

ABSTRACTS

Keynotes

The Role of Interaction in L2 Pronunciation and Comprehensibility: The Real Social Network *T. Derwing* University of Alberta, Canada

Although they are often unable to identify specific accents, people are extremely sensitive to accented speech in general; many can even detect a foreign accent in a single word played backwards. Accent can have major social consequences, as people make judgments about speakers they encounter, and it is also implicated in how understandable an individual's speech is to interlocutors. These two phenomena are not unrelated. Recently my colleagues and I have been conducting research in the workplace, in one study we worked with teams of engineers, some of whom were native speakers and others spoke English as their second language. The nature of their projects required them to work together closely; we examined their views on their communicative success. We have also been working in a window-making factory, with individuals from Vietnam who supervise diverse teams from a wide range of first language backgrounds. Communication and safety are highly valued in this setting, but mutual intelligibility is often a problem. I will be discussing these studies and the relationship of L2 pronunciation to comprehensibility.

Individual variability in English pronunciation: applications in the forensic domain

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This presentation provides an overview of forensic applications of phonetics. Analysis of voice, speech and language is carried out for forensic purposes with rapidly increasing regularity across the globe, especially with the rapid increase in mobile phone technology. Well known cases that have involved forensic speech analysis include Watergate, the Yorkshire Ripper enquiry, the UN war crimes tribunal of former President Milosevic, and the 'Who wants to be a millionaire?' fraud trial.

In this talk I'll focus on two types of casework:

[1] **Speaker profiling** may be requested in cases such as kidnappings, where there may be a recording of a criminal's voice but as yet no suspect identified. The aim of the analysis is to provide as much information as possible about the talker in order to narrow the field of suspects. A combination of phonetic and linguistic analysis of the voice can establish information (to varying degrees of confidence) on factors such as the speaker's regional and social background, the presence of L2 or ethnic influences, and speech pathology. A developing strand of speaker profiling is found in the domain of testing the authenticity of asylum claims.

[2] **Speaker comparison cases** (sometimes referred to as speaker identification) are the mainstay of forensic speech analysis. Comparative analysis is made of the voice in a criminal recording with that of a suspect accused of having committed the crime. Typical materials include recordings from covert monitoring devices (e.g. of drugs gangs), voicemail messages, and hoax calls to the emergency services. Analysis is made of segmental, suprasegmental, grammatical and pragmatic features. Observed features in the case materials are then, ideally, compared with background information to assess their degree of typicality/unusualness relative to the speaker's dialect community. Examples from real cases are used throughout, including a focus on a particularly complex case from Ghana (Republic of Ghana v. K. Amaning & I. Abass). The overall aim of the talk is to highlight the importance of background information on variation in speech and language. The availability of detailed descriptive records, especially of non-standard dialects, is a crucial component of robust and reliable forensic casework.

ABSTRACTS

Oral Presentations

Studying diachronic changes in the linguistic landscape from a synchronic perspective. Findings from a case study in the Xhariep *L. du Plessis* University of the Free State, South Africa

Large-scale changes in the linguistic landscape that coincide with the establishment of a new language regime are registered as visible concretisations, on public signs, of changed language priorities. We can classify these in terms of moderate and drastic changes, depending on whether languages are added to or removed from the linguistic landscape. Typical changes may involve the introduction of an additional language to the language environment, leading to changed language visibility profiles. This has happened in countries like Israel, where Arabic has been added to public signs in recent times. Changes may also involve the complete replacement of a former established language by removing it from public signs, as has happened in the Baltic states with the removal of Russian. Both instances of change usually result from top-down interventions by means of new language policy decisions, directives, etc. But the linguistic landscape may also register bottom-up changes, as is actually happening on a global scale with the introduction of a language such as English on public signs, where the actual top-down language policy dictates something else. From a research point of view, one of the challenges regarding changing linguistic landscapes is that of how to actually study such changes when one does not have adequate comparative historical data at one's disposal, rendering a diachronic study or a study of change in time almost impossible. This is a problem that is peculiar to this new field of research in sociolinguistics, as scholars have only recently started to record and study language use on public signs. In this paper, we shall consider the different approaches to the problem. We shall argue that one can adopt a synchronic approach to studying linguistic landscape change, provided that adequate contemporary data are available. This can be done by analysing contemporary linguistic landscape data in terms of three core variables, namely functionality, locality and agency. We shall explore this approach by offering an analysis of results from a linguistic landscape study that we carried out in three towns in the Xhariep District of the Free State Province – Philippolis, Springfontein and Trompsburg. The data were collected during the second half of 2010, and the database consists of a total of 1,549 recorded public signs. We shall demonstrate why an adequate database can allow the researcher to make valid deductions regarding linguistic landscape changes.

Approach to English pronunciation teaching in Finland: Broad, narrow or laissez-faire?
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The focus of pronunciation teaching has changed from practising individual sounds to concentrating on prosodic features (intonation, rhythm, stress) – at least in pronunciation teaching literature (e.g., Seidlhofer, 2001). This approach has been referred to as broad as opposed to the narrow that focuses on segments (Derwing, Munro & Wiebe 1998). This paper takes up the issue of English pronunciation teaching in the context of Finland, where English and many other foreign languages are widely studied and language skills are highly valued. Contrastive Finnish-English studies have been conducted substantially, and the pronunciation problem areas of L1 Finnish-speakers of English are well mapped. Unfortunately, researchers have not taken much interest in finding out how the actual pronunciation teaching in Finnish

ABSTRACTS

schools is. However, there has been speculation about teachers neglecting pronunciation teaching (Lintunen, 2004).

The present study aims at finding out how English pronunciation teaching actually is in the context of Finnish schools (from primary to upper secondary level). The study was carried out as focussed observations (Hopkins, 2008, 89), since classroom observations were considered the best way to achieve the aim of this study. Four EFL teachers were observed for 6–9 lessons within a period of one week. A pre-prepared observation form was used as a tool, and the form was developed into a categorisation of the teaching methods used by the observed teachers. The data was analysed considering both teaching methods and contents of the teaching. In my presentation, I shall concentrate on the contents and conclude about the approach (broad, narrow, laissez-faire) of English pronunciation teaching as demonstrated by these four cases from Finland.

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The Discourse of Arabic Language Policies in Israel ? Is there a chance for a change?

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Arabic, the language of Israeli Arabs who make up a fifth of the population in Israel, shares an official status with Hebrew, the language of the Jewish majority. The legal status of the languages adopted by the State of Israel in 1948 from the British Mandate regulations has not been clarified by law since the establishment of the state. While no general statute gives Hebrew priority over Arabic, in practice Hebrew functions as the dominant language in all public contexts. In the past decade this situation has begun to be challenged, mainly by organizations in the Arab sector advocating a change in the political status of Israeli Arabs and by sociolinguistic changes in the status of Arabic. The proposed talk analyses the points of tension which emerge when exploring the discourses related to changes in policies towards Arabic in Israel. The talk is based on a macro-level empirical study which examined attitudes and perspectives towards the use of Arabic in several public spheres in Israel. The language policy issues dealt with touch upon a range of public domains, including: the use of Arabic in Israeli government offices; on road signs; on national television; and in the Israeli parliament. Positions are explored on two levels: (1) state officials and representatives of the Arab sector as revealed through legal and policy documents; (2) 'layman speakers' as examined specifically for the current study through focus groups and questionnaires.

ABSTRACTS

Poster

The interaction between ESL students' self-efficacy beliefs, anxiety and public speaking

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Affective variables in language learning have been identified as possibly the strongest link to language learning success (Gardner & Lambert, 1972). Yang (1999) proposes a model in which beliefs are composed of two dimensions: the motivational and the meta-cognitive. The components of the motivational dimension, which will be addressed in this poster, are learners' self-efficacy and their emotional reactions or affect in relation to a public speaking activity in the English classroom.

Self-efficacy refers to a student's perception of his/her own ability to complete a specific task (Pajares, 2003). If students do not believe that they will be successful, they will have no real incentive to engage in an activity (Bandura, Barbaranelli, Caprara, & Pastorelli, 1996). These beliefs have an impact on student aspirations, and their level of commitment to goals. It also impacts on: their level of motivation; the extent to which they persevere in the face of adversity and to what they attribute success and failure (Bandura et al, 1996). Students' sense of self-efficacy holds the key to student choices, effort, perseverance, thought patterns and emotional reactions (Pajares, 2003). From observations thus far of student presentations, it would seem that their lack of belief in their ability to make a successful presentation negatively impacts on their performance. Self-efficacy perceptions are formed by the interpretation of information from four sources (Pajares, 2003):

1. Perceptions regarding the success or failure of the individual's performance (mastery experience)
2. Social comparisons with other individuals in the group
3. Input and feedback from others
4. Anxiety and stress

Bandura (1995, 1997 in Pajares, 2003) provides guidelines for measuring the self-efficacy beliefs of students:

1. Assess student confidence that they possess the required skills
2. Assess student confidence that they can complete a specific task
3. Ask students to assess their potential to obtain an A, B, C or D grade for English and compare it to their actual grade

Anxiety is a factor included by many motivation researchers (Clément, 1980; Gardner, 1985; Dörnyei, 1994) in their discussions of how motivation and anxiety interact with each other in English language learning. Horwitz and Cope (1986 in Khan & Zafar, 2010 p. 199) define language anxiety as 'a distinct complex of self-perceptions, beliefs, feelings and behaviours related to classroom language learning arising from the uniqueness of the language learning process'. The question therefore becomes whether poor performance is caused by anxiety or whether anxiety is caused by poor performance (McIntyre, 2002). The most dramatic effect of anxiety, however, is a reluctance on the part of the student to communicate (McIntyre, 2002).

The aim of this poster is to show the results of a small-scale qualitative study of the interaction between NC(V) students' self-efficacy beliefs and the anxiety experienced while doing a formal speech in English. The participants' English proficiency varies considerably and included in the study are students who speak English as their mother-tongue as well as

ABSTRACTS

those whose mother-tongue is isiXhosa. Students' presentations are video-recorded and stimulated recall interviews conducted. In addition to this, participants will complete a two-part questionnaire to determine firstly their sense of self-efficacy with regard to their English proficiency and secondly their level of anxiety while making the speech. The relationship between these will be discussed and graphically represented in the poster.

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