

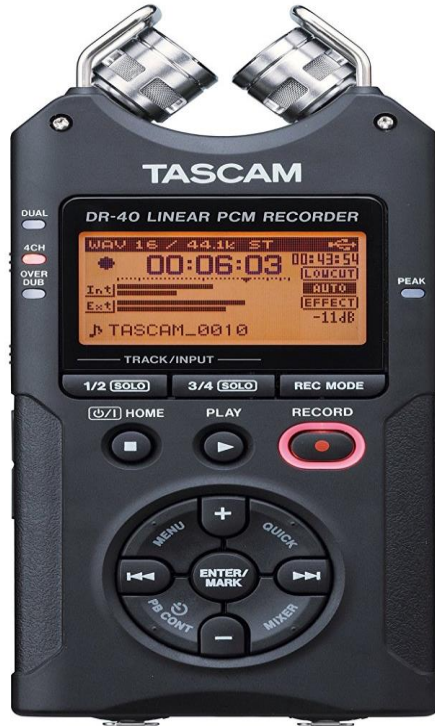
English: a (Glasgow), o (cod, women, photography), u (duck)



“***The materials available*** to both learners and trainers
which can be used to develop learners' language,
business and intercultural skills”

- 
1. Do it yourself materials
 2. Universally available materials (with some geographical exceptions)
 3. Published materials
- 

Do-it-yourself materials – the tools



Communication training for supply chain personnel

Component based on authentic listening materials

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

Pre-course video recording

- Record meetings, negotiations and presentations
- Record discussions of processes, cultural and social matters
- Record descriptions of jobs and organisations
- Build a ‘menu’ of speakers with related exercises and transcripts

A couple of examples of BMES video recordings

- French speaker – capacity management
- Polish speaker – sourcing manager
- Scottish speaker – production supervisor

Universally available materials – some examples

- Internet radio
- TV
- Podcasts
- YouTube
- NHS Direct for medical videos
- TED talks
- Spotify (for songs)

Published materials

“Most organisations — let alone individuals — would be reluctant to have their meetings, discussions, presentations, phone calls and social events recorded for classroom use by publishers, schools or teachers — and in any case most such recordings would be extremely difficult to use once devoid of context”.

Simon Sweeney (2006)

Although there is an abundance of authentic material on the Internet, most of it doesn't come in a pedagogical framework (preview questions, comprehension questions, discussion points etc.)

JJ Wilson (2008)






The richness 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)

COLLINS LISTENING MATERIALS	SPEAKERS INCLUDE			
ENGLISH	ITALIAN 	TURKISH	BRASILIAN	POLISH
SCOTTISH	SOUTH AFRICAN	SRI LANKAN	PERUVIAN	GERMAN
IRISH	NEW ZEALAND 	SLOVAKIAN	SAUDI ARABIAN	AUSTRIAN
FRENCH	AUSTRALIAN 	GHANAIAIAN	CHINESE 	AMERICAN 
SPANISH	INDIAN	KOREAN	JAPANESE	CANADIAN

Using 'universally available' and 'published' authentic listening

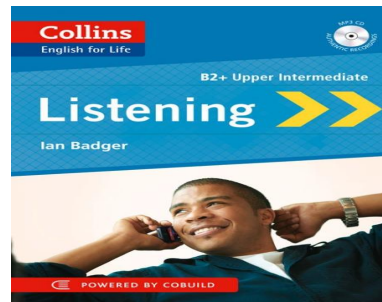
I am currently working with a Spanish medical liaison officer for a major pharmaceutical firm. Level B2/C1

Materials:

- *Authentic written materials – reports and emails*
- *Videos from the internet*
- *Collins English for Life Listening B2*



choices





Conclusions

The richness of using authentic listening

1. Focus on understanding English however it is spoken – accent, intonation, regional variation
2. Focus on developing active listening skills
3. Focus on what makes for clear and unclear communication (pronunciation, grammar, function)
4. Focus on cultural aspects of communication
5. Focus on topics of interest – vocabulary building

Authentic listening – the richest resource?

For listening skills, yes. Exposure to the ‘real’ world of English not to a ‘standard, concise, perfectly-executed, studio-isolated, and never-digressing’ model develops listening skills for the real world.

For speaking skills, a very useful resource. Using authentic listening materials helps to build an awareness of how to improve the clarity of the learner’s own communicative ability.

But of course it is not the only resource. Over to Andy (after the coffee break)!

Some references/further reading

- 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 2016
Badger I. and P. Menzies, *English for Business Life*, NGL/Cengage, 2005-2007
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
Wilson, JJ. *How to teach listening*, Pearson 2008

www.nhs.uk - a great source of medical videos and texts

www.collins.co.uk/index.html - for free supplementary listening material and transcripts