



PACIFIC SECOND LANGUAGE RESEARCH FORUM 2023 (PacSLRF2023)

“Cognitive and Behavioral Abilities of L2/Ln Learners”

PROGRAM HANDBOOK

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A Framework for L1 Use in Teaching L2 Pronunciation: Its Construction and Effects

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The use of L1 in teaching L2 grammar, vocabulary and composition has been frequently studied since the 21st century. However, the use of L1 in pronunciation teaching, especially of Japanese language, is a topic well referred to but still not sufficiently studied. I constructed a framework called TP-SD for L1 use in teaching L2 pronunciation, by analyzing the ways of L1 use in literature and textbooks of Japanese pronunciation. The abbreviation TP-SD refers to “A framework for Theoretical & Practical ways of L1 use based on cross-lingual Similarities & Dissimilarities”. In this framework, I propose that teachers and researchers can design their L1 use by thinking about the following two aspects. a) Should I use the similarities (S) between L1 and L2 or the dissimilarities (D)? b) Should I use them theoretically (T) or practically (P)? Using this framework, I also propose six types of L1 use in: 1) Explaining manner or place of articulation (T-S). 2) Explaining reason for pronunciation errors (T-D). 3) Explaining important point of pronunciation (T-D). 4) Pre-practicing by using L1 words or sentences before practicing L2 (P-S/D). 5) Applying method of pronunciation of L1 to L2 (P-S). 6) Altering method of pronunciation of L1 to that of L2 for practice purpose (P-D). Using these six types, I designed some methods to use L1 in teaching Japanese rhythm (i.e., mora), consonants (especially voiced/voiceless, /n/ and /r/), pitch accent and intonation. Then, I conducted a 5-week and a 10-week lesson of Japanese pronunciation, with 25 and 27 participants of Chinese learners of Japanese. From the result of questionnaires and interviews after these two lessons, it is showed that the use of L1 in teaching L2 pronunciation has multiple positive effects as follows. Firstly, it increases the motivation of learners in learning Japanese pronunciation, by raising the awareness of sounds and making the learning progress more self-related. Secondly, it helps learners understand Japanese pronunciation, by connecting unfamiliar L2 sounds with familiar L1 sounds in a corresponding or a contrastive way. Thirdly, it makes it easier for learners to start practicing Japanese pronunciation and reduces the difficulties faced in the process of practicing. Fourthly, it improves the learners’ confidence in Japanese pronunciation, by alleviating learners’ anxiety and providing a solid feeling of improvement afterwards. Fifthly, in addition to the original purpose of promoting the learning of Japanese, it also leads to the acquisition of metalinguistic knowledge about L1 sounds and the satisfaction of learners’ intellectual curiosity about their L1. During this presentation, I would invite conference participants to reflect on their past teaching experience for conscious and subconscious use of L1 in L2 teaching, and then to exchange opinions about the framework TP-SD and its effects.