

# L2 Pronunciation Development in Form-Focused Instruction



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<b>Keywords</b>	Effects of Instruction, Form-Focused Instruction (FFI), L2 Pronunciation,
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<b>Technical Support Skills</b>	<ul style="list-style-type: none"> <li>• Classroom research in the framework of FFI in Instructed SLA</li> <li>• Analysis of learners' pronunciation development from theoretical phonetics</li> </ul>
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## Research Contents

The effects of instruction on L2 development from the perspectives of *Form-Focused Instruction* (FFI) has led to continuous modification of FFI, increasing its positive effects on L2 classroom instruction in the Japanese context and yielding strong support for the hypothesis that a timely combination of form-focused and communication-oriented instruction is necessary for successful L2 development. Nonetheless, L2 pronunciation instruction has not kept pace with the insights gleaned from the development of FFI.

My study is often conducted at a regularly scheduled classroom, in which one experimental group and one control group participates in a quasi-experiment (e.g. Abe (2015)). The treatment in EG emphasizes FFI instruction, focusing on the phonetic characteristics of the speech sounds, as well as encouraging learners to observe the target feature and discovering the rule under their own initiative, and in the production session, the participants are expected to use the target pronunciation, whilst CG follows a traditional forms-focused instruction in two sessions of perception and production. The participants' ability to perceive and pronounce the target form is assessed on a pre- and a post-test which include weak-form discrimination, dictation, a passage-reading, and a dialogue task.

The developmental changes, which demonstrate significant difference of receptive and productive acquisition of weak forms, unambiguously demonstrate that formal instruction FFI does make a difference for L2 pronunciation in the classroom.

Abe, H. (2015). The acquisition of vowel reduction by Japanese EFL learners in form-focused instruction. In *EPIP4: Proceedings of the 4th international conference on English pronunciation: Issues and practices*, pp. 10-13.

## Available Facilities and Equipment
