

## Exercise 2.0 Sent-ident<sup>106</sup>

Speaker Copy

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### Instructions for the Speaker

Say each sentence to the listener under predetermined conditions (for example, auditory-only).

Ask the listener to repeat the sentence. If the repetition is correct, move to the next sentence. If the repetition is incorrect, say the sentence again under the same conditions. If subsequent presentations are required, change the manner of presentation for each one.

The original hierarchy of strategies is listed below. However, these can be altered to meet the stated needs of the listener, and may include the presence or absence of background noise, increased or decreased distance between speaker and listener, or changing degrees or amounts of visual access or information.

The sentences developed by Erber are set out below but you may use other lists to demonstrate the effects on speech reception of context cues, such as the SPiN sentences<sup>107</sup>.

Scoring on this exercise involves tallying the number of sentences correctly identified under each condition.

### Hierarchy of strategies

- Auditory (visual) cues alone – original presentation
- Auditory (visual) cues alone – repetition
- Auditory (visual) cues alone – repetition with emphasis
- Auditory (visual) cues with key word or words presented audiovisually
- Audiovisual cues for the whole sentence

### Sentences developed by Erber (1996)

- 1 The man drove the bus around the corner.
- 2 The children sang a song with their teacher.
- 3 Her father put the milk on the table.
- 4 The nurse found her glasses behind the desk.
- 5 The boy threw his pencils into a box.
- 6 The girl made a red dress for her mother.
- 7 The farmer ate lunch under a big tree.
- 8 My friend hung the picture over his bed.
- 9 The old woman gave some bread to the ducks.
- 10 The cook washed all the apples in the sink.

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<sup>106</sup> Source: Erber, 1996

<sup>107</sup> Source: Kalikow, Stevens & Elliott, 1977