ASSTA 2015: Pronunciation workshop

Instructing rhythm and other suprasegmentals in the Spanish class in Australia

Manuel Delicado Cantero (ANU)

William Steed (JCU-CQU, ANU)

Acknowledgements

- Dr Alfredo Herrero de Haro (UoW)
- Alicia Mellado (UCLM)

Spanish in Australia

- 117.498 people in Australia speak Spanish as a L1 (0.5% of the population) (ABS Quickstats 2011).
- Spanish is taught at
  - 265 pre-university establishments (~16,000 students) (MECD 2012:58-59).
  - 20/39 Australian universities (MECD 2012: 60).
- Growth language at university (MECD 2012: 61).
- Part of the second block of languages for the New National Curriculum for pre-university studies. *Development for the National Curriculum: Languages policy* (January 2011 - ACARA)

The situation of pronunciation teaching and learning

- **Neglected area**
  - (Aurrecoechea 2002; Elliott 2003; Llisterri 2003; Morin 2007; Usó 2009; MacDonald 2002; Derwing and Munro 2005; Celce-Murcia et al. 2010).
- "Learners … tend to consider pronunciation instruction as **very beneficial**"
  - (Barrera 2004: 12; Lord 2005: 565; Steed and Delicado Cantero 2014b).
- Teachers agree, but have other difficulties (Delicado Cantero and Steed 2014b)
  - Lack of appropriate materials.

Some known obstacles for Spanish

Aurrecoechea (2002); Poch (2004); Usó (2009); Orta (2009), Delicado Cantero and Steed (2014 b):

1. Misconceptions:
    1. Spanish pronunciation is ‘easy’.
    2. Prioritisation of grammar and vocabulary.
    3. Pronunciation is spelling, reading, not suprasegmentals.
    4. Teaching pronunciation needs phonetics.
    5. Pronunciation is learned just by speaking, not explicit teaching.
    6. Pronunciation is learned best visiting a Spanish-speaking country or with native speakers.
2. Lack of:
    1. Materials.
    2. Integration in the curriculum.
3. Fear of frustration.

Error classification

1. Sounds not occurring in either L1 or L2
2. Contrasting phonemes in one language are allophones in the other
3. Distributional differences (position or combinations)
4. Slight differences in articulation
5. Suprasegmental differences – rhythm, stress and intonation

(See Mellado 2012: 32-33)

Goals

- Intelligibility and comprehensibility (Derwing and Munro 2005: 385)

Comprensibility: “The extent to which a listener actually understands an utterance”.

Intelligibility: “A listener’s perception of how difficult it is to understand an utterance”.

No to nativism: the main goal is not to be sound exactly like a native.

- Mellado (2012: 19) (see Underhill 1994; Chun 2002):

“una producción sonora inteligible, dentro de lo correcto (con valores escalares y no absolutos), próxima a la de una variedad nativa, socialmente aceptable y tolerada sin dificultad por parte de los interlocutores nativos”.

“an intelligible oral production, within the limits of correctness (with scalar rather than absolute values), close to a native variety, socially acceptable and tolerated without difficulty by native interlocutors” [My translation, MDC].

Assessment

	PHONOLOGICAL CONTROL
C2	*As C1*
C1	*Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.*
B2	*Has acquired a clear, natural, pronunciation and intonation.*
B1	*Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.*
A2	*Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.*
A1	*Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.*

Users of the Framework may wish to consider and where appropriate state:

- *what new phonological skills are required of the learner;*
- *what is the relative importance of sounds and prosody;*
- *whether phonetic accuracy and fluency are an early learning objective or developed as a longer term objective.*

CEFR, p. 117

http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf

Steed and Delicado Cantero (2014a)

PSLLT 2013

Fair Dinkum
L2 Spanish in Australia by the book

Manuel Delicado Cantero
Australian National University Manuel.Delicado@anu.edu.au

William Steed
James Cook University William.Steed@jcu.edu.au

The problem:

1) *Spanish in Australia*: While Spanish teaching in the United States is a well-established field, it is still maturing in Australia. Due to the absence of materials aimed at the Australian English-speaking market, problems arise immediately addressing L2 Spanish pronunciation in a pronunciation course, as the models and examples are aimed at an audience with a different language background.

2) *The role of prosody*: Prosodic information is not always present in the textbooks as thoroughly as current research (e.g., Gil 2007, 2012) deems necessary for appropriate L2 proficiency and comprehensibility.

Approaching a solution:

This study reviews five well-known textbooks for pronunciation courses in order to measure the appropriateness to the Australian university classroom context (not their quality!). We focus on two main aspects:

1. Phonological and phonetic content (segmental and suprasegmental);
2. Level appropriateness for Australian university learners of Spanish.

Results:

1. Coverage is good in most segmental aspects but is insufficient in suprasegmentals. The use of US English as model creates issues.
2. Difference in background - Australian students would benefit from a less technical textbook.

Most important difficult consonants are covered, except syllable coda /r/. Important vowel contrasts covered, except /e/ as [ɜ] (from /r/ deletion). Only some comparison of diphthong realizations are present.

Almost all cover intonation and lexical stress to a degree, but not all in detail. Australian students have less exposure to Spanish, so they need more specific instruction, particularly on (re)syllabification, synalepha/synaereses, rhythm, etc.

Some (e.g. Piñeros) assume more metalinguistic awareness than Australian students without specific linguistic instruction.
Varying levels of American focus in examples.

Assumed knowledge of Spanish is typically higher than that of Australian students, who have a shorter major than North American students, or textbook is not in-depth enough.

Gil Fernández, Juana. 2007. *Fonética para profesores de español: De la teoría a la práctica*. Madrid: Arco/Libros.
Gil, Juana (ed.) 2012. *Aproximación a la enseñanza de la pronunciación en el aula de español*. Madrid: Edinumen.
Guitart, Jorge M. 2004. *Sonido y Sentido: Teoría y práctica de la pronunciación del español*. Washington DC: Georgetown University Press.
Morgan, Terrell. 2010. *Sonidos en contexto: Una introducción a la fonética del español con especial referencia a la vida real*. New Haven, CT: Yale University Press.
Piñeros, Carlos-Eduardo. 2008. *Estructura de los sonidos del español*. Upper Saddle River, NJ: Prentice Hall.
Schwegler, Armin et al. 2010. *Fonética y fonología españolas*, Hoboken, N.J.: Wiley.
Stokes, Jeffrey D. 2005. *¡Qué bien suena!: Mastering Spanish Phonetics and Phonology*. Boston, MA: Houghton Mifflin.

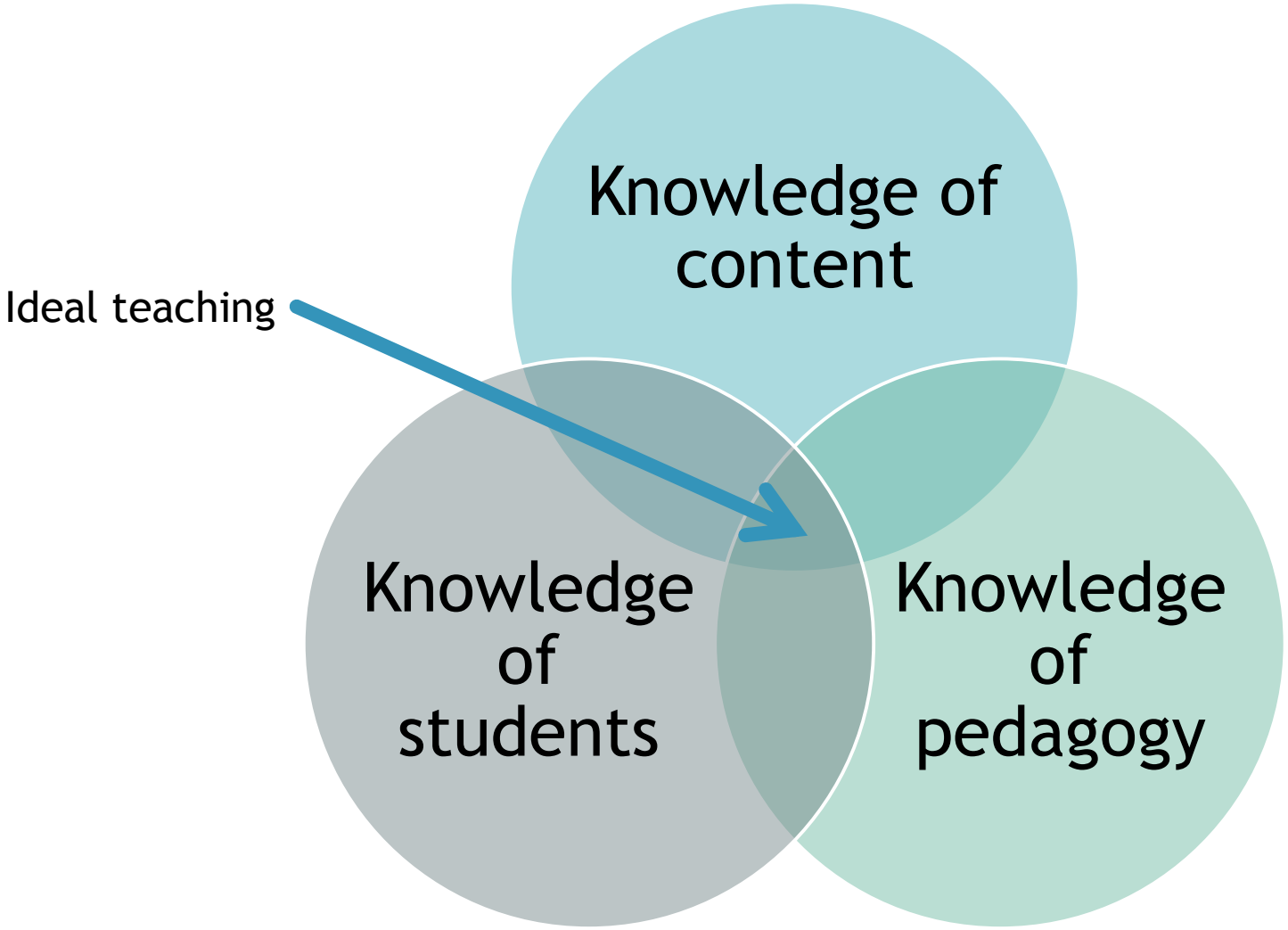
Australian National University

JAMES COOK UNIVERSITY AUSTRALIA

Textbook	VOT	Place of articulation	Rhotic articulation	βðɣ (approximants)	Post-V /r/	/t ~ d/ neutralization	/s/ aspiration	Articulatory differences (vowels)	Neutralization	Diphthongization	Diphthong comparison (English – Spanish)	Intonation	Neutral intonation	Emotive intonation	Sentence level stress	Lexical stress	Tonic group/ phonological word	Phonic group, pause	Rhythm	Syllabification	Synalepha, synaeresis	Resyllabification
GUITART																						
MORGAN																						
PIÑEROS																						
SCHWEGLER et al.																						
STOKES																						

See Steed and Delicado Cantero (2014a)

Pedagogical Content Knowledge (PCK)



Shulman (1986)

Context

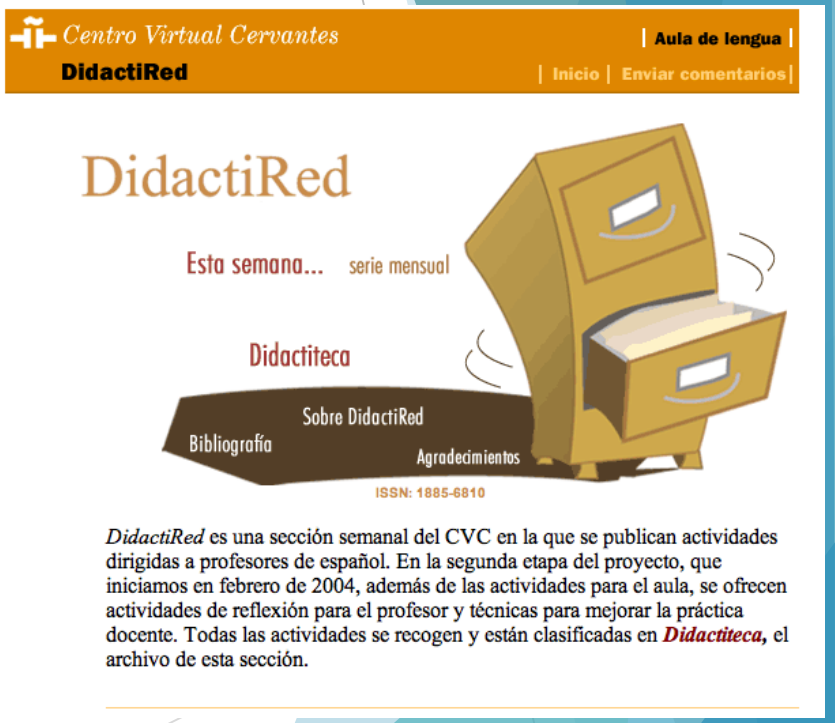
- Thematic course, monographic
- Sounds of Spanish
- 3 contact hours per week
- Open to students with at least 3 semesters of Spanish (Continuing Spanish I at ANU)
- Materials for Australian students
- Previous analysis of AUS English to find negative transfer (esp. v US English); different types of errors, with different effect on intelligibility

Resources for creation and development of teaching materials for Spanish

Gil Fernández, Juana (2007). *Fonética para profesores de español: De la teoría a la práctica*. Madrid: Arco/Libros.

Gil, Juana (ed.) 2012. *Aproximación a la enseñanza de la pronunciación en el aula de español*. Madrid: Edinumen.

Cortés Moreno, M. 2002. *Didáctica de la prosodia del español : la acentuación y la entonación*. Madrid: Edinumen.



cvc.cervantes.es

Praat: doing phonetics by computer

Download Praat:

* Macintosh
* Windows
* Linux, FreeBSD
* SGI, Solaris, HPUX
* the source code

Information on Praat:

* Introductory tutorial: choose **Intro** from Praat's **Help** menus.
* Extensive manuals and tutorials: in Praat's **Help** menus.
* Beginner's manuals by others.
* Paul Boersma's publications on algorithms and tutorials.

The authors

Paul

Paul Boersma and David Weenink
Phonetic Sciences, University of Amsterdam
Spuistraat 210
1012VT Amsterdam
The Netherlands

David

Questions, problems, solutions:

1. Many problems can be solved by upgrading to version 5.4 of Praat.
2. Make sure you have read the Intro from Praat's **Help** menu.
3. If that does not help, use the **Search** button in Praat's manual window.
4. Or consult the Frequently Asked Questions directly.
5. There is a user group on the Internet: the Praat User List.
6. If none of the above helps, you may send mail to paul.boersma@uva.nl.

Steps

1. Sensitization
2. Explanation
3. Perception training
4. Imitation
5. Controlled practice
6. Free practice

(Mellado 2012: 34)

Segmental model

-Production of the /r/ phoneme in the syllable coda

Steps

1. Sensitization, explanation and perception training
2. Imitation of controlled samples
3. Practice in controlled dialogues
4. Free practice – generalization into conversation

Perception + imitation

- Perdón
- Porque
- Quiero
- Ardilla
- Hermoso
- Parque
- Guardar
- Comer
- Comeremos
- Armar

Perdón, pero no quiero comer carne hoy porque estoy a dieta.

Controlled practice

1. Exaggeration

   poRRRRRRque

   aRRRRRte

   caRRRRRta

2. Artificial contexts to "force" the target sound

   por-i-que … porque

   ar-i-te … arte

   car-i-ta … carta

   per-i-dón … perdón

See Gil (2007)

Controlled practice – maintain the contrast

- Parto pato
- Termo temo
- Portable potable
- Sur su

Semi-controlled practice

1. Reflexive listening: listen to your recording at the beginning of the class. What do you notice now?
   Awareness raising

2. Let's record the same text again paying special attention to [ɾ] in the coda. What differences do you notice now?

Free practice

1. Think of activities you like to do:

   leer novelas de misterio

   ver series

2. Find someone in the class, etc.

   -¿Qué te gusta hacer?

   -Me gusta…

   -¿Por qué?

   -Pues porque…

   -Y a ti, ¿te gusta…?

   …

Suprasegmentals:

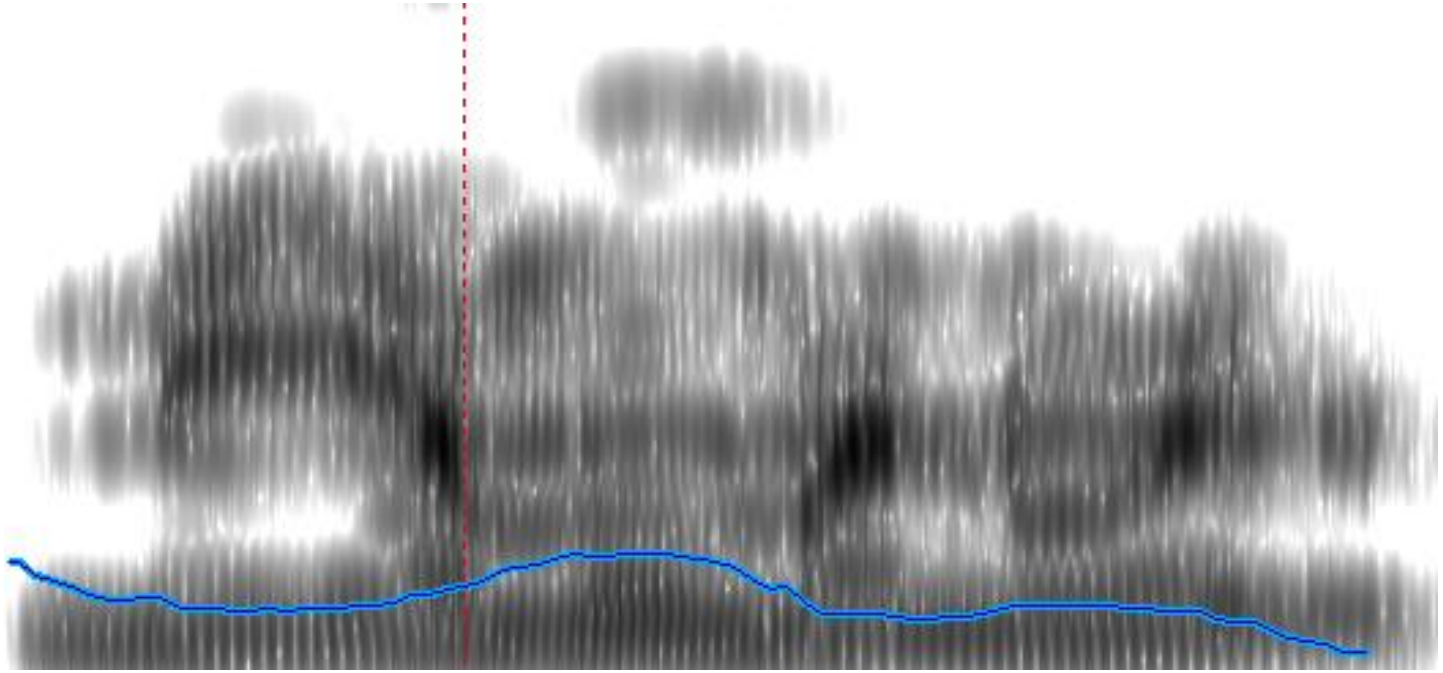
-Rising intonation of Australian English

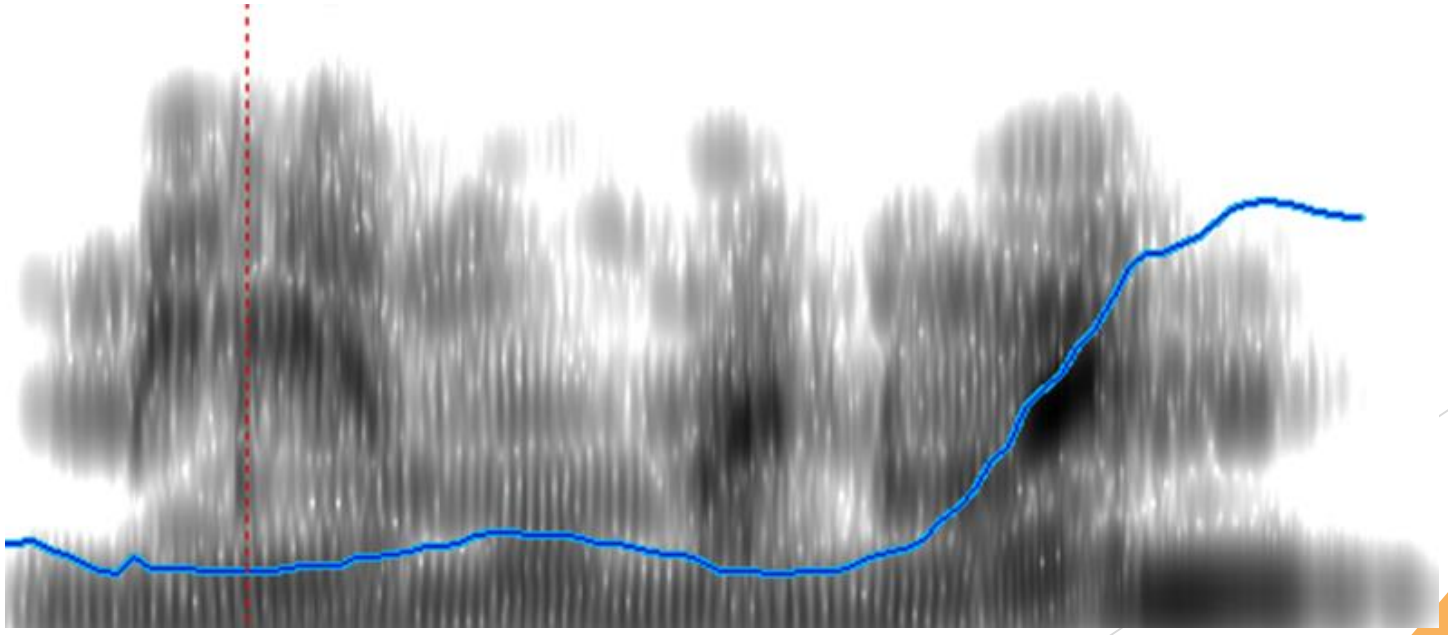
-Duration and rhythm

Steps

1. Sensitization, explanation and perception training
2. Imitation of controlled samples
3. Practice in controlled activities
4. Free(r) practice – manipulation and generalization into conversation

Sensitization/explanation/perception – *Me llamo Manuel, ¿o no?*





Controlled practice – Continue the utterance

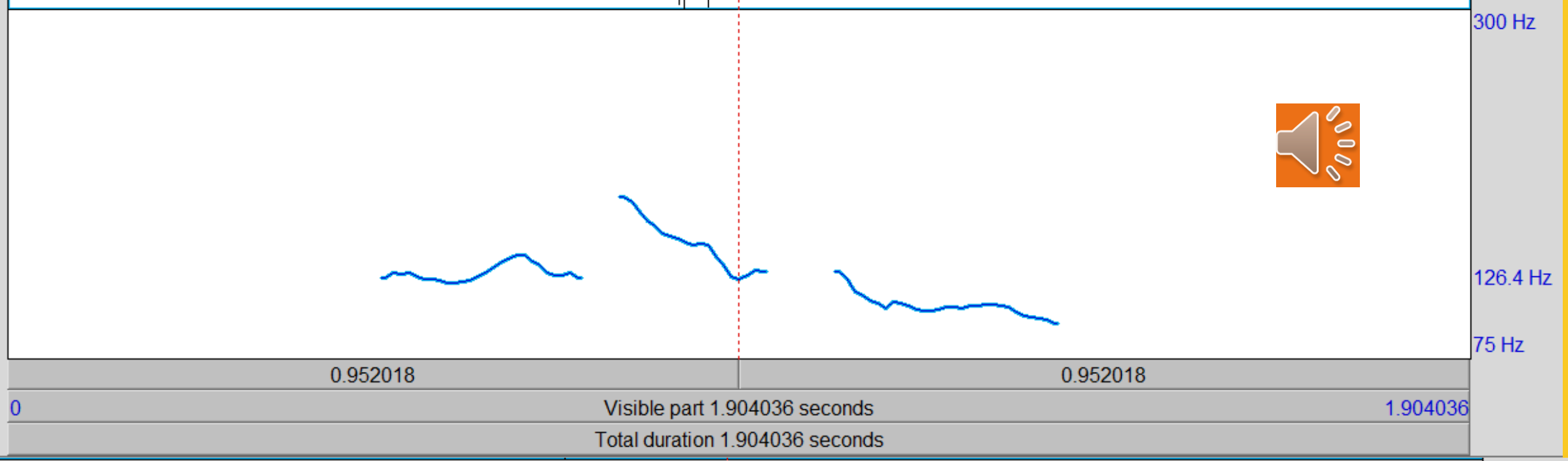
Freer practice - Praat

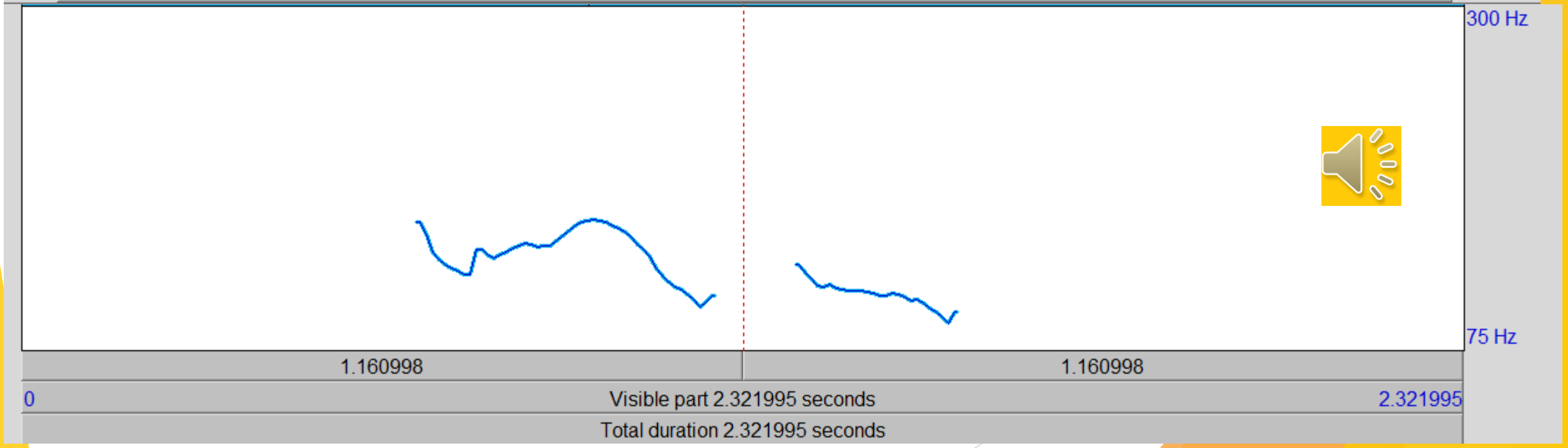
- Recording:

1. *Me gusta el español*
2. *Vivo en Australia*

- Manipulation if necessary:

  Manipulate- > To Manipulation> Ok > View&Edit> Pitch > Stylize Pitch (2st)


300 Hz
126.4 Hz
75 Hz
0.952018
0.952018
0
Visible part 1.904036 seconds
1.904036
Total duration 1.904036 seconds


300 Hz
75 Hz
1.160998
1.160998
0
Visible part 2.321995 seconds
2.321995
Total duration 2.321995 seconds

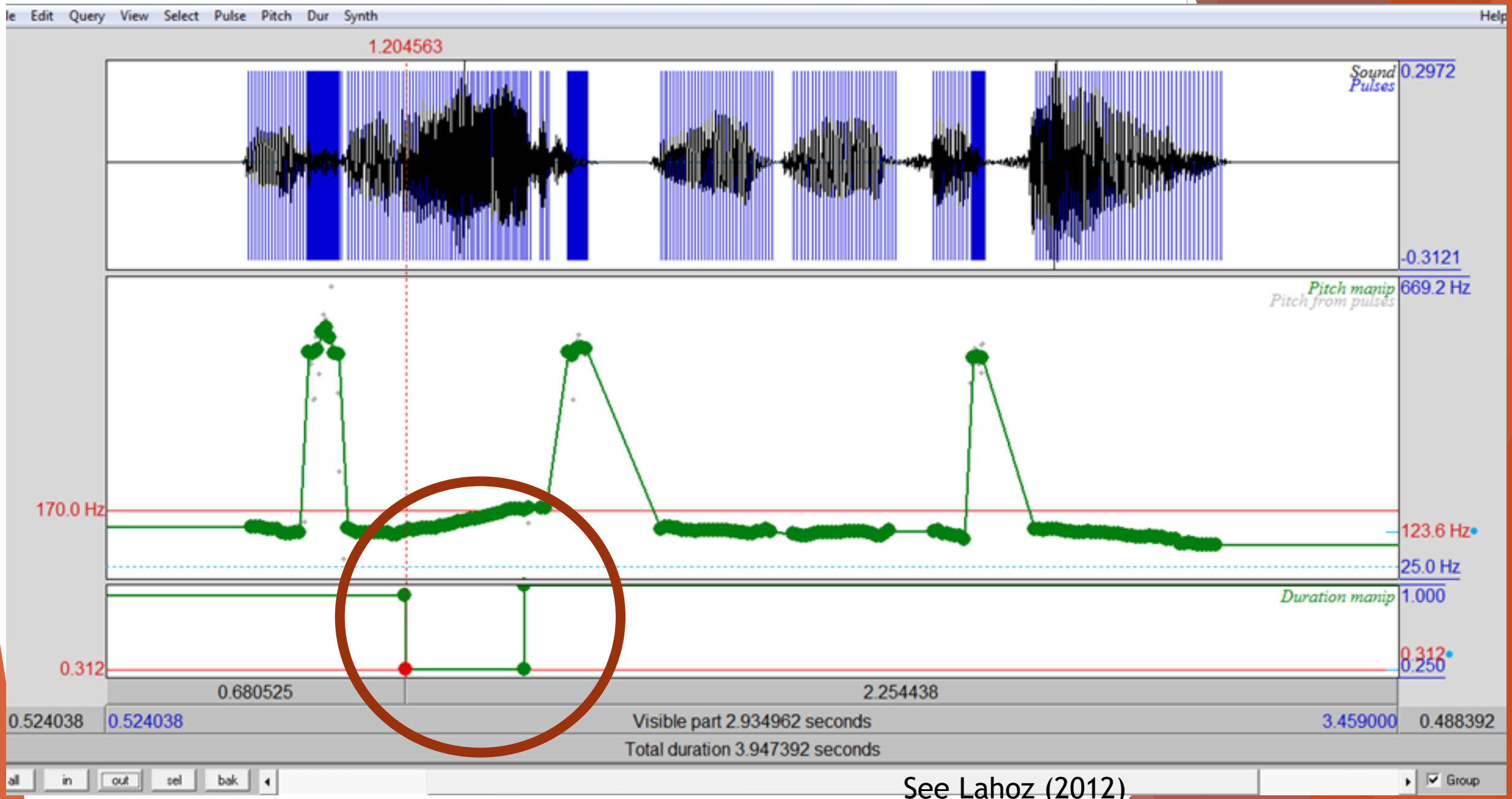
Duration and rhythm

Steps

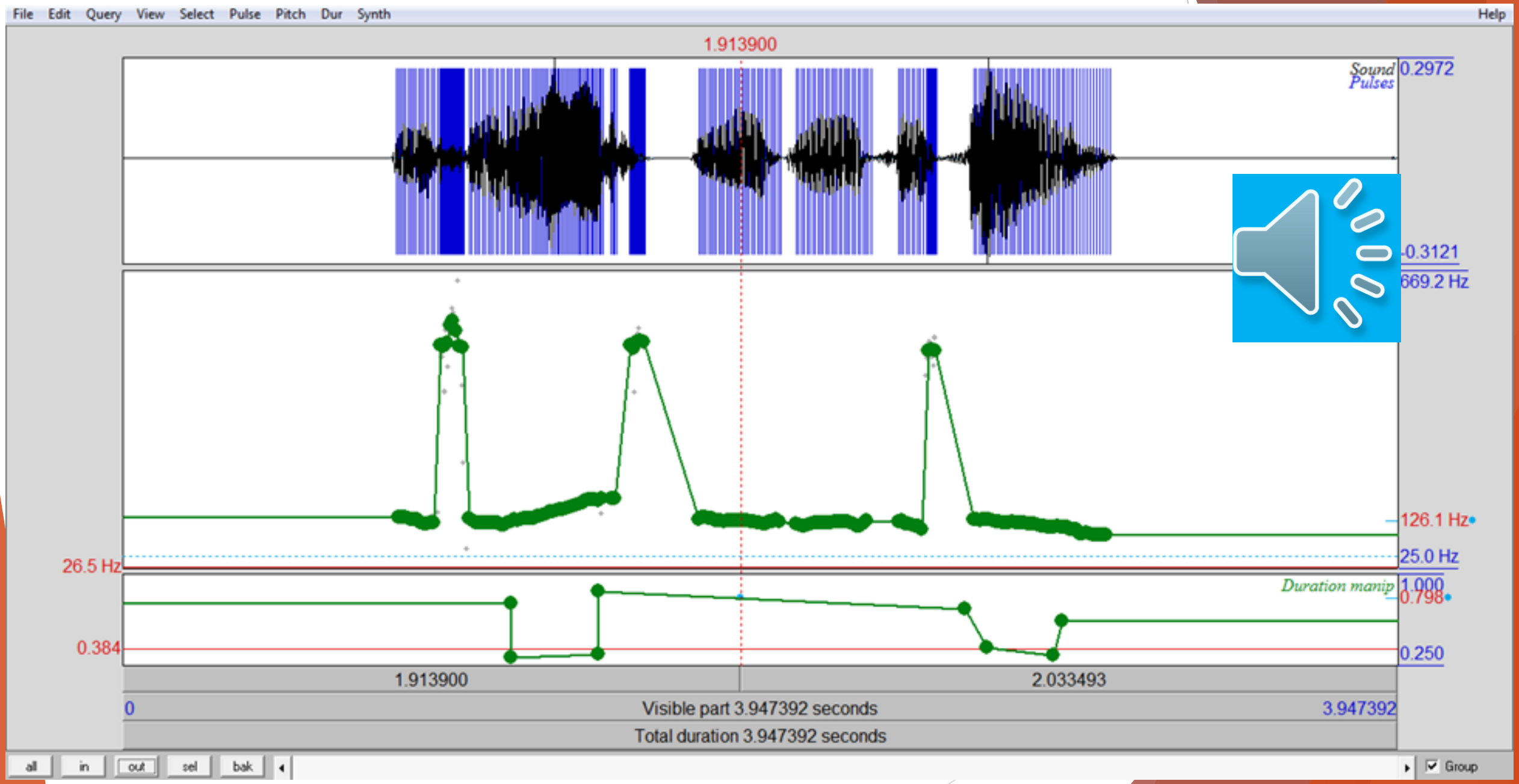
1. Sensitization, explanation and perception training
2. Imitation of controlled samples
3. Practice in controlled activities
4. Free(r) practice – manipulation and generalization into conversation

Sensitization/explanation/perception
Long tonic vowels

- *Estoy en esta clase para mejorar mi pronunciación*



See Lahoz (2012)


File Edit Query View Select Pulse Pitch Dur Synth
Help
1.913900
Sound
Pulses
0.2972
-0.3121
669.2 Hz
126.1 Hz
25.0 Hz
26.5 Hz
Duration manip
1.000
0.798
0.384
0.250
1.913900
2.033493
0
Visible part 3.947392 seconds
3.947392
Total duration 3.947392 seconds
all
in
out
sel
bak
Group

Imitation/controlled practice

- *Fue indiscutiblemente delicioso*

Controlled practice

Ramón de Campoamor

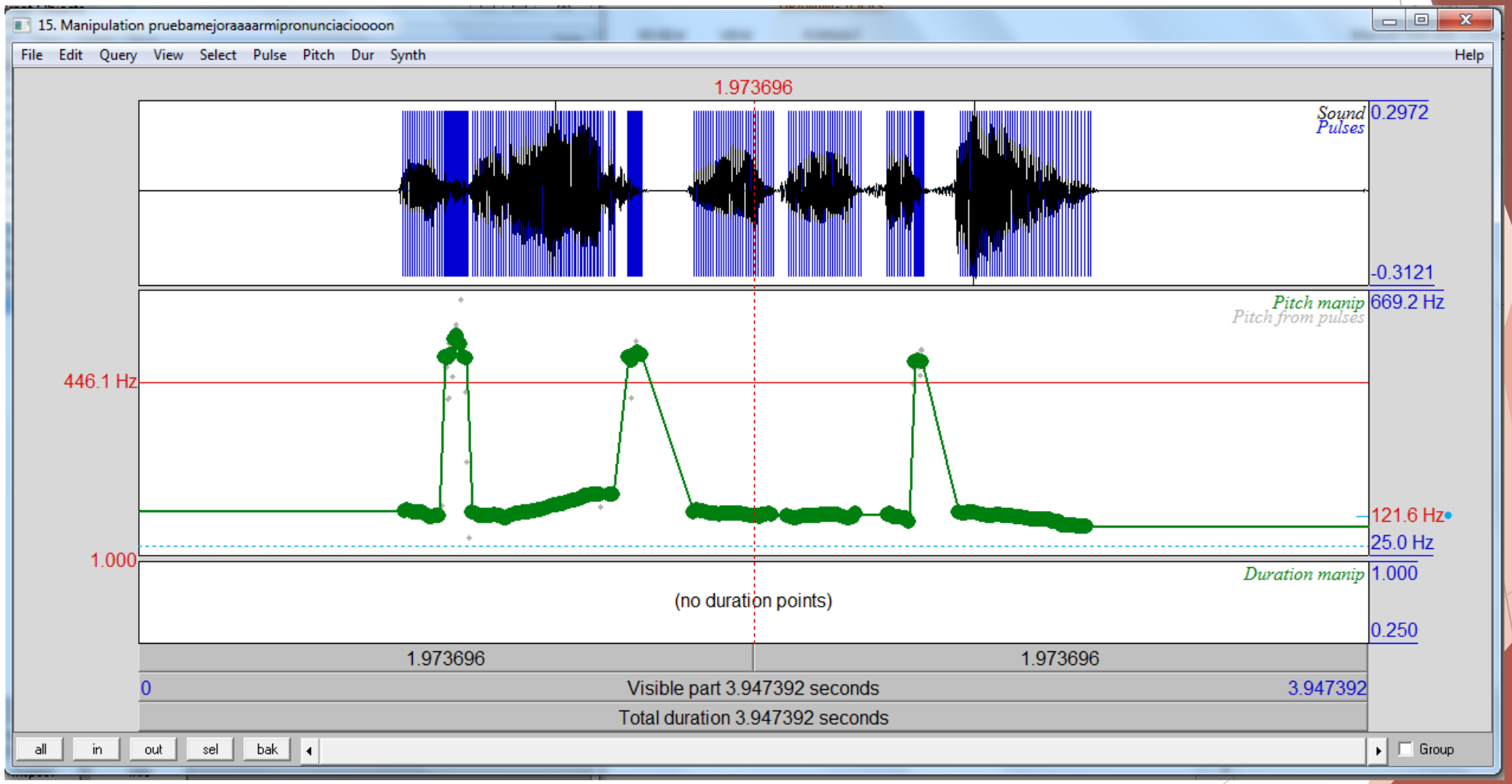
En este mundo traidor
nada es verdad ni es mentira.
Todo es según el color
del cristal con que se mira.

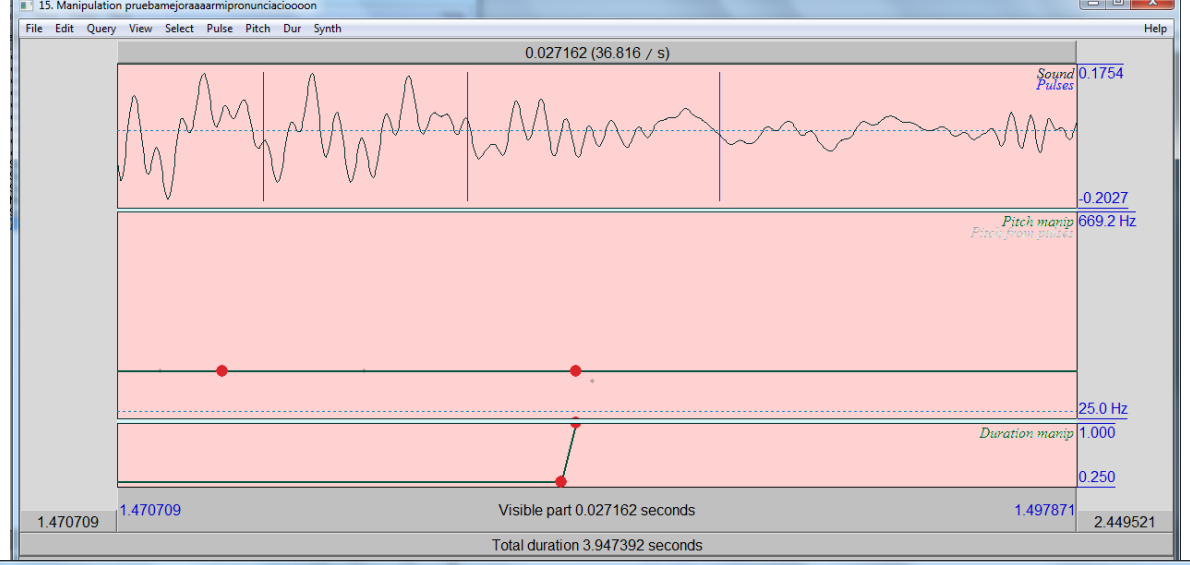
Freer practice - Praat

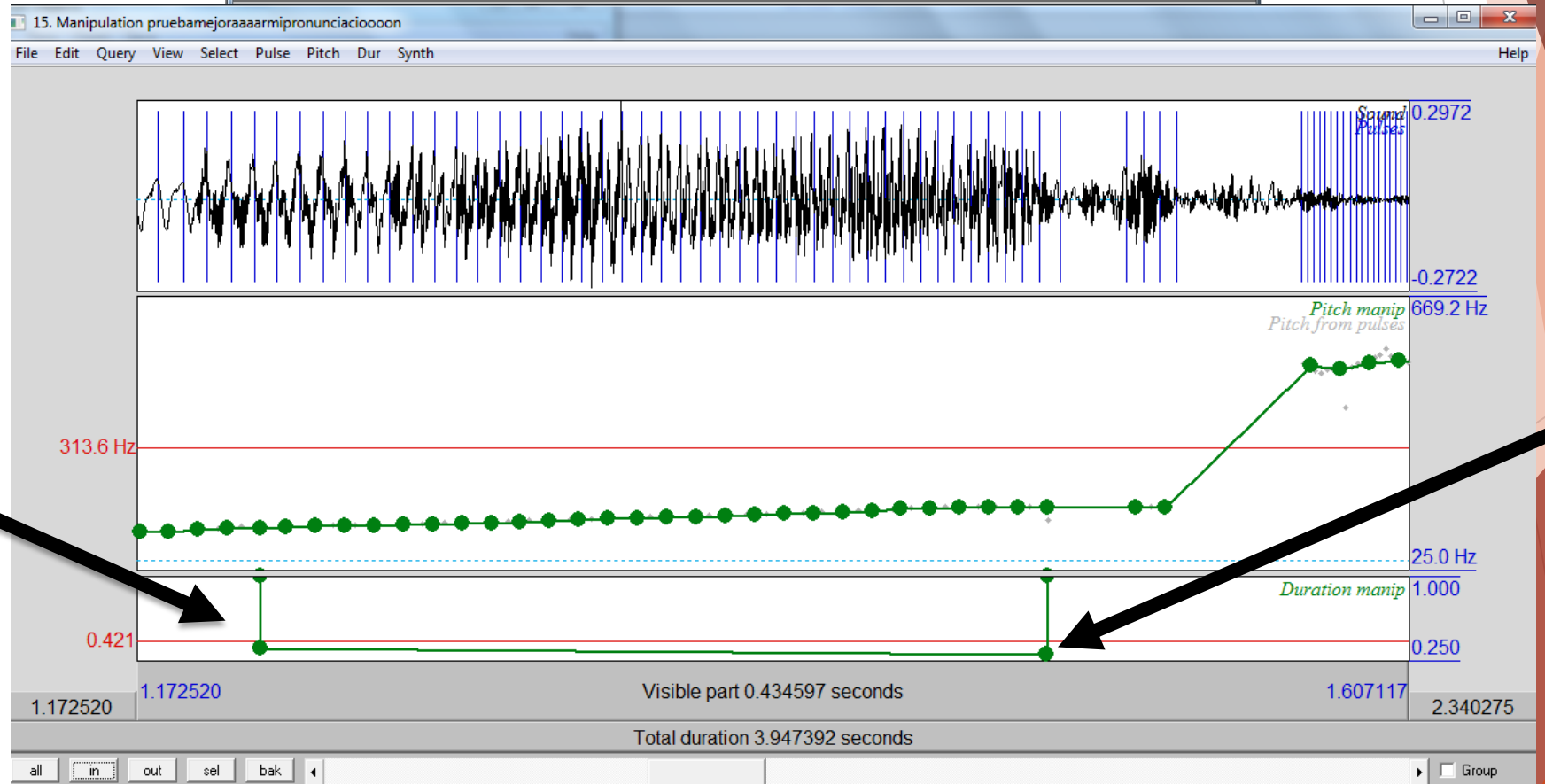
- Record + manipulation

Para mejorar mi español

Manipulation




15. Manipulation pruebamejoraaaarmipronunciaciooon
File Edit Query View Select Pulse Pitch Dur Synth
Help
0.027162 (36.816 / s)
Sound
Pulses
0.1754
-0.2027
Pitch manip
Pitch from pulses
669.2 Hz
25.0 Hz
Duration manip
1.000
0.250
1.470709
1.470709
Visible part 0.027162 seconds
1.497871
2.449521
Total duration 3.947392 seconds


15. Manipulation pruebamejoraaaarmipronunciaciooon
File Edit Query View Select Pulse Pitch Dur Synth
Help
Sound
Pulses
0.2972
-0.2722
Pitch manip
Pitch from pulses
669.2 Hz
313.6 Hz
25.0 Hz
Duration manip
1.000
0.421
0.250
1.172520
1.172520
Visible part 0.434597 seconds
1.607117
2.340275
Total duration 3.947392 seconds
all
in
out
sel
bak
Group

Conclusions

- Attention to specific issues in response to needs of Australian students.
- Segments and suprasegmental content
- Important skill which is commonly ignored in many current L2/FL programs, as research has proven.
- Integration at all levels and with different goals.
- We need to create more activities and work on other languages.

Australian National University

School of Literature, Languages and Linguistics
ANU College of Arts & Social Sciences

Search School of Literature, Languages and Linguistics

GO

Advanced search

SCHOOL OF LITERATURE LANGUAGES AND LINGUISTICS

- Home
- About us »
- Students »
- News & events
- Classics Museum »
- Support us »
- Contact us

Home » Australian Foreign/Second Language Pronunciation Pedagogy Research Group

Australian Foreign/Second Language Pronunciation Pedagogy Research Group

The teaching and learning of pronunciation is undergoing a revival. After years of neglect, a number of scholars in different countries are reclaiming the importance of socially comprehensible pronunciation among all the other necessary skills of a student of any foreign or second language, with attention to segmental and also suprasegmental components, affective and attitudinal issues, new technologies, etc. We want to highlight the importance of this vibrant area and its presence in this part of the world.

This research group combines the efforts and expertise of scholars teaching and working in a variety of languages other than English in Australia – especially European and Asian languages – with the aim of creating the necessary tools to help Australian students to meet the demands of a global, multilingual world.

http://slll.anu.edu.au/content/australian-foreignsecond-language-pronunciation-pedagogy-research-group

Our research

2014d Delicado Cantero, M. & W. Steed: “La enseñanza de la pronunciación del español en Australia: actitudes y creencias de los profesores”. *Journal of Spanish Language Teaching*.

2014c Steed, W. & M. Delicado Cantero: “Quantifying Australian L2 Spanish Pronunciation”, conference proceedings of the 2013 LCNAU conference.

2014b Steed, W. & M. Delicado Cantero: “First things first: Exploring Spanish Students’ Attitudes toward Learning Pronunciation in Australia”. *The Language Learning Journal*.

2014a Steed, W. & M. Delicado Cantero: “Fair dinkum. L2 Spanish in Australia by the book”. In J. Levis and S. McCrocklin (eds.): *Proceedings of the 5th Pronunciation in Second Language Learning and Teaching Conference*. Ames, IA: Iowa State University, 58-67.

2014 Herrero de Haro, A, W. Steed & M. Delicado Cantero: “Quantifying Vowels, Voicing, and Vocal Fry in Australian L2 Spanish Pronunciation: Implications for Teachers”, presentation at the the International Association of Applied Linguistics (AILA) conference, Brisbane, 10-15 August.

2014 Delicado Cantero, M., W. Steed & A. Herrero de Haro: *Pronunciación boca abajo: el español/L2 en Australia*, anual conference of the Asociación Española de Lingüística Aplicada (AESLA), UPO, Seville, Spain. 3-5 April.

Selected references

- Aurrecoechea Montenegro, E. 2002. *La pronunciación. Su tratamiento en el aula de E/LE*, thesis, Universidad de Nebrija. Madrid.
- Barrera Pardo, D. 2004. Can Pronunciation Be Taught? A Review of Research and Implications for Research. *Revista Alicantina de Estudios Ingleses* 17, 31-44.
- Celce-Murcia, M. et al. 2010. *Teaching pronunciation. A course book and reference guide*. Cambridge: Cambridge University Press (2 ed.).
- Chun, D. 2002. *Discourse intonation in L2*. Amsterdam/Philadelphia: John Benjamins.
- Cortés Moreno, M. 2002. *Didáctica de la prosodia del español : la acentuación y la entonación*. Madrid: Edinumen.
- Derwing, T. M. and M. J. Munro. 2005. Second language accent and pronunciation teaching: A research-based approach. TESOL Quarterly 39, 379-397.
- Elliott, A. R. 2003. Staking out the territory at the turn of the century: Integrating phonological theory, research, and the effect of formal instruction on pronunciation in the acquisition of Spanish as a second language. En B. A. Lafford and R. Salaberry (eds.), *Spanish second language acquisition: State of the science*. 19-46. Washington, DC: Georgetown University Press.
- Gil Fernández, J. 2007. Fonética para profesores de español: De la teoría a la práctica. Madrid: Arco/Libros.
- Gil, J. (ed.) 2012. Aproximación a la enseñanza de la pronunciación en el aula de español. Madrid: Edinumen.

Selected references

- Llisterri, J. 2003. La enseñanza de la pronunciación. *Cervantes. Revista del Instituto Cervantes en Italia* 4 (1), 91-114.
- Lord, G. 2005. (How) Can We Teach Foreign Language Pronunciation? On the Effects of a Spanish Phonetics Course. *Hispania* 88 (3): 557-567.
- MacDonald, S. 2002. Pronunciation—views and practices of reluctant teachers. *Prospect* 17 (3): 3–18.
- Mellado, A. 2012. La pronunciación, un objetivo crucial para la enseñanza/aprendizaje de la competencia comunicativa. En J. Gil (ed.), *Aproximación a la enseñanza de la pronunciación en el aula de español*, 11-41. Madrid: Edinumen.
- Morin, R. 2007. A Neglected Aspect of the Standards: Preparing Foreign Language Spanish Teachers to Teach Pronunciation. *Foreign Language Annals* 40 (2): 342–360.
- Orta Gracia, A. 2009. Creencias de los profesores acerca de la pronunciación y sus repercusiones en el aula. *Phonica 5*: 48-73.
- Poch Olivé, D. 2004. La pronunciación en la enseñanza del Español como Lengua Extranjera. RedELE 1.
- Shulman, Lee. 1986. Those who understand: Knowledge growth in teaching. *Educational Researcher* 15 (2), 4-14.
- Usó Viciedo, L. 2009. Creencias de los profesores en formación sobre la enseñanza de la pronunciación. *MarcoELE. Revista de didáctica español como lengua extranjera*, 8.

- Muchas gracias
- Thank you very much!