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OF VIENNA

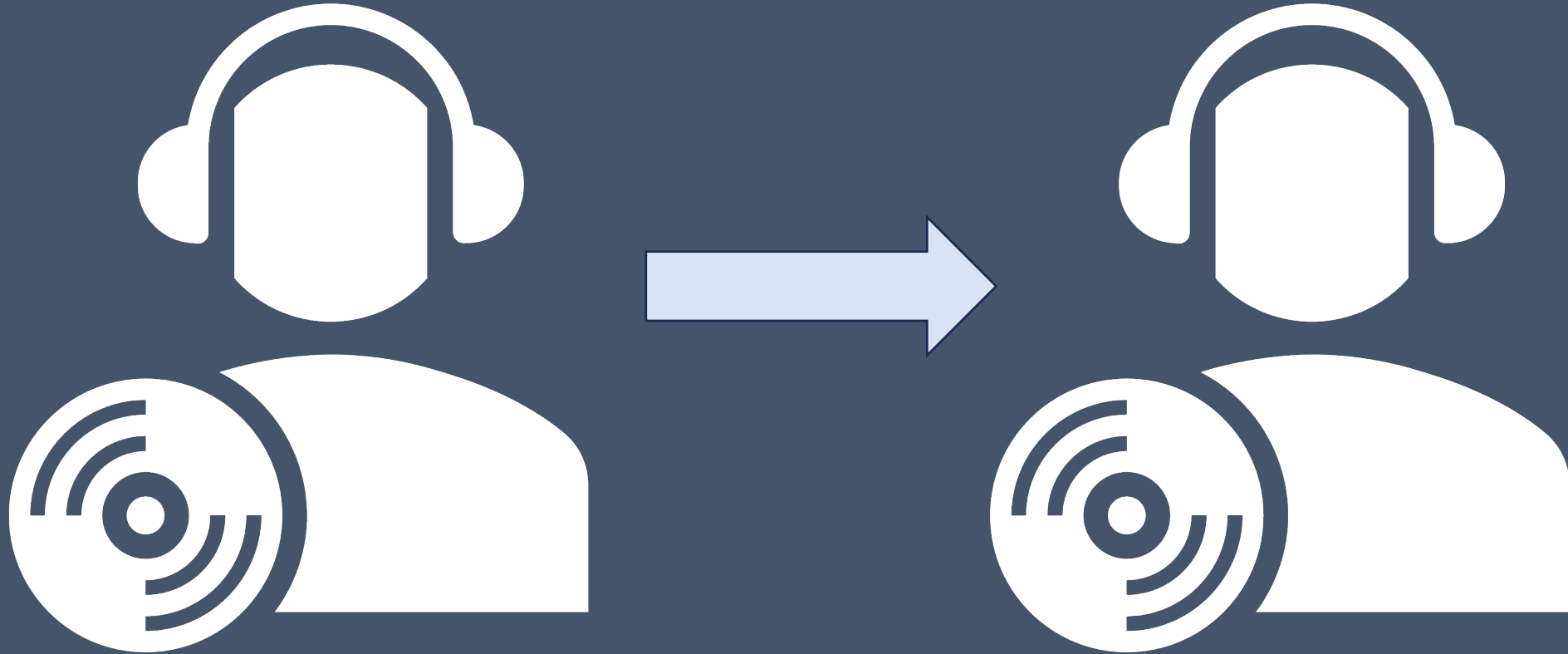
SPR/WIEN

Exploring the impact of explicit pronunciation instruction on advanced EFL students.

A developmental study of advanced EFL
students at the University of Vienna.

Valerie White-Hautzinger, Marija Djenadic,
Miriam Fiala, Anita Ghoreshi, Carolin Rumpler

1 Semester





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Overview



Theoretical Background



The Study



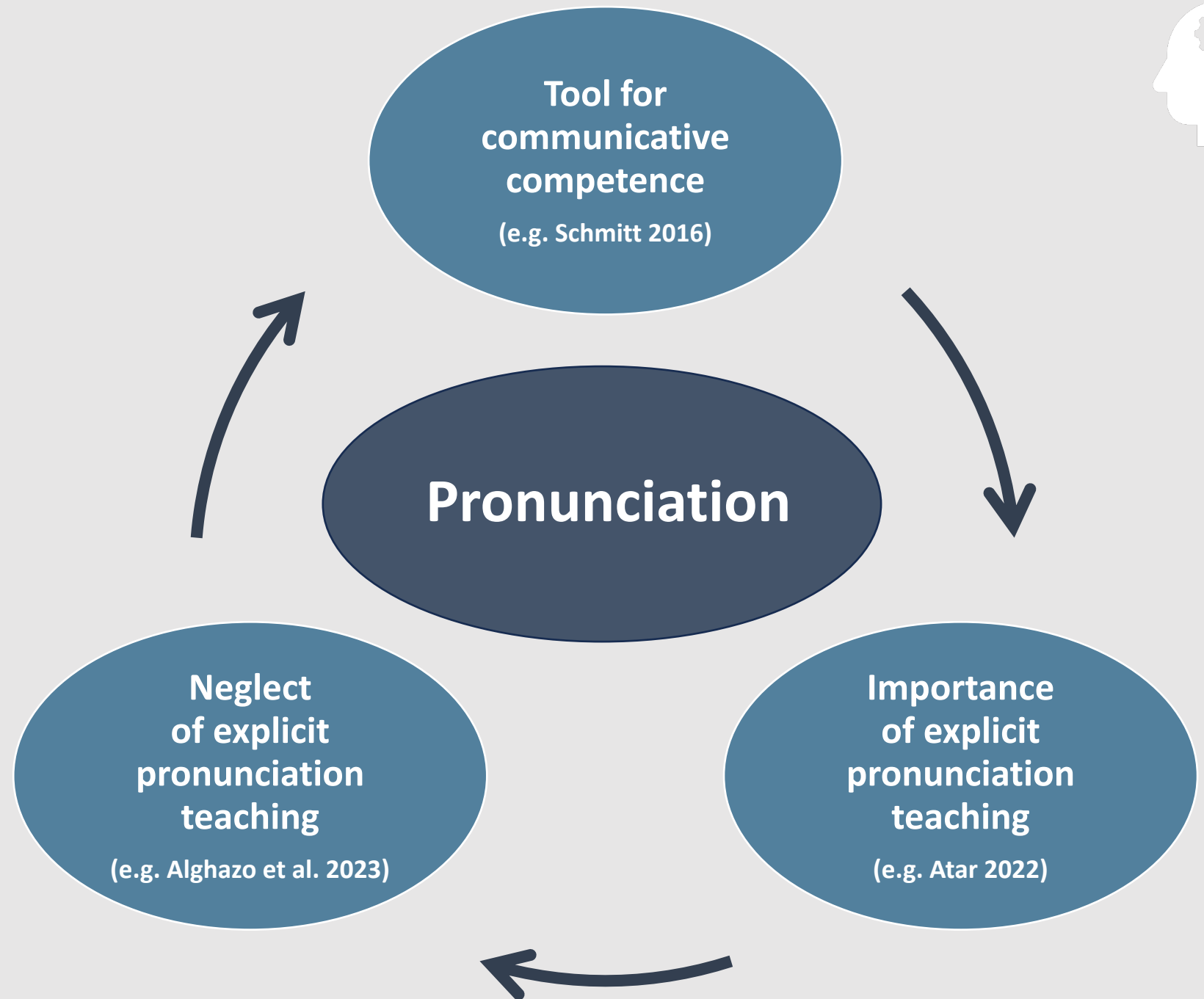
Findings




Theoretical Background



Theoretical Background





How does explicit pronunciation teaching affect selected segmental features of EFL university students' pronunciation over the course of one semester?



The Study

Study Setting



UNIVERSITY OF VIENNA



**DEPARTMENT OF ENGLISH &
AMERICAN STUDIES**



**“PRACTICAL PHONETICS &
ORAL COMMUNICATION SKILLS”**



LANGUAGE LAB

PPOCS

- Advanced EFL learners (*CEFR* B2 – C1)
- Two offered varieties (BE & AE)
- 5 ECTS



The Language Lab

- Mandatory tutorial
- Weekly guided practice
- Personal formative feedback

In total: 4h/week

Practical Phonetics & Oral Communication Skills (PPOCS)



**Practical
phonetics**



**(Peer)
Feedback**



**Communicative
activities**



Assessment



The Language Lab

Completing audio-supported exercises

Receiving and providing feedback

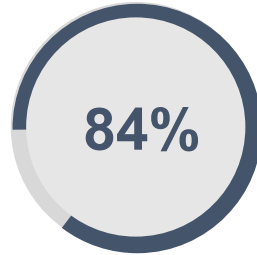
Practicing free speech

Participants

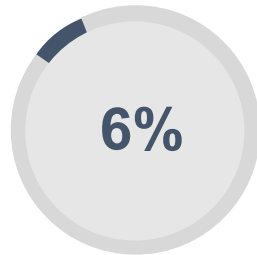


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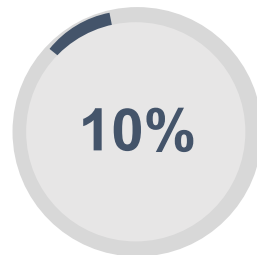
EFL university students



L1 German

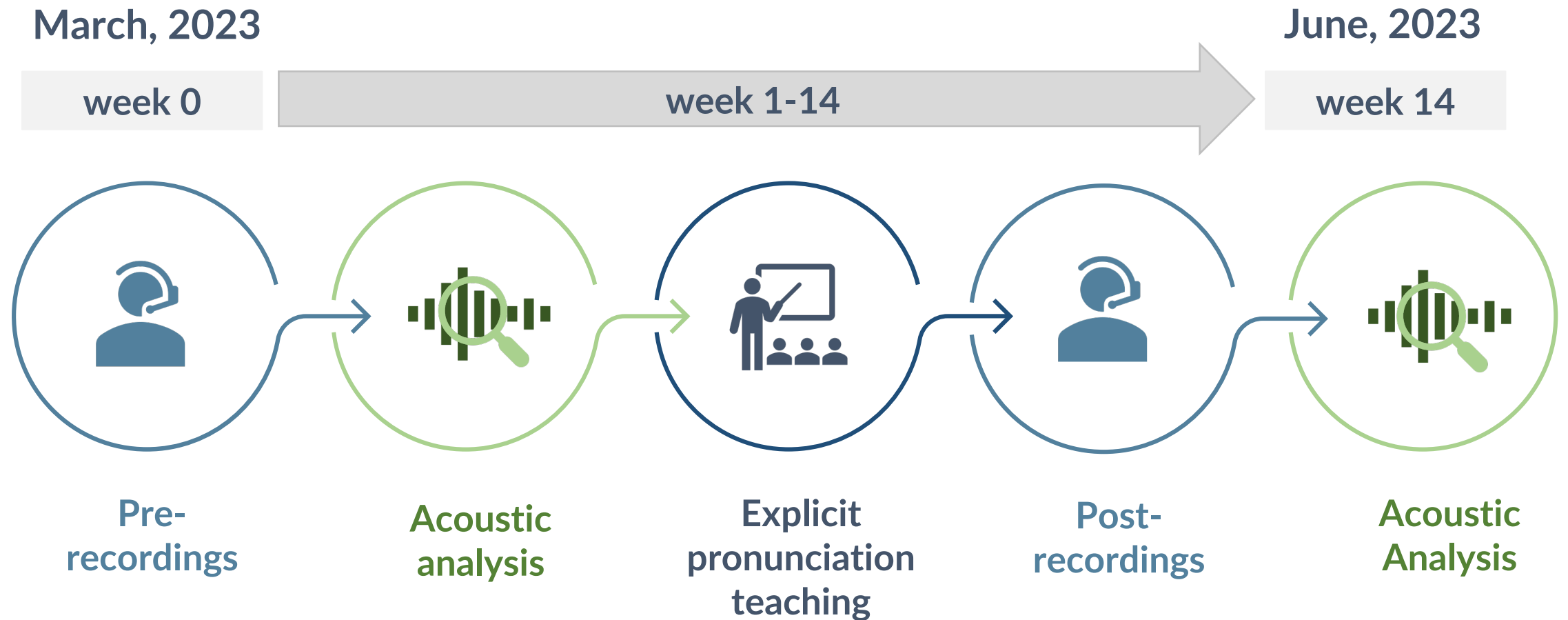


Bilingual with German



Other L1s

Methodology



Reading Passage

The North Wind and the Sun

The North Wind and the Sun were disputing which was the stronger, when a traveller came along wrapped in a dirty cloak. They agreed that the one who first succeeded in making the traveller take his cloak off should be considered stronger than the other. Then the North Wind blew as hard as he could, but the more he blew, the more closely did the traveller fold his cloak around him; and at last the North Wind stopped. Then the Sun shone out warmly, and immediately the traveller took off his cloak. And so the North Wind was obliged to confess that the Sun was the stronger of the two.

Data Analysis

		PRE-RECORDING			POST-RECORDING		
		1	2	3	1	2	3
Segmental Features	Words	not approximated target variety	somewhat approximated target variety	fully approximated target variety	not approximated target variety	somewhat approximated target variety	fully approximated target variety
<i>/r/</i>	north						
	stronger						
<i>/ɒ/ vs. /ɑ:/</i>	took off						
	stopped						
<i>/t/ vs. /t̪/</i>	disputing						
	dirty						
<i>/əʊ/ vs. /oʊ/</i>	fold						
	cloak						

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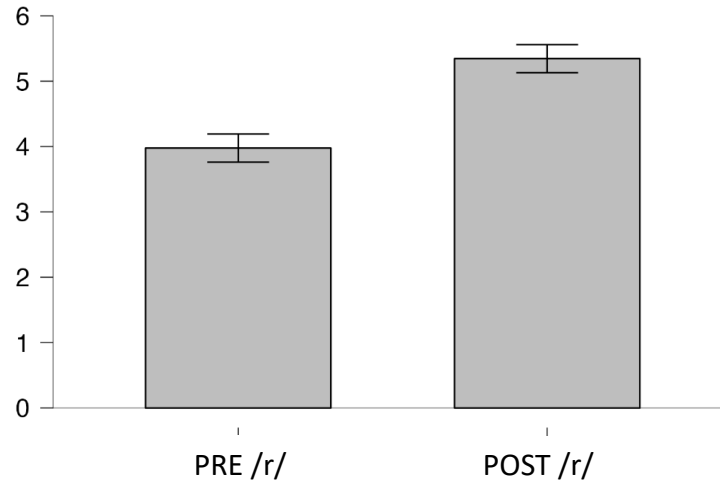
Data Analysis

Student_ID	pre_north	pre_strong	pre_pvr_SUI	pre_tookof	pre_stoppe	pre_o_SUM	pre_disputi	pre_dirty	pre_t_SUM	pre_fold	pre_cloak	pre_ou_SUM	post_north	post_strong	post_pvr_SUI	post_tookof	post_stoppe	post_o_SUM	post_disputi	post_dirty	post_t_SUM	post_fold	post_cloak	post_ou_SUM
SA2	2	3	5	2	3	5	3	2	5	2	3	5	3	3	6	3	3	6	3	3	6	3	3	6
SA2	3	2	5	2	2	4	3	2	5	2	2	4	2	3	5	2	2	4	3	2	5	3	3	6
SA3	2	2	4	2	2	4	2	2	4	2	2	4	2	3	5	3	3	6	2	3	5	3	2	5
SA4	2	1	3	2	3	5	2	3	5	2	2	4	2	2	4	3	3	6	3	3	6	3	3	6
SA5	1	2	3	2	3	5	3	2	5	2	3	5	1	2	3	3	3	6	3	3	6	3	3	6
SA6	2	2	4	2	2	4	2	2	4	2	1	3	3	2	5	2	2	4	1	2	3	2	1	3
SA7	2	2	4	1	2	3	2	2	4	2	2	4	2	3	5	2	3	5	3	2	5	2	2	4
SA8	2	2	4	2	2	4	1	2	3	2	2	4	2	3	5	2	3	5	2	2	4	3	3	6
SA9	2	2	4	2	2	4	2	2	4	2	2	4	3	2	5	3	3	6	3	3	6	3	3	6
SA21	1	2	3	2	2	4	1	2	3	2	2	4	3	2	5	2	2	4	2	2	4	2	2	4
SA22	2	2	4	2	2	4	2	2	4	2	2	4	2	2	4	2	2	4	2	2	4	2	2	4
SA22	2	3	5	2	2	4	3	3	6	3	3	6	3	3	6	2	3	5	3	3	6	3	3	6
SA23	2	2	4	2	2	4	2	2	4	2	2	4	2	2	4	2	2	4	2	2	4	2	2	4
SA24	1	2	3	2	2	4	1	2	3	2	2	4	2	3	5	3	3	6	3	3	6	3	2	5
SA25	2	2	4	2	2	4	2	2	4	2	1	3	3	2	5	2	2	4	2	2	4	2	2	4
SA26	2	2	4	2	2	4	2	2	4	2	2	4	3	2	5	2	2	4	3	3	6	3	3	6
SA27	1	3	4	2	2	4	3	2	5	3	3	6	2	3	5	3	3	6	3	3	6	3	3	6
SA28	2	2	4	2	3	5	3	3	6	3	3	6	3	3	6	3	3	6	3	3	6	3	3	6
SA29	2	2	4	2	2	4	2	2	4	2	2	4	2	2	4	3	3	6	1	1	2	3	2	5
SA21	2	2	4	2	2	4	2	2	4	3	2	5	3	3	6	2	2	4	2	3	5	3	3	6
SA22	2	2	4	2	2	4	2	3	5	2	2	4	3	3	6	2	3	5	3	3	6	3	3	6
SA 22	3	3	6	2	3	5	3	2	5	3	3	6	3	3	6	3	3	6	3	3	6	3	3	6
SA23	3	3	6	3	3	6	2	3	5	3	2	5	3	3	6	3	3	6	3	3	6	3	3	6

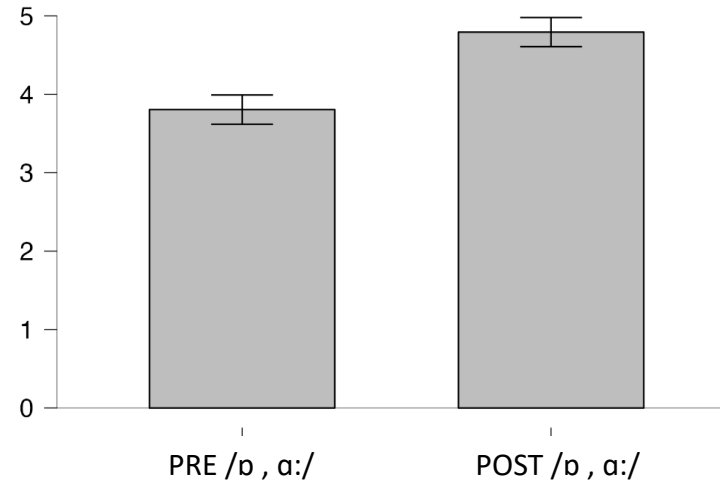
Tentative Results

Tentative Findings

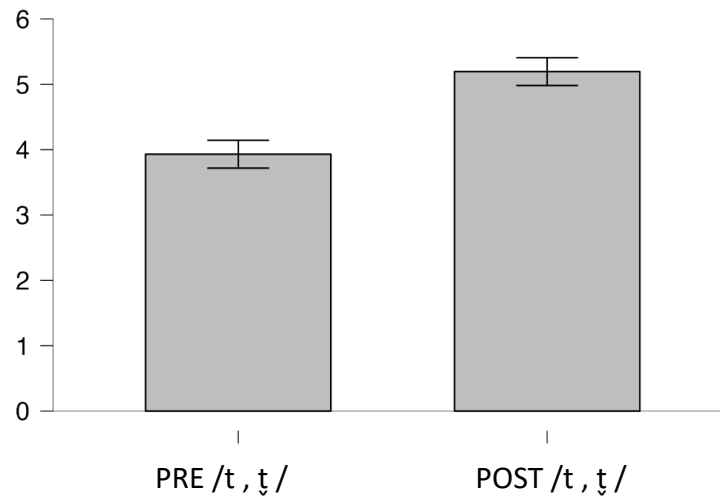
pre_pvr_SUM - post_pvr_SUM



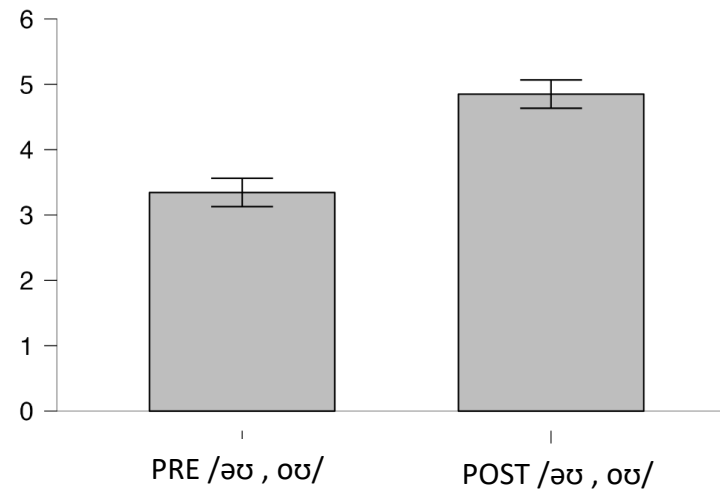
pre_o_SUM - post_o_SUM



pre_t_SUM - post_t_SUM



pre_ou_SUM - post_ou_SUM



Tentative Findings

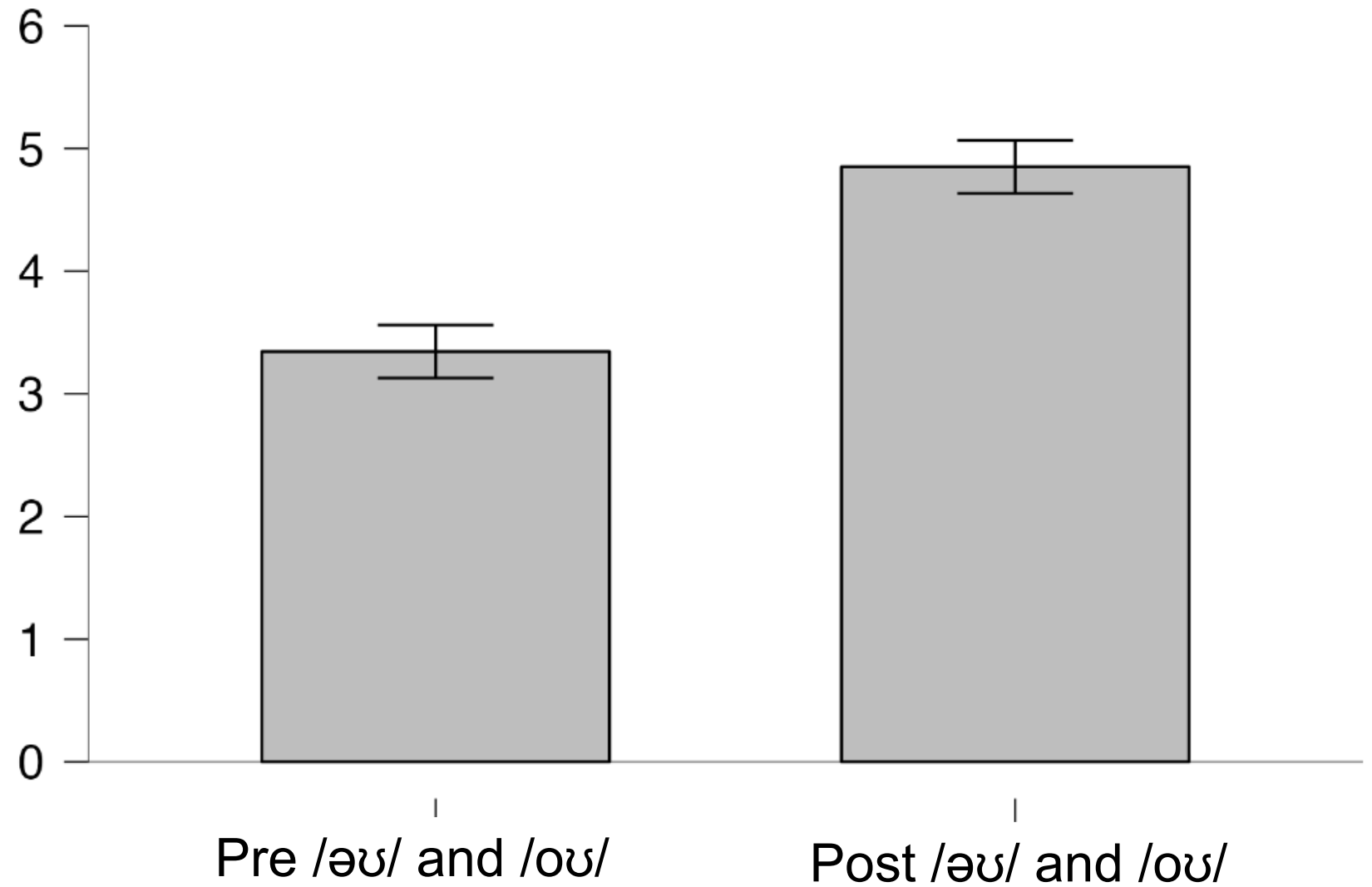
Paired Samples T-Test ▼

Measure 1		Measure 2	W	z	df	p	Rank-Biserial Correlation	SE Rank-Biserial Correlation
PRE /r/	-	POST /r/	43.500	-6.479		< .001	-0.954	0.146
PRE /p , a:/	-	POST /p , a:/	153.500	-5.770		< .001	-0.843	0.145
PRE /t , t̥/	-	POST /t , t̥/	88.000	-6.298		< .001	-0.913	0.144
PRE /əʊ , oʊ/	-	POST/əʊ , oʊ/	0.000	-6.791		< .001	-1.000	0.146

Note. For all tests, the alternative hypothesis specifies that Measure 1 is less than Measure 2. For example, pre_pvr_SUM is less than post_pvr_SUM.

Note. Wilcoxon signed-rank test.

Tentative Findings



Conclusion

- 1 Explicit pronunciation instruction proved effective
(e.g. Darcy 2016; Ghorbani et al. 2016; Mahmood 2023; Pardede 2018; Zhang & Yuan 2020)
- 2 All sounds analyzed improved significantly
- 3 Greatest improvement observed in the diphthongs /əʊ/ and /oʊ/

Next Steps

1

**Inter-rater
reliability**

2

Suprasegmentals

3

**Long-term
development**

On behalf of our team:
Thank you!



Anita Ghoreshi



Miriam Fiala



Carolin Rumpler

Sources

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