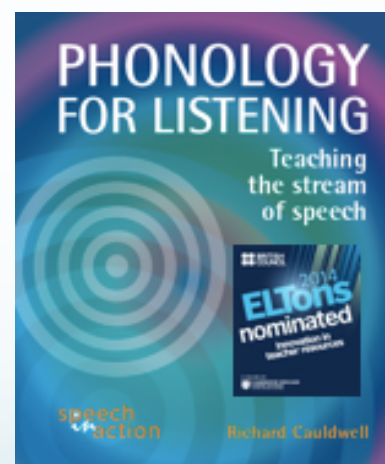
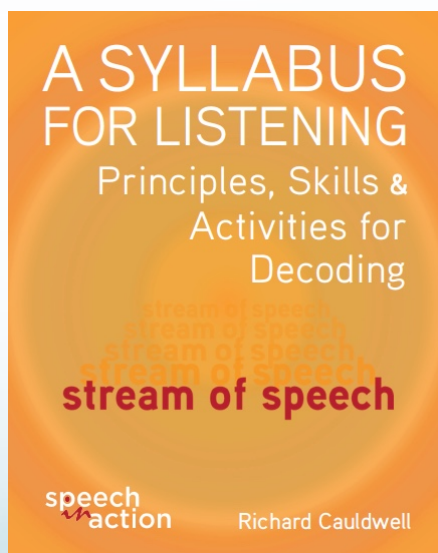


# A Syllabus for Listening

More bottom up, less top down

Teaching the Sound Substance



Richard Cauldwell – Speech in Action – Birmingham, UK

# Key idea

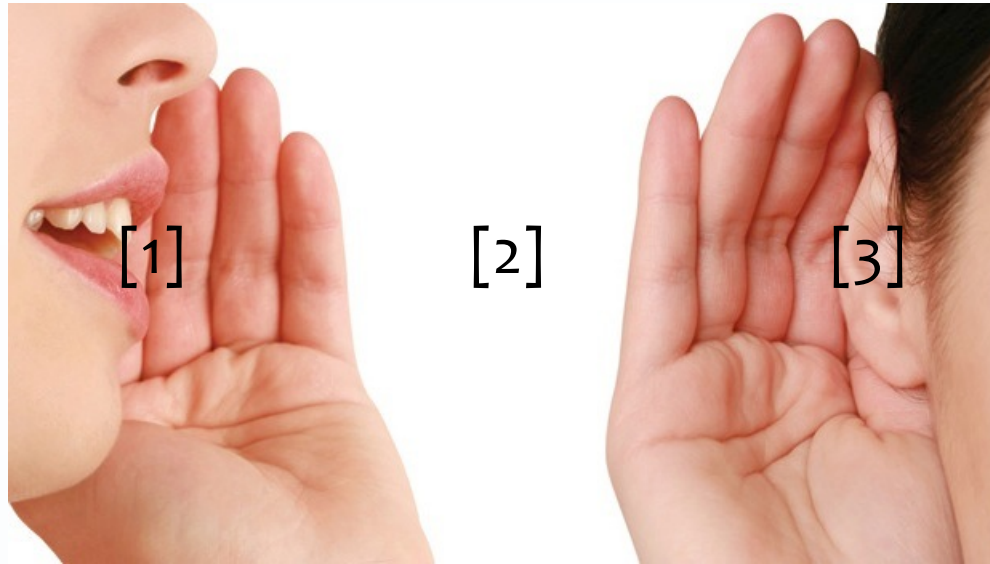
All words have multiple sound shapes

# Decoding

Decoding – the skill of recognising words in the sound substance.

We need to teach the true nature of the sound substance – the fog .

# Sound substance



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

# Teaching the Sound Substance

There is something to teach – the explicit knowledge of

- the different sound shapes
- the effects of rhythmic units on words
- the processes that create the different sound shapes

And the skill of handling these words and units at speed

# Key idea

- ‘If you can say it, you can hear it!’
  - (but we have to be careful what we do mean by ‘it’)

# 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



# Different goals

## Listening and Pronunciation

‘the goals for mastery are different’

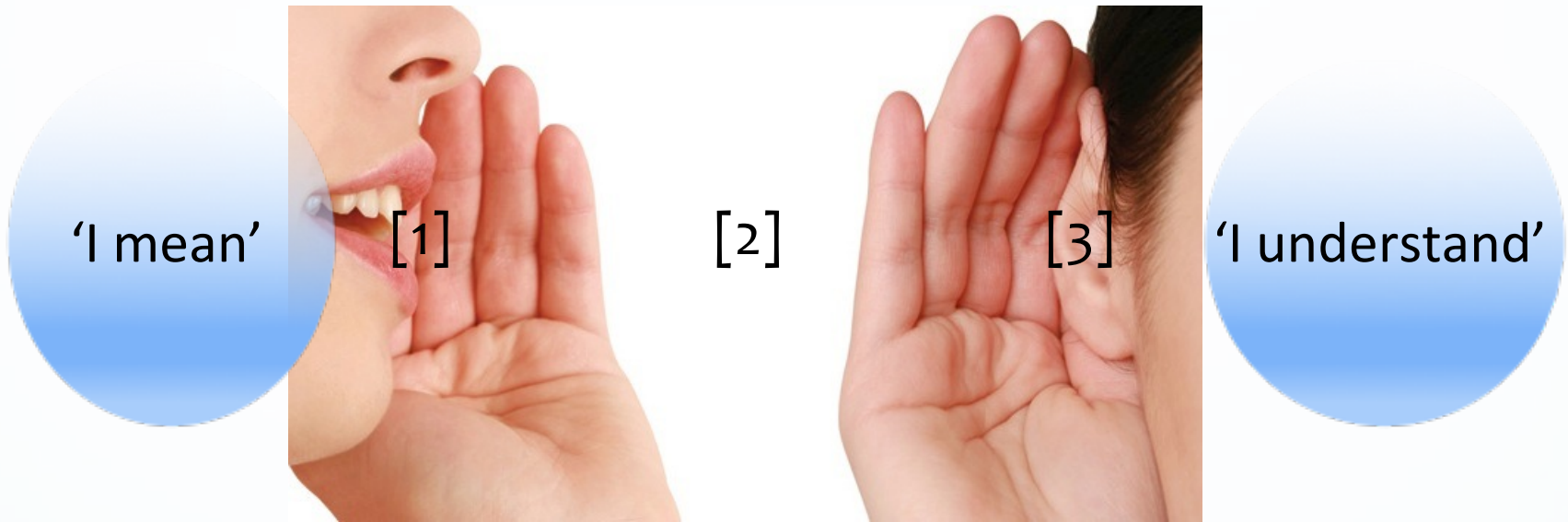
...

‘... 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**

# A problem: the leap to meaning



Expert listeners leap to meaning, and give no attention to the raw sound substance in [2]

# A problem: The Blur Gap



Expert listeners are almost always unaware of the gap that exists between the sound shapes in [2] and their perceptions at [3].

# Learners bamboozled

Olya with an 'A' at CPE, and at C2 level, had some 'can't do' statements in relation to listening. She 'did not know why she herself could not understand everyday speech.' 'I've learned the hard way that Advanced Learners cannot understand ...'

# Learners bamboozled

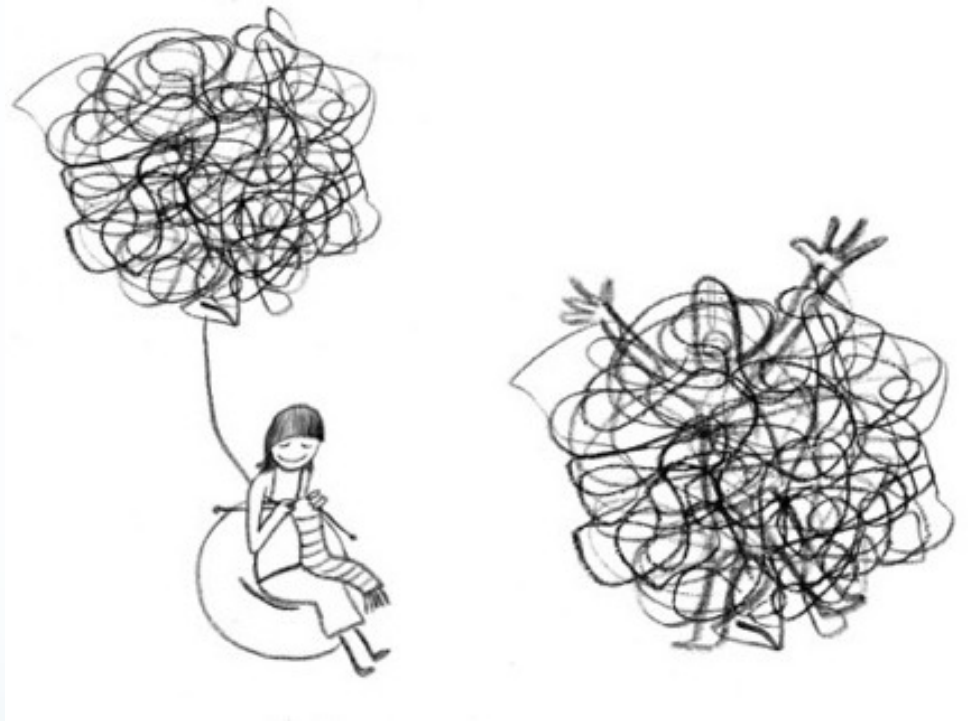


Image by Marcos Severi ([www.mseveri.com](http://www.mseveri.com)).  
Supplied by Daniela Martino. Used with permission.

# Learners bamboozled



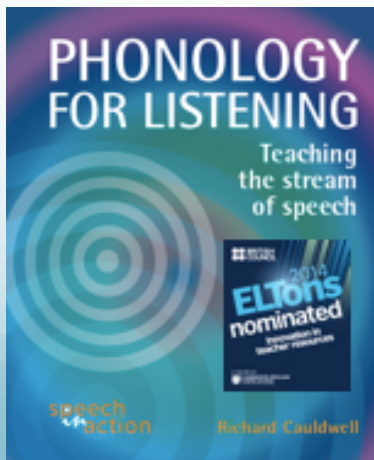
Image by Marcos Severi ([www.mseveri.com](http://www.mseveri.com)).  
Supplied by Daniela Martino. Used with permission.

# Word clouds

All words have a variety of sound shapes, all of which comprise a sound world for that word – a cloud of possible sound shapes, of which the citation form is the least likely to occur.

# Word cloud: *and*

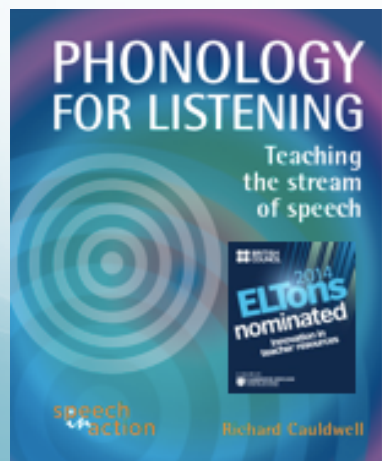
01 || and I just STARTed ||  
02 || and my VOICE just went AAAH ||  
03 || and NOTHing came OUT ||  
04 || and EVeryone just WENT ||  
05 || [sigh] ||  
06 || oh POOR YOU ||  
07 || and then THAT was THAT ||  
08 || and WE ||  
09 || didn't get THROUGH ||



‘The Book’ Chapter 8

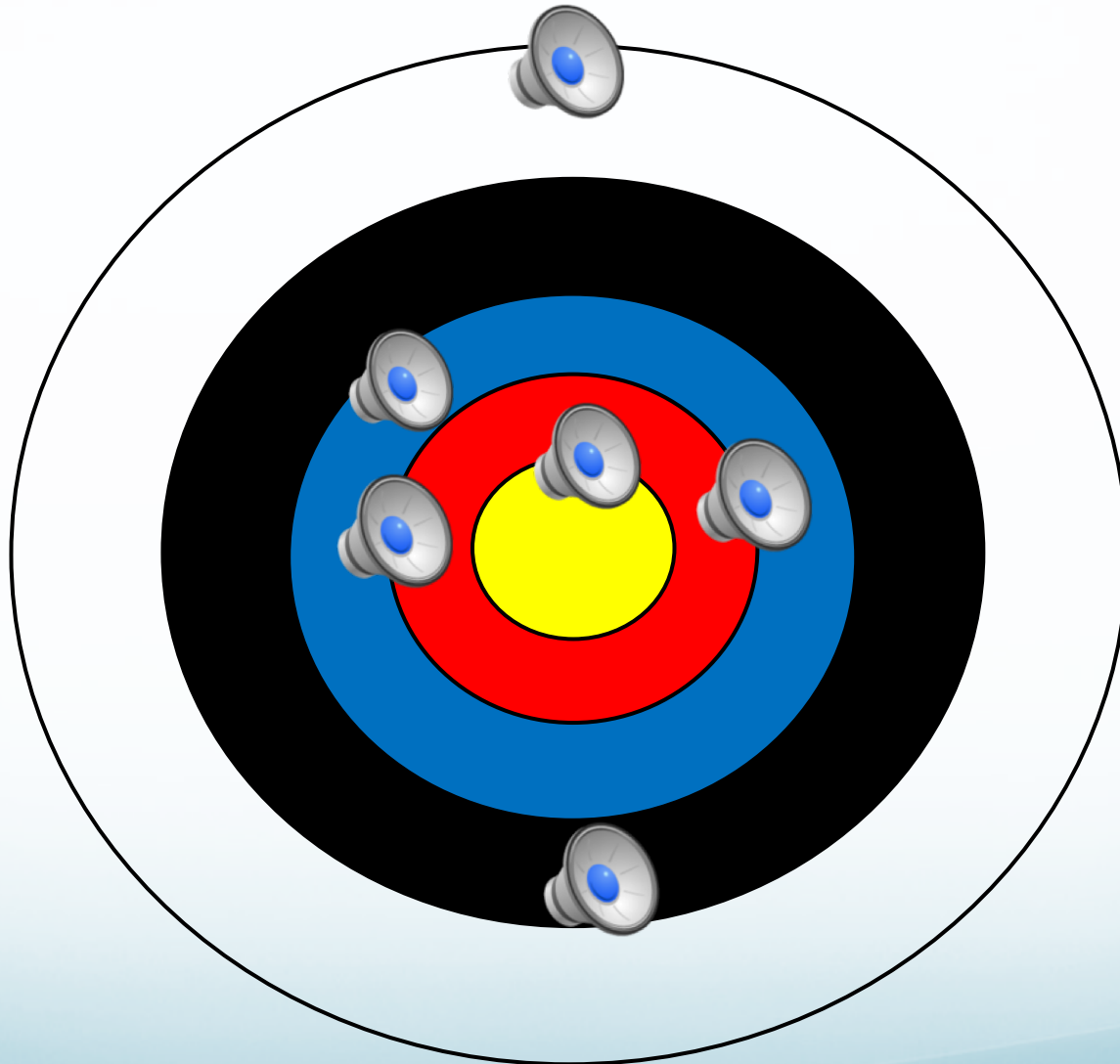
# Word cloud *and*

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

# Word clouds



# Consonant death



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

# D'eth-drop

ð

ænd ðen

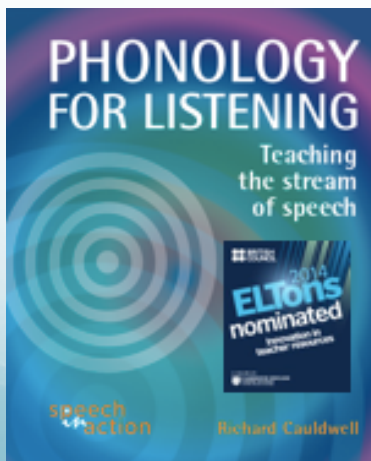
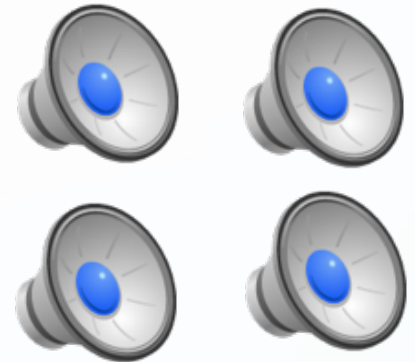
æn ðen

ænen

and then

# D'eth-drop

07 || and ~~then~~ ~~THAT~~ was THAT ||  
08 || and WE ||  
09 || ~~didn't~~ get THROUGH ||



‘The Book’ Chapter 8

# B-drop B-soft

## **b - w**

|| probably ||

# B-drop, B-soft

*Be able to*

## **b - w**



5	4	3	2	1
to be	A	ble to	LIVE	in

|| to be ABle to LIVE in ||

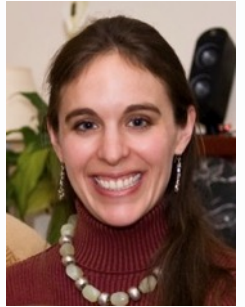


B-drop, B-soft

*Be able to*

**b - w**

able zoo



# T-drop T-soft

t



|| you're PREtty much aLLOWED to do ANything ||

|| i THOUGHT i MIGHT ||



# D-drop D-soft

**d**

|| it's a LOT HARDer ||  
|| than PEOPLE THINK ||



# D-drop D-soft

**d**

|| produced by GUY MIEGE ||



Elloo

**wet weu**

|| it was POP idol ||



# Smoothie

**əʊ ɜː**

**aʊ - ɑː**

**eɪ - e**



|| WANTED to GO to ||  
|| SOUTH east Asia ||

# Smoothie

**aɪ - æ**



**|| i like going to the GYM ||**

# Foul play

**midt**

|| IN the middle of the ROAD ||

**I e æ ʌ ɒ ʊ**

# Hiss effect, Buzz effect

s z ∫ 3 tʃ dʒ

|| i used to play rugby ||

|| and my VOICE just WENT ||



# D.R.Y

Do not Repeat Yourself

|| and my VOICE just WENT ||



# Sylldrop



Greenhouse	Jungle
e.vi.dence	there's NO evuns of MURder
ac.ci.dent	a BAD accent on the MOtorway
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

# Botanic walk



Greenhouse	Garden	Jungle
be able	be yay bull	baywol
got any	goh tenny	gonny

|| to be Able to LIVE in ||  
|| HAVE you got any CHANGE ||

# Earworm



5	4	3	2	1
we	WENT	where there were	MOUN	tains

Greenhouse	WHERE THERE WERE MOUNTains
Garden	wheretherewereMOUNtains
Jungle	wehthuhwuhMOUNtains

# Earworm



3	2	1
wujulyuhre	SEAT	with that



Greenhouse

Garden

Jungle

WOULD YOU LIKE A RECEIPT WITH THAT

wuhjewlikeareSEATwiththat

wujulyuhreSEATwiththat



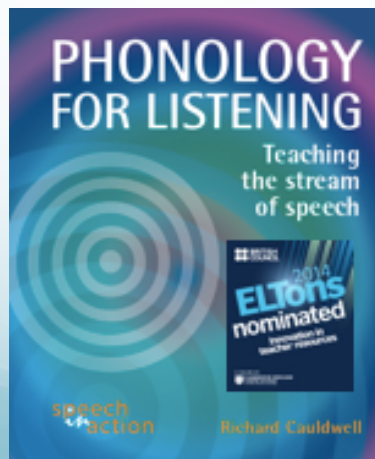
# Word crusher



5	4	3	2	1
this is	ONE	i'm going to be looking at in slightly more	DE	tail in fact
ba ba	BAM	ba ba ba ba ba ba ba ba ba ba ba	BAM	ba ba ba
[quick]	[BANG]	[quick]	[BANG]	[relax]

# Word crusher

5	4	3	2	1
we	WENT	where there were	MOUN	tains
ba	BAM	ba ba ba	BAM	bam
[quick]	[BANG]	[quick]	[BANG]	[relax]



# Classroom instructions



Greenhouse	Garden	Jungle
turn to page ten	turner page ten	termpayshtem

|| TURN to PAGE TEN ||

# Word clusters



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

# Treasure mishearings/mondegreens



Read Al Jazeera

Re-dial to zero.

# Treasure mishearings/mondegreens



|| READ al jaZEera ||

|| RE-dial to ZEro ||

Say each one slowly and carefully, maximising the differences.

Then speed up making them more and more like each other

Relish the in-between-i-ness

# Treasure mishearings/mondegreens

Relish the in-between-i-ness

# Surfing USA – with Jess

01 || **UM** || 1.9

02 || **FOR** || 1.7

03 || a**BOUT** || 2.6

04 || two **YEARS** || 2.9

05 || mm**HMM** || 7.2

06 || and then they **F**inally bought a **BIG** house || 7.5

07 || a **B**igger house for **US** || 6.5

08 || to be **A**ble to **LIVE** in || 8.8

09 || so we **MOVED** || 4.6

10 || for **THAT REA**son || 7.6



# Surfing UsK – with Geoff



01 || it's **NOT** || 1.4 [pause 1.7 seconds]

02 || necess**Ar**ily **THE** || 6.0

03 || the **ONLY** type of || 4.6

04 || **GRAM**mar that there **IS** || 4.3

05 || but **THIS** is a**NO**ther || 7.4

06 || this is **ONE** i'm going to be looking at in slightly more **DE**tail in fact || 8.5

07 || this is **ONE** produced by **PRIEST**ley || 4.1

08 || who's **GOT** || 4.3

09 || of **COURSE** || 3.0 [pause 0.7 seconds]

10 || **RA**ther a lot of con**NEC**tions with **BIR**mingham || 8.2

# Decoding

Decoding – the skill of recognising words in the sound substance.

We need to teach the true nature of the sound substance – the fog.

Think of the sound substance as a permanently present dimension which you can slip into and out of at any time, for any length of time



Thank you  
[www.speechinaction.com](http://www.speechinaction.com)

