

568790	<b>The acquisition of second language speech</b> [2,5 ECTS – OPT.]	<b>Joan C. Mora</b>
--------	---	---------------------

### **Course Description**

This course deals with the acquisition of L2 speech and two important perceptual dimensions of L2 learners' spoken interlanguage, degree of foreign accent and intelligibility/comprehensibility. The cognitive processes and mechanisms underlying L2 speech development as well as the individual and contextual factors affecting the pronunciation of a L2 will be analysed within the framework of current L2 speech models (SLM, PAM, NLM) as well as practically through the design and analysis of production and perception tasks. The relationship between accentedness and intelligibility/comprehensibility will be analysed through objective and subjective measures.

The factors affecting and shaping the production and perception of L2 learners' speech are the object of intensive research from both psycholinguistic and learning and teaching perspectives. This research seeks to better explain and understand the development of L2 learners' oral production ability, in particular with respect to pronunciation skills. The study of these factors has important implications for foreign language teaching and may be very useful in the design of communicative tasks for oral skills development, pronunciation in particular, and in L2 oral competence assessment. What determines the intelligibility level of different foreign accents? To what extent does a foreign accent affect the intelligibility of fluent L2 speakers? How is the speech of L2 learners perceived by native and non-native speakers and other L2 learners? Why is L2 pronunciation often a challenge for L2 learners, and why is there such huge variation in the levels of attainment achieved? These questions will be explored from a real data analysis perspective and the answers will be interpreted in the light of current speech perception/production models.

### **Syllabus**

1. Plasticity in L2 speech perception and production.
2. Non-native accents: Accentedness, intelligibility and comprehensibility.
3. Models of L2 Speech learning: SLM, PAM-L2, NLM-e.
4. Experiential and contextual factors in the acquisition of L2 speech.
5. Measuring L2-speech perception and production.
6. L2 pronunciation teaching and learning in instructed SLA.
7. Individual differences in the acquisition of L2 speech.

### **Methodology**

This subject is structured along three complementary types of task: (1) critical reading of articles and book chapters and active participation in the discussion of proposed readings; (2) the analysis of oral data based on proposed measures and group discussion of methodological approaches used; and (3) a real experiment to assess accuracy in L2 speech production or to assess non-native speech samples for either accentedness or intelligibility/comprehensibility.

## Assessment

Continuous assessment. Participation in class, homework and the oral presentation and the written version of an experimental study will be assessed. Non-continuous assessment and "second sitting" o "revaluació" (if a students fails): Final piece of work (50% of the mark) and final exam (50% of the mark).

## Bibliography

Bohn, O-S., & Munro, M. J. (Eds) (2007) *Language Experience in Second Language Learning*. Amsterdam: John Benjamins.

Colantoni, L., Steele, J., & Escudero, P. (2015). *Second Language Speech*. Cambridge University Press.

Cutler, A. (2012). *Native listening: Language experience and the recognition of spoken words*. Cambridge, MA: The MIT Press.

Derwing, T. M. & Munro (2015) *Pronunciation Fundamentals. Evidence-based Perspectives for L2 Teaching and Research*. Amsterdam: John Benjamins.

Aliaga-Garcia, C., Mora, J. C. & Cerviño-Povedano, E. (2011). Phonological short-term memory and L2 speech learning in adulthood. *Poznań Studies in Contemporary Linguistics*, 47 (1), 1-14.

Baker, W., Trofimovich, P., Flege, J. E., Mack, M., & Halter, R. (2008). Child-adult differences in second-language phonological learning: The role of cross-language similarity. *Language and Speech*, 51, 316-341.

Best, C., Tyler, M. (2007). Nonnative and second-language speech perception: Commonalities and complementaries. In Bohn, O. and Munro, M. (Eds.), *Language Experience in Second Language Speech Learning In honor of James Emil Flege*. Amsterdam: John Benjamins.

Chang, C. B. (2013). A novelty effect in phonetic drift of the native language. *Journal of Phonetics*, 41(6), 520-533.

Darcy, I., Mora, J. C. & Daidone, D. (2016). The role of inhibitory control in acquiring a new phonological system. *Language Learning*, 66 (3).

Darcy, I., Park, H., & Yang, C. L. (2015). Individual differences in L2 acquisition of English phonology: The relation between cognitive abilities and phonological processing. *Learning and Individual Differences*, 40, 63-72.

Derwing, T. M. and Munro, M. J. (1997). Accent, comprehensibility and intelligibility: Evidence from four L1s. *Studies in Second Language Acquisition*, 19, 1-16.

Derwing, T. M., and Munro, M. J. (2013). The development of L2 oral language skills in two L1 groups: A seven-year study. *Language Learning*, 63:2. 163–185.

Flege, J. E. (1995) *Second-language Speech Learning: Theory, Findings, and Problems*. In Strange, W. (ed), *Speech Perception and Linguistic Experience: Issues in Cross-language research*. Timonium, MD: York Press, Pp. 229-273.

Flege, J. E. (2003) *Methods for assessing the perception of vowels in a second language*. In E. Fava and A. Mioni (Eds) *Issues in Clinical Linguistics*. Padova: UniPress, pp. 19-44.

Flege, J. E. (2009) Give input a chance! In T. Piske & M. Young-Scholten (Eds.), *Input matters in SLA* (pp. 175-190). Bristol, UK: Multilingual Matters.

Flege, J. E., Munro, M. J. and Mackay, I. R. A. (1995) Factors affecting strength of perceived foreign accent in a second language. *Journal of the Acoustical Society of America*, 97, 5: 3125-3134.

Kennedy, S. and Trofimovich, P. (2008) Intelligibility, comprehensibility, and accentedness of L2 speech: the role of listener experience and semantic context. *The Canadian Modern language Review*, 64, 3: 459-489.

Kuhl, P., Conboy, B., Coffey-Corina, S., Padden, D., Rivera-Gaxiola, M., Nelson, T. (2008). Phonetic learning as a pathway to language: new data and native language magnet theory expanded (NLM-e). *Philosophical Transactions of the Royal Society. B* 363, 979-1000.

Lee, J., Jang, J., & Plonsky, L. (2015). The effectiveness of second language pronunciation instruction: A meta-analysis. *Applied Linguistics*, 36, 345-366.

Lengeris, A., & Hazan, V. (2010). The effect of native vowel processing ability and frequency discrimination acuity on the phonetic training of English vowels for native speakers of Greek. *Journal of the Acoustical Society of America*, 128, 3757-3768.

Lev-Ari, S., & Peperkamp, S. (2013). Low inhibitory skill leads to non-native perception and production in bilinguals' native language. *Journal of Phonetics*, 41, 320-331.

Lev-Ari, S., & Peperkamp, S. (2014). The influence of inhibitory skill on phonological representations in production and perception. *Journal of Phonetics*, 47, 36-46.

Lively, S. E., Logan, J. S., & Pisoni, D. B. (1993). Training Japanese listeners to identify English /r/ and /l/: II. The role of phonetic environment and talker variability in learning new perceptual categories. *Journal of the Acoustical Society of America*, 94, 1242-1255.

Mora, J. C. and Nadeu, M. (2012). L2 effects on the perception and production of a native vowel contrast in early bilinguals. *International Journal of Bilingualism*, 16 (4): 484 - 499.

Mora, J. C., Rochdi, Y. & Kivistö-de Souza, H. (2014). Mimicking accented speech as L2 phonological awareness. *Language Awareness*, 23(1-2), 57-75.

Moyer, A. (2014). Exceptional outcomes in L2 phonology: The critical factors of learner engagement and self-regulation. *Applied Linguistics*, 35, 418-440.

Munro, M. J. and Derwing, T. M. (1999) Foreign accent, comprehensibility, and intelligibility in the speech of second language learners. *Language Learning*, 49, 288-310.

Munro, M. J., Derwing, T. M., and Morton, S. L. (2006) The mutual intelligibility of L2 speech. *Studies in Second Language Acquisition*, 28, 111-131.

Perrachione, T. K., Lee, J., Ha, L. Y., & Wong, P. C. (2011). Learning a novel phonological contrast depends on interactions between individual differences and training paradigm design. *The Journal of the Acoustical Society of America*, 130(1), 461-472.

- Piske, T., MacKay, I. R., & Flege, J. E. (2001). Factors affecting degree of foreign accent in an L2: A review. *Journal of Phonetics*, 29(2), 191-215.
- Saito, K. (2015). Communicative focus on second language phonetic form: Teaching Japanese learners to perceive and produce English /ɹ/ without explicit instruction. *Applied Psycholinguistics*, 36, 377-409.
- Saito, K., & Akiyama, Y. (in press) Video-based interaction, negotiation for comprehensibility, and second language speech learning: A longitudinal study. *Language Learning*.
- Saito, K., & Lyster, R. (2012a). Effects of form-focused instruction and corrective feedback on L2 pronunciation development of /ɹ/ by Japanese learners of English. *Language Learning*, 62, 595-633.
- Scharenborg, O., Weber, A., & Janse, E. (2015). The role of attentional abilities in lexically guided perceptual learning by older listeners. *Attention, Perception, & Psychophysics*, 77, 493-507.
- Stibbard, R. M., & Lee, J. I. (2006). Evidence against the mismatched interlanguage speech intelligibility benefit hypothesis. *The Journal of the Acoustical Society of America*, 120, 433-442.
- Thomson, R. I., & Derwing, T. M. (2015). The effectiveness of L2 pronunciation instruction: A narrative review. *Applied Linguistics*, 36, 326-344.
- Trofimovich, P., & Gatbonton, E. (2006). Repetition and focus on form in processing L2 Spanish words: Implications for pronunciation instruction. *Modern Language Journal*, 90, 519-535.
- Trude, A. M., & Tokowicz, N. (2011). Negative transfer from Spanish and English to Portuguese pronunciation: The roles of inhibition and working memory. *Language Learning*, 61(1), 259-280.
- Ylinen, S., Uther, M., Latvala, A., Vepsäläinen, S., Iverson, P., Akahane-Yamada, R., & Näätänen, R. (2010). Training the brain to weight speech cues differently: A study of Finnish second-language users of English. *Journal of Cognitive Neuroscience*, 22, 1319-1332.