

Starting with stops: Instruction on /p, t, k/ in the first-year Spanish classroom

Ann Aly Bailey

University of California, Los Angeles (aabailey@ucla.edu)

Anel Brandl

Florida State University (abrandl@fsu.edu)

IGNITE CASPSLaP 2014

Best Practices in Classroom Pronunciation Instruction

Georgetown University, March 15, 2014

Objectives

- To provide a pedagogical intervention in the early stages of acquisition that
 - Effectively develops perceptual skills in the second language (L2)
 - Trafimovich and Gatbonton (2006): Beginning learners performed better on tasks that were less cognitively demanding, such as attending to meaning or form
 - Keeps with the goals of communicative language teaching
 - Bailey & Brandl (2013): Sustained perceptual gains found for group with non-technical treatment when compared to control and technical groups
 - Lessons use non-technical (linguistic) terminology, focus on form, meaning with real L2 forms

Types of activities

- **Activity 1: Discrimination task, AX paradigm**
 - Student matches phonetically similar English and Spanish words to the appropriate picture
- **Activity 2: Identification task**
 - Students hear two speakers pronounce the same word and choose which version is more target-like
- **Activity 3: Discrimination task, oddity paradigm**
 - Students hear three different Spanish words, but only one is target-like. Students must identify the target-like word.

Speakers used for activities

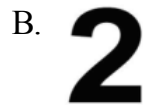
- Native speakers
 - 2 females; Mexican and Peninsular dialects
- Non-native speakers
 - 2 females, near-native fluency
 - Average VOT for natives: 17 ms (/p/); 16 ms (/t/); 40 ms (/k/)
 - Average VOT for non-natives: 90 ms (/p/); 45 ms (/t/); 85 ms (/k/)
 - Non-natives were instructed not to reduce vowels, velarize coda /l/, etc

The activities

Activity 1

Instructions: Look at the pictures you see in front of you. You will hear an English or Spanish word that matches one of the two pictures you see. Choose the picture that matches the word that you hear.

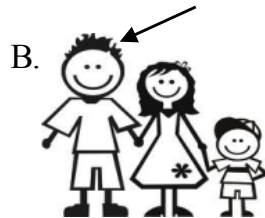
1.



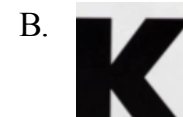
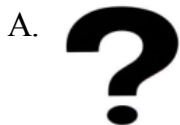
2.



3.



4.



Activity 2

- The following examples are pronounced by two different people: one is a native speaker of Spanish and one is a native speaker of English. Can you tell who is who?
- **Is the word pronounced by an English native speaker or by a Spanish native speaker?**

- | | | |
|----------|----------|----------|
| 1. paso | a. _____ | b. _____ |
| 2. queso | a. _____ | b. _____ |
| 3. tiza | a. _____ | b. _____ |
| 4. pato | a. _____ | b. _____ |
| 5. taza | a. _____ | b. _____ |



Activity 3

- **Instructions: Listen to the following sets of three words. Decide which one is pronounced with the Spanish-like ‘p, t, k’ sounds:**

- | | | | |
|----|----------|------------|----------|
| 1. | película | periódico | pintor |
| 2. | química | quinientos | querer |
| 3. | tarde | tasa | teléfono |
| 4. | cuándo | caminar | comer |
| 5. | pato | piña | puerta |
| 6. | tarde | todo | torta |



Other options

- Using a larger number of male and female speakers in order to avoid familiarity with voices and to introduce variation in gender, age, and dialect
- Using all native speech, but manually altering only the VOT in order to control for additional non-native-like cues in non-native speech
- Adapting the items used to fit with thematic materials

Thank you!

- Questions/Comments/suggestions?
 - Ask us or email us!
 - Ann: aabailey@ucla.edu
 - Anel: abrandl@fsu.edu