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# ATELIER DÉCODER LE FLUX SONORE EN ANGLAIS

La *quête du sens* à l'oral

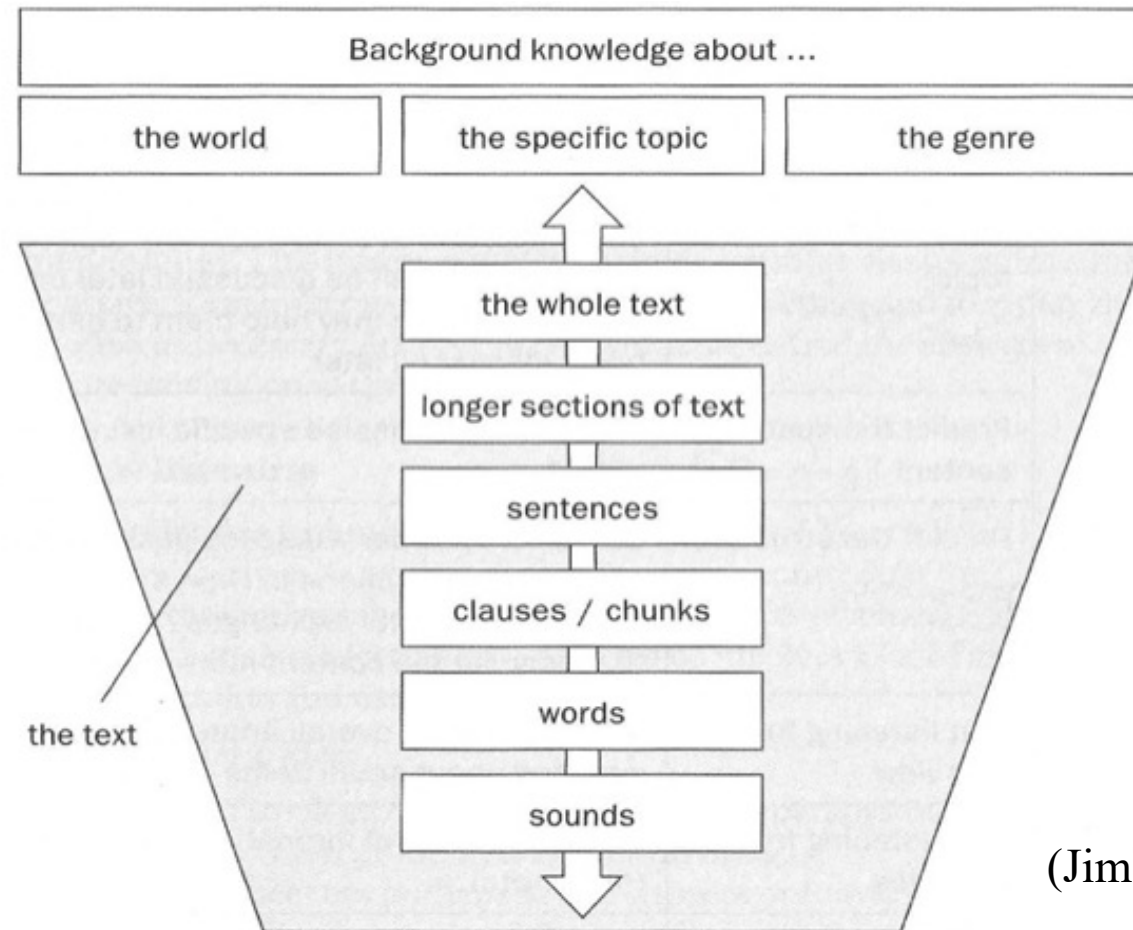
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# DÉFINITION DE L'ACTIVITÉ LANGAGIÈRE DE RÉCEPTION ORALE

Une activité, une action. Le verbe « comprendre » vient du latin « cum » qui signifie « avec », et « prehendere » qui signifie « saisir ». Comprendre ce n'est donc pas recevoir passivement l'input sonore, c'est le « prendre avec soi » [...] pour construire du sens. (Roussel, 2014)

« comprendre c'est construire du sens et donc rechercher les indices qui amènent à réduire l'incertitude » (Bourguignon, 2011)

# PROCESSUS TOP-DOWN AND BOTTOM-UP



(Jim Scrivener, 2011).

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# PROCESSUS TOP-DOWN

## Stratégies d'entraînement

**Vicky Prince, a Champion Swimmer**

### ETAPE 1 : ANTICIPATION

A partir du titre et de l'image, quels mots t'attends-tu à entendre ?



# PROCESSUS TOP-DOWN

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## ETAPE 2 : COMPREHENSION GLOBALE

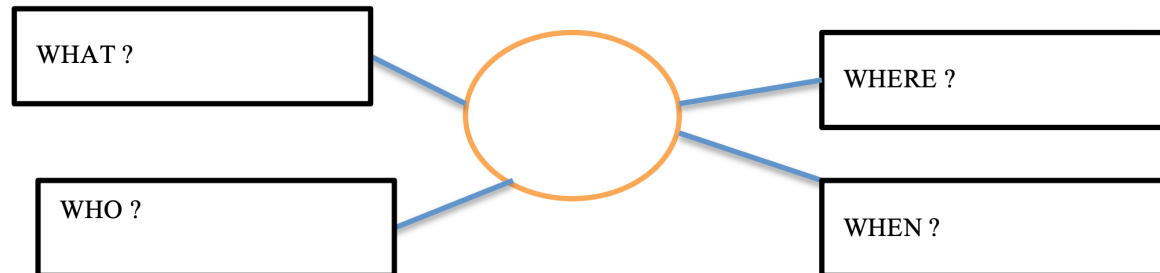
Complète ce tableau à l'aide des mots accentués que tu reconnais


De quoi parle le document ?

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## Stratégies d'entraînement



Quelle information a-t-on en plus ?

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# PROCESSUS TOP-DOWN

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## ETAPE 3 : COMPREHENSION DETAILLEE

1. Classe les mots entendus selon les champs lexicaux ci-dessous

Sports	School	Expressions of joy, desire

## Stratégies d'entraînement

2. Quels chiffres ou dates correspondent aux informations ci-dessous ?
  - a) \_\_\_\_\_ : distance between the house and the pool
  - b) \_\_\_\_\_ : time she starts swimming in the morning
  - c) \_\_\_\_\_ : time she spends swimming in the afternoon
  - d) \_\_\_\_\_ : number of good friends she lost

## ETAPE 4 : COMPREHENSION DE L'IMPLICITE

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# PROCESSUS TOP-DOWN

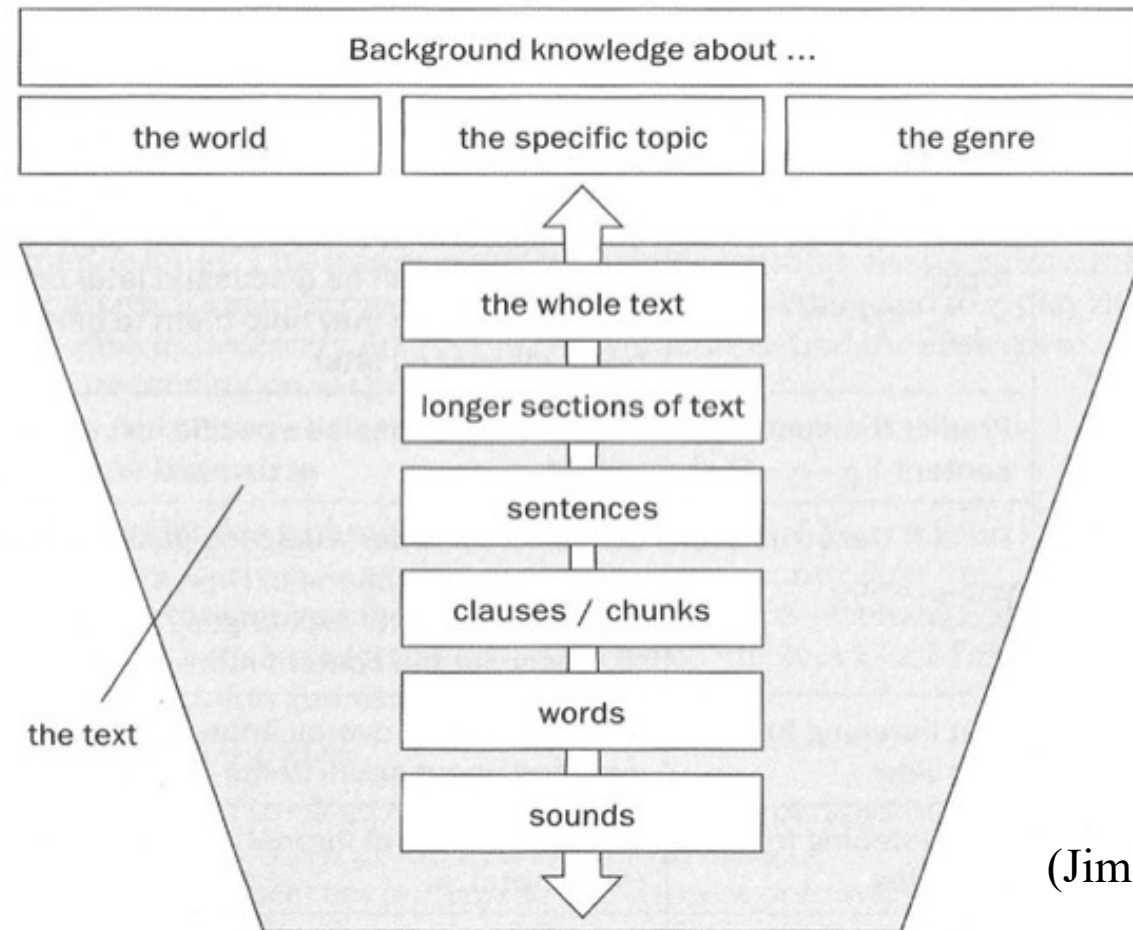
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## ETAPE 5 : VERIFICATION DE LA COMPREHENSION

- 20 Vicky first went in for competitions because
- A she had joined a swimming club.
  - B her parents were keen on swimming.
  - C her swimming teacher encouraged her.
- 21 As a teenager, Vicky's training involved
- A exercising on land as well as in the water.
  - B going without meals during the day.
  - C travelling to a pool once a day.
- 22 What did Vicky find hard about her training programme?
- A She couldn't go on school trips.
  - B She lost some of her friends.
  - C She missed lots of parties.
- 23 What helped Vicky to do well in the national finals?
- A She was not expected to win.
  - B She trained harder than usual.
  - C She wanted to take a cup home.
- 24 As a swimming coach, Vicky thinks she's best at teaching people
- A to deal with failure.
  - B to improve their technique.
  - C to get swimming qualifications.
- 25 Why has Vicky started doing long-distance swimming?
- A She needed to get fit again.
  - B She thought it would be fun.
  - C She wanted to do some travelling.

Vérification de la compréhension  
= Questions d'évaluation

# PROCESSUS TOP-DOWN AND BOTTOM-UP



(Jim Scrivener, 2011).



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# PROCESSUS **BOTTOM-UP**

I believe I need to **learn what the word sound like/ when it is used in the sentence**. Because sometimes when a **familiar word** is used in a sentence, I couldn't catch it. Maybe **it changes somewhere when it is used in a sentence**. (Cauldwell, 2013, 15)

# DÉCODER LA CHAÎNE PARLÉE :

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## L'isochronie

L'anglais respecte un rythme constant entre les syllabes accentuées en variant les syllabes non accentuées, alors que le français donne une valeur rythmique plus égale à toutes ses syllabes. (Frost, 2005)

I **wish** I could **sleep** for **hours** on **end**.

# DÉCODER LA CHAÎNE PARLÉE :


## Quelques formes faibles


were from has had  
are his to would  
her that he and of  
am was but him  
you shall she them  
their than will for some  
must does have could  
can should we do as  
they


# DÉCODER LA CHAÎNE PARLÉE :

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## L'accent phrastique

Sentence 1 

Sentence 2 

Sentence 3 

**Francis didn't drive to London yesterday.**

# DÉCODER LA CHAÎNE PARLÉE:

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## Les schémas intonatifs

→ Montant



→ descendant



→ Montant – descendant



→ descendant – Montant

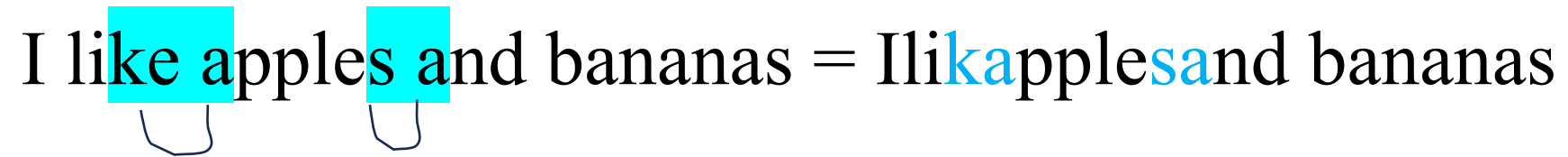


# DÉCODER LA CHAÎNE PARLÉE:

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## Les liaisons

I like apples and bananas = Ilikapplesand bananas



# DÉCODER LA CHAÎNE PARLÉE:

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## Les élisions

Apples and potatoes

1 2 3

He stopped laughing at me

1 2 3

Roach (2014) “When native speakers of English talk to each other, quite a number of phonemes that the **foreigner might expect to hear are not actually pronounced.**”

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# Conception d'un **parcours d'aide** à la réception orale :

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I - Atelier de **conscientisation** et de **repérage** de faits phonologiques

Mise en place d'un atelier sur les éléments de la chaîne parlée  
récurrents



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# DECODING WEAK FORMS

	a. Full form	a. Weak form	What differences do you notice?
<b>Some</b>	/sʌm/	/səm/	
<b>Have</b>	/hæv/	/v/	
<b>Should</b>	/ʃʊd/	/ʃəd/	
<b>To</b>	/tu/	/tə/	



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# DECODING WEAK FORMS

Listen to this extract and fill in the gaps with the weak forms you can hear, using the key words. Follow the example.

**was** **an** **was** **a** **some** **as** **to** **but** **was** **and** **to** **the**

I **was** \_\_\_\_\_ international tour guide, visiting \_\_\_\_\_ amazing countries. I \_\_\_\_\_ also doing wedding photos \_\_\_\_\_ \_\_\_\_\_ hobby, \_\_\_\_\_ I \_\_\_\_\_ finding that pretty boring \_\_\_\_\_ was keen \_\_\_\_\_ try something more creative so (...) I decided \_\_\_\_\_ make \_\_\_\_\_ change, too.

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# DECODING WEAK FORMS

- What kind of words are called “weak forms”?
- How many syllables are there in weak forms?
- Are weak forms important to understand the main message? Why?

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# DECODING CATENATION

Catenation is very common in rapid speech. English doesn't like starting a word with a vowel, especially if the vowel sound is unstressed. The speaker will then link words ending with a consonant with a word starting with a vowel. Example:

I like apples and bananas

I like apples and bananas = Ilikapplesand bananas

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# DECODING CATENATION

Listen and highlight catenation in each sentence. The number of catenation is indicated in the brackets as in the following example.

- such as drops of rain on a flower (4)



- Not everyone notices these little things and it can really improve your pictures. (2)



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# DECODING CATENATION

- **Is catenation easy to hear?**
- **Does the speaker always use catenation?**
- **Is it useful to know catenation to better understand the message?**

# Conception d'un **parcours d'aide** à la réception orale :

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## II - Conception du **parcours d'investigation du sens** à l'oral

### **Etape 1. Ecoute de l'enregistrement sans le script et repérage des passages importants**

# Etape 1. Ecoute de l'enregistrement et repérage des passages importants

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- 20** Vicky first went in for competitions because
- A** she had joined a swimming club.
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  - C** her swimming teacher encouraged her.
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# Conception d'un **parcours d'aide** à la réception orale :

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Conception du **parcours d'investigation du sens** à l'oral

**Etape 2. Repérage des défis lexicaux, grammaticaux  
et des éléments de la chaîne parlée**

# Question 20

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**20** Vicky first went in for competitions because

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<b>Défis (étape 2)</b>
Lexicaux : persuade- oO
Grammaticaux : -ed /id/
<b>Chaîne parlée : weak forms (to /for)</b>

# Question 20

---

20 Vicky first went in for competitions because

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my teacher \_\_\_\_\_ me \_\_\_\_\_ go in \_\_\_\_\_ competitions.

Défis (étape 2)	Solutions (étape 3)
Lexicaux : persuade- oO	faire écouter des mots en per- oO (perhaps, persist, perceive,)
Grammaticaux : -ed /id/	Rebrasser terminaisons -ed
<b>Chaîne parlée</b> : weak forms	Texte lacunaire avec : persuaded, to, for

# Question 20

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my teacher \_\_\_\_\_ me \_\_\_\_\_ go in \_\_\_\_\_ competitions.

Défis (étape 2)	Solutions (étape 3)	Temporalité (étape 4)
Lexicaux : persuade- oO	faire écouter des mots en per- oO (perhaps, persist, perceive,)	Phase « train your ears » avant l'anticipation
Grammaticaux : -ed /id/	Rebrasser terminaisons -ed	En cours d'écoute (détaillée) faire lien forme-sens : past simple temps récit, rupture temporelle
<b>Chaîne parlée</b> : <b>weak forms</b>	Texte lacunaire avec : persuaded, to, for	Phase 5 de vérification. A la correction, distribuer la phrase

# Question 21

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**21** As a teenager, Vicky's training involved

- A** exercising on land as well as in the water.
- B** going without meals during the day.
- C** travelling to a pool once a day.

Défis	Solutions	Temporalité
Lexicaux :		
Grammaticaux :		
<b>Chaîne parlée :</b>		

After classes, I did exercises in the school gym to build my strength, before lunch. Then later on, it was back to the pool for another three hours.

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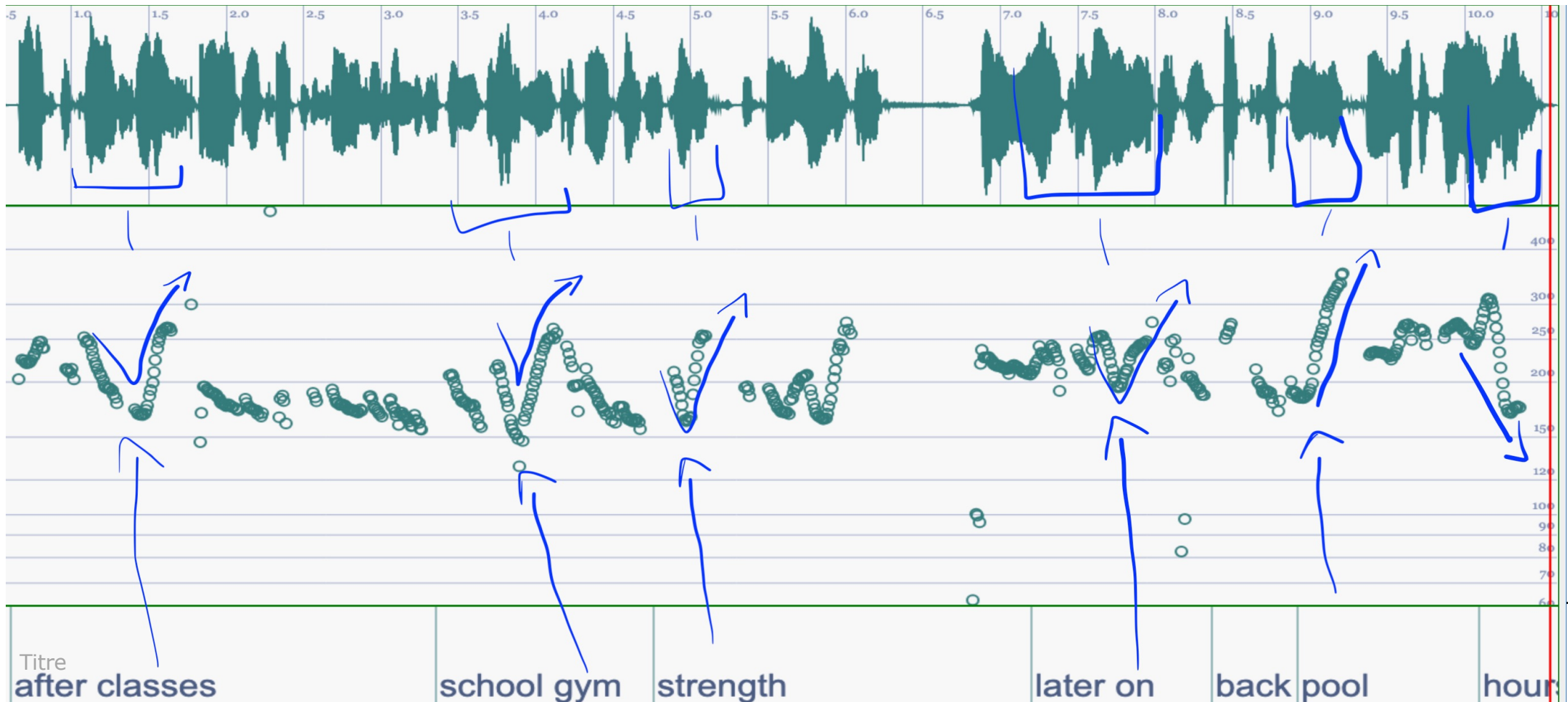
# SUGGESTIONS

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Défis	Solutions	Temporalité
Lexicaux : abbréviations (gym / pool)	Faire écouter plusieurs abb. faire deviner l'origine (demo, ad, pic, auto, gym, pool)	« Train your ears »
Grammaticaux :		
<b>Chaîne parlée</b> : intonation and sentence stress	Donner le script, Souligner les accents de phrase dans chaque unité intonative Indiquer une flèche pour le ton <b>DRILL</b>	Post écoute  Ou phase 5 de vérification

After classes, I did exercises in the school gym to build my strength, before lunch. Then later on, it was back to the pool for another three hours.



# LET'S RECAP!

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1. Quels **processus** interagissent dans l'acte de **réception orale** ?
2. Citez **4 éléments** de la **chaîne parlée** ?
3. Quelle est l'utilité d'un **atelier sur les éléments de la chaîne parlée** ?
4. Si je veux **mettre en place un parcours d'entraînement**, combien d'**étapes** devrais-je suivre dans cette conception ?
5. Combien d'**étapes** devrait comporter la **fiche d'activité** de l'élève ?
6. Avez-vous trouvé cet atelier **utile pour la construction de la réception orale chez les élèves**? Pourquoi ?



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MERCI POUR VOTRE ATTENTION

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