

DOCTORAL DEFENCE

October 2, 2008 10:00

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Perception

of Non-Native Pronunciation of English
by Native Speakers

EXPERIENCE AND MOTIVATION

- Teaching English since 1986
- Specializing in Phonetics since 1991
- Running the TomCat Playgroup since 1993
- Adrian Underhill: Sound Foundations (1996)
- J.C.Wells: Summer Course of English Phonetics at UCL(1996)

Figure 5. Phonetic variables in the technical assessment

Consistent error	Example	Points subtracted
Inaccurate, weak, missing stress and rhythm	<i>event</i> pronounced as ['i:vnt]; <i>It was a surprise</i> as ['ɪt 'wɒsə 'sʌpraɪz]	40
Final consonant devoicing and faulty liaison	<i>big love</i> pronounced as ['bɪk'lʌf]	20
Voiced dental fricative /ð/	<i>this</i> pronounced as ['dɪs]	5
-ing endings	<i>Ending</i> pronounced as ['endɪŋk]	5
Voiceless alveolar plosive /t/	dental instead of alveolar	5
Voiceless dental fricative /θ/	<i>think</i> pronounced as ['sɪŋk]	5
Vowel /ɪ/	<i>bit</i> pronounced as ['bɪt]	5
Long mixed vowel /ɜ: /	<i>work</i> pronounced as ['wɔ:k]	5
Inconsistency in v and w	<i>very well</i> pronounced as ['werɪ 'vel]	5
Words mispronounced	<i>determine</i> pronounced as ['detəmeɪn]	5

What next ???

- Rhetorics ?
- Elocution ?

»» NO

Instead, by studying the
PERCEPTION
of non-native pronunciation of
English, to find out which aspects
of pronunciation are vital for
positive/negative personality
perception.

THE CORPUS

- 15 non-native speakers of English
- Texts for them to read; a question to answer
- Recordings
- 5+1 assessors, native speakers of English
- Questionnaires

SAMPLE RECORDING

- Speaker 1 – Ivana Hrůzová

EVALUATION

- **Phonetic assessment** based on the system devised in 1996. Legend of graphic profile on page 76 of dissertation, booklet page 10-11.
- **Sociolinguistic assessment** based on Questionnaires; criteria: intelligibility, confidence speaking English, elligibility for a childminding job, appropriateness of speech behaviour. Other criteria (secondary) not fully used.
- **Correlations between them**

CORRELATIONS

- The group of 4 good speakers by phonetic criteria remained the same.
- Two shifts occurred between the 5 average speakers and 6 inferior speakers. Speakers 11 and 3 obtained much better results by perception than by phonetic criteria.

COMMON FEATURES

- Their speech is appropriately loud.
- Their speech is appropriately slow.
- In other words, their loudness is sufficient for being comfortably heard,
- and their tempo is sufficiently moderate for their pronunciation mistakes to be decoded.

CONCLUSIONS AND PRACTICAL IMPLICATIONS

In teaching, appropriate **LOUDNESS**
and **TEMPO** must be emphasized.
ECHOING is to be avoided.