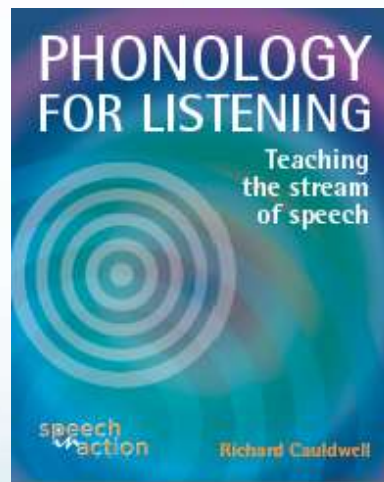


Jungle Listening - Survival Tips for Fast Speech

Richard Cauldwell – Speech in Action

www.speechinaction.com

Home to ...





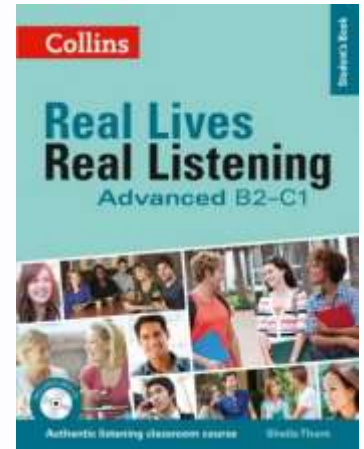
John Field



- It is important for teachers to achieve a greater understanding of the nature of the speech signal (Field, 2008: 140-141)
- to equip teachers of listening with sufficient information for them to be able to identify the areas which are most likely to give rise to decoding problems (Field, 2008: 141)



Sheila Thorn



- I believe students need training in identifying the often important words in-between the stressed syllables

Greenhouse



5

4

3

2

1

I am going to be looking at in ...

Garden



5

4

3

2

1

I'm gonna be looking at in ...

Jungle



5	4	3	2	1
this is	ONE	i'm going to be looking at in slightly more	DE	tail in fact



Consonant death



So ~~then~~ I couldn't play any more



My ~~parents~~ wouldn't let me have ~~one~~



Different goals

Listening and Pronunciation

‘the goals for mastery are different’

...

‘... our **goal** as teachers of listening is to help our learners understand **fast, messy, authentic speech** ... [which] ... is **much more varied and unpredictable** than what they need to produce in order to be intelligible’

Celce-Murcia et al 2010

**we therefore need
a model of spontaneous speech**

Consonant death – ð

eth death



07 || and ~~then~~ ~~THAT~~ was ~~THAT~~ ||



08 || and WE ||



09 || ~~didn't~~ get THROUGH ||

'The Book' Chapter 8

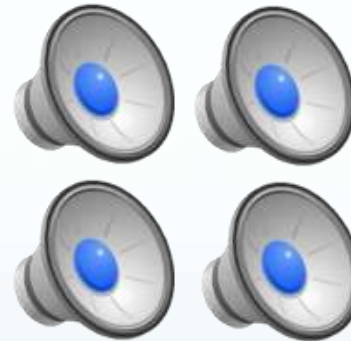


Consonant death – ð

eth death



- 01 || and I just STARTed ||
02 || and my VOICE just went AAAH ||
03 || and NOTHing came OUT ||
04 || and EVeryone just WENT ||
05 || [sigh] ||
06 || oh POOR YOU ||
07 || and ~~then~~ ~~THAT~~ was ~~THAT~~ ||
08 || and WE ||
09 || ~~didn't~~ get THROUGH ||



'The Book' Chapter 8



Consonant death – ð

eth death



5	4	3	2	1	speed
and then they	FI	nally bought a	BIG	house	7.5-340



word cluster: and then they 14.3 sps

Consonant death – ǒ – ELF eth death

5	4	3	2	1	
and then we were	AL	so	TALK	ing about	8.0 - 330
		the	AC	ent	4.1 - 160

Hungarian L1



word cluster:

and then we were 9.5



were also 98.0



Consonant death – v – ELF

Turkish L1

|| YOU **have** a LOT of FRIENDS || 6.7 sps



The syllables ‘you **have** a lot of’ go at 6.7 sps



Consonant death – ð – ELF eth death

Brazilian L1

01 || we HAVE FRIENDS ||

02 || on the INternet || onny



Consonant death ð – eth death indeterminacy of 'in the'



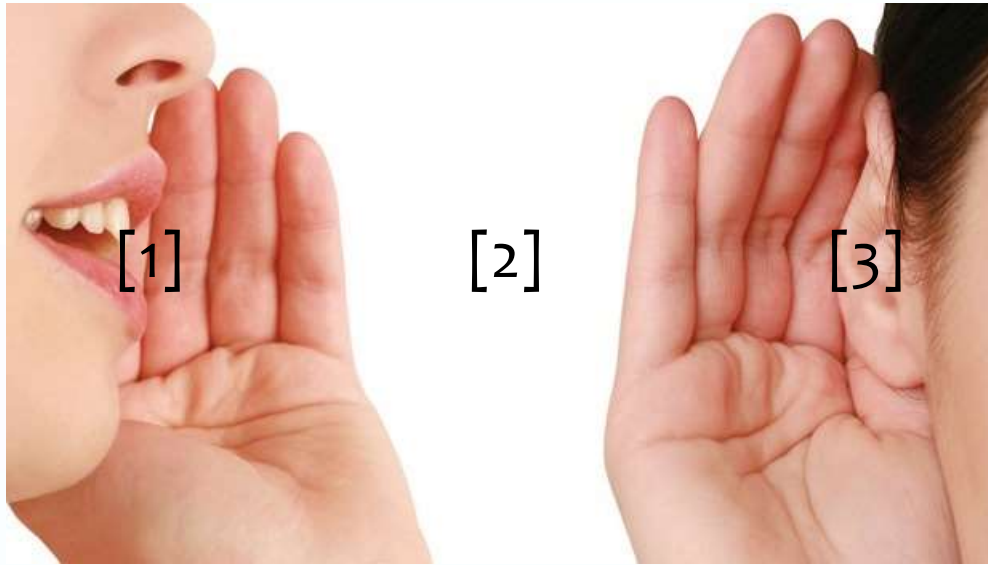
|| MAson is actually in the VErY CEnter of TExAs ||



Speech models

Greenhouse & Garden	Jungle
Acted speech Rule-governed, tidy Useful, but 'wrong'	Spontaneous speech Unruly, messy Unpredictable, but 'true'
Careful Speech Model	Spontaneous Speech Model
ELT	'The real world'
For Pronunciation	For Listening

Sound substance



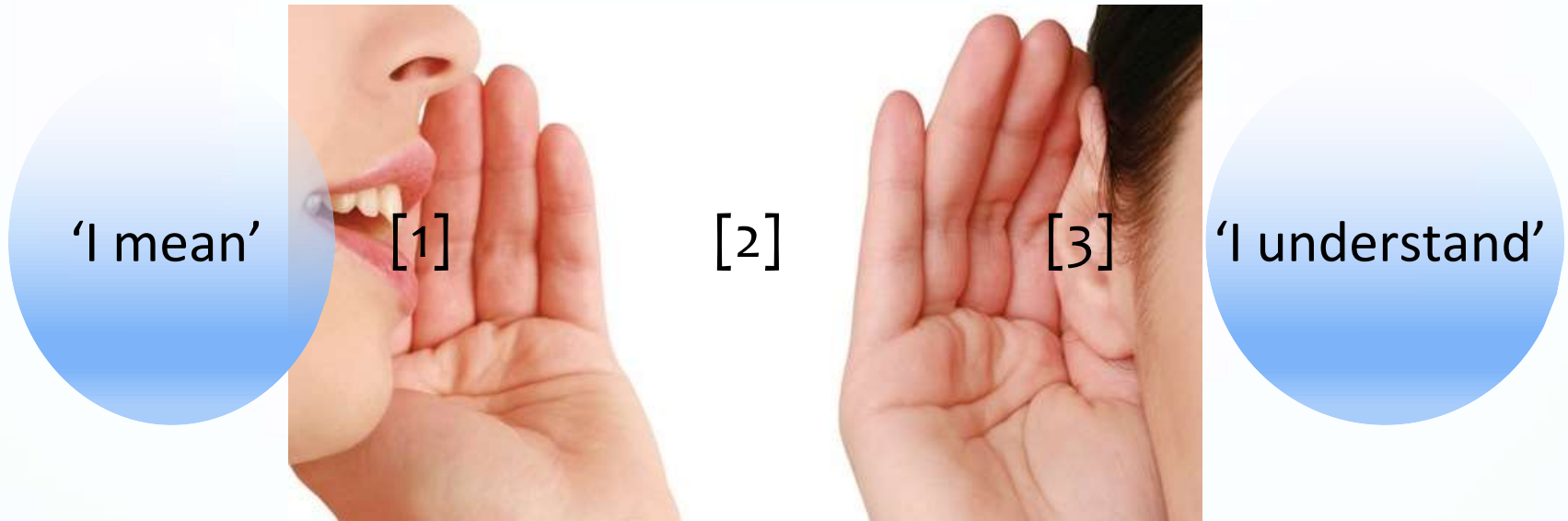
The sound substance is the stream which,

[1] after exiting the mouth of the speaker,

[2] travels through the air (Field's 'speech signal')

[3] and arrives at the ear of the listener

The level of meaning



The sound substance is the stream which,

[1] after exiting the mouth of the speaker,

[2] travels through the air

[3] and arrives at the ear of the listener

The Blur Gap



In zone [3] expert and Native Speakers instantly garden/greenhouse the word-forms that occur in [2]. They are almost always unaware of the gap that exists between the traces in [2] and their perceptions at [3].

Consonant death



Greenhouse	Jungle
then/that	anen AT was AT
settle	take some TIME to sell DOWN
middle	IN the mill of the ROAD

Sylldrop



Greenhouse

Jungle

e.vi.dence

|| there's NO evuns of MURder ||

ac.ci.dent

|| a BAD accent on the m ONE ||

cer.tain.ly

|| they SAID he'd surnly do WELL ||

ac.tu.a.lly

|| i WON'T ashley ASK them ||

ob.vi.ous.ly

|| she's VErY ovsli the BEST of them||

Swamping



Greenhouse	Jungle
so then	sen i COULDn't PLAY any more
It is going to be	skumbe REAlly FUN to do

Kibosh (k bash)



Greenhouse

I do not like it

Jungle

|| i DON'T lie it at ALL||

Walk to the jungle



Greenhouse	Garden	Jungle
be able	be yay bull	baybull
stay up	stay yup	stape
try out	try yout	trout
do it	doo wit	doot
go away	go wa way	gway

The Decoding Gap

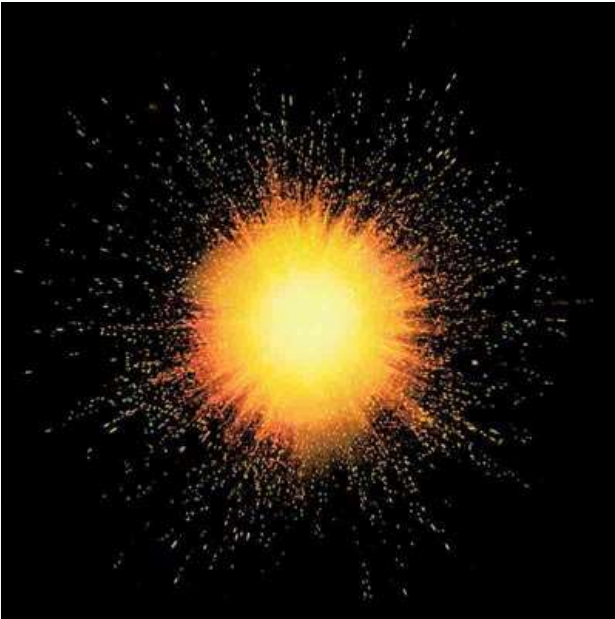
Distracted by meaning,
Expert listeners hear the
Greenhouse and Garden

Struggling with meaning
and perception
learners have to cope with the
Jungle



Teachers and learners have different experiences at [3].

The Decoding Gap: Big Bang



Student question:

‘What is that thing you say a lot which sounds like ‘Big Bang’?’

The Decoding Gap: Re-dial



Read Al Jazeera
Re-dial to zero.

The Decoding Gap: married

Jane's 'married'

That was the job I'd set my sights on when I first joined the bank as a junior secretary. I thought I'd know I've made it when I've become the chairman's PA and all the years I worked towards that.



There is something to teach



All words have many sound shapes

The stream of speech has multi-word rhythmic bursts, trickles and seeps

THERE IS SOMETHING TO TEACH

Consonant death is one such thing

Survival Tip 04



4.1 Tip

In the jungle, speakers make ‘any’ sound like ‘knee’.

4.2 Listening

Arthur and Bella are paying for two bottles of soft drinks. How do they pay for it? Listen to Extract 4.1 three times (it lasts eight seconds). Then decide on your answer.

Survival Tip 04



Extract 4.1

01 A: HAVE you got any CHANGE



02 B: NO SOrry



03 A: i'll have to PAY with a FIFty pound NOTE then

04 B: no I'VE got a TEN pound note



05 B: let ME pay

Survival Tip 04



4.3 Explanation

Speech unit 01 has two prominent syllables, and the syllables between them are squeezed so that ‘any’ sounds like ‘ni’, and the final ‘t’ of ‘got’ is absent. As a result, we have two syllables ‘gonny’ instead of three syllables of ‘got any’.

5	4	3	2	1
	HAVE	you got any	CHANGE	

In contrast, unit 04 ‘got a’ is ‘gotta’. In 03 and 04 ‘pound note’ sounds like ‘pown note’ – the ‘d’ is absent.

Survival Tip 04



4.3 Explanation

Speech unit 01 has two prominent syllables, and the syllables between them are squeezed so that ‘any’ sounds like ‘ni’, and the final ‘t’ of ‘got’ is absent. As a result, we have two syllables ‘gonny’ instead of three syllables of ‘got any’.

5	4	3	2	1
	HAVE	you gonny	CHANGE	

In contrast, unit 04 ‘got a’ is ‘gotta’. In 03 and 04 ‘pound note’ sounds like ‘pown note’ – the ‘d’ is absent.

Survival Tip 04



5	4	3	2	1
this is	ONE	i'm going to be looking at in slightly more	DE	tail in fact

7	6	5	4	3	2	1
			HAVE	you got any	CHANGE	
			NO		SOR	ry
i'll have to	PAY	with a	FIF	ty pound	NOTE	then
		no	I'VE	got a	TEN	pound note
				let	ME	pay

Survival Tip 04



4.4 Read

In pairs read the dialogue several times. Change roles each time. Start slowly, then speed up. Enjoy making a mess of 'got any' in speech unit speech unit 01.

Extract 4.1

01 A: HAVE you got any CHANGE

02 B: NO SOrry

03 A: i'll have to PAY with a FIFty pound NOTE then

04 B: no I'VE got a TEN pound note

05 B: let ME pay

Survival Tip 04



4.5 Vocal gymnastics 1

So that you can **hear** words in fast speech, you must practice **saying** them at different speeds. Listen to Extract 4.2 and repeat the three versions that you hear. Try to match the speed exactly.

Greenhouse	Garden	Jungle
have you got any	haffew go tenny	hah few gonny
hæv.ju:.gɒt.e.ni	hæ.fju:.gɒ.te.ni	hæ.fju:.gɒ.ni



Survival Tip 04



1	2	3	4	5
HAVE	YOU	GOT	ANy	CHANGE
haffew	gotenny	haffew	gotenny	CHANGE
hah few gonny	hah few gonny	hah few gonny	hah few gonny	CHANGE

Survival Tip 04



gpr.e.ni
gpd.e.ni
gp?.e.ni
gpι.e.ni
gaιr.e.ni

Interested in more?

I am giving a week-long workshop at the
London Language Lab
10th-14th April 2017
Teaching Listening Better
richardcauldwell@me.com





Thank you

www.speechinaction.com

