Prioritising pronunciation goals for L1 Spanish/Portuguese learners of English

iatefl

pron SIG

Outline

Intelligibility (Derwing & Munro, 2015)

Complex Systems (Alves, 2018)

English as a Lingua Franca (Jenkins, 2000)

Prioritising goals

L1 contributions

Outcomes

Intelligibility

- Comprehensibility and intelligibility (Derwing & Munro, 2005)
- Listeners' wealth of experience (Cruz & Pereira, 2006)
- Listeners' L1 (Munro et al., 2006)
- Students' perceptions of their own English

English as a Lingua Franca

- Non-native speakers interaction with other NNS vs. NNS interaction with native speakers.
- Overt classroom teaching of rules?
- An Evaluation of the Lingua Franca Core
  - Interactions
  - Success and comfortable intelligibility
  - Accuracy and appropriateness

Jenkins (2000)

Prioritising goals

- Priorities in course books (Deterding & Lewis, 2019)
- Global vs local coursebooks (Lewis & Deterding, 2018)
- Pronunciation as an after-thought? (Levis, 2019)
- Consistency

L1 Spanish/Portuguese contributions

- Aspiration
  - *atención* - atenção - attention
- Consonant clusters (epenthesis)
  - *estación* - estação - station
- Vowel length
  - mes - mês - miss
- Final-word voicing (present and past simple morphemes)
  - works-begs-dances
  - worked-begged-needed

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Outcomes

- Training in pronunciation
- L1 contribution vs L1 interference
- Understanding research
- Relying on experience?
- A longitudinal approach?

Wells (2005)

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Thanks!

Any questions?

You can find me at

- vhmedinasoares@gmail.com

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