IH Barcelona ELT Conference 2019

Training Teachers to Deal with Authentic Recordings

Richard Cauldwell
richardcauldwell@me.com

1.0 Recordings: repository of meanings versus treasure trove of sound shapes

2.0 The current listening syllabus – a mish-mash, when what we need is mush

3.0 Obstacles

3.1 Blur gap
|| it was a VERy physical enCOUNTER ||

3.2 Meaning and context deaen us
- we don’t have any – was heard as – we have many
- fifteen hundred – was heard as – fifty hundred
- pupils – was heard as – peoples

3.3 Careful Speech Model – CSM
The CSM is the assortment of statements, rules and guidelines about the soundshapes of words and soundscapes of sentences that are used in ELT. It is a way to map the sound substance on to the sight substance of language to provide answers to the questions ‘What is the correct way to pronounce this word?’ and ‘What is the correct way to say this sentence?’ It is great for the goal of pronunciation.

4.0 Goals – Celce-Murcia et al (2010: 370)
... our goal … is to help our learners understand fast, messy, authentic speech, … [which is] much more varied and unpredictable than what they need … to be intelligible … the goals for mastery are different.

5.0 Sight substance, sound substance

<table>
<thead>
<tr>
<th>Sight substance</th>
<th>Sound substance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visible</td>
<td>Invisible</td>
</tr>
<tr>
<td>Inspectable</td>
<td>Uninspectable</td>
</tr>
<tr>
<td>Stays in place</td>
<td>Editing invisible</td>
</tr>
<tr>
<td>Editing invisible</td>
<td>Disappears</td>
</tr>
<tr>
<td>Goes at reader’s pace</td>
<td>Forms are easy</td>
</tr>
<tr>
<td>Goes at speaker’s pace</td>
<td>Forms not so easy</td>
</tr>
</tbody>
</table>

6.0 Spontaneous Speech Model – SSM
For listening purposes we need a separate model of speech – a Spontaneous Speech Model (SSM). The SSM needs to be a description of the sound substance of the Jungle which captures the wildness, messiness and unruliness of the sound substance of everyday speech – captures it, tames it and makes it teachable and learnable.

7.0 Learning the relationship between sound substance and words

<table>
<thead>
<tr>
<th>Context &amp; Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Words</td>
</tr>
<tr>
<td>Sound substance - mush</td>
</tr>
</tbody>
</table>

8.0 Mondegreens mush and alternative hearings

complete this over/completely sober; it’s not me/if you know what I mean
9.0 Beware the logic of meaning – the power of context

| ‘I lived there for a while’ not ‘I live there for a while’ | (the |d| of |tvd| is inaudible) |
| ‘I never settled down’ not ‘I never sell down’ | (the |t| of |setld| is inaudible, final |d| merges with down) |
| ‘The move was difficult’ not ‘Mmove was difficult’ | (the article the is replaced by a longer |m| – mmove) |

10.0 Can and Able

Randy Newman: In terms of writing I can give you advice … You can’t win

11.0 Adverbwobbles

- certainly: surtuny, surfny, suny
- definitely: defnally, deafnee, defly

12.0 Word clusters – un-de-blendability

|| and then they FINally bought a BIG house ||

13.0 Metalanguage

13.1 Greenhouse, Garden, Jungle – did it in – did it in – dizzn
13.2 Sound substance – complee-ee-soer; it’s not me/if you know what I mean
13.3 Drafting phenomena – um, you know, I think, sort of like
13.4 Stepping stones – aaarrrrrnnnddd
13.5 Sound shapes – [all words are flexiforms] students stewnts stints
13.6 Word clusters – and then they – anenay
13.7 Consonant death – in the middle of the road – in the mill of the road
13.8 Dropping, blurring and blending – little liddle lil – Tuesday chewsdaw
13.9 D’eth-drop, b-drop, b-blur – anenay – ale – awol
13.10 Hiss-effect – spiecetechnology
13.11 Polarisk – very illegal
13.12 Vowell – pop eye do
13.13 Smoothie – saath east asia
13.14 Teeny – Federer trails fifty forty
13.15 D.R.Y. barrier repairs – barry repairs – barrypairs

14.0 Using metalanguage

|| he’s NOT a very reliable SOURCE ||

References