

# The Adaptability of Laboratory Phonemic Perception Training Protocols to Common Second Language Instruction Situations.

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For the past two decades, L2 pedagogy in North America has tended to de-emphasize phoneme-level pronunciation training (Levis, 2005; Hinkel 2006). During the same period, laboratory experiments have demonstrated a variety of benefits from training NNSs in the perception of difficult phonemic contrasts in the target language.

Experiments have provided evidence that learners' perceptual performance improves (Jamieson & Morosan, 1986; Flege, 1989 & 1995), that the improvements generalize to new talkers and new words (Lively, Logan, & Pisoni, 1993), that perceptual training triggers production improvements (i.e., without specific pronunciation training, Bradlow et al., 1997), and that both perceptual improvements (Flege, 1995; Lively et al., 1994) and production improvements (Bradlow et al., 1999) are maintained over several months. Subjects have included Americans training in Zulu (Best, McRoberts, & Sithole, 1988), Japanese and Americans training in Hindi (Pruitt, 1995), and speakers of Canadian French (Jamieson & Morosan, 1986), Chinese (Flege, 1989), and Japanese (Bradlow et al., 1999, and many others) training in English. Such training studies (and a host of related studies focused beyond training) helped motivate the development of the two models of L2 speech perception, Best's Perceptual Assimilation Model and Flege's Speech Learning Model.

The training protocols for these laboratory experiments are generally long and intensive. Different protocols may include sessions up to 40 minutes, 3 sessions per day, or long daily sessions for 15 consecutive business days. Such onerous protocols are acceptable for basic research in which the "learner" subjects are paid for their participation. They are quite unacceptable for common L2 instructional situations, where time and attention are limited.

The present study analyzes the training protocols from a selection of research articles, and documents the types and amounts of training given. It then suggests alternative regimens for distributing similar levels of training through a variety of typical learning situations, including the 16-week college semesters typical in the US, and shorter language institute terms. We also plan to present preliminary results of an implementation of such a regimen, training Japanese learners in perception of American English /l~r/.