

Contents

<i>General editor's preface</i>	viii
<i>Acknowledgements</i>	xi
<i>Introduction to the second edition</i>	xii
<i>Transcription conventions</i>	xiv
Chapter 1 The need to teach the comprehension of spoken English	1
1.1 'Slow colloquial English' and normal speech	1
1.2 'Testing' or 'teaching' comprehension?	8
1.2.1 The nature of comprehension	8
1.2.2 The processes of comprehension	10
1.3 The accent of English described in this book	12
Chapter 2 'Ideal' segments, syllables and words	14
2.1 The phoneme	15
2.2 The consonants of English	20
2.2.1 Place of articulation	22
2.2.2 Manner of articulation	24
2.2.3 'Voicing' and 'voicelessness'	27
2.3 The vowels of English	35
2.3.1 The transcription of vowels	39
2.4 The 'ideal' syllable and the 'ideal' word	39
Chapter 3 The function of rhythm	43
3.1 The rhythmic structure of English	43
3.1.1 Stressed and unstressed syllables	45
3.1.2 Pause: 'rests' in rhythm	48
3.2 The function of stress	51
3.2.1 Word stress	51
3.2.2 Stressed words in sentences	53

Chapter 4 Patterns of simplification in informal speech	57
4.1 Adjustment to surroundings	62
4.2 Elision	66
4.3 Word boundary markers	77
4.4 Consonants and vowels in the stream of speech	78
4.5 Reduction in visual cues	83
Chapter 5 The function of intonation	89
5.1 The 'ideal' organization of tone groups	90
5.2 The 'ideal' placing of the tonic	94
5.3 Tone group and tonic in spontaneous speech	95
5.4 Pitch direction	103
Chapter 6 Paralinguistic features	112
6.1 Pitch span	115
6.2 Placing in voice range	119
6.3 Direction of pitch	122
6.4 Tempo	124
6.5 Loudness	126
6.6 Voice setting	128
6.7 Articulatory setting	129
6.8 Articulatory precision	130
6.9 Timing of segments and syllables	131
6.10 Lip setting	132
6.11 Pause	134
6.12 Constructing a framework	136
6.13 Using the paralinguistic features	137
Chapter 7 Teaching listening comprehension	144
7.1 Identifying the problem	144
7.1.1 Recognizing the code	144
7.1.2 Processing the complete text	146
7.1.3 Purposeful listening	147
7.1.4 The social context of listening	148
7.2 Combining the approaches	149
7.2.1 'Bottom up processing': the phonological code	150
7.2.2 'Top down processing': using the context to make predictions	151
7.2.3 Making inferences	155
7.3 Methodology	158
7.3.1 Using phonological cues	158
7.3.2 Learning to use contextual information	163

7.3.3 Drawing constrained inferences	168
7.4 Conclusion: the active listener	171
<i>Appendix</i>	173
<i>Works quoted from in Chapter 6</i>	174
<i>Bibliography</i>	175
<i>Index</i>	177