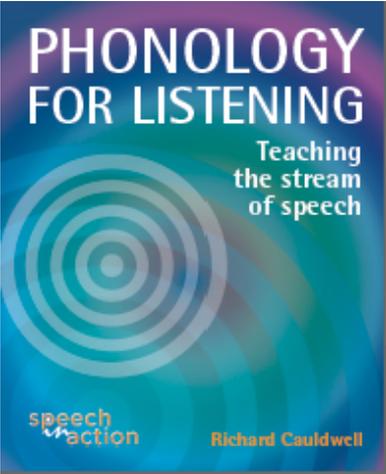
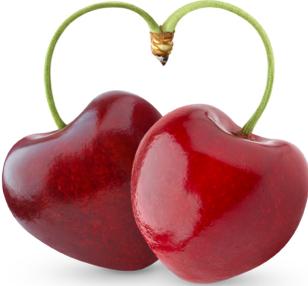


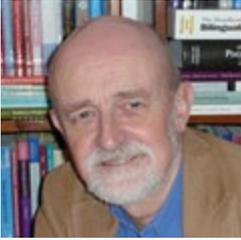
Consonant Death and the Teaching of Listening Perception

Richard Cauldwell – Speech in Action

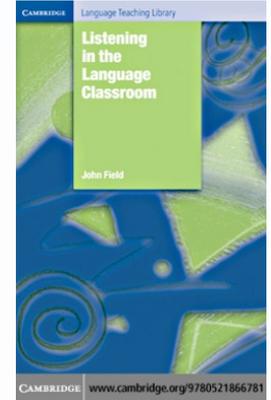
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Home to ...





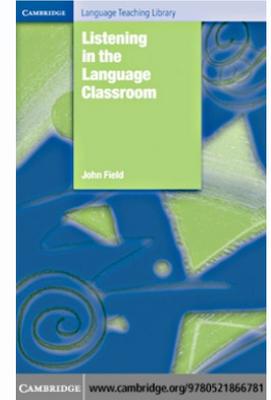
John Field



- It is important for teachers to achieve a greater understanding of the nature of the speech signal (Field, 2008: 140-141)
- The purpose is ... 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)



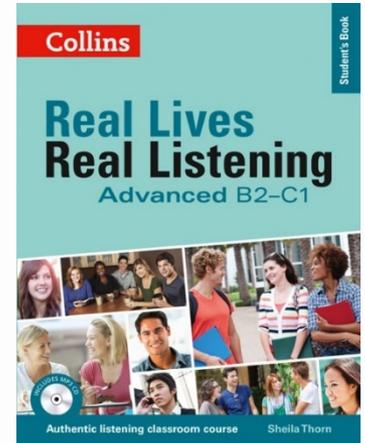
John Field



- The same words in a wide range of context and voices (Field, 2008: 166)
- Words take their shapes from the intonation group as a whole and may not be identifiable until the whole group has been heard (Field, 2008: 196)



Sheila Thorn



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

Consonant death



So ~~th~~en I couldn't play any more



My parents wouldn't let me have ~~o~~ne



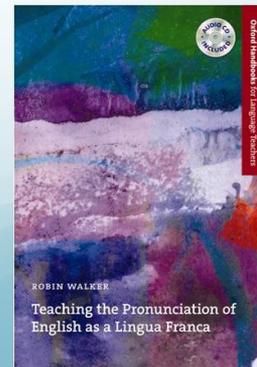
Consonant death – v – ELF

Turkish L1

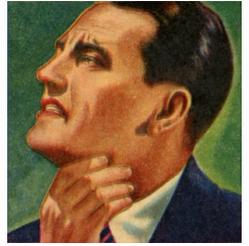
|| YOU **have** a LOT of FRIENDS || 6.7 sps



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



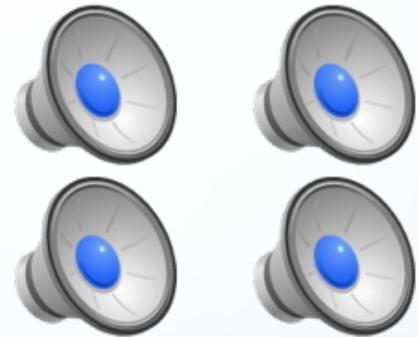
Consonant death *then-* ð



01 || and ~~then~~ ~~THAT~~ was ~~THAT~~ ||

02 || and WE ||

03 || ~~didn't~~ get THROUGH ||



'The Book' Chapter 8



Consonant death - δ



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 – ð – ELF

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

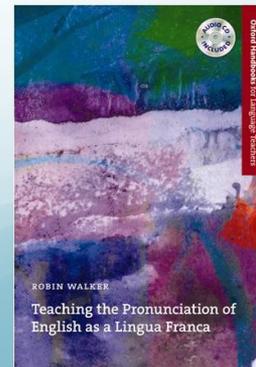


word cluster:

and then we were 9.5



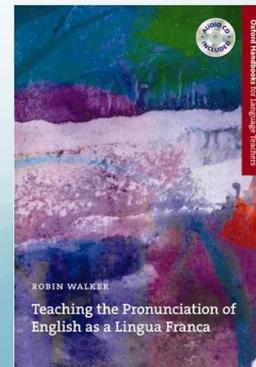
were also 98.0



Consonant death – ð – ELF

Brazilian L1

01 || we HAVE FRIENDS ||
02 || on the INternet || onny



Consonant death δ – indeterminacy of 'in the'



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



Consonant death δ – indeterminacy of 'in the'

and he
lent
me a
a couple of
fascin
-ating
books

on the subject

anti
lem
mere
coupler
fasten
eighteen
books

on a subject



Timesaver for exams

Listening for First (FCE) – Tom Bradbury

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



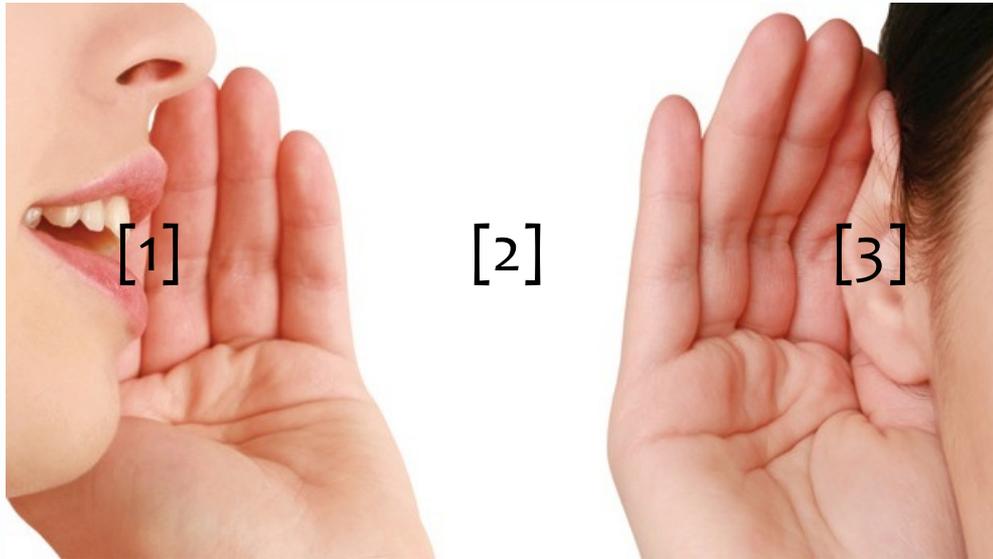
5	4	3	2	1
this is	ONE	i'm going to be looking at in slightly more	DE	tail in fact



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



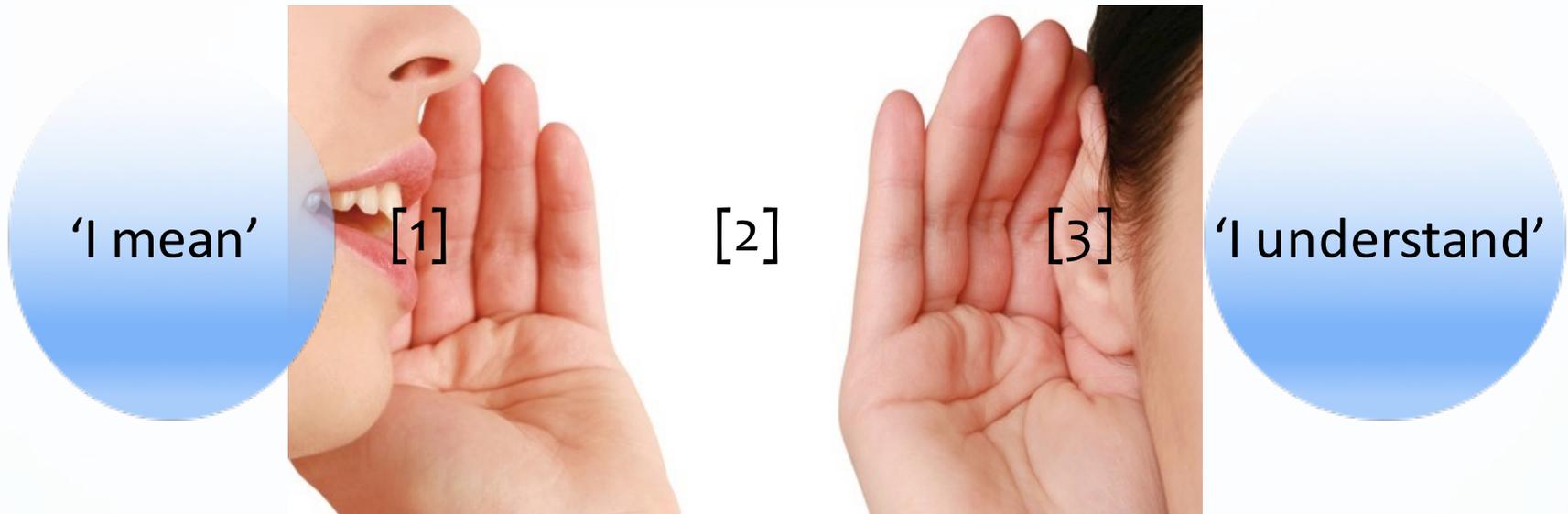
The sound substance is the stream which,

[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



Expert and Native Speakers instantly garden/greenhouse the word-forms in [2].

They are almost always unaware of the gap that exists between the traces in [2] and their perceptions at [3].

Garden rules deafen us

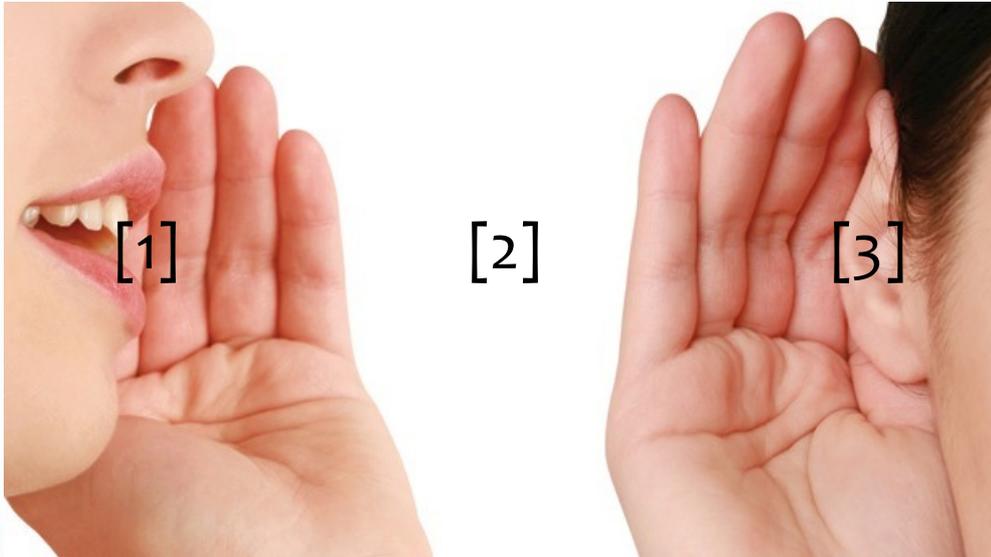


these **are /r/ enormous** sums of money
for people **to /w/ actually /j/ invest** in cough cold remedies

```
01 || these are eNORMous || 6.9  
02 || SUMS of MONEY || 7.7  
03 || for PEOPLE to actually inVEST in || 5.8  
04 || in COUGH cold Remedies || 3.7
```



The Decoding Gap



Teachers and learners have different experiences at [3].

Distracted
by meaning,
Expert
listeners
hear
Greenhouse
and Garden

Struggling
with meaning
and
perception
learners have
to deal with
the jungle

The Decoding Gap: an example

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

Why bother? 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**

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



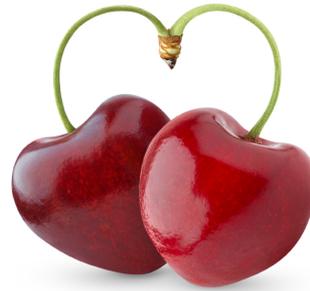
5	4	3	2	1
this is	ONE	i'm going to be looking at in slightly more	DE	tail in fact

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



gbr.e.ni
gpd.e.ni
gb?.e.ni
gbι.e.ni
gaιr.e.ni



Thank you

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