

<b>Contents</b>	Transcription in boxes, contours and key ..... Principles and terminology ..... Five tones on monosyllables ..... Five tones over two syllables ..... Five tones over many syllables ..... Acknowledgements ..... Preface ..... <b>Symbols and notation</b> .....	43 51 53 55 55 55 xv 55 xvii
<b>Introduction</b> .....	1	
0.1 Spontaneous speech..... 0.2 The plight of the listener ..... 0.3 Experiences of learners: Ying's dilemma and Anna's anger ..... 0.4 What type of phonology textbook? ..... 0.5 Part 1: The window on speech framework ..... 0.6 Part 2: Describing spontaneous speech ..... 0.7 Part 3: Accents, identity, and emotion in speech ..... 0.8 Part 4: Teaching listening ..... 0.9 Recordings ..... 0.10 Symbols and notation..... 0.11 Terminology ..... 0.12 Activities ..... 0.13 Website ..... 0.14 Finally ..... References for the Introduction .....	2 3 3 4 5 5 6 6 6 7 7 8 9 9 9	
<b>Part 1: The window on speech framework</b> .....	11	
<b>1 Phonology, listening and Ying's dilemma</b> .....	15	
1.1 Definitions..... 1.2 Ying's dilemma ..... 1.3 The blur gap ..... 1.4 Careful speech: the wrong model for listening ..... 1.5 Spontaneous speech: the right model for listening .....	15 17 17 18 19	
1.6 Invisible, transient, speedy.....	20	

# Phonology for Listening

1.7 Plasticity: soundshapes .....	20
1.8 Varying clarity .....	21
1.9 A clash of models .....	21
1.10 Spontaneous speech is unscripted .....	22
1.11 Listening is a private process .....	22
1.12 Summary and what's next .....	22
1.13 Further reading .....	23
1.14 Language awareness activities.....	23
<b>2 Prominence, the speech unit and squeeze zones.....</b>	<b>25</b>
2.1 The citation form .....	25
2.2 The citation form and prominence .....	27
2.3 Non-prominent syllables in squeeze zones .....	29
2.4 Non-prominent syllables and speaker choice .....	30
2.5 Spontaneous speech.....	31
2.6 Displaying speech units .....	32
2.7 Clauses and speech units.....	33
2.8 Summary and what's next .....	33
2.9 Further reading .....	34
2.10 Language awareness activities.....	35
<b>3 Transcription I: Speech units .....</b>	<b>37</b>
3.1 Single-prominence speech units .....	38
3.2 Double-prominence speech units.....	39
3.3 Triple-prominence speech units .....	40
3.4 Quadruple-prominence speech units .....	41
3.5 Larger speech units.....	42
3.6 Incomplete speech units .....	42
3.7 Prominent or non-prominent? .....	43
3.8 Boundaries .....	45
3.9 Speech units, clauses, noun groups, verb groups.....	46
3.10 Summary and what's next .....	47
3.11 Further reading .....	47
3.12 Language awareness activities.....	47

<b>4 Transcription II: Tones, contours and key .....</b>	<b>49</b>
4.1 Principles and terminology .....	49
4.2 Five tones on a monosyllable .....	50
4.3 Five tones over two syllables .....	51
4.4 Five tones over many syllables .....	53
4.5 Key: high, mid, low .....	55
4.6 Frequency of tones .....	56
4.7 Vocal range .....	57
4.8 Capturing the whole contour .....	57
4.9 Summary and what's next .....	58
4.10 Further reading .....	58
4.11 Language awareness activities .....	58
<b>5 Transcription III: Reliability and meaning .....</b>	<b>61</b>
5.1 An additional model of speech .....	61
5.2 What does a transcription represent? .....	62
5.3 Reliability of a transcription .....	62
5.4 The principle of best fit .....	63
5.5 The principle of the plight of the learner .....	64
5.6 Levels of transcription .....	64
5.7 Relationship to Discourse Intonation .....	64
5.8 Comparison with other frameworks .....	65
5.9 Relationship to meaning .....	67
5.10 Summary and what's next .....	68
5.11 Further reading .....	68
5.12 Language awareness activities .....	68
<b>References for Part 1 .....</b>	<b>71</b>
<b>Answer key for Part 1 .....</b>	<b>73</b>

# Phonology for Listening

## Part 2: Describing spontaneous speech.....77

### 6 Drafting phenomena .....81

6.1 Silent pauses.....	82
6.2 Filled pauses: vocalised pauses and stepping stones .....	84
6.3 Repetitions .....	86
6.4 Restarts .....	89
6.5 Markers of imprecision <i>like ... kind of.</i> .....	89
6.6 Softeners.....	90
6.7 References to speaker roles <i>you know, I mean</i> .....	92
6.8 Summary and what's next .....	93
6.9 Further reading .....	93
6.10 Language awareness activities.....	94

### 7 Speed of speech.....95

7.1 Unreliable judgements .....	95
7.2 Benchmarking the speed of speech .....	96
7.3 Words and syllables .....	97
7.4 Syllable-to-word ratio.....	98
7.5 Accelerations .....	99
7.6 Content, speed and length of speech units .....	100
7.7 Speed in L2 English speech.....	101
7.8 Summary and what's next .....	101
7.9 Further Reading.....	102
7.10 Language awareness activities.....	102

### 8 Soundshapes I: function words .....105

8.1 Definitions and a reminder of Ying's dilemma.....	105
8.2 Function words and weak forms .....	106
8.3 Word clusters and phonetic indeterminacy .....	107
8.4 Phonetic symbols and informal representation.....	107
8.5 The many soundshapes of <i>and</i> .....	107
8.6 <i>And then, and that</i> .....	109
8.7 <i>In the</i> .....	110

8.8	<i>We were</i>	111
8.9	Negatives	111
8.10	Function words with content words	112
8.11	An extreme squeeze	113
8.12	Summary and what's next	114
8.13	Further reading	115
8.14	Language awareness activities	115
<b>9</b>	<b>Soundshapes II: Content words</b>	<b>117</b>
9.1	Stress shift	117
9.2	Stress shift to the right	120
9.3	Contrastive stress	120
9.4	<i>Climbing</i>	121
9.5	<i>Produced</i>	122
9.6	Truth value <i>actually, literally, certainly</i>	123
9.7	Vagueness <i>something, just, perhaps</i>	125
9.8	<i>Going</i>	127
9.9	Summary and what's next	128
9.10	Further reading	128
9.11	Language awareness activities	129
<b>10</b>	<b>Rhythms of spontaneous speech</b>	<b>131</b>
10.1	Stress-timing: definitions	131
10.2	Syllable timing: definitions	132
10.3	Stress-timing theory	132
10.4	Syllable-timing theory	133
10.5	Experimental evidence	134
10.6	Isochrony in a triple-prominence speech unit	135
10.7	Isochrony in spontaneous speech is rare	136
10.8	Coincidental isochrony	136
10.9	Pre-packaged language	139
10.10	Putting stress timing in perspective	141
10.11	Summary and what's next	141
10.12	Further reading	142

# Phonology for Listening

10.13 Language awareness activities .....	143
<b>References for Part 2 .....</b>	<b>145</b>
<b>Answer key for Part 2.....</b>	<b>149</b>
Chapter 6 .....	149
Chapter 7.....	151
Chapter 8 .....	152
Chapter 9 .....	152
Chapter 10.....	153
<b>Part 3: Accents, identity and emotion in speech .....</b>	<b>155</b>
<b>11 British English and American English .....</b>	<b>159</b>
11.1 Which British English, which American English? .....	159
11.2 Symbols.....	160
11.3 Vowels .....	160
11.4 Consonants.....	163
11.5 Word stress and non-prominent syllables .....	168
11.6 Intonation .....	170
11.7 Summary and what's next .....	173
11.8 Further reading .....	173
11.9 Language awareness activities.....	174
<b>12 Accents of Britain and Ireland .....</b>	<b>175</b>
12.1 Describing accents .....	175
12.2 Accent, identity and prejudice .....	176
12.3 Changing an accent .....	177
12.4 Five countries, five accents .....	178
12.5 Accents in four cities.....	182
12.6 Bi-accentedness.....	185
12.7 Trends in accent change: are regional accents becoming weaker?.....	186
12.8 Prejudices: a personal note .....	187

12.9 Summary and what's next.....	187
12.10 Further reading .....	188
12.11 Language awareness activities.....	189
<b>13 Accents of North America.....</b>	<b>191</b>
13.1 Canada - Toronto.....	191
13.2 New York.....	192
13.3 Virginia.....	196
13.4 Tennessee .....	199
13.5 Texas.....	200
13.6 African American Vernacular English (AAVE).....	202
13.7 Summary and what's next.....	204
13.8 Further reading .....	204
13.9 Language awareness activities.....	205
<b>14 Accents of Global English.....</b>	<b>207</b>
14.1 Lydia's feelings about her own accent .....	208
14.2 Richard from England.....	208
14.3 Andrzej from Poland: University Professor.....	211
14.4 Hector from Venezuela: Musician.....	212
14.5 Caroline from France: University researcher .....	214
14.6 Mohamed from Sudan: University professor .....	216
14.7 Silvia from Romania: Clerical assistant .....	217
14.8 Summary and what's next.....	219
14.9 Further reading .....	220
14.10 Language awareness activities.....	221
<b>15 Emotion in speech .....</b>	<b>223</b>
15.1 The labelling problem.....	223
15.2 The assumption of a causal connection .....	224
15.3 Inhibiting learners .....	226
15.4 The mystery of disappearing anger.....	226
15.5 Emotional involvement.....	229
15.6 Inadvertently rude?.....	231

## **Phonology for Listening**

15.7 Acclimatisation.....	231
15.8 Summary and what's next .....	232
15.9 Further reading .....	233
15.10 Language awareness activities.....	233

<b>References for Part 3 .....</b>	<b>235</b>
------------------------------------	------------

<b>Part 3 Answer Key.....</b>	<b>239</b>
-------------------------------	------------

<b>Part 4: Teaching listening .....</b>	<b>245</b>
---	------------

<b>16 Issues in teaching listening.....</b>	<b>249</b>
---	------------

16.1 An omission in teacher training .....	249
16.2 Students' reactions to listening .....	251
16.3 Listening activities vs listening goals.....	251
16.4 L1 listening vs L2 listening – stresses and osmosis.....	252
16.5 Two models revisited: careful speech and spontaneous speech.....	253
16.6 Authenticity .....	254
16.7 The blur gap revisited.....	254
16.8 The decoding gap.....	255
16.9 Listening comprehension is testing .....	256
16.10 Summary and what's next .....	256
16.11 Further reading .....	257
16.12 Learning and teaching activities.....	257

<b>17 Goals and mindset .....</b>	<b>259</b>
-----------------------------------	------------

17.1 A goal for learners.....	259
17.2 A goal for teachers .....	259
17.3 Two models, five metaphors.....	260
17.4 Letting go of the careful speech model .....	262
17.5 Neutralising the blur gap .....	263
17.6 Dealing with the decoding gap.....	264
17.7 Questions and answers.....	264

17.8	Questions from students .....	265
17.9	The value of short extracts .....	265
17.10	No one right way .....	266
17.11	Learners' discomfort and frustration.....	266
17.12	Summary and what's next .....	267
17.13	Further Reading .....	267
17.14	Learning and teaching activities.....	268

## **18 Vocal gymnastics in the classroom .....** 269

18.1	Stepping stones .....	270
18.2	Drafting phenomena.....	272
18.3	Word squeezer.....	272
18.4	Reducing words and syllables in the squeeze zones .....	276
18.5	Seeking amusing alternatives – monodegreens .....	278
18.6	Sequences of frequent forms .....	278
18.7	Teaching new vocabulary.....	280
18.8	Summary and what's next .....	282
18.9	Further Reading .....	282
18.10	Learning and teaching activities.....	282

## **19 Rebalancing listening comprehension..... 283**

19.1	Listening comprehension, a particular point of view .....	283
19.2	The value of short extracts .....	284
19.3	Preparing for listening: identifying short extracts.....	284
19.4	Pre-, while-, and post-listening .....	285
19.5	Handling and savouring the sound substance.....	286
19.6	The question as a focusing device.....	286
19.7	Handling different soundshapes .....	287
19.8	Respecting our students' perceptions.....	290
19.9	Using the transcript .....	291
19.10	Impromptu dictations .....	292
19.11	Summary and what's next .....	293
19.12	Further reading .....	293

# Phonology for Listening

19.13 Learning and teaching activities . . . . .	294
DIGITAL TOOLS FOR STUDY AND PRACTICE	
<b>20 Hi-tech solutions and activities . . . . .</b>	<b>295</b>
20.1 Resources on the Internet . . . . .	296
20.2 Copyright . . . . .	296
20.3 Digital audio editors . . . . .	296
20.4 Pronunciation dictionaries . . . . .	297
20.5 Dictionary examples . . . . .	298
20.6 Text to speech . . . . .	299
20.7 Navigating, annotating and mining a recording . . . . .	299
20.8 Producing versions at different speeds . . . . .	301
20.9 Handling: comparing and deciding . . . . .	302
20.10 Student projects: Sampling and dictations . . . . .	303
20.11 Conclusion . . . . .	304
20.12 Further reading . . . . .	305
20.13 Learning and teaching activities . . . . .	305
TECHNIQUES AND APPROACHES FOR TEACHING AND LEARNING	
<b>References for Part 4 . . . . .</b>	<b>307</b>
APPENDICES	
Appendices . . . . .	
<b>1 Two models of speech . . . . .</b>	<b>309</b>
<b>2 Calculating the speed of speech . . . . .</b>	<b>311</b>
<b>3 Word clusters of three or more words . . . . .</b>	<b>315</b>
<b>4 Creating an obscure acoustic blur . . . . .</b>	<b>317</b>
<b>Glossary . . . . .</b>	<b>321</b>