

FIVE RECOMMENDATIONS FOR A METACOGNITIVE-FOCUSED APPROACH TO TEACHING INTONATION



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Introduction: Five Questions

Q1: Why do we want to teach Intonation?

Q2: What do we teach when we teach Intonation?

Q3: What Functions of Intonation do we teach?

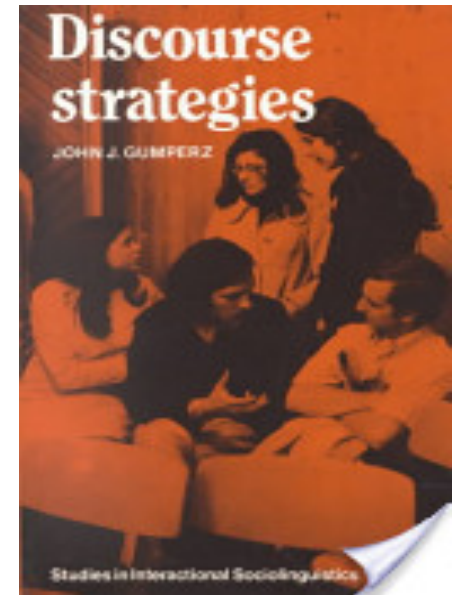
Q4: What Functions of Intonation are we missing?

Q5: Why is this so and what do we do about it?

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.

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We teach Expressing Attitude

1st grader: “Joey (a 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*’.”

- words = affirmative & positive; the message is not
- sarcasm is a late acquisition for native speakers
- sarcasm is not linguistically universal



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Q3: What Functions of Intonation do we teach?

Q4: What Functions of Intonation are we missing?

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We teach Basic Functions of Intonation

Intonation performs important functions 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

Historical Instructional (Mis)Focus

ATTITUDES

WHAT'S YOUR ATTITUDE?

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.

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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.” (p. 229)[^]



[^]Wichmann, A. (2005). The role of intonation in the expression of attitudinal meaning. *English Language and Linguistics*, 9(2), pp. 229-253.

Learner-identified Listening Difficulties:

not the basic functions of intonation, but rather:

Understanding the Pragmatic Functions of Intonation

Learners report:

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.

Teacher-Student Classroom Exchange

S: Can I turn in my homework late?

T: You *can*.

- The words are affirmative
- The message is negative

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Why do we teach the way we do?

“native speakers use suprasegmental features unconsciously.

Like their students, native-speaking teachers are seldom aware of speech features

like English rhythm and intonation

and how they impact meaning

unless those concepts are explicitly pointed out”

Linda Grant, *Pronunciation Myths*, 2014, pp. 13-14

Why do we teach the way we do?

“The native speaker,
unaware both of his or her own use of intonation
and of the non-native’s failure to pick up on it,
wrongly assumes that the message has been fully
understood”

Wells, J. (2006). *English Intonation: An Introduction*,
Cambridge: Cambridge University Press, p. 11.

What do we do about it?

Address Learner & Instructor Cognition

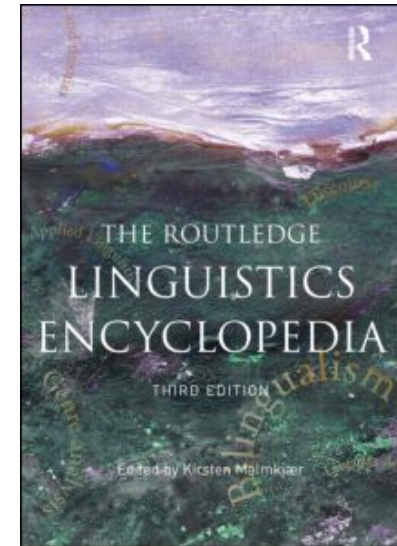
“Students often do not have a clear idea of why exactly ‘the melody of speech’ should be important for communication, and therefore seem to lack the motivation to master it, while teachers do not seem to be theoretically or practically well-equipped to explain and illustrate its significance”

pp. 72-73

Paunović, T., & Savić, M. (2008). Discourse Intonation— Making it work. In S. Komar & U. Mozetić (Eds.), *As you write it: Issues in literature, language, and translation in the context of Europe in the 21st century*, V(1-2), 57-75.

A Starting Point: Defining ‘Intonation’

“the systematic and linguistically meaningful use of pitch movement at the phrasal or suprasegmental level” (p. 280)



Pickering, L. (2012). Intonation. In K. Malmkjaer (Ed.), *The Routledge Linguistics Encyclopedia (3rd edition)*, pp. 280-286.

Hallmark of English Intonation

Pegging English on an Intonation Continuum

“English makes more elaborate use of intonation to signal meaning than do most other languages”

Wells, 2006, p. 11

How English uses Intonation to Signal Meaning

“often what a speaker intends to say is not directly retrievable from a linguistic form: rather listeners must infer it”

Tomlinson & Bott, 2013, p. 3569

Implicational Use of Intonation

- “ a speaker *implies* something without necessarily putting it into words...
- The speaker typically states one thing but implies something further.
- Something is left unsaid – perhaps some kind of reservation or implication.” (p. 27)*

*Wells, J.C. (2006). *English Intonation: An Introduction*. Cambridge: Cambridge University Press.

What is it that Teachers don't grasp about
what it is that Learners don't grasp about
Intonation



Learner Metacognition

“because the system [of English intonation] is apt to be foreign to students, they may not actually believe that intonation affects meaning.” (p. 125).

*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: University of Michigan Press.

MATSOL ABSTRACT

Learner beliefs determine processing strategies

Belief Intonation is “merely decorative”*

Strategy Rely on lexical information to process speaker meaning

Empirically-Supported Metacognitive Approach

Belief Intonation serves Pragmatic Functions

Strategy Rely on “linguistically meaningful use of pitch movement”[❖] to process utterances for Speaker Intent

*Gilbert 2014, p. 125

❖Pickering 2012, p. 280

METACOGNITION & LISTENING FOR SPEAKER INTENT ELICITED VIA STUDENT RESPONSE SYSTEMS (CLICKERS)

2012 Study: 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.



Perceptual Awareness of English Melody

Low-Pass Filtered Speech Samples*

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

Task: Identify which 90-second sample – if any – sounds like English

Syllable-timed: French

Le Monde broadcast

Stress-timed: English

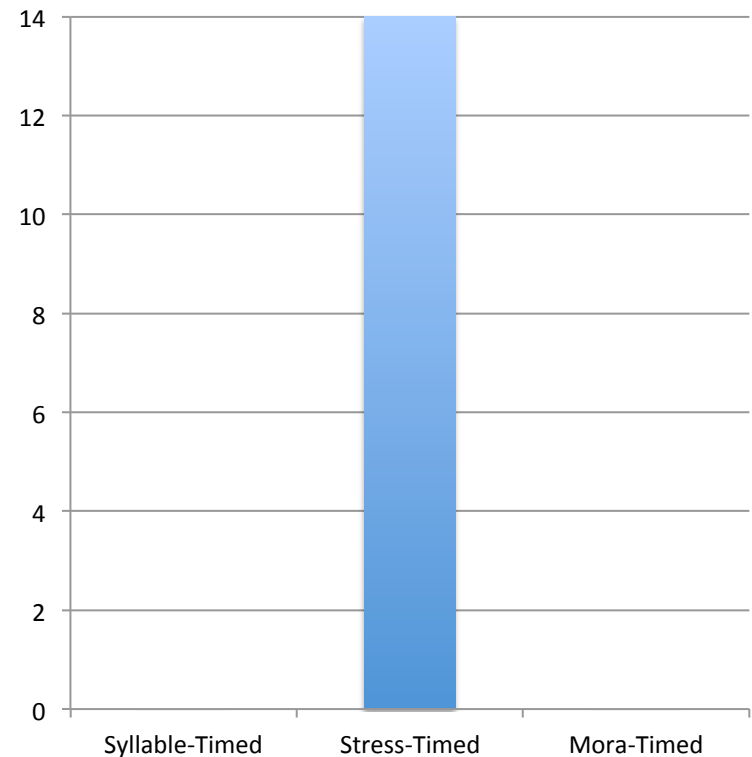
NPR broadcast

Mora-timed: Japanese

NHK broadcast

Findings:

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



* 48 kHz Low Pass Filter

Metacognitive Awareness: Exploring Learner Beliefs

Which is more important for conveying meaning in a sentence?

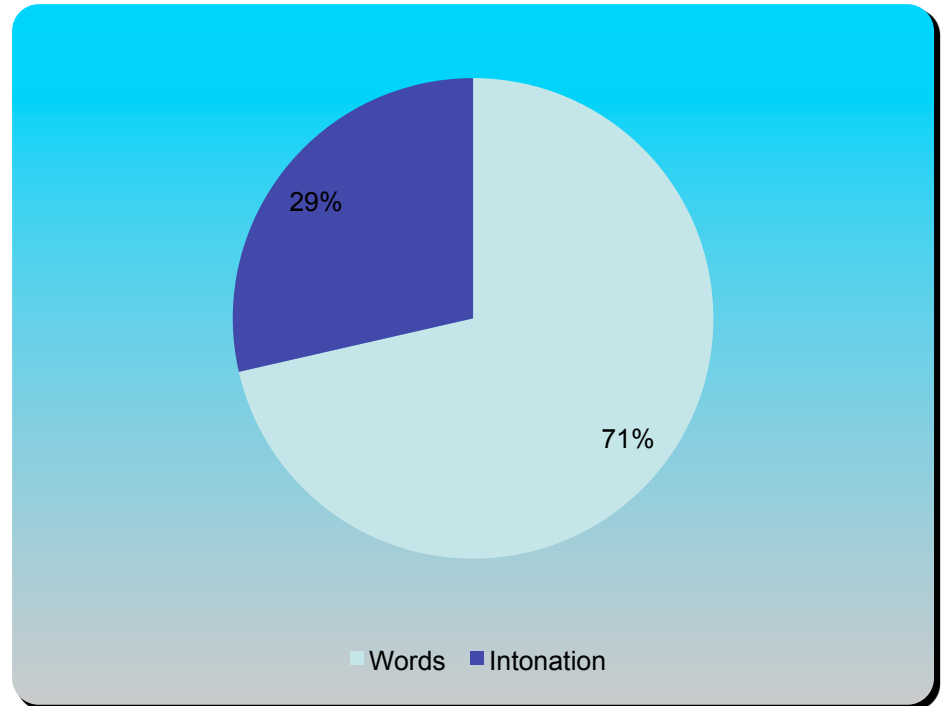
Responses

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?

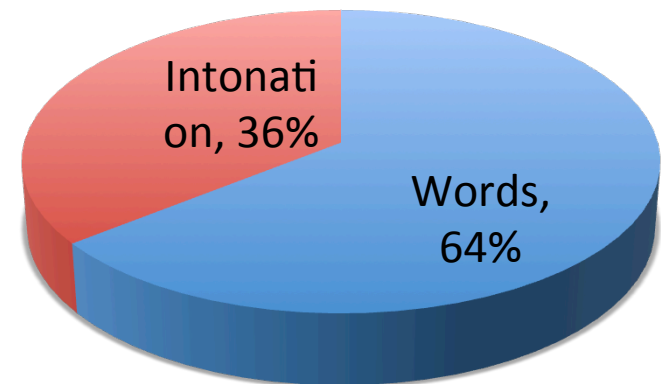
Responses

N = 9: Words: 64.28%

N = 5: Intonation: 35.71%

14 Total - 100%

N = 14



Student Survey Group 2

Assessing Listening Skills

Task: Listen to the following sentence:



The *teacher* didn't grade your papers.

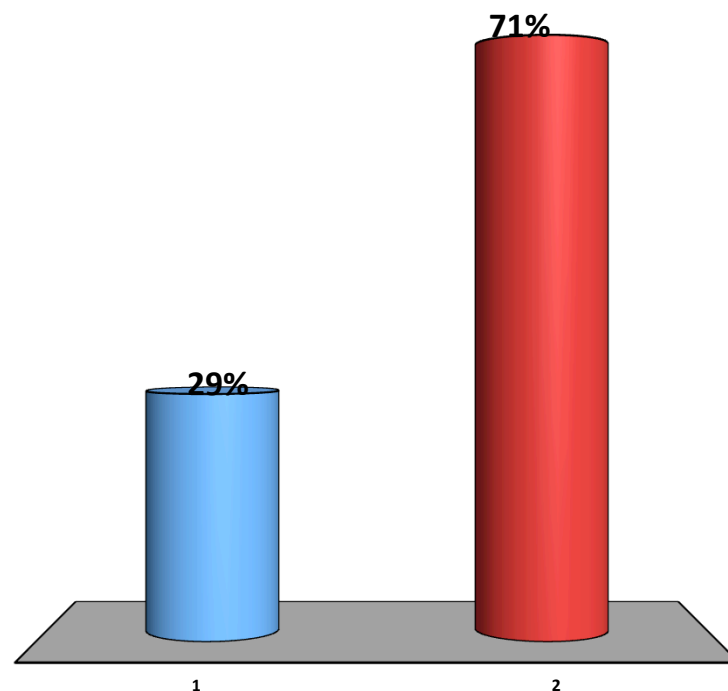
Have the papers been graded?

✓ 1. Yes: (n = 4) 29%

2. No: (n = 10) 71%

n = 14

Student Survey



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

Gains in Coached Language-Laboratory Intonation, 2012 Study

Advanced-level students receiving instruction in intonation and contrastive stress in a Pronunciation Elective course achieved near-native intonation in a Language Lab session following intensive coaching producing non-standard stress.

Sample sentence:

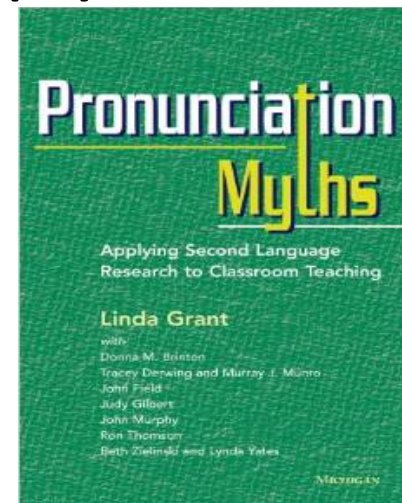
Some companies in the high-tech sector sell a wide variety of products.

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

Learner Metacognition

Learners “will rarely tell the teacher that they feel silly speaking this way, and the result 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”
(p. 125).



Post-Instruction Survey of Learner Attitudes

Sample Post-instruction Responses, 2012 Study

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”

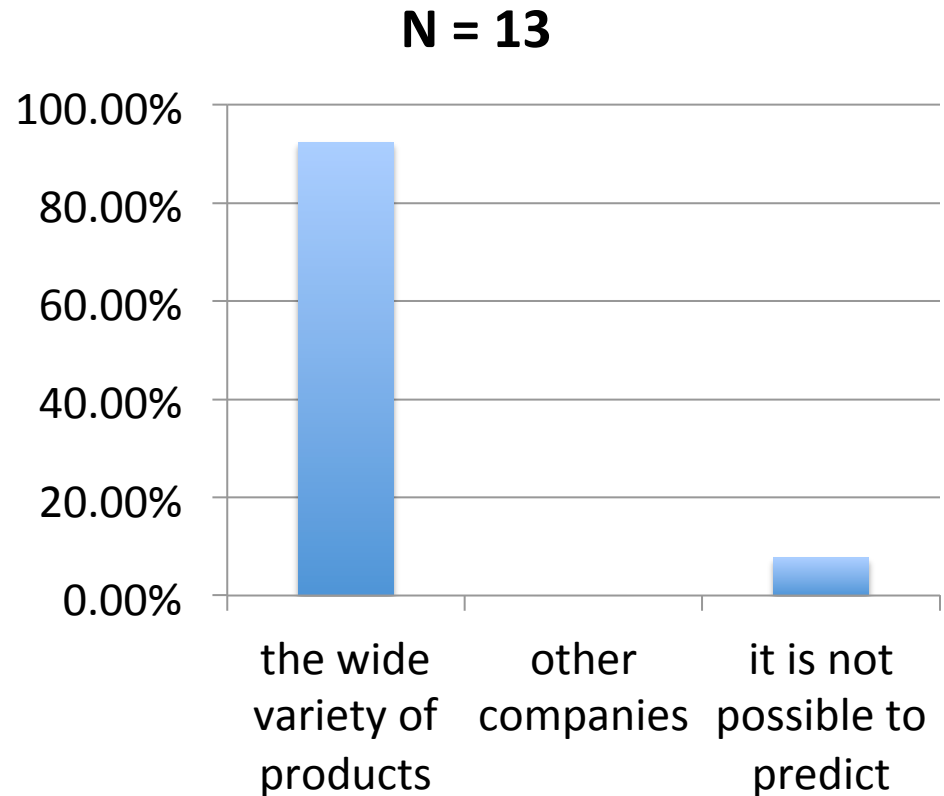
Assessing Listening Processing:

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



POST-INSTRUCTION, 2012 STUDY

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.

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' knowledge.

To Recap

Learners do not understand speakers' points despite understanding all individual words (Vandergrift and Goh, 2012)

Ultimately, learners must develop their listening skills to understand not only utterance content, but also to understand speaker intent.

Now we know what needs to be taught.

The Matrix of Listening Skills: Four Distinct Areas to Teach

	(metalinguistic) conceptual grasp	(linguistic) skill ability
parsing continuous speech	✓	✓
understanding speaker intent	✓	✓

Connecting Research to Pedagogy

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



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

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

Recommendation 1: Set Listening Objectives

- Plan what to teach!

CURRICULUM GUIDELINES

A POTENTIAL SOURCE OF GUIDANCE

Learners will:

- Understand a range of functional language in social, professional, and academic settings
- Understand social conversations on a wide range of topics
- Understand extended discussions with multiple participants

OPERATIONALIZE THE GUIDELINES

Unaddressed Questions:

- What constitutes “understand”?
- What requisite listening and speaking skills do students need in order to meet the goals?
- What methods and materials do teachers need in order to diagnose, teach, and assess these skills at both the metacognitive and procedural levels?

Teachers are left on their own to determine what to teach and how to teach it.

Operationalized Curricular Goals

Learner outcomes need to be observable and measurable▲

Example:

Learners will demonstrate listening comprehension of academic lectures:

- At the level of Communicated Content, as measured by
 - Cloze tests, Tell-backs, Comprehension Question Responses
- At the level of Communicative Intent, as measured by
 - Ability to make inferences based on contrastive stress and intonation

MEASURES OF LEARNER PROGRESS

METACOGNITIVE LEVEL

- Articulated metalinguistic knowledge of the pragmatic functions of intonation
- Student Tell Backs, 2014 Study:
 - English normal intonation has “dramatic pitch”
 - Special Intonation signals speaker intent
 - a contrast, ± stated
 - an implication - the listener must infer

Metacognitive Strategy Approach

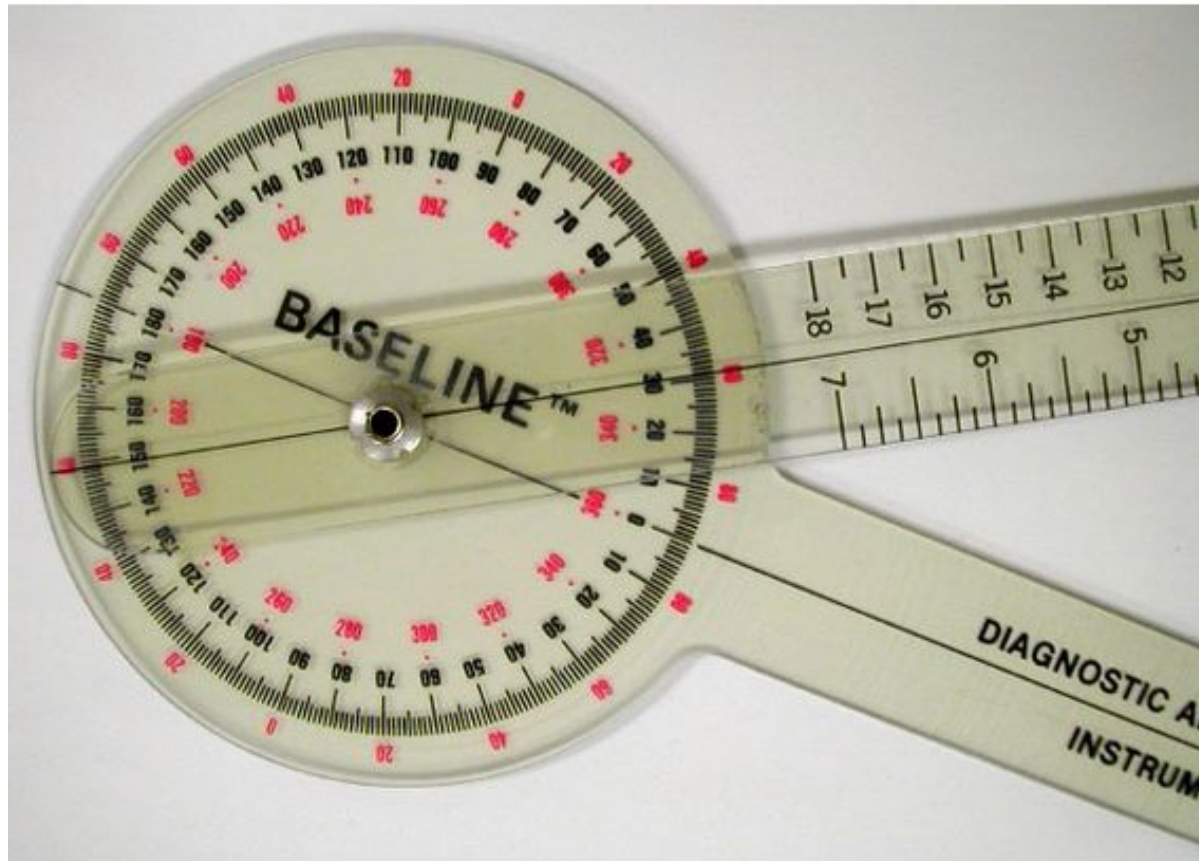
- Adequate teaching material
 - Authentic listening samples
- Operationalized goals
 - Observable & Measurable Learner Outcomes**
 - Metacognition
 - Skills
- A strategy for teaching listening
 - **Connected Speech**
 - **Pragmatic Functions of Intonation**
- Diagnostic Formative and Summative Assessment

Adequate Materials: Sources for Authentic Speech Samples

- Podcasts
- TED Talks
 - (no subtitles)
- Radio shows
- Open Access Lectures



Recommendation 2: Gather Baseline Data



Pre-instruction Diagnostic

Post-instruction Summative Assessment

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



from when they entered



to when they exit at semester end

Study Design:

Pre-instruction Diagnostics

Post-instruction Summative Assessment

- Establish Pre-instruction Baseline
 - Metacognition
 - Skills
- Provide Instruction
 - Connected Speech
 - Contrastive Stress & Intonation
- Assess Post-Instruction Performance
 - Metacognition
 - Skills
- Measure Gains

Metacognitive Awareness of Intonation

Learner Beliefs underpin Listening & Speaking strategies. Metacognition precedes Skills Attainment.

1. How important is it to say the correct number of syllables in a word?

--Very important-----Somewhat important -----Not very important.

2. How important is it to use correct stress in words?

---Very important-----Somewhat important -----Not very important.

3. If I can understand every word in a sentence, then I've understood the meaning of the sentence.

Agree-----Disagree

Reed & Michaud, *Sound Concepts*, p. 21-24.

Metacognitive Awareness of Intonation

4. In general, intonation doesn't change the meaning of individual English words. Therefore, it's not essential for clear communication.

---- Agree-----Disagree

5. Intonation and stress can change the meaning of sentences.

---- Agree-----Disagree

6. When I read aloud, I know which words to stress and why.

----Agree-----Disagree

Metacognition:

Pragmatic Functions of Intonation

Which of the following can intonation do in English?

(T/F: *Check ALL answers that apply.*)

- turn a statement into a question
- turn a sincere statement into a sarcastic one
- act as oral punctuation, quotation marks, and paragraph breaks
- signal an implied contrast
- change the meaning of a sentence
- reduce the number of words needed to convey your meaning
- convey information without actually saying the words

Creating Your Own Listening Diagnostic:

- Learner proficiency levels will vary; learner needs remain generally the same.
- Set the specific objectives for your listening instruction and then plan pre-instruction and post-instruction assessments at the same time
- Use authentic media and/or content related to course topics
- Samples can be short
- Discuss the diagnostic with learners afterward—use diagnostics as teaching tools

Recommendation 3: Plan Metacognitive Instruction

- Learner tools for success:
 - checklists
 - log book
 - strategies

ORIENTATIONS IN TEACHING LISTENING

CURRENT TRENDS/ NEW DIRECTIONS

Learner-oriented Listening Instruction

- Focus on strategy instruction

Vandergrift, L. & Goh, C. (2012) *Teaching and Learning Second Language Listening: Metacognition in Action*. NY: Routledge, p. 82.

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.

Instructional Approach

Address Metacognition

Learner Beliefs \Rightarrow Listening Strategies*

- “learner beliefs affect the range of language learning strategies employed. . .” (Nix & Tseng, p. 114)

* Nix, J-M. L., Tseng, W-T. (2014). Towards the measurement of EFL listening beliefs with item response theory methods. *The International Journal of Listening*, 28, p. 112-130

Metacognitive Mismatch

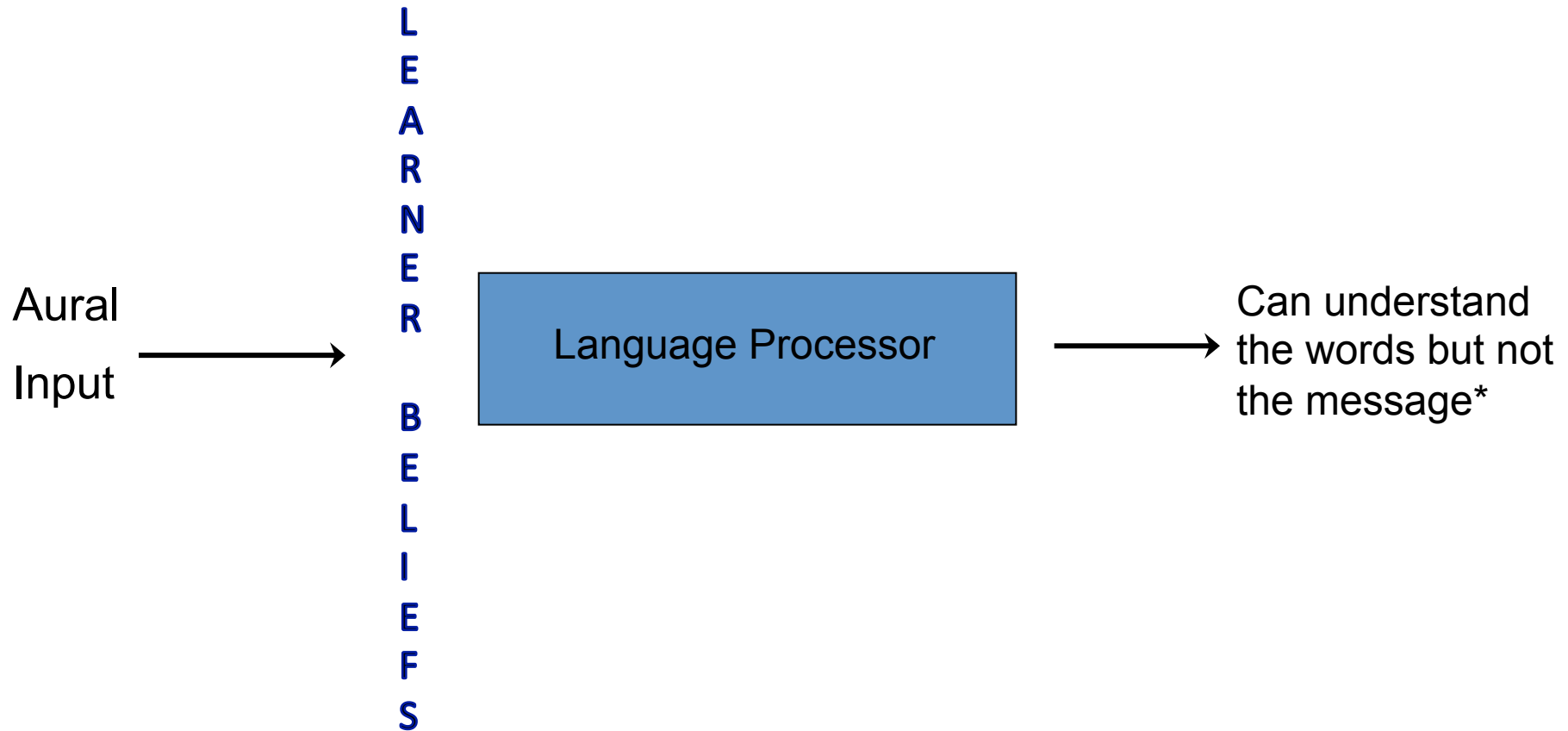
Why this Matters

- Learner Beliefs: Words trump Intonation



- Learner Beliefs \Rightarrow Listening Strategies
 \Rightarrow Speech Processing

“... students... may not actually believe that intonation affects meaning” ▲



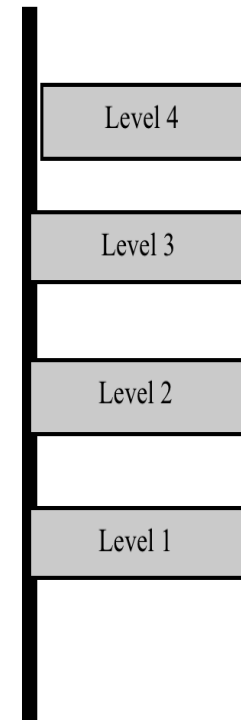
▲ Gilbert, J. (2014). Myth 4: Intonation is hard to teach. In L. Grant (Ed.) *Pronunciation Myths: Applying Second Language Research to Classroom Teaching*. Ann Arbor, MI: University of Michigan Press, p. 125. * Vandergrift & Goh, p. 22.

A Model of Learner Progress: Achieving Unconscious Competence

You need to discover what your errors are and how to correct them.

This table shows how to make progress in grammar & pronunciation.

	The Four Levels of Competence	
	Consciousness	Competence
Level 4	-	+
Level 3	+	+
Level 2	+	-
Level 1	-	-



Consciousness means being aware of errors and thinking about how to correct them.

Competence means not making errors.

Reed & Michaud, *Sound Concepts*, p. x.

Addressing the student's dilemma

A Model of Learner Progress: Achieving Unconscious Competence

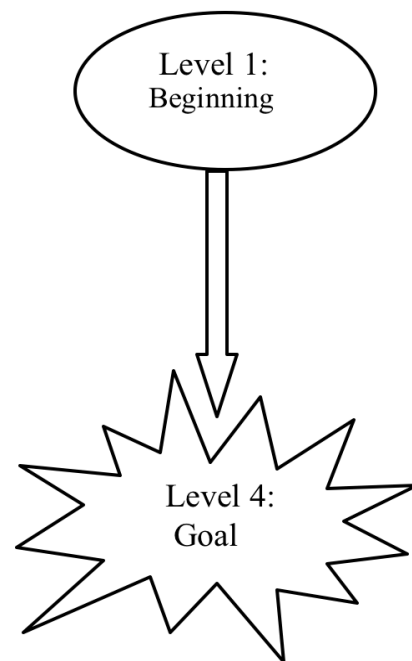
The Four Levels of Competence

At the beginning of your English grammar or pronunciation class you were at **Level 1—unconscious incompetence**. You made mistakes in listening and speaking, and you did not know what your specific problems were.

As your teacher introduces grammar or pronunciation concepts, you will be at **Level 2—conscious incompetence**. You still make mistakes, but you are starting to understand what kinds of mistakes they are.

When you are at **Level 3—conscious competence**—you will have a lot of work to do. You need to be thinking about your errors and trying to correct them. Your teacher will help you do that.

Level 4—unconscious competence— is the goal for you and your classmates. At Level 4, you should be listening and speaking accurately, without needing to think about it all the time.



Language Strategy: Use Different Kinds of Information to Increase Understanding

- Sometimes, understanding what was said in English feels like trying to break a code.
- You can use different kinds of information to help you decode a message.

METACOGNITIVE STRATEGY INSTRUCTION

- Strategies
 - Three Kinds of Information to Decode Connected Speech
 - Two Kinds of Information to Decode Speaker Intent
- Checklists
 - New Word Stress Patterns
 - Stress & Intonation: Making Inferences

Three Kinds of Information to Decode Language Input

METACOGNITIVE LANGUAGE STRATEGY

1) **Background (Context) Information**

— what you already know about the topic of conversation

2) **Language Information**

— what you know about how the English language works

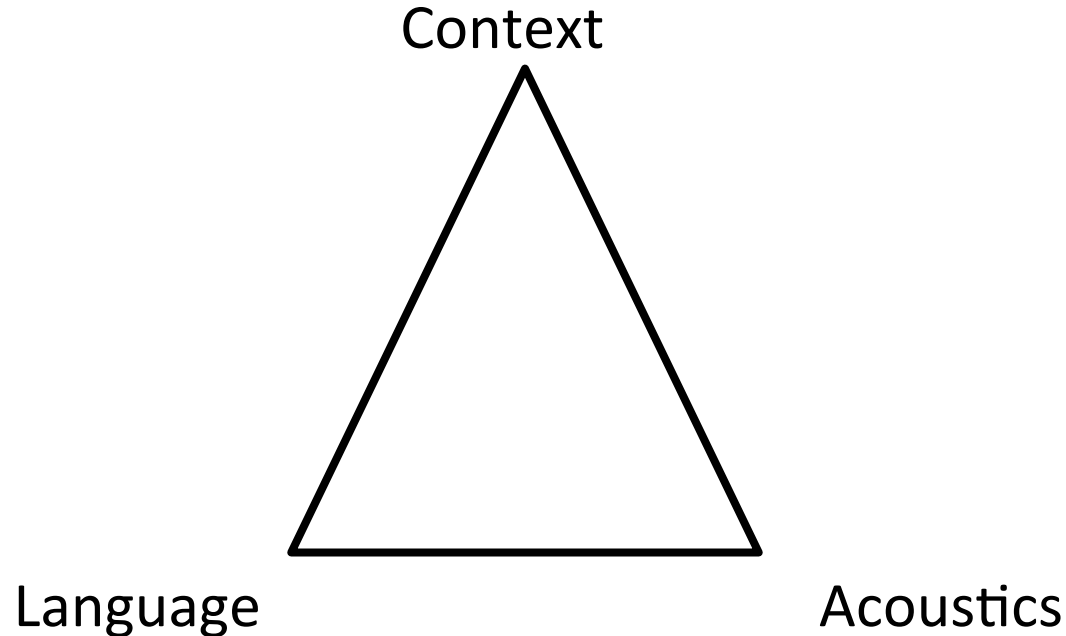
(the grammar, the vocabulary, and the sound system)

3) **Acoustic (sound) Information**

— the sounds that you actually hear someone saying

Metacognitive Strategy

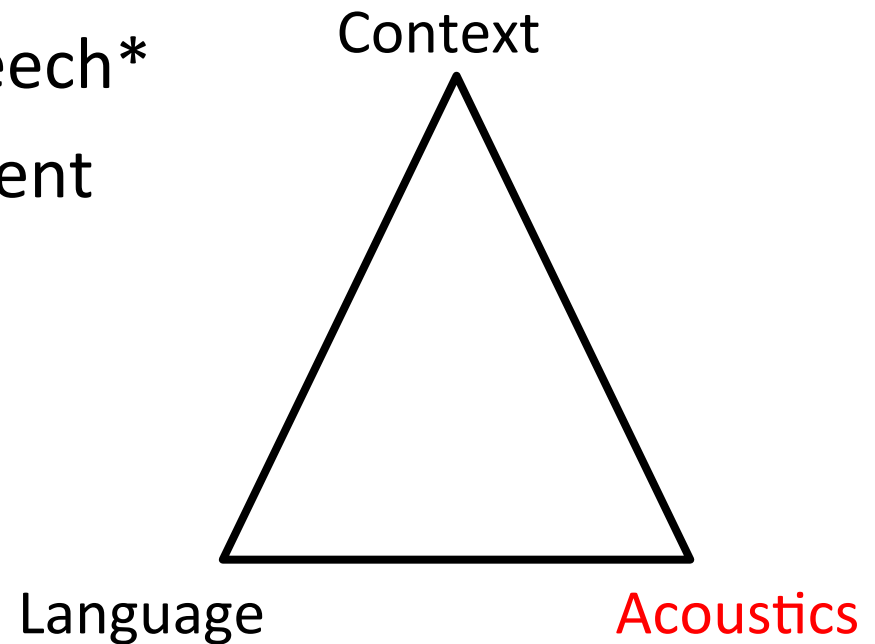
Use the Three Kinds of Information



Liss, T., & Reed, M. (2014). Improving L2 listening comprehension through empirically-supported metacognitive strategies. *American Association for Applied Linguistics annual conference*, Portland, OR.

Relying on acoustic information

- We must rely on acoustics when we cannot rely on context or language.
- What are learner challenges?
 - ★ – Segmenting connected speech*
 - ★ – Understanding speaker intent



*Vandergrift, L. & Goh, C. (2012). *Teaching and Learning Second Language Listening: Metacognition in Action*. NY: Routledge. Liss & Reed, 2013.

Two Kinds of Information to Decode Speaker Intent

METACOGNITIVE LANGUAGE STRATEGY

1) Identify 'normal' stress & intonation

- lexical: stressed syllable is longer, louder, higher, clearer
- phrasal: stressed content words; unstressed function words
- sentence-level: English normal pitch range is “dramatic pitch”

2) Detect special stress & intonation

- extra special pitch range for contrastive stress & implicational intonation

Step 4: Plan actual listening instruction

Think about the sequence:

- Where do listening problems start?





THE ENGLISH SYLLABLE

COMPLEX SYLLABLE STRUCTURE IN ENGLISH

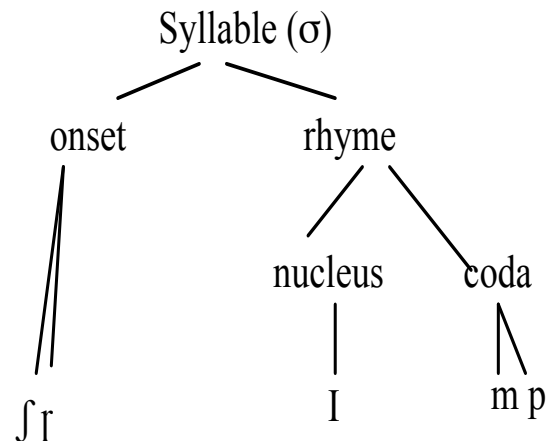
MONOSYLLABIC WORDS: (strands; strengths; shrimp)

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



LEXICAL STRESS: DI-SYLLABIC WORDS

STUDENT TELL BACK: IN ENGLISH, STRESS PATTERNS **ALTERNATE**

Column A

ˈ
differ

ego

awkward

person

Column B

ˈ
defer

ago

occurred

percent



Learner Metacognition

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)

To our learners, English is all just 'sing-songy' – so we need to explain English prosody; it starts with lexical stress.



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)

Many of our non-native learners of English have never had to think about word stress.
As native speakers of English, we no longer remember learning word stress. Our learners must learn this consciously.



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



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.

NEW WORD 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:

_____ / _____

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



Normal Phrasal Stress

2.2

at work

at home

at school

at least

by now

4.3

in the morning

at the office

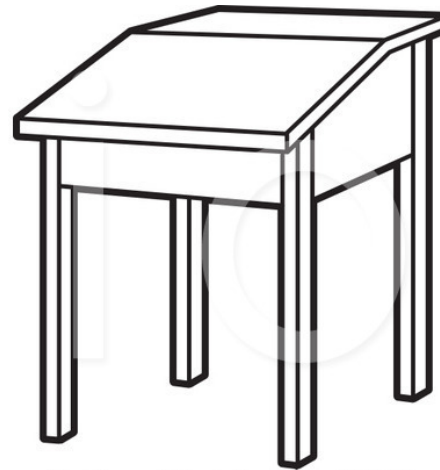
on the table

for the weekend

to the movies

Contrastive Phrasal Stress

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



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



Student Tell Backs for Contrastive Stress:
In English, function words can be stressed for contrast.

+Normal 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.

STUDENT TELL BACKS for normal sentence stress:
Content words get stress.
Function words are unstressed.

Introduce 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 +  Implicational Fall/Rise 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

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) invention of Twitter

b) impact of Facebook



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

MEASURES OF LEARNER PROGRESS

SKILLS LEVEL

Speech processing of prosodic cues over lexical cues in order to interpret utterance meaning.

What will success look like?

What will instruction look like?

Introduce 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

Sample correct Responses: **Different**

Introduce 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. 2: Which sentence has Extra Intonation?

#1

#2

Sample correct Responses: # 2

Introduce 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.3: What's the function of the extra pitch in # 2?

Sample correct Responses:

The extra pitch in number 2 is a signal.

Number 2 is signaling speaker intent.

Number 2 is making an implication.

Recommendation 5: Post-Instruction Assessment

- Authentic Speech Sample
 - A self-contained story within a TED Talk
- Cloze Task
 - Provide content words; leave ___ blanks for function words
- Comprehension Questions
 - T/F; Multiple Choice
- Strategy Survey
 - List the strategies you use to understand a lecture
- Comprehensibility Survey
 - Likert Scale: easy ↔ difficult to understand

Metacognition: Pragmatic Functions of Intonation

Which of the following can intonation do in English?

(T/F: ALL answers are TRUE.)

- turn a statement into a question
- turn a sincere statement into a sarcastic one
- act as oral punctuation, quotation marks, and paragraph breaks
- signal an implied contrast
- change the meaning of a sentence
- reduce the number of words needed to convey your meaning
- convey information without actually saying the words

	Initial	Final
Mean	.7792	.8569
SD	.2072	.1939

2014 Pilot Study: Paired t-test ($t=1.0312$, $df=12$, $p=0.3228$). Mean scores increased. Small sample size; no statistically significant difference.

Pre-Instruction Diagnostic Assessment

Social Media Lecture

- Directions: Read the following sentences silently to yourself. When you are ready, record yourself reading the sentences aloud.
- We've been discussing the creation of Facebook.
- Today we'll discuss the marketing of Facebook.

Information Clarification

- Directions: Read Sentences A and B silently to yourself. Sentence A contains a mistake. When you are ready, ***record yourself saying Sentence B*** in order to correct the mistake.
- A. I think the zip code for BU is 02115.
- B. No, it' not 02115; it's 02215.

Post-Instruction Summative Assessment

World History Lecture

Directions: Read the following sentences silently to yourself. When you are ready, record yourself reading the sentences aloud.

We've been exploring the causes of World War I.
Next we'll explore the consequences of World War I.

Information Clarification

- Directions: Read Sentences A and B silently to yourself. Sentence A contains a mistake. When you are ready, ***record yourself saying Sentence B*** in order to correct the mistake.
- A. I think the main number for BU is 617-352-2000.
- B. No, it's not 352-2000; it's 353-2000.

Social Media Lecture and World History Lecture

Fisher's exact test shows that there is no statistically significant difference between groups ($p=1$)

	SML	WHL	Total
Yes	3	2	5
No	9	10	19
Total	12	12	24
N/A	2	2	4

Information Clarification

- Fisher's exact test shows that there is a statistically significant difference between the two groups ($p < 0.001$)

	Initial IC	Final IC	Total
Yes	1	10	11
No	9	1	10
Total	10	11	21
N/A	4	3	7

MEASURES OF LEARNER PROGRESS

METACOGNITIVE LEVEL

- Articulated metalinguistic knowledge of pragmatic functions of Contrastive Stress & Intonation
- Student Tell Backs, 2014 Study:
 - English normal intonation has “dramatic pitch”
 - We should pay attention to the stress of words, phrases, sentence to be clear what we want to say
 - Stress - changing the meaning of the sentence
 - NSs care italics and they pronounce them up & down = pitch
 - If I care my stress I say it louder, longer, higher, clear
 - If I put the right stress on the right words, the listener more clear know my point

Conclusions

- Students' mean post-instruction metacognition level is higher than pre-instruction
 - Direction of ongoing research: increase instruction-phase metacognitive diagnostics
- Students' Information Clarification metacognitive awareness increased significantly
 - Students' ability to produce target-like contrastive stress and pitch varied
 - In some cases, achieved Louder, but no pitch change
 - In some cases, incorrect lexical stress masked target

A STRATEGY APPROACH TO L2 LISTENING: PEDAGOGIC IMPLICATIONS

Recommended Minimal Essential Elements:

- Explicit Strategy Instruction + Student Tell Backs
- Dual Focus: Metacognition + Skills
- Explicit Instruction & Extensive Practice:
 - ~ message content
 - * connected speech features
 - ~ speaker intent
 - * \pm Standard/Marked (contrastive/ implicational) Stress:
lexical – phrasal – sentence-level

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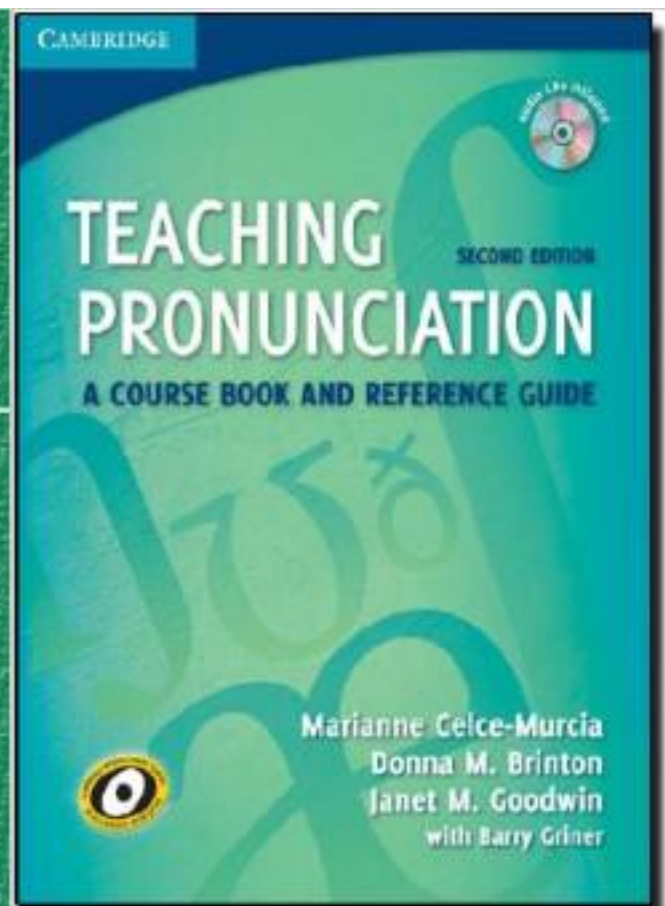
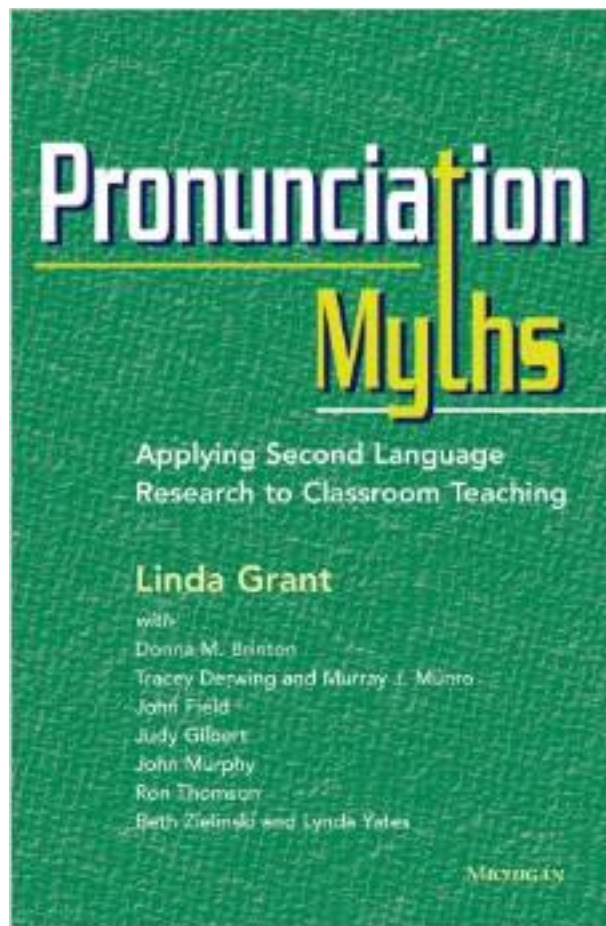
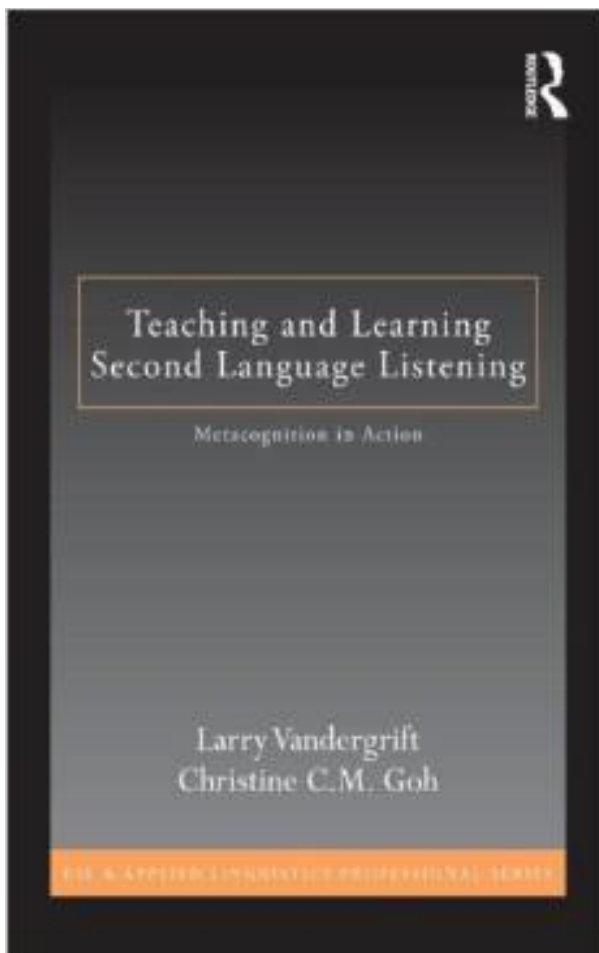
Thank you

Any Questions?

Sound file



Resources: “How to...” Books



Recommended Texts informed by the research

