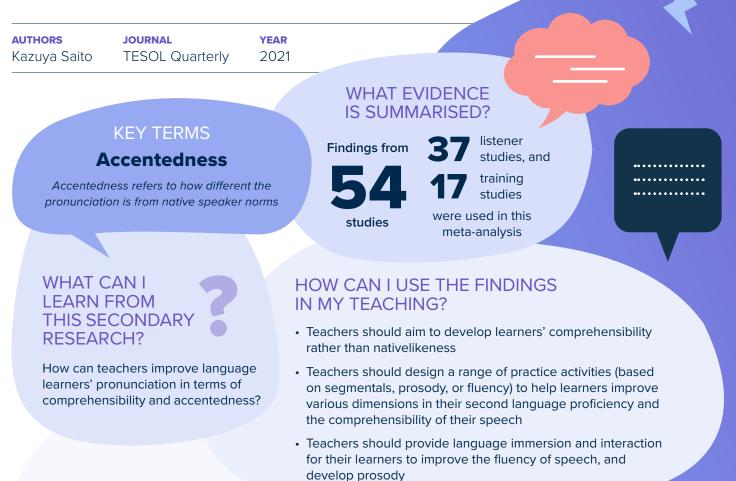
WHAT CHARACTERIZES COMPREHENSIBLE AND NATIVE-LIKE PRONUNCIATION AMONG ENGLISH-AS-A-SECOND-LANGUAGE SPEAKERS? META-ANALYSES OF PHONOLOGICAL, RATER, AND INSTRUCTIONAL FACTORS

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WHAT DOES IT FIND?

- Accentedness is hard to change even when quality instruction has been provided
- Pronunciation teaching makes a "small-to-medium" difference when the assessment is based on comprehensibility and training is set for fluency
- The training will have slight or subtle effects if the purpose is to evaluate nativelikeness
- Expert listeners tend to target nativelikeness
- In second language pronunciation proficiency, if the focus is on comprehensibility, all the three elements of pronunciation (segmentals, prosody and fluency) are equal, while if the focus is on accentedness, each element is prioritized over the next in reversed order (segmentals < prosody < fluency)
- Teaching pronunciation has more effects on comprehensibility than nativelikeness

- Few adult learners can be nativelike in their pronunciation
- Accentedness may remain
 unchanged even after instruction
- The second language segmental repair is a long, slow and gradual process, even beyond the initial learning stages
- Motivation, orientation and commitment, perceptual acuity, and cognitive functioning can be very important in accelerating the process of the second language segmental refinement

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