Segundas jornadas metodológicas sobre adquisición y fonética de la L2

Viernes, 9 de mayo de 2025

aula **216**, aulario Las Nieves/Elurreta

c/ Nieves Cano, 33

Este es un encuentro dedicado a reunir a los investigadores que realizan trabajo sobre la adquisición y la enseñanza de los sonidos y la pronunciación de las lenguas extranjeras en España. El encuentro quiere contar con expertos nacionales que contribuyen activamente en estas líneas de investigación en redes nacionales e internacionales de difusión académica/*Espainian atzerriko hizkuntzen soinu eta ahoskeraren jabekuntza eta irakaskuntzan lan egiten duten ikertzaileak biltzera zuzendutako topaketa da. Topaketak dibulgazio akademikoko sare nazional eta nazioartekoetan ikerketa-lerro hauetan laguntzen duten aditu nazionalak izango ditu.*

Programa

8:50	Bienvenida	
9:00-10:00	Taller	
	To what extent does musical aptitude relate to L2 speech perception? The case of L2 word stress perception	
	Sandra Schwab	
10:00-11:00	Sesión 1: habla espontánea/acento	
	10:00	*Designing stimuli for the phonetic description of Spanish-accented English*
		Mateusz Pietraszek
	10:20	*Are speech rhythm metrics useful in capturing L1-based differences in L2-English rhythm in read and spontaneous speech?*
		Joan C. Mora & Katherine Fraser
	10:40	*Beyond Transcription: Sentence Repetition as a Tool for Measuring Intelligibility in Spontaneous L2 Speech*
		Cristina Aliaga-García & Núria Gavaldà
11:00-12:00	Descanso: cafetería en Facultad de Farmacia	
12:00-14:00	Sesión 2: high variability phonetic training (HVPT)	
	12:00	*Challenges in HVPT experiment design revisited: Training learners to distinguish L2 and L1 categories (II)*
		Juli Cebrian, Susana Cortés, Núria Gavaldà, Ingrid Mora Plaza, Celia Gorba, Wolf De Witte, Angelica Carlet
	Sesión 3: el interfaz tecnológico	
	12:20	*Pronunciation Research in the Digital Era: Advantages and Challenges of Online Data Collection*
		Ana Rosa Sanchez Muñoz
	12:40	*Contrastive input enhancement in captioned video for L2 vowel learning: Methodological challenges*
		Mireia Ortega, Ingrid Mora-Plaza, Joan C. Mora & Jonás Fouz-González
	Sesión 4: diferencias individuales	
	13:00	*Designing a methodology for the study of orthographic effects on L2 pronunciation in Spanish schoolchildren*
		Déborath Sánchez-Fernández & Francisco Gallardo-del-Puerto
	13:20	*Approaching the Analysis of Pronunciation Learning Strategies*
		Pedro Humánez-Berral & Francisco Gallardo-del-Puerto

To what extent does musical aptitude relate to L2 speech perception? The case of L2 word stress perception

Sandra Schwab

University of Bern

The workshop will use L2 word stress perception to explore how musical aptitude relates to L2 speech perception. The focus will be on selecting the most appropriate tests to assess musical aptitude (e.g., AMMA, pitch discrimination, PROMS), as results may vary depending on the tests chosen. The question of whether the most appropriate tests for L2 word stress perception also apply to L2 sound perception will be discussed.

Designing stimuli for the phonetic description of Spanish-accented English

Mateusz Pietraszek

Universidad Complutense de Madrid

mpietras@ucm.es

The instrument presented in this talk is part of a broader state-funded research project on the methodological aspects of language attitude measurement (PID2021-127101NB-l00). Beyond the project's main objective, the data collected from a large sample of speakers may also be used to describe the prototypical accent through dialectometric methods (Beijering et al., 2008; Gooskens et al., 2008; Jurado-Bravo, 2021, 2024) and other analytical approaches.

Two sample groups were recorded: L1 Spanish speakers from Madrid in both their L1 Spanish and L2 English, and a group of L1 Spanish-speaking students from Murcia. Both groups consisted of university students (Madrid: n = 74; 34 females, 40 males; Murcia: n = 65; 49 females, 16 males). The English stimuli for the recorded reading task included a short text (67 words) and an additional semantically unrelated sentence (24 words). The Spanish equivalent contained 68 words, while the corresponding sentences had 15 lexical items. Additionally, both the English and Spanish recordings featured 31 monosyllabic or disyllabic words to ensure the collection of phonemic variables necessary for describing Spanish-accented English (cf. Mott, 2005) and the two L1 Spanish accents.

The main objective of this talk is to analyse and describe the phonetic inventory of the English version of the collected material and discuss its potential for future analyses.

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Are speech rhythm metrics useful in capturing L1-based differences in L2-English rhythm in read and spontaneous speech?

Joan C. Mora & Katherine Fraser

Universitat de Barcelona

The acquisition of L2 speech rhythm is important for learners of English with L1s that do not conform to the rhythmic structure of English, as it may impact their intelligibility and comprehensibility (Levis, 2018; Low, 2015; Ordin & Polyanskaya, 2015). Spanish learners of English, with a prototypical syllable-timed L1, and Polish learners of English, with an L1 rhythm between Spanish and English (Ramus et al., 1999) may differ substantially in how they acquire the stress-timed rhythm of English. Such L1-based differences in L2 speech rhythm acquisition are currently under-researched, particularly in spontaneous speech (Arvaniti, 2012). Based on data from a study that explored the reliability of various durational variability metrics in capturing L1-based differences in L2-English speech rhythm as a function of speaking styles (read vs. spontaneous speech), this presentation will discuss methodological decisions in measuring speech rhythm in spontaneous speech and will problematize the use of durational variability metrics (Varco-V, Varco-C, nPVI-V, nPVI-C and %V) to maximally differentiate between languages (Spanish, Polish, English), L2 learner groups (L1-Spanish, L1-Polish), and speaking tasks (read, spontaneous).

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Beyond Transcription: Sentence Repetition as a Tool for Measuring Intelligibility in Spontaneous L2 Speech

Cristina Aliaga-Garcia & Núria Gavaldà
Universitat de Barcelona

Intelligibility is central to L2 pronunciation research (Levis, 2018), yet its assessment is often limited to read speech (Chan, 2021) and native listener judgments (Van Wijngaarden, 2001). This study introduces a sentence repetition task as a method for assessing intelligibility in spontaneous L2 speech, an efficient and ecologically valid alternative to traditional transcription-based instruments (Munro et al., 2006; Jukowska & Cebrian, 2015; Chau et al, 2022). Eighty-two Spanish/Catalan advanced EFL learners completed a monologic speaking task. Short utterances were extracted and presented to L1-Spanish and L1-Polish EFL listeners for repetition. Two metrics were obtained, (1) *processing time* (latency between sentence offset and repetition onset), and (2) *repetition accuracy* (proportion of words correctly repeated). These were compared across listener groups and correlated with comprehensibility and accentedness ratings. L1-Spanish listeners showed higher accuracy and shorter processing times than L1-Polish, supporting an Interlanguage Speech Intelligibility Benefit (ISIB) (Bent & Bradlow, 2003). Both metrics correlated with comprehensibility but not with accentedness, validating them as perceptual proxies for intelligibility. The results indicate that intelligibility does not necessarily align with how strongly accented speech is perceived to be. This method offers a reliable, listener-sensitive alternative for assessing intelligibility in L2 speech.

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Challenges in HVPT experiment design revisited: Training learners to distinguish L2 and L1 categories (II)

Juli Cebrian[1], Susana Cortés[2], Núria Gavaldà[3], Ingrid Mora Plaza[1], Celia Gorba[1], Wolf De Witte[1], Angelica Carlet[4]

[1]Universitat Autònoma de Barcelona, [2]Universitat de les Illes Balears, [3]Universitat de Barcelona, [4]Charles Darwing University

This study aims to compare the use of a High Variability Phonetic Training (HVPT) regime based on identifying L2 categories with the use of a HVPT regime based on distinguishing between L1 and L2 categories. Two types of feedback are contrasted: a right/wrong feedback and feedback that focuses on the degree of similarity between L1 and L2 sounds. Training stimuli consist of non-sense words (phonotactically possible in both L1 and L2). Training is carried out by means of an identification task involving either L2 stimuli only or both L1 and L2 stimuli, targeting the L2 English vowels /i/, /ɪ/, /æ/, /ʌ/, contrasted with the L1 Catalan vowels /i/, /e/, /ɛ/, /a/. Before and after training, participants complete a cross-linguistic perceptual assimilation task, and L2 vowel identification and production tasks. The methodological challenges posed by a mixed-languages training regime and the implementation of the different feedback types will be discussed.

Pronunciation Research in the Digital Era: Advantages and Challenges of Online Data Collection

Ana Rosa Sanchez Muñoz

Universidad de Murcia

Recruiting participants for L2 pronunciation research has become increasingly challenging due to limited participant availability, time constraints and logistical difficulties, among other factors. However, the rise of online research methods has provided new opportunities to address these challenges. While online data collection presents certain obstacles, it also offers notable advantages over traditional in-person approaches (Nagle & Rehman, 2021).
This presentation will explore both the benefits and challenges of conducting online L2 pronunciation research, sharing experiences and pitfalls from already conducted studies. It will also discuss practical solutions to enhance data reliability and participant engagement in remote settings. Additionally, the role of technological tools in facilitating pronunciation assessment and training will be presented.
Key questions will be raised to foster a meaningful discussion: Can the lack of experimental control be mitigated through task design and data pre-processing strategies? How do online environments influence learners' engagement in pronunciation training?

Nagle, C. L., & Rehman, I. (2021). Doing L2 speech research online: Why and how to collect online ratings data. *Studies in Second Language Acquisition*, *43*(4), 916-939.

Contrastive input enhancement in captioned video for L2 vowel learning: Methodological challenges
Mireia Ortega1, Ingrid Mora-Plaza2, Joan C. Mora1 & Jonás Fouz-González3

1Universitat de Barcelona
2Universitat Autònoma de Barcelona
3Universidad de Murcia

Exposure to L2 captioned video has been shown to improve vowel production after a single viewing (Weber & Geissler, 2023), yet the role of textual input enhancement in pronunciation learning remains underexplored. One promising approach involves using highly variable, audio-visually manipulated input, which may promote the noticing of challenging phonological contrasts. While previous research suggests that textual enhancement may enhance vowel perception (Mora & Fouz-González, 2024), its potential effects on production have not been thoroughly studied. This study investigated whether enhanced captions help advanced EFL learners (*N*=104) increase sensitivity to the English /æ/-/ʌ/ contrast while watching a 30-minute *Ted Lasso* episode. Learners were assigned to five enhanced caption conditions (IPA or orthography; with /æ/ and /ʌ/ in the same or different colour) and two control groups, who viewed the captioned video without enhancement, or did not view it. Pre/post-test gains in vowel production were acoustically measured through a delayed word repetition task. This presentation will discuss methodological challenges in manipulating phonetic focus and how different measures of acoustic distance between contrastive vowels influenced results.

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Designing a methodology for the study of orthographic effects on L2 pronunciation in Spanish schoolchildren

Déborath Sánchez-Fernández & Francisco Gallardo-del-Puerto

Universidad de Cantabria

This project aims at studying the acquisition of English pronunciation by Spanish schoolchildren in two different instructional settings (CLIL and EFL), with a special focus on the effects of orthography on L2 phonology (Bassetti, 2023, 2024). It also seeks to examine the potential influence of individual differences such as gender, extracurricular exposure and affective factors, on the occurrence of orthography-induced errors. The study will follow a cross-sectional, longitudinal and pseudo-longitudinal experimental design. The dataset used is a subsample collected in the framework of a larger project, from which a reading aloud task, an imitation task and a storytelling task have been selected, along with questionnaires to measure the individual variables mentioned above. The presentation will discuss the analytical approaches (auditory, acoustic and statistical) that the data can be subject to. We expect findings to show an effect of orthography in both research groups, with CLIL students being less affected than their EFL peers.

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Approaching the Analysis of Pronunciation Learning Strategies

Pedro Humánez-Berral & Francisco Gallardo-del-Puerto

Universidad de Cantabria

Research on pronunciation learning strategies (PLS) has employed various instruments—such as questionnaires, interviews, and diaries—depending on the research questions being addressed (Pawlak & Szyszka, 2018). However, each method presents specific limitations that may affect the implications of studies in this field. Building on previous findings that seem to indicate that explicit pronunciation instruction may lead to the development of PLS (Jarosz, 2021), our study examines whether increased exposure to English through CLIL lessons influences PLS use. To address this objective, we used a 28-item questionnaire with a 5-point Likert scale to assess participants' self-reported PLS use. Additionally, interviews with EFL and CLIL content teachers provided insight into the learning environment and the role of pronunciation strategies in each context. This presentation discusses analytical possibilities for our research objectives considering the methodological limitations of the selected instruments.

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Eskerrik asko!