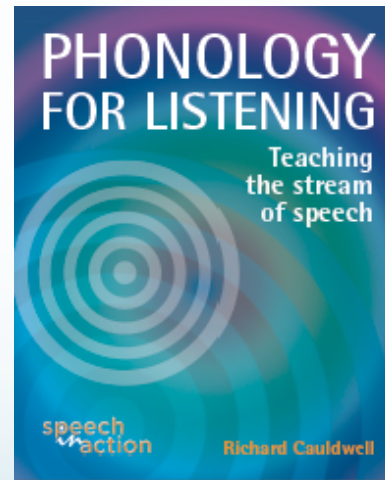


# Consonant Death and the Teaching of Listening Perception

Richard Cauldwell – Speech in Action

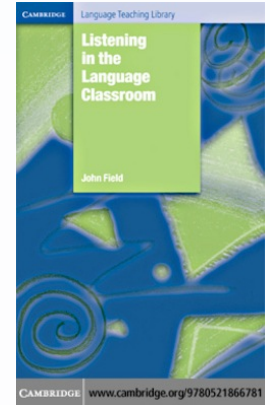
# www.speechinaction.com

## Home to ...





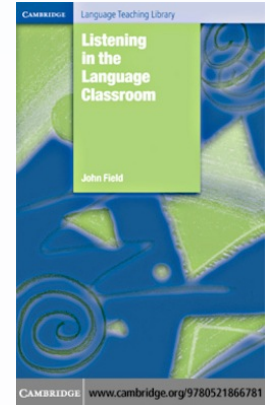
# John Field



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



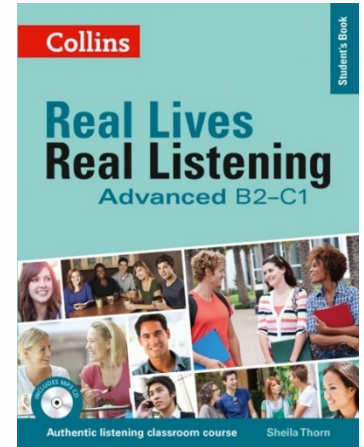
# John Field



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



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

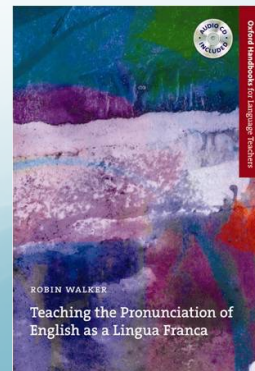


# Consonant death – v – ELF

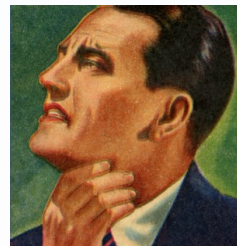
Turkish L1

|| 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 - $\delta$



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



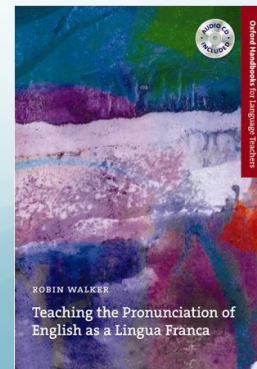
word cluster: and then they 14.3 sps

# Consonant death – $\delta$ – 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

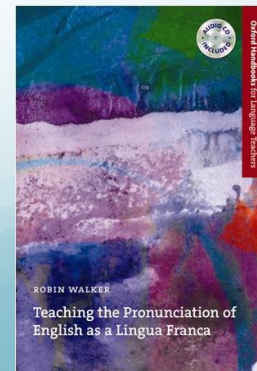


# Consonant death – ð – ELF

Brazilian L1

01 || we HAVE FRIENDS ||

02 || on the INternet || onny



# Consonant death $\delta$ – indeterminacy of 'in the'



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



# Consonant death ð – 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



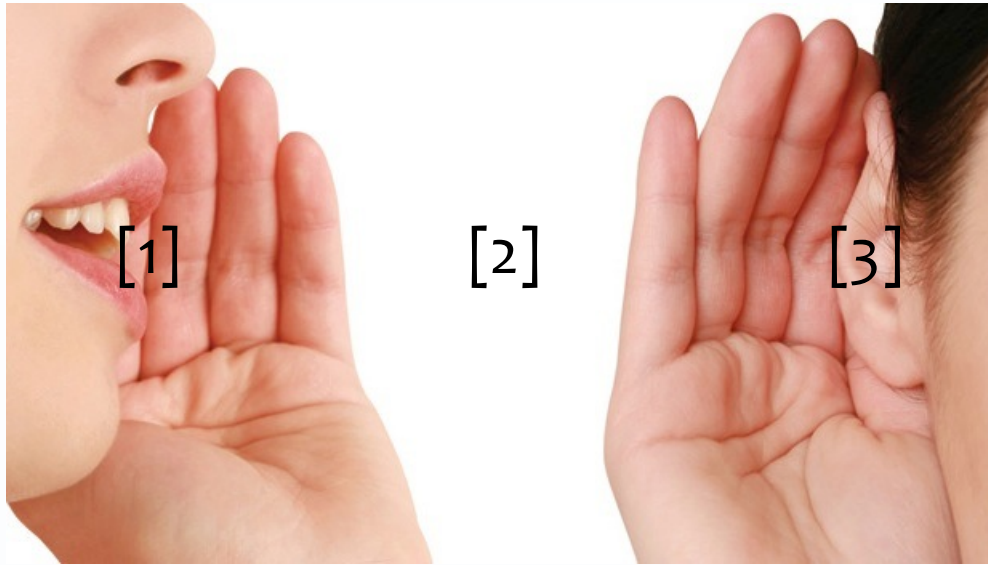
| 5       | 4   | 3   | 2  | 1            |
|---------|-----|---|----|--------------|
| this is | ONE | i'm going to be looking at in slightly more | DE | tail in fact |



# Speech models

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

# Sound substance

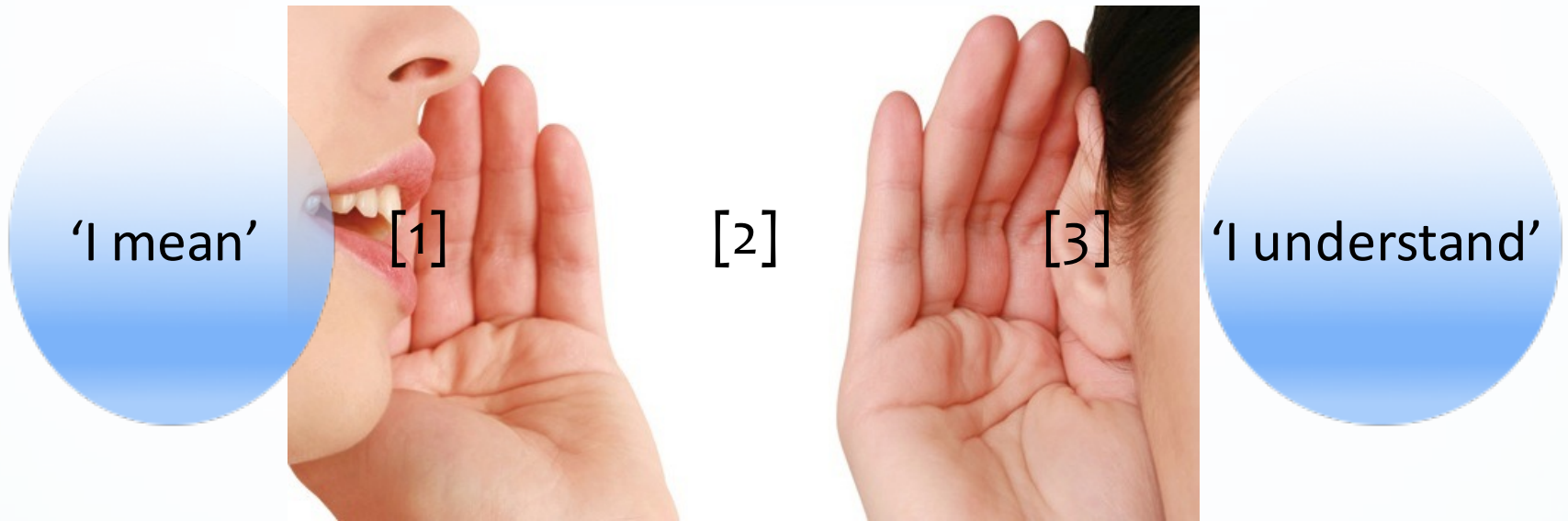


The sound substance is the stream which,

- [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

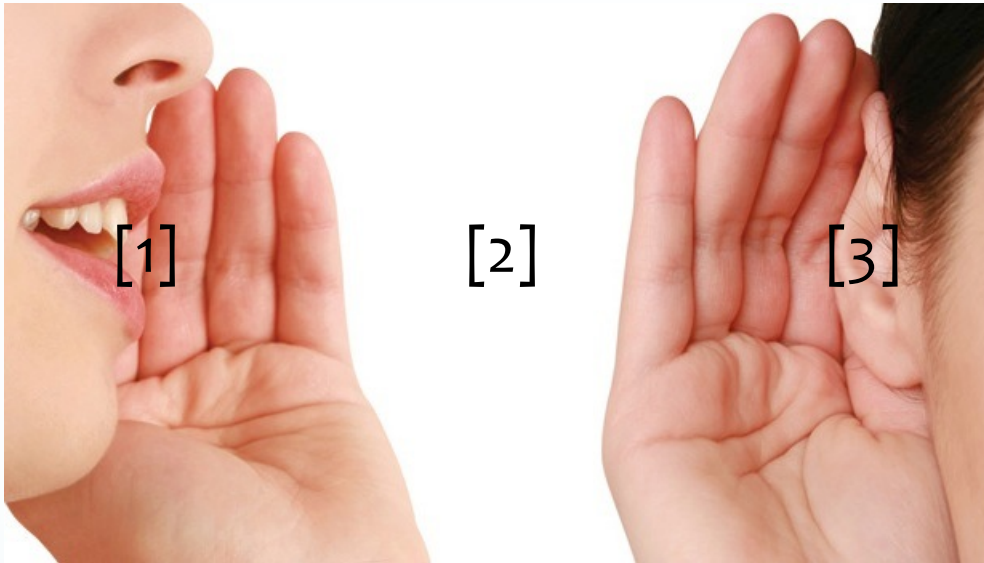


these are /r/ enormous sums of money  
for people to /w/ actually /j/ invest in cough cold remedies

|    |  |                                  |  |     |
|----|--|----------------------------------|--|-----|
| 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 |

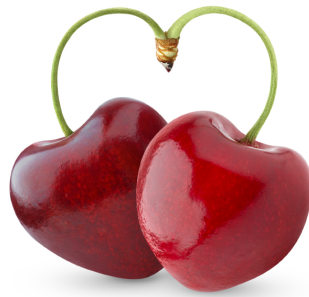
| 7            | 6   | 5      | 4    | 3           | 2      | 1          |
|--------------|-----|--------|------|-------------|--------|------------|
|              |     |        | HAVE | you got any | CHANGE |            |
|              |     |        | NO   |             | SOR    | ry         |
| 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  
gbd.e.ni  
gb?.e.ni  
gbx.e.ni  
ga:r.e.ni





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

