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A research-based phonetic trainer for L1 Chinese learners of L2 English and L3 French

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► To cite this version:

Simon Landron, Christelle Exare, Maelle Amand, Jacqueline Vaissière. A research-based phonetic trainer for L1 Chinese learners of L2 English and L3 French. De la linguistique à la didactique des langues, INALCO-PLIDAM, SPEIT - Université Shanghai Jiao Tong; <https://www.inalco.fr/evenements/de-la-linguistique-la-didactique-des-langues>, Jan 2025, Paris, France. halshs-04915285

HAL Id: halshs-04915285

<https://shs.hal.science/halshs-04915285v1>

Submitted on 3 Feb 2025

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International conference – January 23-24, 2025

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Title : A research-based phonetic trainer for L1 Chinese learners of L2 English and L3 French

Abstract :

L1 Chinese learners of L3 French often have English as an L2. Their difficulties in French pronunciation include stop voicing in French (e.g. *gâteau* ~ *cadeau*, *don* ~ *thon*) (Landron et al. 2017) and vowel-length contrasts in English (Jia et al. 2006). L2-L3 interferences (Hammarberg 2001) are also likely to occur (e.g. voiceless stop aspiration in L3 French). Grounded the phonetic and phonological study of the three languages in contact, a Cleanaccent© phonetic training program was designed to teach French and English pronunciation to Chinese-speaking learners. As an extension of what was designed and experimented by Vaissière & Exare (2023), the linguistic input relies on i) minimal pairs (EN: *sheep* ~ *ship*, FR: *pomme* ~ *paume*), ii) pairs of words containing a pair of vowels (/e/ in EN: *red hen* and /u/ in FR: *poule rouge*), iii) vowel charts in IPA, iv) logatomes (EN: /hVd/ and FR: /CVC/) and iv) L2-L3 cognates (e.g. *Paris*, *train*) to favour phonological awareness and sensitivity to allophonic variation (e.g. EN: /'pʰæɪns/ vs. FR: /paʁi/) in L1-L2-L3. Phonologization is supported by L2-L3 multiple-speaker auditory input. Passive learning is made possible by relaxation exercises. Gestures are used for L2-L3 vowel articulation and word prosody. Our material, comprising pictures, lottos, card games and sound files, is available online and in paper format. This talk is a 20-minute presentation of our concrete, research-based, language teaching program. Bound to be experimented soon, the course reconciles didactics and linguistics as well as phonetics and foreign language teaching.

Keywords : pronunciation, interphonology, L1 Chinese, L2 English, L3 French, gamification

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<https://doi.org/10.25965/espaces-linguistiques.618>