

Introduction

NB This part of the teacher's guide gives instructions in how to use the Introduction section of the electronic publication, and the student's book. For general advice on how to use 'Streaming Speech' see the Foreword.

The introduction has the pages given in the following table – with the exception of page '0' which is contained in this Teacher's guide only. For general instructions on how to navigate, see the Foreword, p. 7.

	Section	Priority
0*	Questionnaire	Top
1	What is <i>Streaming Speech</i> ?	Top
2	Who is <i>Streaming Speech</i> for?	Top
3	How will <i>Streaming Speech</i> help?	Medium
4	What is revolutionary about <i>Streaming Speech</i> ?	Medium
5	What is fast spontaneous speech?	Top
6	Fast speech is normal..	Medium
7	Speech units? What are they?	Medium
8	Streamed speech is normal.	Top
9	How does <i>Streaming Speech</i> teach listening?	Medium
10	How does <i>Streaming Speech</i> teach pronunciation?	Medium
11	Accuracy and Fluency	Top
12	Where has <i>Streaming Speech</i> come from?	Medium
13	Spontaneous speech v. Written language	Medium
14	The recordings. Transcriptions, symbols and notation.	Medium
15	Structure of <i>Streaming Speech</i> : Chapters 1-8	Medium
16	Structure of <i>Streaming Speech</i> : Chapters 9-10	Medium
17	And finally ...	Medium

* The questionnaire is an extra part unique to this Teacher's Guide. It is not part of the electronic publication or the Student's Book

The last column of the table gives a priority to each of the sections of the Introduction. 'Top Priority' items are sections that I strongly recommend covering. The 'Medium Priority' items are ones that you as a teacher should look at, but you need not teach in detail in class. These 'medium priority' pages exist for the curious independent learner working alone - they cover issues that, when students have a teacher present, are best covered in other ways. For example, section 4 has a list (a heavy reading load) of the revolutionary/innovative features of Streaming Speech – this is a useful reference list, but these features are far better demonstrated than read in a list. Thus, where a section has a heavy reading load, and it is easier to communicate those points by demonstration, that section will not have top priority.

0. Questionnaire

The purpose of the questionnaire is to get the student's views of their levels of listening and pronunciation. It is almost certain that many, if not most, of the issues they raise will be addressed in *Streaming Speech*.

Before class, photocopy the questionnaire on page 7 in this Teacher's Guide.

- Hand out the questionnaire, one for each student.
- Ask them to write their answers (working alone) on the questionnaire.
- Get them to discuss their answers with a neighbour.
- Elicit from the group what their common problems are both as language learners themselves, and (if they are language teachers) their students' problems.
- Summarise their problems on the whiteboard.
- Make a note of what is on the whiteboard for use in the end of course evaluation.
- Take in the questionnaires, photocopy them, retain a set of photocopies for use in end of course evaluation, and return the other set to the students/trainees.

1. What is *Streaming Speech*? Student's Book (SB) p. 1 **Top priority**

These instructions assume that:

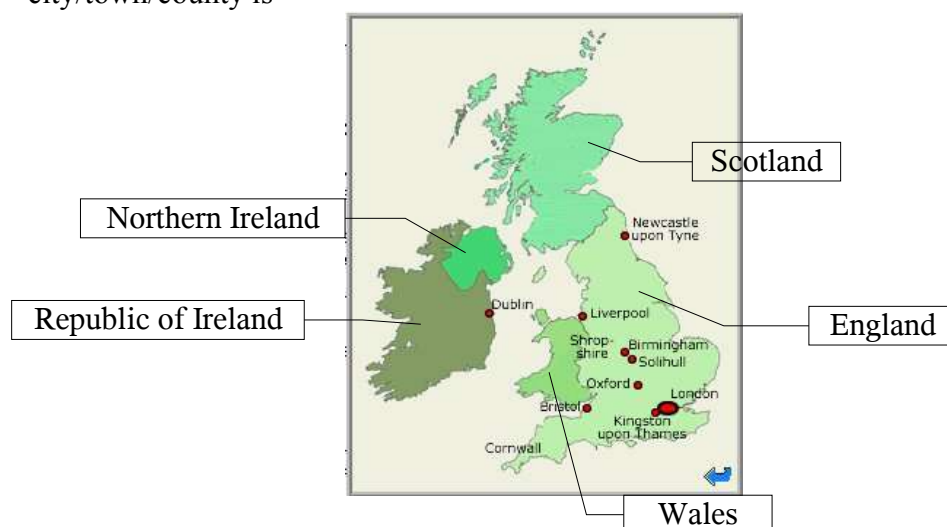
- you, the teacher are at the front of a classroom, or computer cluster
- each student has a Student's Book
- the students can see both you, and the electronic version of *Streaming Speech* on a screen which you control
- the whole room can hear the sound files of *Streaming Speech*.

The purpose of the page is to welcome users, introduce the speakers, demonstrate pop-up map, and sound interactivity, establish 'friendly' mood. The main features of this page are:

- a pop-up map that you access by clicking on [Show map ...](#)
- pop-up information about the speakers, and extracts from their recordings when you hover over the pictures of the speakers.

Explain that the pictures are of eight people who work at The University of Birmingham in the UK, and that their recordings will feature one-by-one in the chapters which follow.

- Get students to read the biographical information about the speakers to the left of the pictures
- Tell them to look at the map on the facing page (p. x) of SB and to note where each city/town/county is



London and Dublin are capital cities, Shropshire and Cornwall are counties, Kingston upon Thames and Solihull are Boroughs, and the rest are cities. Note that the map features two countries: the United Kingdom (England, Wales, Scotland and Northern Ireland) and The Republic of Ireland (Southern Ireland).

In early editions of the Student's Book, Bristol is missing. (Apologies to Philip, Chapter 4, who was born there.)

- Tell students to look at the eight lines, labelled A-H, at the bottom of page 1.
- Give them time to read them over to themselves – encourage them to mouth the words to themselves slowly.
- Explain that these words come from the recordings of each of the eight speakers.
- Tell them: 'Look at Rachel's photograph. You'll hear Rachel say the first line'.
- Make the mouse hover over the picture of Rachel, you will hear her say 'And that was the way to do well on the course'.
- Ask them 'Which speakers say the other lines?'.
- Tell them to write the names of the speakers at the end of the lines which contain the words they say.
- Hover over the pictures of the speakers with the mouse, one by one.
- Go to the answer key, page 117 to check the answers.
- Focus on line 'G' ('it's more of a manual for writing in fact') tell the class that this is spoken at over 300 words per minute (386).

2. Who is *Streaming Speech* for? SB p. 2 **Top priority**

The purpose of this page is to check that students know the level at which *Streaming Speech* operates.

- Ask students to look at page 2, and to have pens in hand.
- Get them to read the two paragraphs and to tick the boxes that apply to them.
- (It is probable that you will already know the answers to the first three lines).
- Focus on the last two lines and ask them what their responses were.
- If they say that they don't want to speak as fast as a native speaker, explain that the speed at which they speak is always their choice (but it will help to have a natural rhythm and flow at whatever speed they choose) – but the speed of speech they have to understand is rarely their choice, and *Streaming Speech* uses pronunciation exercises to help with the goal of understanding fast speech.
- Use the next section to help with your explanation

3. How will *Streaming Speech* Help? SB p. 2 **Medium priority**

The purpose of this page is to follow up on the points that are likely to have arisen from the preceding section.. It is best not to spend too much time here, as it is better to demonstrate these points when introducing Chapter 1, rather than get them to read about these points.

4. What is revolutionary about *Streaming Speech*? SB p. 2 **Medium priority**

The purpose of this section is to list the revolutionary features of *Streaming Speech*. These points are best demonstrated, rather than read. I recommend not spending much time on this page

5. What is fast spontaneous speech? SB p. 3 **Top priority**

The purpose of this page is give a sense of the effects of speed of speech. There are two important activities on this page.

Activity 1

- Tell students to read the two-and-a-half lines of speech at the top of the page – ask them if they have any questions.
- Then ask them to say the the words in inverted commas ('...speech at speeds ...') aloud to each other.
- Tell them they will hear these words at 300 words per minute.
- Click on the loudspeaker, several times – they will hear those words spoken at 300 words per minute
- Get them to read the paragraph beginning 'One definition...'
- Ask them what they think the words 'speech at speeds' would sound like at 220 words per minute
- Agree with them that this is difficult to be precise about, but that the next activity will help

Activity 2

- Toggle the screen display, so that the class cannot see the screen, but you can.
- Click on the text at the bottom: [Click here for another example ...](#)
- Tell students to look at the 'words per minute' box in the middle of SB page 3
- Explain that you will play the same phrase at speeds from 500 to 60 words per minute.
- Tell them that the phrase begins with the words *which she'll* get them to write these words in the space above this box
- Ask them to circle the speed at which they are comfortable hearing the phrase
- Tell them that they should underline the speed at which they are comfortable speaking the phrase
- Starting with the righ-hand-most speaker icon (500 words per minute), follow this procedure:
 - Say 'Five hundred words per minute' and click the 500 speaker icon twice.
 - Say 'Four hundred and fifty words per minute', click the 450 icon twice.
 - Repeat until everyone hears the words *move into in five months' time*.
- Ask them at what speeds they recognised these words
- Tell them that *Streaming Speech* will make them familiar and comfortable with fast speech – speech which is so fast that familiar words become unrecognisable.
- They will probably ask 'What is a normal speed for a native speaker?' – go to, and work through the next page 'Fast speech is normal' - briefly, the answer is that it is normal for speaker's speeds to vary continuously between 60 and 300 words per minute, with occasional visits to speeds above and below these speeds.

6. Fast speech is normal. SB p. 3 **Top priority**

The purpose of this page is to address the question 'What is a normal speed of speech for native speakers?'

- Get students to read the first paragraph.
- Ask them to say the words 'which was called 'The Arts Umbrella' at 170 words per minute.
- Then ask them to say the words 'But I sold a lot of things' at 370 words per minute.

- Click the icon to hear the 'which was called 'The Arts Umbrella' at 170 wpm.
- Explain that this is the average speed for the recording (Corony's) that we will use in Chapter 1 – this average is 'speaking rate' which includes all pauses.
- Click the speaker icon for 'But I sold a lot of things' and explain that this is the fastest speed in the recording.
- Tell them that the speed of speech changes all the time.

7. Speech units? What are they? SB p. 4 Medium priority

The purpose of this page is to explain the term 'speech units' which was mentioned section 6. Unless your students are teachers in training, I suggest that you postpone answering the question 'What is a speech-unit?'. This question is answered step by step in Chapters 1-8. Even if you do work on this page, don't spend too much time here, as the examples occur again in Chapter 1 Section 3.

8. Streamed speech is normal. SB p. 4 Top priority

The purpose of this section is to give a visual demonstration of the way in which soundshapes of words are pulled out of shape.

- Tell students that they are going to write, and that they need their pens.
- Tell them to look at the bottom of page 4 of their books, and to read '...words are run...' to themselves.
- Get them to look up at the screen, and to write down what they see when you click on the speaker icon.
- Click on the icon repeatedly.
- Turn to the answer key p. 117.
- Point out to them the difference between word-by-word (written version) and the streamed version (more like speech).
- Tell them that the middle sections (sections 3) of Chapters 1-8 will introduce them to the features of speech that pull words out of shape in this way.

9. How does *Streaming Speech* teach listening? SB p. 5 Medium priority

The purpose of this page is to explain how *Streaming Speech* teaches listening skills. This is best demonstrated when you work through Chapter 1, rather than explained here.

10. How does *Streaming Speech* teach pronunciation? SB p. 5 Medium priority

The purpose of this page is to explain how *Streaming Speech* teaches pronunciation skills. This is best demonstrated when you work through Chapter 1, rather than explained here.

HOWEVER, CONSIDER DOING THIS FOR FUN (SB p. 6)

- Click on [What happens in this case ...](#) click on the pictures of the ship, and the sheep to hear 'perfect' pronunciation.
- Tell students that it is often possible to get pronunciation accurate in isolated sounds and words
- Then click on the speaker icons to hear mistakes that are often made.

- Streaming Speech always practises sounds contained in larger extracts of the stream of speech to avoid the problem of only getting accurate sounds in isolation.

11. Accuracy and Fluency p. 7 Medium priority

The purpose of this section is to explain further how *Streaming Speech* teaches accuracy within fluent stretches of speech. Unless you are working with teachers in training, this is best demonstrated when you work through Chapter 1, rather than explained here.

12. Where has *Streaming Speech* come from? SB p. 7 Medium priority

Only spend time here if you are working with experienced teachers. The purpose of this section is to explain that *Streaming Speech* has an academic pedigree.

13. Spontaneous Speech v. Written Language. SB p. 8 Medium priority

Only spend time here if you are working with experienced teachers. The purpose of this section is to explain that *Streaming Speech* takes a particular stance in relation to spontaneous speech. The important point is that we should not judge spontaneous speech by the standards of the written language.

14. The recordings. Transcriptions, symbols and notation. SB p. 8 Medium priority

This is for your information. Don't spend time on this unless you have a strong reason for doing so.

15. The structure of *Streaming Speech* : Chapters 1-8. SB p. 9 Medium priority

The purpose of this page is to explain the structure that is common to Chapters 1-8. This information best delivered as you introduce Chapter 1.

16. The structure of *Streaming Speech* : Chapters 9-10. SB p. 9 Medium priority

The purpose of this page is to explain the structure of Chapters 9 and 10. This information is best delivered after introducing Chapter 1.

17. And finally ... SB p. 10 Medium priority

The purpose of this section is simply to wish you, and your students, well.

QUESTIONNAIRE

Listening & Pronunciation

*Look at the following questions and write down your answers.
Then discuss your answers with the other people in the class.*

- 1) What are some of the things you find challenging or difficult about listening to and understanding native speaker English?

- 2) What are some of the challenges you have encountered when learning to listen? For example, what difficulties have you had with listening, to audio and video tapes?

- 3) What aspects of your English pronunciation would you most like to improve?

- 4) What are the most common pronunciation problems of students of your nationality?