

Teaching Illocutionary Listening Skills: Often Overlooked, Always Essential, Ultimately Teachable



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Abstract

- Intonation plays important, but often overlooked roles in conveying and interpreting implied meaning.
- Textbooks highlight intonation's role in conveying attitudes or emotions
- Learners report not getting the message despite understanding the words.
- This session relates empirical findings to practical, engaging activities for systematically integrating intonation instruction into core lessons.

PROBLEM STATEMENT

Learner-identified Listening Difficulties:

Understanding Speaker Intent

understand the words but not the message

Pedagogic Approach

Empirically-supported Metacognitive Strategies:

Increase listening skill awareness

Increase listening comprehension -

of utterance meaning and speaker intent

Theoretical Framework: Speech Act Theory

Locution: the performance of an utterance:

the actual utterance and its ostensible meaning

Illocution: the semantic force of the utterance:
its intended meaning

Austin, J. (1962). How to do things with words. Oxford University Press.

Searle, J. (1969). Speech Acts. Cambridge University Press.

Listening Skills: Learner Gaps

SEGMENTAL PHONOLOGY: **THE LOCUTION**

Learners report:

“Development of word segmentation skills is a major challenge for L2 listening.”*

Requires:

Sentence Parsing
Word Segmentation

Entails:

1. Phonotactics – permissible sequence of sounds
2. Connected Speech Features - sounds that are linked, deleted, contracted, reduced, & altered
3. Segmentals - consonants & vowels

*Vandergrift, L., Goh, C. (2012). *Teaching and Learning Second Language Listening: Metacognition in Action*. NY: Routledge, p. 21.

PROCESSING SEGMENTAL PHONOLOGY

RECOGNIZING KNOWN WORDS IN CONNECTED SPEECH

A case of reported speech.

Locution: [^] the actual utterance & its ostensible meaning

 My boss said he'd fixed all the problems.

- Linked Sounds – said he'd; fixed all
- Contracted Sounds – he'd
- Deleted Sounds - /~~h~~/
- Grammar Sounds - fix + Past Participle = 1 syllable

[^] Searle, J. (1969). *Speech Acts*. Cambridge University Press.

LISTENING SKILLS: LEARNER GAPS

SUPRASEGMENTAL PHONOLOGY: **THE ILLOCUTION**

Learners report:

understanding “the words but not the message”*

Requires:

~comprehending Speaker Communicative Intent

~interpreting Illocutionary Force❖

Entails:

1. Pragmatics - functions of intonation to convey sentence/discourse focus

2. Suprasegmentals

Contrastive Stress & Intonation - to convey speaker intent

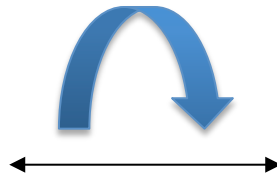
*Vandergrift & Goh, p. 22.

❖Rose, K., & Kasper, G. (2001). *Pragmatics in Language Teaching*. Cambridge: Cambridge University Press.

PROCESSING SUPRASEGMENTAL PHONOLOGY: UNDERSTANDING UTTERANCE MEANING

Illocution[^] the semantic force & intended meaning

 My boss *said* he'd fixed all the problems.



This is no longer a case of reported speech.

[^]Searle, J. (1969). *Speech Acts*. Cambridge University Press.

Bachman, L. (1990). *Fundamental considerations in language testing*. Oxford University Press.

Hymes, D.H. (1972). *On Communicative Competence*. Philadelphia, University of Pennsylvania Press.

Study 1: Data Source: EAP IEP

Academic literacy & oracy outcomes-based

Core Concentration: 4 Skills + Grammar

Listening and Speaking Skills:

~Embedded in oral communication

Listening, Speaking, and Pronunciation:

~Electives offered

PARTICIPANT POOL

SUBJECTS:

High intermediate & Advanced-level students
in an academically-oriented IEP

Pronunciation Elective

Random Assignment:

- ~ comparison group
- ~ treatment group

METACOGNITION & LISTENING SKILLS ELICITED VIA STUDENT RESPONSE SYSTEMS (CLICKERS)

The following data were gathered in two Advanced-level IEP Pronunciation Elective classes. The intended Focus of Investigation was morpho-syntax. Data on Connected Speech & Intonation were gathered incidentally. The data reported here represent typical treatment on the part of the two Elective teachers.



Focus of the Study

Do learners perceptually notice English intonation?

Do learners conceptually realize the connection between intonation and meaning?

Does production-focused instruction address students' understanding of intonation's function?

PRE-TEST: METACOGNITION & SKILLS

POST-TEST: METACOGNITION & SKILLS

Listening Diagnostics

- Metacognitive
- Skill-based
 - Cloze task/ Transcriptions/ Summaries/ Strategy Survey

Listening Assessment

- Metacognitive
- Skill-based
 - Cloze task/ Transcriptions/ Summaries/ Strategy Survey

Perceptual Awareness of English Stress

Low-Pass Filtered Speech Samples*

This task was designed in response to learner-exhibited deficiencies in listening for speaker intent.

Task: Identify which 45-second sample – if any – sounds like English

Syllable-timed: French

Le Monde broadcast

Stress-timed: English

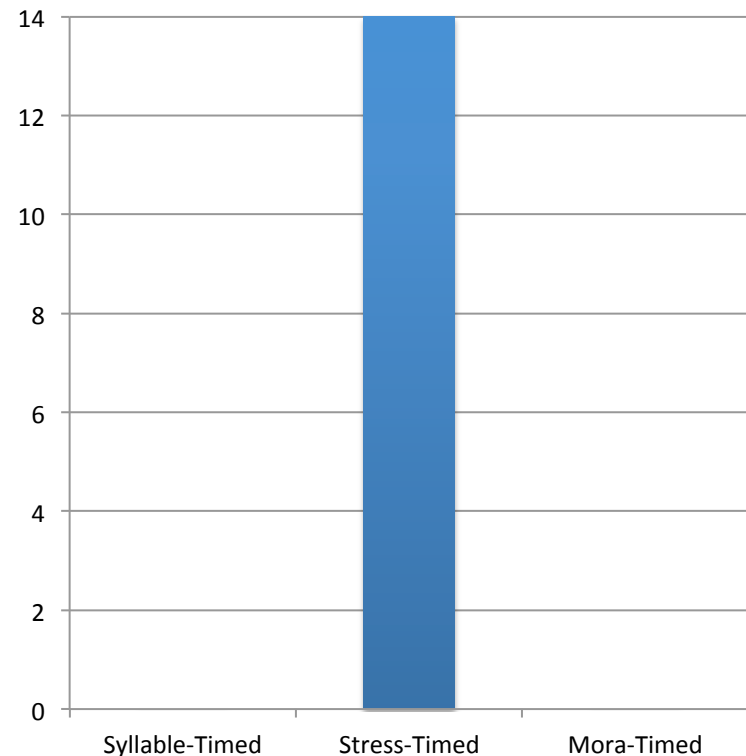
NPR broadcast

Mora-timed: Japanese

NHK broadcast

Findings:

100% (n = 14) correctly identified the English speech sample



* 48 kHz Low Pass Filter

Focus of Investigation

Do learners perceptually notice English intonation?

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Metacognitive Awareness: Exploring Learner Beliefs

Which is more important for conveying meaning in a sentence?

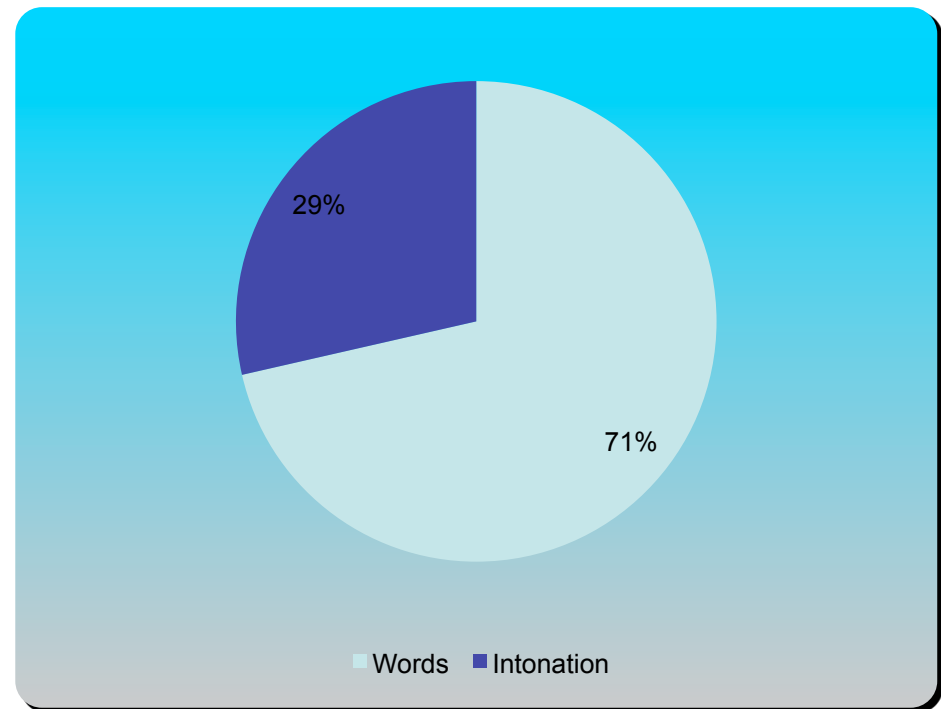
Responses

Words: (n = 10) 71%

Intonation: (n = 4) 29%

14 Totals 100%

Student Survey Group 1



Assessing Metacognitive Awareness: Intonation

Which is more important for conveying meaning in a sentence: words or intonation?

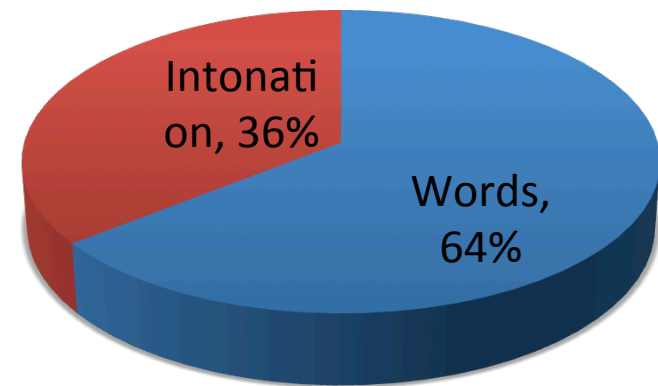
N = 14

Responses

N = 9: Words: 64.28%

N = 5: Intonation: 35.71%

14 Total - 100%



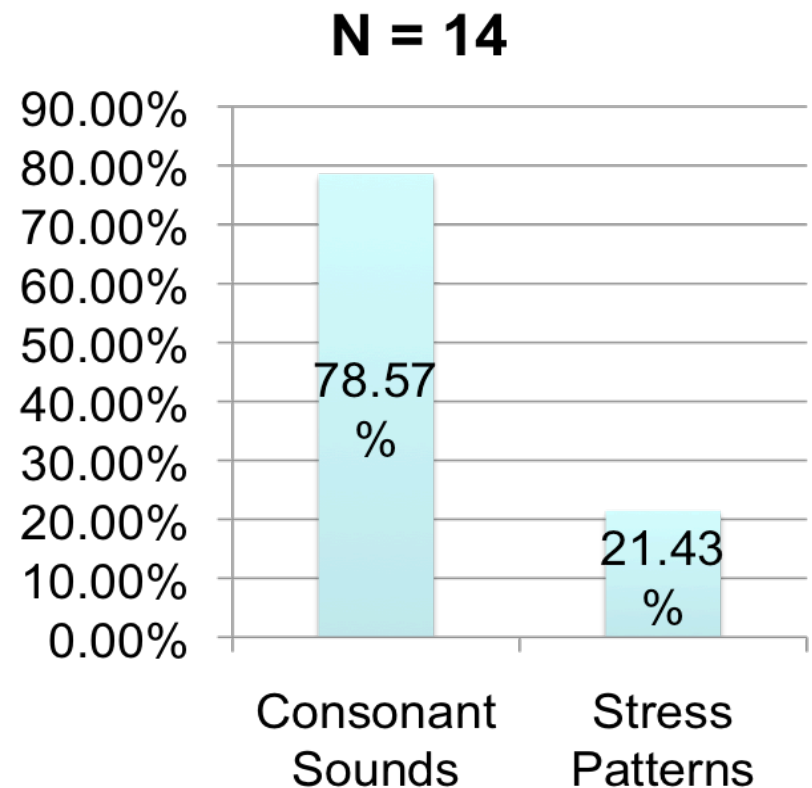
Student Survey Group 2

Assessing Metacognitive Awareness: Stress

Which is more important for comprehension?

1. Producing correct **C**onsonant & **V**owel sounds
2. Producing correct stress patterns in words and phrases

Student Survey Group 1



Assessing Metacognitive Awareness: Stress

Which is more important for conveying meaning?

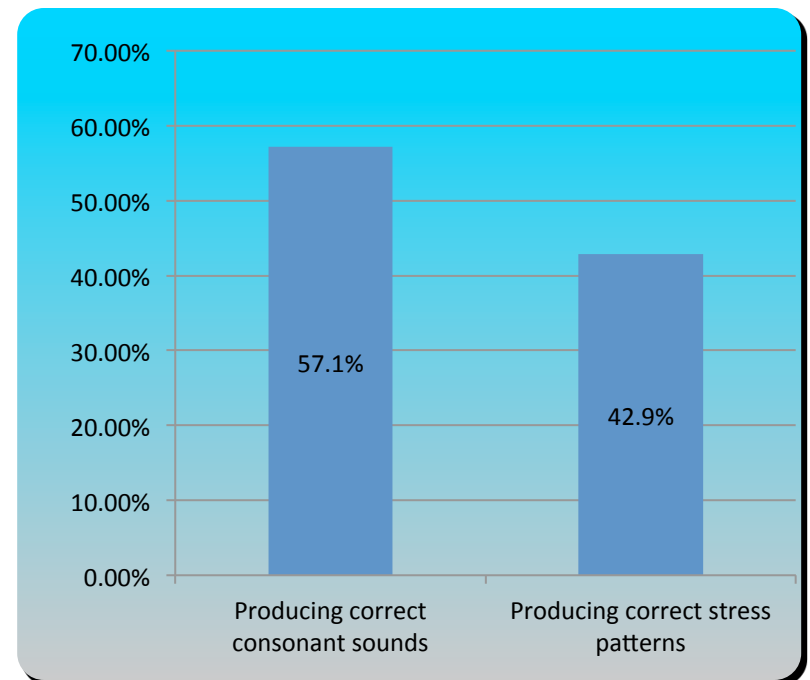
Responses

C and V Sounds: (n = 8) 57.14%

Stress Patterns: (n = 6) 42.86%

14 Totals 100%

Student Survey Group 2



Assessing Listening Skills

Task: Listen to the following sentence:

 The *teacher* didn't grade your papers.

Have the papers been graded?

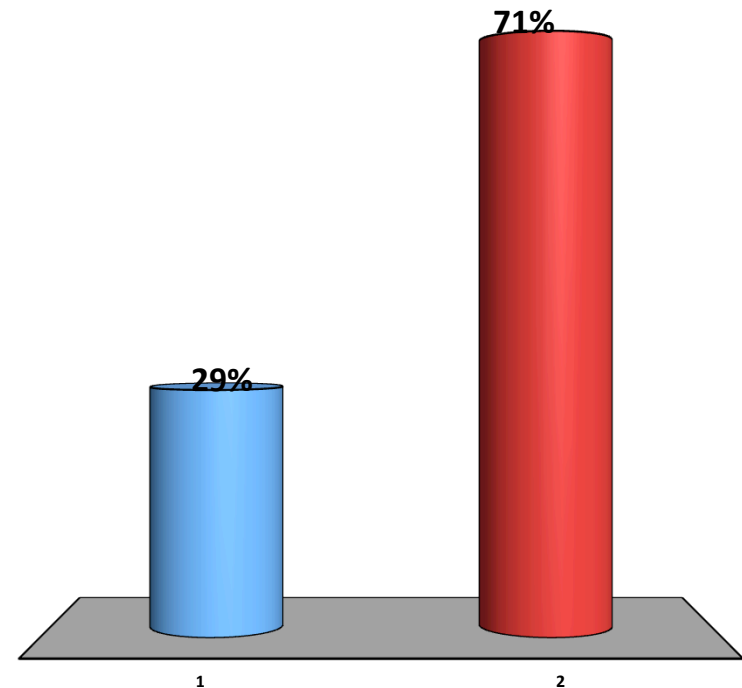
✓ 1. Yes: (n = 4) 29%

2. No: (n = 10) 71%

n = 14

Student Survey

Learner Responses consistent with Learner Beliefs



Focus of the Study

Do learners perceptually notice English intonation?

Do learners conceptually realize the connection between intonation and meaning?

Does production-focused instruction address students' understanding of intonation's function?

Gains in Coached Language- Laboratory Intonation

- Language Laboratory Session
- Lesson Focus: Intonation & Contrastive Stress
- Intensive Coaching: Non-standard Stress
- Students achieved near native intonation.

Target sentence:

Some companies in the high-tech sector sell a wide variety of products.

Source: *Well Said: Pronunciation for Clear Communication*. Linda Grant, Heinle.

Assessing Listening Processing:

Task: Identify the topic of the following sentence:

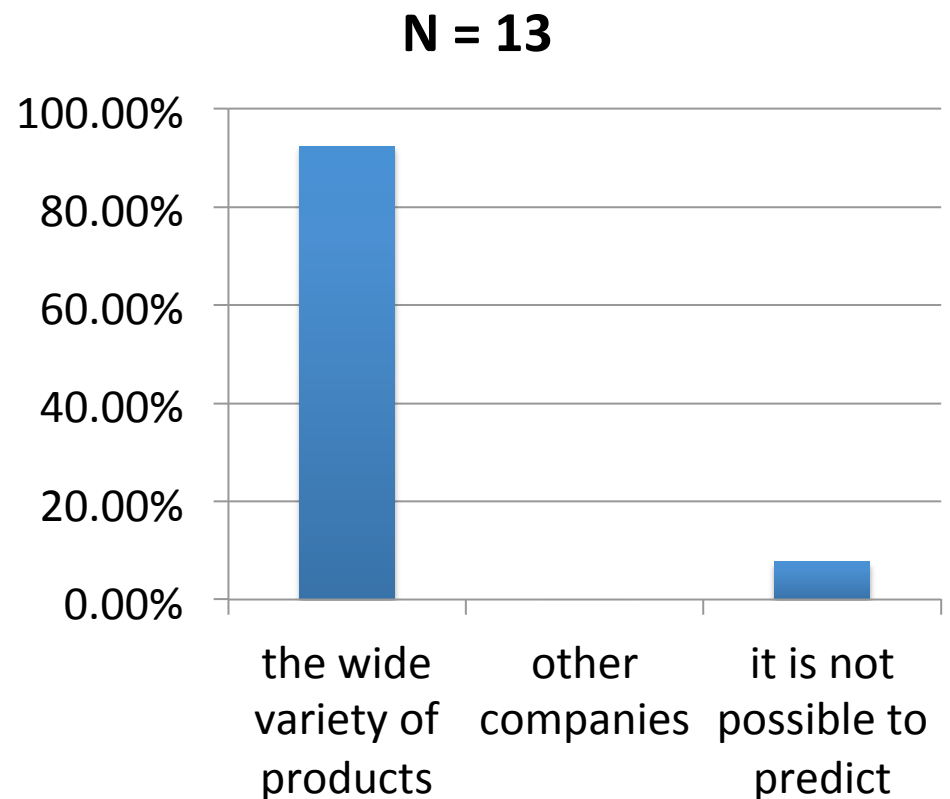


Some companies in the high tech sector sell a wide variety of products.

1. The wide variety of products
2. ✓ (other) companies that don't sell a wide variety of products
3. It is impossible to predict

Student Survey conducted one week post successful Language Lab production

Learner Responses reflect Insensitivity to the Pragmatic Function of intonation



Comparison: Pre/ Post Instruction Findings – Receptive (Listening) & Productive (Speaking)

Pre-instruction student responses:

- robust perceptual awareness of English
“exaggerated” stress and intonation

Coached language-lab production

- intonation rated near-native*

*Perceptual rating/ no acoustic measure taken

Post-Instruction Survey of Learner Attitudes

Sample Post-instruction Responses

Are you likely to use these intonation patterns in your own speech?

Very unlikelyunlikelysomewhat likelylikelyvery likely

Please comment on your successful production:

Control Group:

“I feel silly”

“I feel foolish”

Please comment on the intonation patterns:

(They) “sound ridiculous”

POST-INSTRUCTION LEARNER METACOGNITIVE GAPS

1. Students maintained that the sole mechanism for conveying meaning is through the locution, the words of the utterance.
2. Students expressly rejected a role for intonation in over-riding lexical information. 1 student said, "If this was really important, someone would have told us by now."
3. Students expressed ambivalence about adopting intonation patterns in their own speech.
4. Students were unable to use intonation, when listening, to grasp speaker intent, the illocution.

“Warning!!
Students may not believe you.”*

“Because the system is apt to be foreign to students, they may not actually believe that intonation affects meaning”

*Gilbert, J. (2014). Myth 4: Intonation is hard to teach. In L. Grant (Ed.), *Pronunciation Myths: Applying Second Language Research to Classroom Teaching*. Ann Arbor, MI: The University of Michigan Press, p. 125.

Warning!!

Students may not believe you.*

- Students will rarely tell the teacher that they feel silly speaking this way, and
- the results will be that they may walk out of the class without having accepted the system at all.
- Or they may think intonation is simply decorative.

* Gilbert, J. (2014). Myth 4: Intonation is hard to teach. In L. Grant (Ed.), *Pronunciation Myths: Applying Second Language Research to Classroom Teaching*. Ann Arbor, MI: The University of Michigan Press, p. 125.

PRODUCTION-DRIVEN INSTRUCTION: IMPLICATIONS

A narrow focus on production in suprasegmental instruction may lead teachers to falsely assume that students have "learned" intonation and contrastive stress.

Students may be unwilling to use these patterns in their speech – as is their right, however:

Students may be unable to rely on these patterns as listeners to recognize signals of speaker intent.

Therefore, production-focused instruction, without an overtly metacognitive approach, masks the gap in students' cognition.

Abstract

- Intonation plays important, but often overlooked roles in conveying and interpreting implied meaning.
- Textbooks highlight intonation's role in conveying attitudes or emotions
- Learners report not getting the message despite understanding the words.
- This session relates empirical findings to practical, engaging activities for systematically integrating intonation instruction into core lessons.

Instructional Focus of Intonation

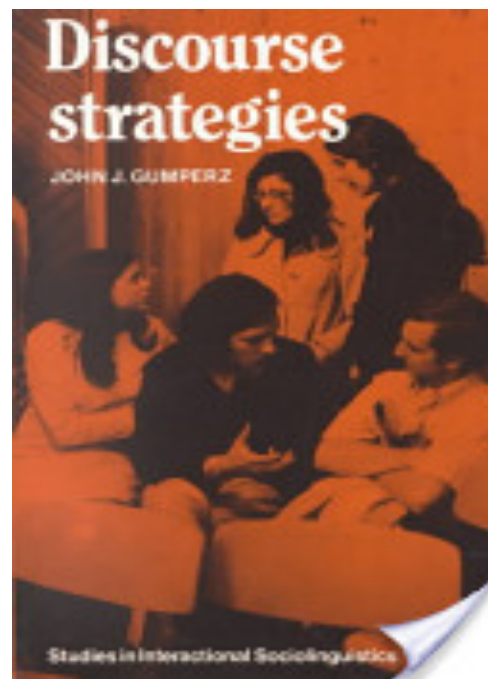
Basic Functions of Intonation in English

- Signal grammatical structure
 - Acoustic correlates of syntactic organization
- Provide turn-taking cues
- Clarify contrasts between question types
- Express speakers' personal attitude or emotion

Intonation plays an important role in communication

Intonation determines how a speaker's message is understood

Non-native intonation may result in negative social evaluation.



Gumperz, J. (1982). *Discourse Strategies*. Cambridge, UK: Cambridge University Press.

Sarcasm (Speaker Attitude)

1st grader: “Joey (3rd grader) likes my new backpack.”

Mother: “That’s nice. How do you know he likes it?”

1st grader: “Cause I told him it was my new backpack and he said *Big deal.*”

- sarcasm is not linguistically universal
- sarcasm is a late acquisition for native speakers
- acoustic cues to sarcasm vary cross-linguistically



Historical Instructional (Mis)Focus



CHARACTERISTIC TEXTBOOK TREATMENT OF INTONATION:*

- Overemphasis on its role in grammatical relations
(Indicating the end of a sentence, a question, etc.)
- Emphasis on its role in conveying speakers' attitudes and emotions



*Levis, J. (1999). Intonation in theory and practice, Revisited. *TESOL Quarterly*, 33(1), p. 37.

PROBLEM STATEMENT

Learner-identified Listening Difficulties:

not the basic functions of intonation, but rather:

Understanding the Pragmatic Functions of Intonation

as reported by learners:

understanding “the words but not the message” ▲

▲ Vandergrift, L. & Goh, C. (2012) *Teaching and Learning Second Language Listening: Metacognition in Action*. NY: Routledge, p. 22.

Pedagogical Approach

Metacognition + Convergent Output

Metacognition: Learners of L2 English:

“may not actually believe that intonation affects meaning”

“may believe English intonation is merely decorative”

“may walk out of the class without having accepted the system at all”

(Gilbert 2014, p. 125)

Study 1 data suggest learners fail to detect speaker illocutionary force conveyed via pitch contour variation, whether NS models or their own coached laboratory productions.

Convergent Output: Learners' own oral output facilitates input processing

Perception ↔ Production*

Production can Precede Perception:

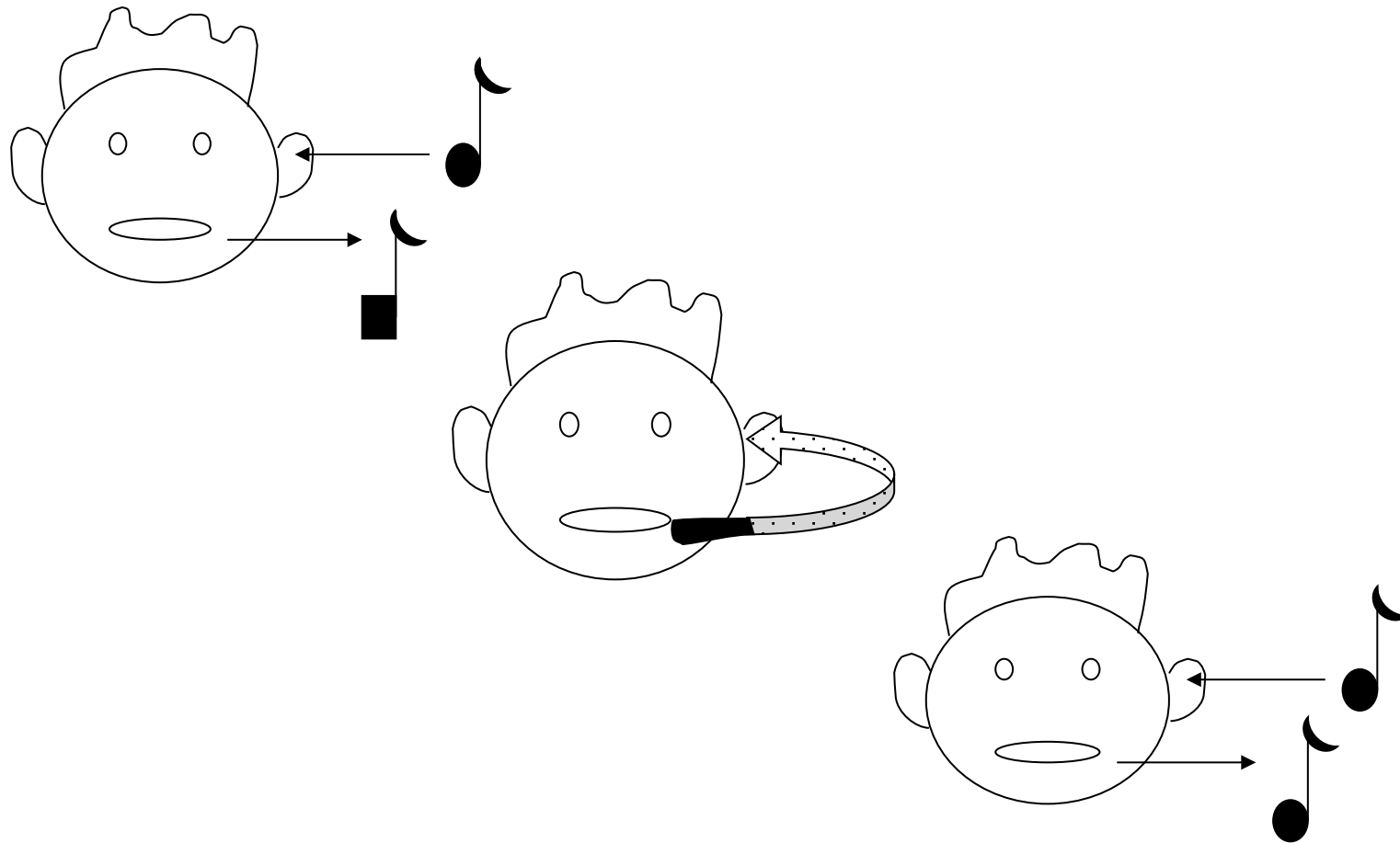
“Production precedes and shapes auditory perceptual abilities”*

Study 2 investigates whether learners receiving Metacognitive and Convergent Output Production training can detect non-standard intonation used to signal speaker illocutionary intent.

*Sheldon, A., & Strange, W. (1982). The acquisition of /r/ and /l/ by Japanese learners of English: Evidence that speech production can precede speech perception. *Applied Psycholinguistics*, 3, 243-261.

Auditory Feedback/closed circuit

Reed, M., Michaud, C. (2005). *Sound Concepts*, McGraw-Hill, p. viii



Exposure to the sound of English does not automatically result in English-sounding output or metacognition.
Speaking & Listening form a closed circuit auditory feedback loop.
Convergent Output: Improving speech perception requires Metacognition + convergent speech production.

Metacognition

- teach the student to think in terms of the **speaker's intentions** Allen, V. (1971). Teaching intonation, from theory to practice, *TESOL Quarterly*, 4(1), (p. 71)
- “Students learning L2 pronunciation benefit from being taught phonological form to help them notice the difference between their own productions and those of proficient speakers **of the L2 community** Derwing, T., Munro, M. (2005). Second language accent and pronunciation teaching: A research-based approach. *TESOL Quarterly*, 39, p. 388.

LEARNER GAPS IN LISTENING PROCESSING

PRAGMATIC FUNCTIONS OF INTONATION: INTONATION CARRIES MEANING



Intonation “has the power to reinforce, mitigate, or even undermine the words spoken.” ▲

▲Wichmann, A. (2005). *Intonation in Text and Discourse*. New York: Longman.

Case in point: With repeated playing of the sound file “The *teacher* didn’t grade the papers” students repeatedly mouthed & vocalized “didn’t grade” – then insisted the papers had not been graded.

Applied Linguistics & TESOL Research

“present intonational research is almost completely divorced from modern language teaching and is rarely reflected in teaching materials.” ▲

▲ Levis, J. (1999). Intonation in theory and practice, Revisited. *TESOL Quarterly*, 33(1), p. 37.

Let's see if we can apply our empirical findings to a teaching approach...

Study 2: Focus

- Metacognition & Phonological Processing
- The relationship between Learner Beliefs and Processing Listening Input

RESEARCH QUESTIONS

- Does strategy-based metacognitive instruction increase learner awareness of the pragmatic functions of intonation?
- Does strategy-based metacognitive instruction increase learner ability to infer speaker intent on the basis of non-standard stress and intonation?

METACOGNITIVE STRATEGY INSTRUCTION

"Metacognition refers to listener awareness of the cognitive processes involved in comprehension, and the capacity to oversee, regulate, and direct these processes "

Goh, C. (2008). Metacognitive instruction for second language listening development: Theory, practice and research implications. *RELC Journal*, 39(2), 188-213.

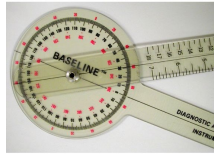
Metacognitive Strategy Approach

- Adequate teaching material
 - Authentic listening samples
- Operationalized goals
 - Observable & Measurable Learner Outcomes**
 - Metacognitive
 - Skills
- **A strategy for teaching listening**
 - Connected Speech
 - **Pragmatic Functions of Intonation**
- Diagnostic Formative and Summative Assessment

Pre-instruction Diagnostics

Post-instruction Summative Assessment

- Establish Pre-instruction Baseline
 - Metacognitive
 - Skills-based
- Provide Instruction
- Assess Post-Instruction Performance
 - Metacognitive
 - Skills-based
- Measure any Gains



from when they entered

to when they exit at semester end

Instruction: Where do we start?



Syllable Structure in Loan Words: Bahasa Melayu



No word-initial consonant cluster in 'sekolah' ([sku:l])



THE ENGLISH SYLLABLE

COMPLEX SYLLABLE STRUCTURE IN ENGLISH

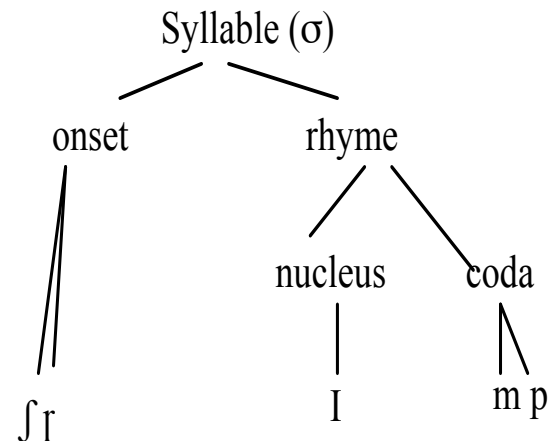
MONOSYLLABIC WORDS: (strands; strengths; shrimp)

s t ɪ æ n d z

C C C V C C C

s t ɪ ε ŋ k θ s

C C C V C C C C



PHONOLOGICAL PROCESSES

used (unconsciously) to align L2 to conform to L1 Syllable Structure

Final Consonant Deletion, Epenthesis

Thai speech sample:

You like white rice?

CV CVC CVC CVC

sounds like

“You lie why rye?”

CV CV CV CV

Japanese speech sample:

hot dog

CVC CVC

“hoto dogu”

CVCV CVCV

Consonants & Vowels in phonemes, not orthography



Gift Shop at Golden Gate Park, San Francisco. Photo Courtesy of J. Gilbert
Reflects Japanese CV syllable structure

Phonological Processes

(Cluster Reduction: [Inč] ⇒ [In])

& Morpho-Syntax

(Inflectional Morpheme Plural ⇒ ∅)

Chinese tailor to English-speaking customer:

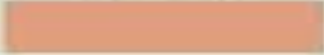

One in_(ch) or two in_(ches)?

VC VC VC CV VC



Introduce Nonstandard, Contrastive Stress

Be prepared for Student resistance/ push-back. Explain the function of contrastive Stress.

WIDE	THIN
TALL	short
outside 	inside 
BIG	<i>small</i>
UP	DOWN
LOUD	QUIET

For an interactive version of this card, go to www.earlychildhoodeducation.com
© 2013 by Linda Ward Beech, Scholastic Teaching Resources

opposites



I don't want a *small* one; I want a _____ one.

Don't turn the volume *up*; turn it _____.



LEXICAL STRESS: DI-SYLLABIC WORDS

IN ENGLISH, STRESS PATTERNS ALTERNATE

Column A



differ

ego

awkward

person

Column B



defer

ago





occurred

percent



LEXICAL STRESS

Phonetic Realization of Stressed Syllables:
Dynamic Cues, Melodic Cues, Vowel Quality
(Sluijter & van Heuven, 1996)

- *A stressed syllable is*  *LOUD er*
- *A stressed syllable is*  *L - O - N - G er*
- *A stressed syllable is*  *CLEAR er*
- *A stressed syllable is*  *HIGH er*



LEXICAL STRESS: POLYSYLLABIC WORDS

Lexical Stress Patterns in English are Unpredictable



Three 3-syllable words;
Three different stress patterns

Wind Instrument:

piccolo

Keyboard Instrument:

piano

String Instrument:

violin



Lexical Stress is Important

Word stress is **important** for spoken word comprehension (Cutler, Dahan, & van Donselaar, 1997)

For L2 learners, word stress is often reported to be **difficult to acquire** (Archibald, 1993, 1997; Guion, 2005; Guion, et al., 2004; Pater, 1997; Wayland et al., 2006)



STRESS MATTERS FOR INTELLIGIBILITY

Colloquium Discussant, linguistics conference:

“I’m here to discuss the [wa ka .**byu** la riz]”

vocabulary

Workplace Training Session:

“The # 1 priority is control of the [ɪn .wɛn to ri]”

inventory

Call Center Customer Service Call:

“To activate your cell phone, push a row.”

(the) arrow





Role for Metacognition in Fixed-Stress Languages: zero \emptyset

1st Syllable: Czech, Finnish, Icelandic, Hungarian

Penultimate Syllable: Quechua, Polish

Antepenult Syllable: Macedonian

Word-final syllable 'prosodic stress': French

Degree of **(un)predictability** in the L1 word-stress system:

⇒ If word stress is **predictable**, people do not encode it in lexical representations in their L1, nor, crucially, when learning an L2 (Peperkamp, Vendelin, & Dupoux, 2010)



Role for Metacognition in Variable-Stress Languages:

IN THE ABSENCE OF RULES, PROVIDE TOOLS

Stress Pattern Notation System*

- Two numbers
 - The first number indicates the number of syllables
 - The second number indicates where the primary stress falls.

3.1
piccolo

3.2
piano

3.3
violin

Reed & Michaud, p. 76

*Notation system adapted from from Murphy, J., Kandil, M. (2004). Word-Level Stress Patterns in the Academic Word List. *System*, 32, 61-74.

VOCABULARY CHECKLIST

NEW WORD _____

How do you pronounce it?

How many syllables are there in the word _____

Which syllable gets the (primary) stress? _____

Example:

economy is a 4.2 word --- 4 syllables, stress on the 2nd

economics is a 4.3 word --- 4 syllables, stress on the 3rd

New Word / Stress Pattern:

_____ / _____

NEW WORD _____ CHECKLIST

1. What does it mean? _____

2. How do you spell it? _____

3. What part of speech is it? _____

For Nouns: **Count Noun?** **Non-Count Noun?**

Singular Count Noun: a/ an/ the

Plural Count Noun: add 's'

For Verbs: **Transitive?** **Intransitive?**

4. How do you pronounce it?

How many syllables are there in the word? _____

Which syllable gets the (primary) stress? _____

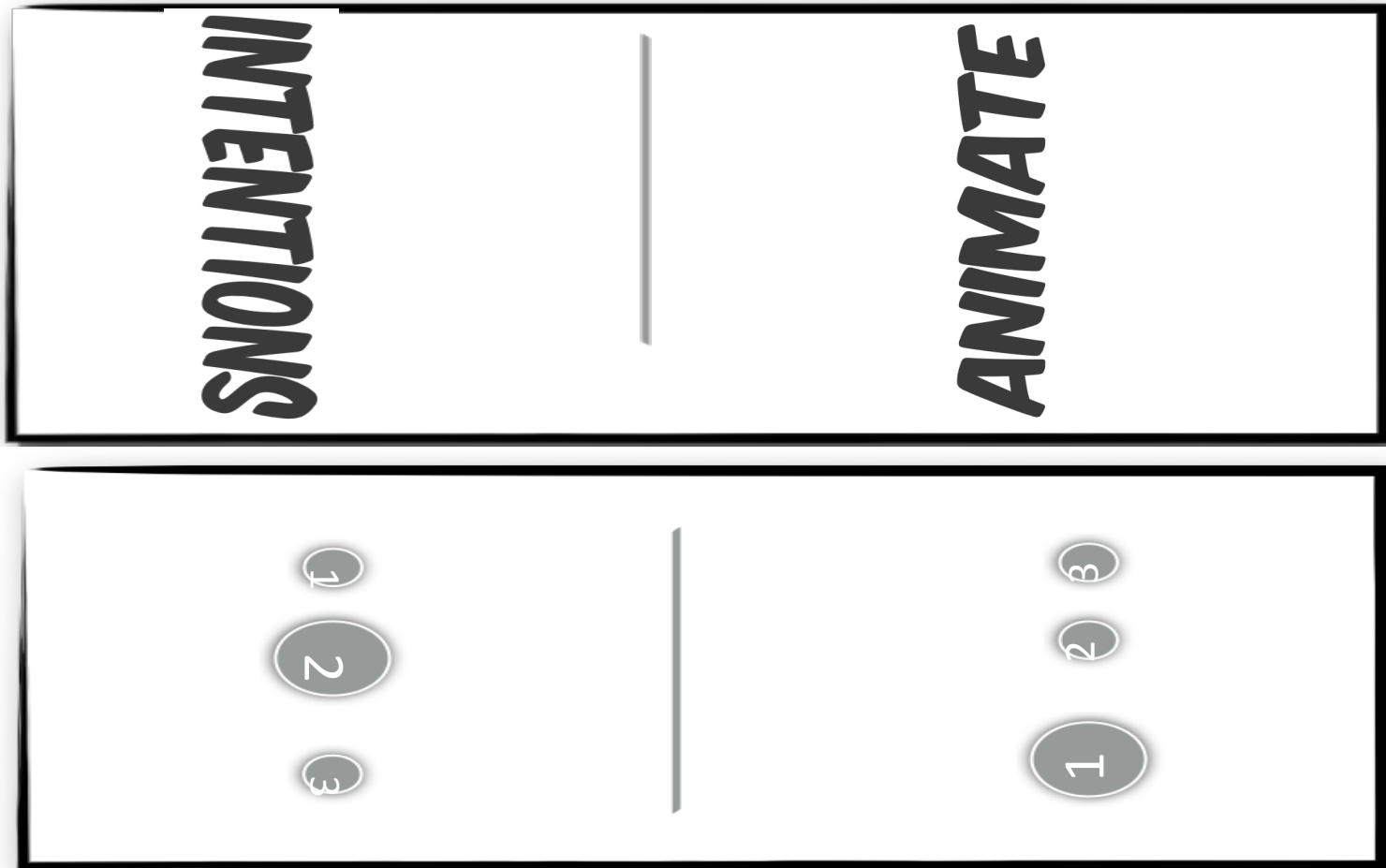
New Word / Stress Pattern: _____ / _____

5. How do you use it in a sentence?

6. Alternate Forms:

WORD DOMINOES

PRACTICE LEXICAL & PHRASAL STRESS



Inspired by Celce-Murcia, et al. (2010). *Teaching Pronunciation: A Course Book and Reference Guide*. Cambridge: Cambridge University Press, and Hancock, M. (1995). *Pronunciation Games*, Cambridge, Cambridge University Press. © pending.



Eye-Opener: Sometimes when you change the stress in a two-syllable word, you change the meaning of the word.

The message is in the music: Stress carries meaning.

Reed, M., Michaud, C. (2005). *Sound Concepts: An Integrated Pronunciation Course*, NY: McGraw-Hill, p. 61.



	Syllable	Category
1. a) What an insult!	1 st	Noun
b) Don't insult me!	2 nd	Verb
2. a) Round up the suspects.	1 st	Noun
b) I think he suspects you.	2 nd	Verb
3. a) Do I need a permit?	1 st	Noun
b) We don't permit that.	2 nd	Verb

Derivational Affixes:

Predictable Suffixes

trochees + ation

primary stress becomes secondary



cancel ⇒ cancell**ation**

iambbs + ation English does not allow back-to-back primary stress, so:

primary stress bumps left, becomes secondary



confirm ⇒ confirm**ation**

Derivational Affixes: Predictable Prefixes ± Standard Stress

3.2 amoral; dishonest; illegal; disloyal (from 2.1 roots)

3.3 immature; reinvent (from 2.2 roots)

5.3 unreliable (from a 4.2 root)

reliable (4.2) + prefix *un* ⇒ unreliable: 5.3

My boss is unreliable.

reliable + Non-Standard Contrastive Stress: 5.1

My boss used to be reliable, but lately she's become *unreliable*.

Non-Native Speaker Word Stress

Equal Duration: Content Words & Function Words

“Photo IDs: [θri tu faiv]”

*But it's
just a 2-story
building...*



Source: L. Grant, 9/2009 Personal Communication

Non-Native Speaker: Intended Message “Photo IDs: [θri tə faiv]”



Standard Phrasal Stress

2.2

at work

at home

at school

at least

by now

4.3

in the morning

at the office

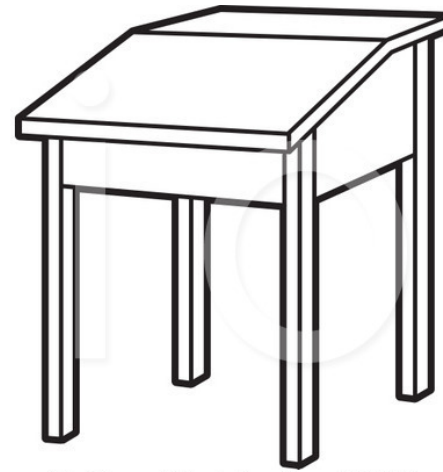
on the table

for the weekend

to the movies

Non-Standard, Contrastive Phrasal Stress

I didn't say to put it *on* the desk; I said to put it *in* the desk.



©Lal Perera * illustrationsOf.com/1093045

I said to pick me up *before* work, not *after* work.



+Standard Sentence Stress

Law & Order: 3rd Person Singular

defense attorney	defend	client
jury	reach	verdict
judge	sentence	criminal

Directions:

Finish this sentence:

In a typical trial, _____

Example:

In a typical trial, the defense attorney defends his client.

Non-Standard Sentence Stress Checklist: Implications & Inferences

Directions: Listen to the following 2 sentences



(1) The teacher didn't grade the papers.

(2) The *teacher* didn't grade the papers.

Q.1: Do the sentences sound the same or different?

THE SAME DIFFERENT


Explain your Choice:

Sample correct Responses: Different.

Number 2 was extra sing-songy.

Number 2 had extra stress.

Implications & Inferences

- Speakers imply; Listeners infer
- English Language: Two Mechanisms
 - Standard SVO Syntax + Non-standard Intonation
 - Subject **V**erb **O**bject +  Rise/Fall Pitch Contour
 - The *teacher* didn't grade your papers.
 - Non-standard Syntax
 - It-cleft, wh-cleft, definite expressions
 - It wasn't the teacher who graded your papers.
 - The teacher wasn't the one who graded your papers.
- Other Languages: One Mechanism
 - Syntactic variation.

Speaker Implies: Listener Infers

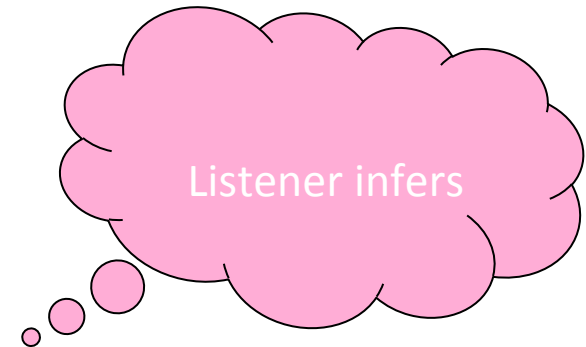
+ Standard SVO Syntax - standard Stress & Intonation

The *teacher* didn't grade your papers.

Someone else must have graded them – maybe the TA

The teacher didn't grade your *papers*.

Maybe s/he graded the exams.



Speaker Implies: Listener Infers



Non-standard Syntax

It wasn't the teacher who graded the papers.

Someone else must have graded them – maybe the TA.

It wasn't the papers that the teacher graded.

Maybe s/he graded the exams.



Speaker implies



Listener infers

Speaker Implies: Listener Infers

One Option in Spanish: via syntax

English	Spanish
John lent me his bicycle.	Juan me presto su bicicleta.
John lent me <i>his</i> bicycle.	Juan me presto la bicicleta de el.
John lent <i>me</i> his bicycle.	A mi me presto Juan su bicicleta.
<i>John</i> lent me his bicycle.	Fue Juan el que me presto su bicicleta.



*Chela-Flores, B. "Optimizing the Teaching of English Suprasegmentals"
<http://www.publicacions.ub.es/revistes/bells12/PDF/art02.pdf>

Assessing Metacognition: Non-Standard Contrastive Stress

Let's continue our discussion of social media.

Yesterday we discussed the inVENTion of Facebook.



What will I probably say next?

- a) ToDAY we'll talk about the invention of TWItter.
- b) ToDAY we'll talk about the IMpact of Facebook.

Apply the \pm Standard Sentence Stress Checklist: Implications & Inferences

Directions: Listen to sentence 2 again:

Yesterday we discussed the inVENTion of Facebook.

Ask yourself:

Was the stress standard nonstandard

Then Ask yourself:

What will I say next? a) b)



“Choice b, the IMpact of Facebook
because the stress was non-standard”

SUMMARY: PROBLEM STATEMENT

Problem Statement

Learner-identified Listening Difficulties:

Understanding the Pragmatic Functions of Intonation

Understand the words *and* the message

Pedagogic Approach

Empirically-supported Metacognitive Strategies:

Increase listening skill awareness

Increase listening comprehension -

of utterance meaning and speaker intent

RESEARCH FINDINGS:

STUDY 2

multivariate analysis of covariance was used with the pre-test scores serving as covariates and the post-test scores serving as dependent variables.

Multivariate results

Significant treatment effects:

[F (4, 19) = 4.388, $p < .01$]

RESEARCH FINDINGS

Univariate results

Significant improvement for all measures:

2 at the metacognitive level

2 at the discourse processing level

MEASURES OF LEARNER METACOGNITION

- Articulated metalinguistic knowledge of the pragmatic functions of intonation
 - To signal \pm explicitly stated contrast
 - To signal an implication

MEASURES OF PHONOLOGICAL PROCESSING

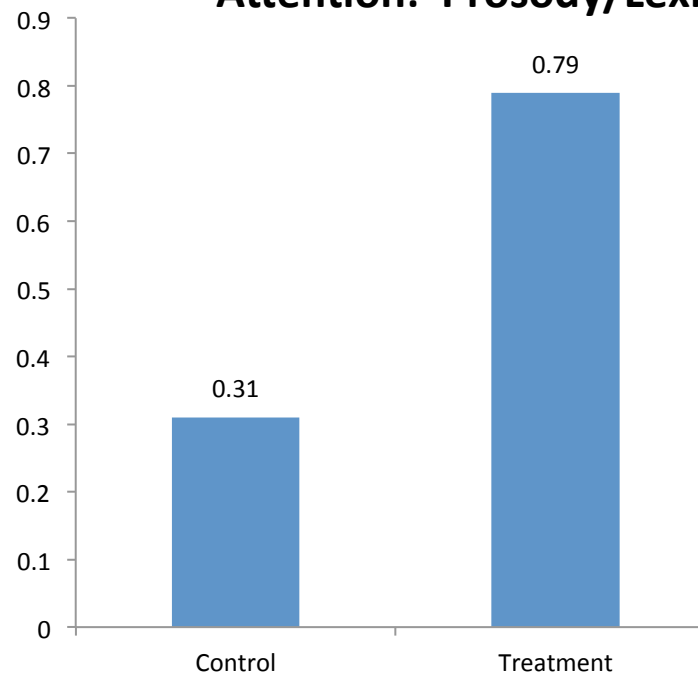
- Speech processing of prosodic over lexical cues to interpreting utterance meaning
- Speech processing of prosodic over segmental cues to interpreting speaker intent.

Increased Learner Awareness of the Pragmatic Functions of Intonation

Learner Articulated Preferential Attention to Prosodic cues over Lexical cues:

[$F(1, 4) = 10.73$, $p < .003$, $\eta^2 = .33$]

Metacognitive Gains: Preferential Attention: Prosody/Lexicon

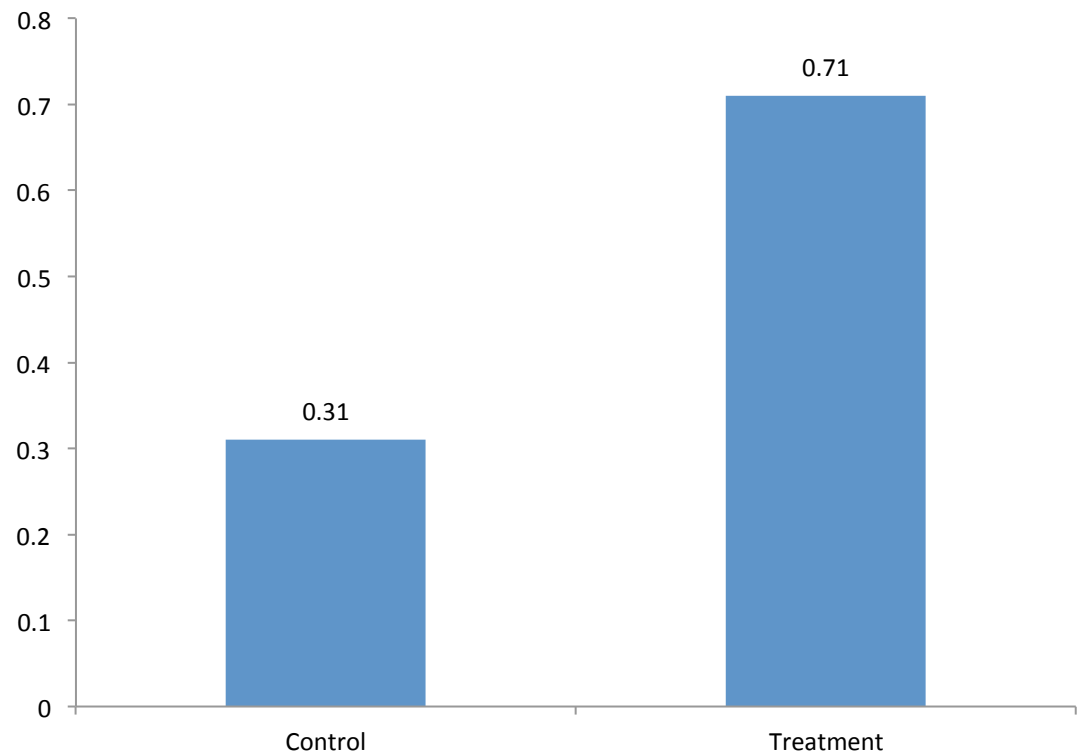


Increased Learner Awareness of the Pragmatic Functions of Intonation

Learner Articulated Preferential Attention to Prosodic cues over Segmental accuracy

[$F(1, 4) = 4.59$, $p < .05$, $\eta^2 = .17$]

Metacognitive Gains: Preferential Attention: Prosody/ Segmental Accuracy

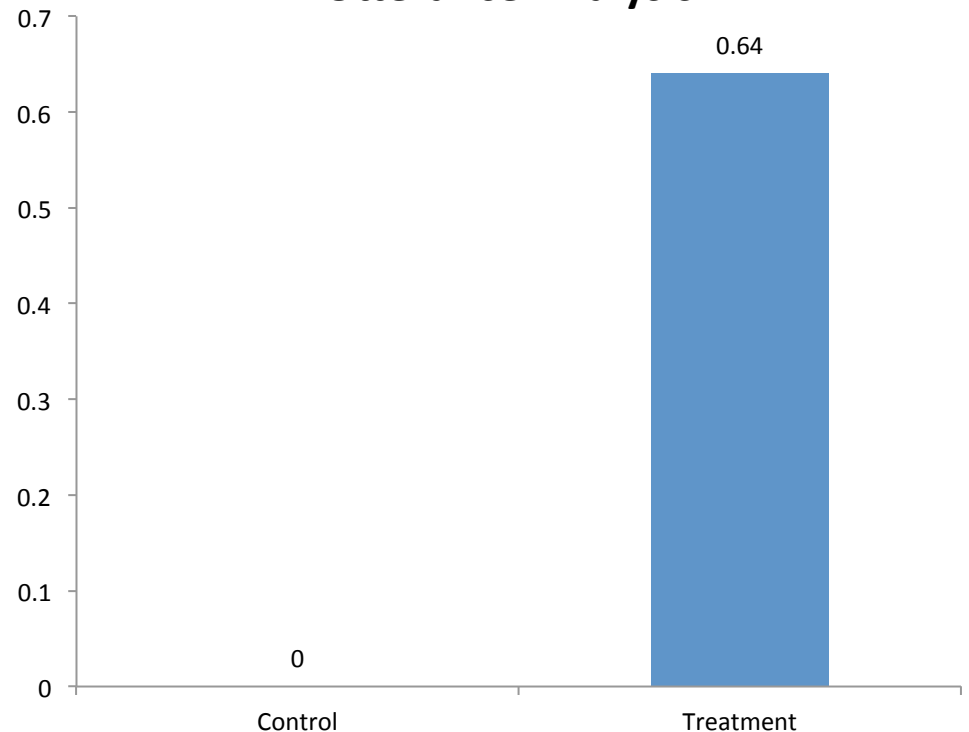


Increased Learner Skill in Listening Processing for Speaker Intent

Speech Processing of Prosodic over Lexical Cues to Utterance Interpretation

[F (1, 4) = 15.61, $p < .001$, $\eta^2 = .42$]

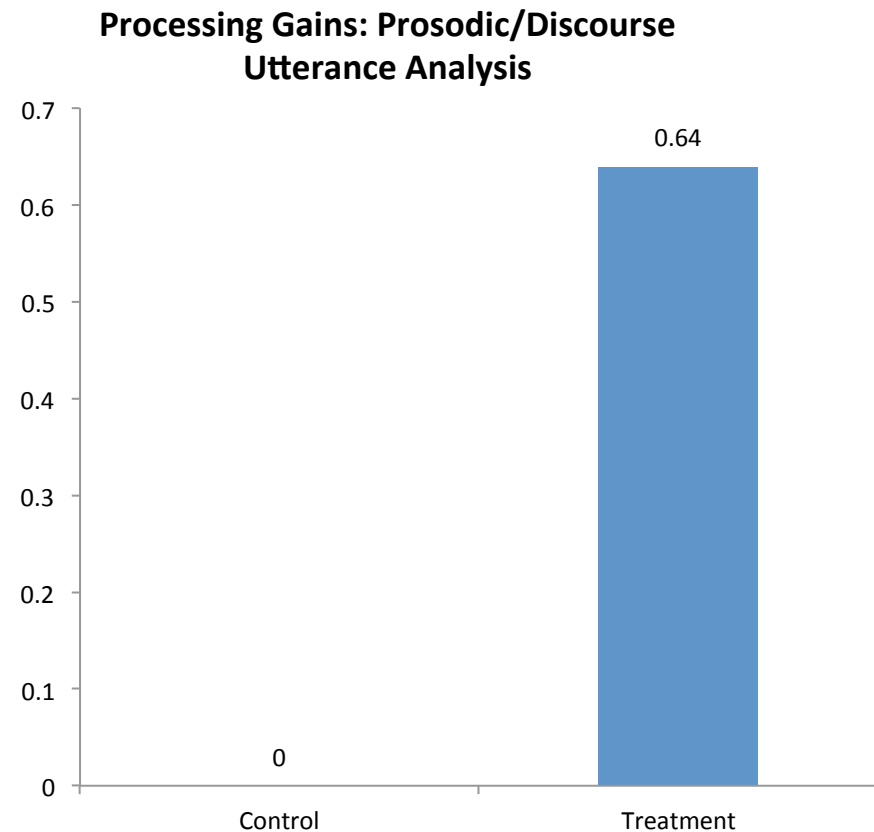
Processing Gains: Prosodic/ Lexical Utterance Analysis



Increased Learner Skill in Listening Processing for Speaker Intent

Speech Processing of Prosodic over Discourse cues to Utterance Interpretation

[$F(1, 4) = 13.48$, $p < .001$, $\eta^2 = .38$]



Intonation Listening Skills: Post-instruction Metacognition

Control Group

- ambivalence about significance of intonation
- rejection of adoption outside the classroom

Treatment Group

- successful articulation of metalinguistic knowledge of the pragmatic functions of intonation
- successful interpretation of Speaker Intent

Pedagogical Approach

Metacognition + Convergent Output

Metacognition: Learners of L2 English:

“may not actually believe that intonation affects meaning”

“may believe English intonation is merely decorative”

“may walk out of the class without having accepted the system at all”

(Gilbert 2014, p. 125)

Study 1 data suggest learners fail to detect speaker illocutionary force conveyed via pitch contour variation, whether NS models or their own coached laboratory productions.

Convergent Output: Learners’ own oral output facilitates input processing

Perception ↔ Production*

Production can Precede Perception:

“Production precedes and shapes auditory perceptual abilities”*

Study 2 data suggest learners receiving Metacognitive and Convergent Output Production training can detect non-standard intonation used to signal speaker illocutionary intent.

*Sheldon, A., & Strange, W. (1982). The acquisition of /r/ and /l/ by Japanese learners of English: Evidence that speech production can precede speech perception. *Applied Psycholinguistics*, 3, 243-261.

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Thank you.

Questions?