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Developing Fluent Speech

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Discussion

- *What is a fluent speaker?*
- *How do you know someone speaks English fluently?*



Fluency

- “the smooth and rapid production of utterances, without undue hesitations and pauses, that results from constant use and repetitive practice” (Gatbonton & Segalowitz, 2005,p.326)
- a “smooth” utterance needs to follow typical English rhythm patterns:
 - using stress, syllable compression, and pausing appropriately



Thought Groups: Guidelines

- (Usually) separated by pauses
- (Usually) separated by phrasal groups or clauses
- (Usually) has a grammatically coherent structure
- (ALWAYS) contains a prominent (focal stress) word
- (In read speech, ALWAYS) separated by punctuation

Example:

I went to the store / and bought an apple, / some sushi / and a pizza.

Listening Practice

Mike: Good evening. Are you ready to order?

Bill: Yes, I think so. I'll order now. My friend is coming later.

Mike: Excellent. Have you seen tonight's specials?

Bill: Uh-huh. I'd like the salmon

Mike: Good choice. Rice or potatoes?

Bill: Potatoes, please!

Mike: Salad dressing?

Bill: Oil and vinager

Mike: And to drink with that?

Bill: How about some Green Tea?

Mike: Will that be all?

Bill: That'll be fine for now. Please leave a menu if you would.

Listening Practice

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Speaking Practice

Role-play with a partner and pause where you think it is needed:

Mike: Hi, Bill! How are you?

Bill: Well, not bad...

Mike: Oh. Is something wrong?

Bill: I've not been feeling too well lately.

Mike: What's the problem?

Bill: I got the flu a week ago.

Mike: That's a real downer. Are you taking something for it?

Bill: Some kind of antibiotic.....And chicken noodle soup!

Mike: That sounds about right. Maybe we should go to a movie! Or go dancing?

Bill: Are you serious?

Mike: Am I serious? We'll get some ice cream, too!

Bill: Good plan! Let's go!

Prominence (focal word/stress)

- (Often) changes for emphasis
- (Usually) located on new or key information
- (Usually) on content words
- (Usually) on words expressing negation
- (Usually) to the right, near the end of sentence, clause or thought group
- (Always) located on a stressed word or phrase
- (Always) controlled by the story

Example:

I live in Wollongong, / but I went skiing.

Listening Practice

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Bill: Yes, / I think so. / I'll order now. / My friend / is coming later.

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Bill: Uh-huh. / I'd like the salmon.

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Bill: Potatoes, / please!

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Mike: And to drink with that?

Bill: How about some Green Tea?

Mike: Will that be all?

Bill: That'll be fine for now. / Please leave a menu / if you would.

Listening Practice

Mike: Good **evening**. / Are you ready to **order**?

Bill: **Yes**, / I **think** so. / I'll order **now**. / My **friend** is coming later.

Mike: **Excellent**. / Have you seen tonight's **specials**?

Bill: Uh-**huh**. / I'd like the **salmon**.

Mike: Good **choice**. / **Rice** / or **potatoes**?

Bill: **Potatoes**, please!

Mike: **Salad** dressing?

Bill: Oil and **vinegar**.

Mike: And to **drink** with that?

Bill: How about some **Green** Tea?

Mike: Will that be **all**?

Bill: That'll be fine for **now**. / Please leave a **menu** / if you **would**.

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Role-play with a partner and pause where you think it is needed:

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Let's have some additional speaking practice with **MOVEMENT!**



Tai Chi Fluency

(Burri, Acton, & Baker, 2019)



- Driver of **fluency** and **flow**
- Creates **natural linking** and **reduction of vowel quality**
- **Ball** in **right hand**
- **Catch** on **stressed syllable**

Article is available at: <https://ro.uow.edu.au/sspapers/4272/>

Key Words

Movement goes from the **left to the right**

tough / nice

tricky / easy

dangerous / beautiful

complicated / fascinating

Speaking Practice: “Family History”

Mark: How about **your** family tree?

Jenny: I'm basically **Greek** / and Swiss-**Irish**.

Mark: That's quite a **combination**, / **isn't** it?

Jenny: At **home** / we often had **great** food / and **dancing**!

Mark: I **believe** that! / What about your **grand** parents?

Jenny: **Dad's** parents / both came from **Greece** as children.

Mark: Uh-**huh**. / And your **mother's** parents background?

Jenny: I know her **father** was Irish / but I'm **not** as sure / about **her** mother. / **Swiss**, I think.

More Speaking Practice

A: What did you have for **dinner** last night?

B: We had **sushi** / **salad** / and a **steak**.

Steps:

- Make a question and ask 3-4 people using the TCF
- Answer using the TCF

What does Neuroscience Say?

- When we're moving, the muscles signal to the brain to pay attention and learn (Cozolino, 2013)
 - The body is involved in the thinking process
- Touch (i.e., hands-on activities) enhances learning (Shaikh et al., 2017)
- Touch can produce detailed, lasting memories (Hutmacher & Kuhbandner, 2018)
- Learning never ends: Neuroplasticity does not end at certain age (Tokuhamma-Espinosa, 2018)





Thoughts? Questions? Comments?