Gillian Lord
University of Florida
glord@ufl.edu

Technology assisted pronunciation instruction:
Where are we, where are we going?

and where are we going, where are we going?

Pronunciation instruction: Technology assisted
Leadingham 1919

“It is no longer a whim on the part of a demon teacher but an essential and everlasting element in every activity”

Aldridge 1991

“Teaching pronunciation at beginning levels is similar to paying taxes: we may recognize its necessity, but “no one is particularly fond of it”

Elliott 2003

“With the advent of more communicative approaches to language learning and instruction in the 1980’s, explicit instruction in target language pronunciation became a thing of the past and was generally limited to the preliminary chapters of language textbooks or found in the back pages of textbook appendixes.”

Pronunciation instruction
Pronunciation receives less treatment than other aspects of language. Classroom pronunciation techniques have not evolved.
When 9 is followed by 0 or 1, it is pronounced similar to the English 'h' in happy.

1. The Spanish 'h' is always silent and never pronounced.
2. The letter 'l' is pronounced similar to the English 'h' in hot.
3. The letter 'g' is pronounced similar to the English 'g' in goal. Except when followed by e or l.

Hombre  hola  hora  hora
Jei  jie  jie  jie
Tere  tarea  tarea  tarea
Gare  gero  gero  gero
Bala  bala  bala  bala
Garfe  garfe  garfe  garfe

SAM Pronunciation: The letters 'h', 'l', and 9
Novice Low: "...have no real functional ability and, because of their pronunciation, may be unintelligible."

Novice High, Intermediate Low: pronunciation that is "strongly influenced by [the] first language."

Intermediate Mid: "Limitations in their vocabulary and/or pronunciation and/or grammar and/or syntax but are generally understood by sympathetic interlocutors accustomed to dealing with non-natives."

Intermediate High: "Non-native accent... and/or an occasional isolated language error may still be present."

Distinguished: "a non-native accent... and/or an occasional isolated language error may still be present."

ACTFL guidelines (2012)
World Readiness Standards for Learning Languages (2015)

Standard 1.1: Students engage in conversations, provide and obtain information, concepts, and ideas to an audience of listeners or readers.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Students present language on a variety of topics and interpret written and spoken language.

Standard 1.4: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
Justification for inclusion

- Sociopragmatic consequences
- Instructors recognize importance
- Students eager to learn
- Comprehension and intelligibility
Technology-Assisted Pronunciation Instruction
Can “make us think outside the curricular box and, by so doing, to give us an excuse to have more fun than we may have been having with the content we teach”

(Morgan 2006, p. 119)
Automatic speech recognition

Enables the recognition and translation of spoken language into text by computers.

Eskenazi (1999)
Limitations

choice.

my kid burps or a car honks, or turn that off and let me press my

either train your voice recognition software to respond appropriately when

And P.S., I’m rarely in a soundproof booth when I call. So you

changed. It’s all you got to try to make us pay attention.

Sorry, no one actually believes that your “menu options have recently

Gillian Lord Ward

The Future:

you, juicy bob bananas in

we, ‘re friends, i get to call

You’re Gillian. But since

Department Chair/Associate
Acoustic analysis and visualization tools

Visual representation of the properties of the speech sound (amplitude, duration, fundamental frequency, etc.)
Limitations of visualization tools

- More appropriate for some sounds than others
- Best for discrete phones
- Requires basic understanding of acoustics, reading speech signals
- Need additional program/download

More appropriate for some sounds than others
Uses high-frequency sound waves to view inside the body in real time.

http://www.fda.gov/RadiationEmittingProducts/RadiationEmittingProductsandProcedures/MedicalImaging/ucm115357.htm
Ultrasound


https://www.youtube.com/watch?v=-2mesy5C914
<table>
<thead>
<tr>
<th>Limitations</th>
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</thead>
<tbody>
<tr>
<td>Requires special equipment and training</td>
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<tr>
<td>Best for specific articulations</td>
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<tr>
<td>Used in laboratory setting</td>
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Instructional Programs
Fix Your Vowels

Pronouncing Donde

http://uvafon.hum.uva.nl/dirk/ed/
Visualization tool for Spanish

Terrell Morgan (OSU) & Christine Garcia (STL)
The Suprasegmental Features of Spanish: Stress,

- The pitch components [I] and [\]
- The accented components: p', a'
- The vowel /a, e, 0, u/
- The sounds of Spanish

Listening to the audio files or studying the materials, you can always use the menu bar at the top of the screen to return to the home page or to this module page.

Click on the hyperlinked title of any module to begin. Within each module, you should follow your professor's instructions regarding when and how to proceed. The last module introduces the six modules of the Tal Como Suenan program. The first module introduces you to the vowels and nasals.
Limitations

Require intensive development

Assume learner motivation and autonomy
Social media and social tools

Twitter
- Bueno Alastuey 2010;
- Jaramillio Cherrez 2007;
- Saran, Seferoglu & Cagiltay 2009;
- Tome 2013;
- Aslim Yetis 2013;
- Fouz-Gonzalez & Mompean 2012;
- Fouz-Gonzalez 2015;
- Ducate 2009;
- Lord & Harrington 2008;

Chat
- Cagiltay 2009;
- Saran, Seferoglu & Jaramillio Cherrez 2007;
- Lord 2008;
- Lord & Harrington 2009;

Podcasts
- Fouz-Gonzalez 2012;
- Fouz-Gonzalez & Mompean 2012;
- Bueno Alastuey 2010;
Limitations

Communication vs. focus on sounds

Teacher vs. student talk
Other tools to "have more fun"

http://www.cp.jku.at/projects/realltime/realtime/realtime_projects/at_realtime harms.html
Can you pronounce it better? Or with a different accent? Pronounce Inmerno In Spanish.

Inmerno example in a phrase:

SHARE

Inmerno pronunciation in Spanish.
Bailar contigo, tener contigo una noche loca
Oesté contigo, ver contigo

Ay (ybésa tu boca)
Una noche loca (una noche loca)
Bailar contigo, tener contigo
O esté contigo, ver contigo
Yo quiero estar contigo, ver contigo

Ya no puedo más (ya no puedo más)

Con tu flíosola mi cabeza está loca
Medida, tu color, tu fantasía

Ya no puedo más (ya no puedo más)

Ya no puedo más (ya no puedo más)

La

Con tu frente en el quinto, en tu estornuda

Mi

Ese Tejero por dentro me acordé de
(Bailando, bailando, bailando, bailando)
Subiendo, bajando (subiendo, bajando)

Tu

Bailando, bailando, bailando, bailando

La noche en la que te vuelve que no salgas de

Y en un

La miráis a ese niño que te

Me

Cuando te mirás se me sale el corazón
Yo te miro, se me corren las lágrimas

DEZMER

D.ZONA

DZE-ER

CON

...bailar contigo, tener contigo una noche loca
Where do we go from here?
CALL

pedagogy

phonology

research