
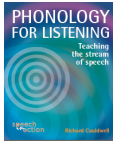




# Why is Listening Difficult? Reasons, Causes, Solutions.

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<b>Listening Cherries</b>	<b>'The book'</b>	<b>'The app' (for iPad)</b>

## 1.0 Introduction

- Murmur- 'say something in a low or indistinct voice'
- Mumble - 'say something indistinctly and quietly, making it difficult for others to hear'
- 'You teach us one English, then you mumble to each other in another English which we can't understand'

## 1.1 Ying's Dilemma, and Kezzie's worry

I believe I need to learn what the word sounds 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 (Goh 1997, p. 366).

'I knew something was wrong, but I didn't know what, or how to fix it' (Moynihan cited in Chinn & Willoughby, 2016)

## 1.2 Spontaneous Speech: Greenhouse Garden Jungle

Greenhouse	Garden	Jungle
Citation forms	Connected Speech Rules	Spontaneous Speech
slow, segmentally perfect, falling tones	Steady speed, tidy, rule-governed placement of stress and tones	Fast messy unpredictable

5	4	3	2	1	speed
this is	ONE	i'm going to be looking at in slightly more	DE	tail in fact	9.3 - 400

## 1.3 Sound substance and perception

The three areas: Production, Sound Substance, and Perception

## 2.0 Reasons - inherently difficult

### 2.1 Dan's 'ands', 'and then', 'didn't'

01 || and I just STARTed ||  
 02 || and my VOICE just went [creak] ||  
 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 ||  
 08 || didn't get THROUGH ||

### 2.2 Karam's students

A || STUdents ||  
 B || STUdents who'd WEAR ||  
 C || i THINK about TEN STUdents ||  
 D || a COUNcil called the student FASHion council ||  
 E || WHAT the students at their SCHOOL were WEARing ||

7	6	5	4	3	2	1
	WHAT	the students at their	SCHOOL	were	WEAR	ing

## 2.3 Drafting phenomena

UM, you KNOW, i MEAN, WELL, like, kind of

It's the second biggest city in my country I think.

## 2.4 Rhythmic units, not sentences

SLOW	AVERAGE	FAST
90 wpm	180 wpm	240 wpm
2.0 sps	4.0 sps	5.3 sps

```
01 || UM || 1.9
02 || FOR || 1.7
03 || aBOUT || 2.6
04 || two YEARS || 2.9
05 || mmHMM || 7.2
06 || and then they FInally bought a BIG house || 7.5
07 || a Bigger house for US || 6.5
08 || to be Able to LIVE in || 8.8
09 || so we MOVED || 4.6
10 || for THAT REASON || 7.6
```

## 2.5 CSM vs SSM – Goals for Pronunciation and Listening are different

... our **goal** as teachers of listening is to help our learners understand **fast, messy, authentic speech**, ... The spoken language our learners need to comprehend is **much more varied and unpredictable** than what they need to produce ... to be intelligible. Therefore ... **the goals for mastery are different**. Celce-Murcia et al (2010: 370)

## 3.0 Causes of difficulty: ELT materials do not prepare us

### 3.1 Native speakers and expert listeners suffer from the blur gap

Production	Sound Substance	Perception
'excellent'	'exsunt'	'excellent'

### 3.2 They don't explore the decoding gap - Anna's anger

'I know I've made it' heard as 'I know I've married'

### 3.3 Questions about speech are oriented to pronunciation

We are well prepared to answer the questions:

- How do you pronounce this word?
- How do you say this sentence?

We are ill-prepared to answer the questions:

- What different sound shapes of a particular word am I likely to encounter?
- How should I prepare myself as an L2 listener to handle such alternative sound shapes?

### 3.4 Experts warn us off rapid speech forms

... there are some **uncommon** reduced forms which are heard **only in rapid speech** .... and **these should not be imitated by foreign learners**. Cruttenden 2014: 333

- **uncommon** = very likely to happen - **only in rapid speech** = very commonly in normal speech
- **these should not be imitated** = these need to be learned for listening

### 3.5 Rules of connected speech are too genteel

these are enormous sums of money for people to actually invest in cough cold remedies

### 3.6 Stress timed, or teasingly irrhythmic?

```
01 || it's PRObably || 4.1
02 || i MEAN || 4.1 [creak]
03 || MILEagewise || 2.4
04 || ...square mile ... || 5.2 (it's where my)
05 || ...i mean ... || 3.6
06 || it's PRObaBLY || 4.4
07 || the COUNty is like maybe || 3.9
08 || FIFTy SEventy five MILES wide || 3.9
09 || AND || 2.4
10 || the City is ONly || 5.9 [pause]
11 || a a CERTain proPORTion of THAT || 5.2
```

## 4.0 Solutions: Goal, Murmur, Savour, Handle, Mouth and match

Goal: to help learners become familiar and comfortable with the realities of everyday speech.

### 4.1 Do the botanic walk

Greenhouse	Garden	Jungle
be able	be yay bull	baybull
go away	go wa way	gway

5	4	3	2	1
sorry i	WON'T	_____ to	DO	that today
they	WON'T	_____ until to	MOR	row

### 4.2 Word Crusher

	5	4	3	2	1
1	ə	səʊ	si	eɪ	ʃʊn
2	as	SO	ci	A	tion
3	you should	JOIN	the associ	A	tion
4	in a	SO	ciation with the	GREEN	party
5	it was	DONE	in association with the	SPORTS	council
6	the association is	LOOK	ing for another	CAN	didate
7	but it was op	POSED	by the british	MED	ical association

5	4	3	2	1

### 4.3 Word clouds

1	2	3
ebbler	able to	awol
evil	abler	abler
able to	awol	ebbler
awol	ebbler	able to
abler	evil	evil

### 4.4 Matching words and mush

A	4	and that	1	inner
B		and then you	2	kanna
C		in the	3	a Corsican
D		in this	4	annat
E		kind of	5	battersea
F		of course he can	6	annen you
G		back to see	7	innis

	5	4	3	2	1
1	he	WENT	_____ his	FAM	ily
2	she	MET	him _____	CLASS	room
3	it	WAS	_____	HARD	to see

## 4.5 Savouring: Absolutely - æb.sə.lu:t.li

æbs.li

æb.si

```
|| ABsoLUTely ||
|| ABsolutely SOLid ||
|| he says THAT'S absoLUTely true ||
|| his CAR'S absolutely FABulous ||
```

	5	4	3	2	1
01		AB	so	LUTE	ly
02		AB	solutely	SOL	id
03	he says	THAT'S	abso	LUTE	ly true
04					

## 4.6 Ear worm 1

Greenhouse	Garden	Jungle
ABsoLUTely FABulous	ABsolutely FABulous	apsli FABulous
æb.sə.lu:t.li fæbju:ləs	æb.sə.lu:t.li fæbju:ləs	æps.li fæbju:ləs

## 4.7 Ear worm 2

	1	2	3	4
Greenhouse	AB so LUTely	FABulous	AB so LUTely	FABulous
Garden	ABsolutely FAB	ABsolutely FAB	ABsolutely FAB	ABsolutely FAB
Jungle	apsli FABulous	apsli FABulous	apsli FABulous	apsli FABulous

## 4.8 Survival tips

	Greenhouse	Garden	Jungle	
Speakers remove final [t] & [d] before both consonants and vowels	East end	Eas tend	easend	IN the easend of LONdon
Remove the initial [ð] of <i>that, this, the</i> after both consonants and vowels	realize that		realize_at	I realize that she'd GONE
– 'and then' 'and the' are commonly 'annen' and 'anna'	and then	an then	annen	annen THAT was THAT

5	4	3	2	1
and then i	REA	lised that i'd left my	PURSE	at home

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