

ACCENTED SPEECH AND ENGLISH-MEDIUM INSTRUCTION: WHAT CAN TEACHERS AND STUDENTS DO?



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OUTLINE

- **Accented speech 45%**
 - Definition; Cognitive and Social Impact
- **English-medium instruction 20%**
 - Definition; European & French Context
- **What can we do? 35%**
 - Interventions & Future Research

ACCENTED SPEECH

ACCENTED SPEECH: WHO JUDGES WHOM?

= speech exhibiting acoustic features from the speaker's
perhaps THE most salient social marker?

Bishop, H., Coupland, N. and P. Garrett (2005)

Thirty years of accent prejudice in the UK

Acta Linguistica Hafniensia Vol. 37/1, pp. 131-154.

- new survey of 5010 informants across the UK, w/ BBC “Voices” project
- compared to Giles's (1970) study of social evaluation of major UK accents
- different designs BUT **overall remarkable similarity**



FAS: WHO JUDGES WHOM?

foreign-accented speech \approx non-native speech

What is 'non-standard'?

What is an 'error'?

“the language of nonnative speakers may undergo greater scrutiny than that of non-stigmatized native speakers, making identification of native pronunciations (including reduced vowels and unreleased stops) as ‘errors’ more likely.” (Lindemann, 2016)



Image from website of PhD project by Tingting Hui, Universiteit Leiden: *The Performative Force of Accented Speech: Language, Body, and Violence*

Lindemann, S. (2016)

Variation or 'Error'? Perception of Pronunciation
Variation and Implications for Assessment

in Isaacs, T., & Trofimovich, P. (Eds.) (2016).
*Second Language Pronunciation Assessment:
Interdisciplinary Perspectives.*

VARIATION & PERCEPTION IN NS PRON

Natural connected speech phenomena, regardless of the variety
(Slips of the ear, Shockey & Bond 2007)

“ ... the same pronunciation features may be perceived differently depending on *who is believed* to be using them and *what stereotypes exist* about the perceived speaker.”

(Lindemann, 2016, 198, quoting Niedzielski, 1999)

VARIATION & PERCEPTION IN NS PRON

Vowel contrasts

- Poor matching skills in task « match the vowel of a keyword in the sentence to one of 3 computer-synthesized vowels »
- But the problem is NOT an inability to hear vowel diffs, but rather ...
- ... preconceived notions about what the speaker should sound like

Consonant production: less variation

**Mostly « unnoticed » - IF the speaker is identified as a
‘standard’ speaker**

VARIATION & PERCEPTION IN *NON*-NS PRON (FAS)

Variation interpreted as 'errors'

« listeners' perception was more accurate when they thought the speaker was Cantonese, but more likely to identify perception as a quality of less than 'perfect' English ».

DIFFERENTIAL NOTICING

Variation +/- likely to be noticed depending on:

- location in word, in utterance
- how the speaker is identified OR who assumed to be
- listener's L1
- listener's L2(s) experience(s)
- task being used to reveal perception

OVER-NOTICING AND BIAS

- NNSs evaluated lower on status traits, both by N and NN listeners (Miller & Hewgill, 1964; Brennan & Brennan, 1981; Bresnahan et al., 2002; Lindemann, 2003; Lev-Ari & Keysar, 2010; more cited by Lindemann 2016 on p202)

« Over-perception of NN speech features identified as ‘errors’ may be exacerbated by issues of systematic bias against (perceived) NNspeech, especially against that spoken by non-White speakers ».

(Lindemann, 2016, 201)

NEGATIVE ATTITUDES TO FAS & PERFORMATIVITY

Rubin, 1992: accent, ethnicity & lecture topic of NNsTAs

- undergrads listened to a recorded lecture of a NS.
- photo of supposed speaker shown, Asian or Caucasian.
- Asian photo = accent rated as less nativelike
- AND ... lower comprehension scores

Kang & Rubin (2009): more likely to happen if listeners are already biased against FAS

Lecture-style speech in FAS: Rubin & Smith, 1992; Kavas & Kavas, 2008

EPIP4/PRAGUE STUDY (VOLIN, SKARNITZL & HENDERSON, 2017)

- Lecture-style passages read by 8 NaE, 5 FrE and 5 CzE speakers
- 21 Czech, 19 French and 12 NaEnglish listener-respondents
- 2-step perception test
 - Short extracts (15 words): preference for speaker A or B
 - Longer extracts (40-words): dimensions of competence; Likert scales

EPIP4/PRAGUE STUDY (VOLIN, SKARNITZL & HENDERSON, 2017)

Native speakers received higher ratings for competence.

All listeners harsh on their L1 for “effectiveness” dimension

FR listeners: out-group preference

- for EN natives *and* for CZ speakers

CZ listeners: more lenient with FR speakers

... BIAS & LANGUAGE TEACHERS?

« we might expect good intentions to allow language teachers to make more positive choices with respect to NN speech when there is opportunity for reflection. However, **automatic, implicit processes** such as those involved in speech perception **may still be subject to society-wide biases** ».

Lindemann, 2016, pp203

ORIENTATION TO A NS MODEL

« a focus on close analysis of language can lead listeners to become more aware of language features that **may not interfere** with speakers' ability to communicate, including some of the otherwise **non-salient variation** in specific sounds. »

Lindemann, 2016, pp204

ORIENTATION TO A NS MODEL

Parallel w FLF, MUCH LESS research but ...

- The choice of norms & models is challenging
- 29 countries = sole or 1 of official languages
- Another 24 = members of OIF
- By 2060: # francophones in Africa will double
- Assessment based on a 'native' norm?
- Potential for a NON native standard?

Citing Kennedy *et al* in Isaacs & Trofimovich (2016)

IMPLICATIONS OF A NS MODEL

Misperceptions can be linked to societal biases

Reasons for (over-)perception of non-standard features:

- linguistic training focused on NNS ‘mistakes’
- or which « does not include closer investigation of the variation naturally present in non-stigmatized native varieties »

Lindemann, 2016, pp204

IMPLICATIONS: INTELLIGIBILITY AIN'T THE GRAIL

- still implies an evaluator
- WHO is the evaluator?
- the same potential biases can still exist
- Are evaluators familiar with variation in the norm and/or in the variety of the individual being evaluated?

Lindemann, 2016, pp204-5

IMPLICATIONS: RESEARCH NEEDS TO LOOK AT ...

- what variation exists in the norm
- and does NOT interfere
- between speakers who show goodwill (citing Lippi-Green 2012) and a desire to communicate

- Then ... do the same for non-standard varieties
- ... and various permutations. *(and then, after breakfast? 😊)*

Jenkins (2000): as long as speaker had *consistent* vowel quality, a bit of variation didn't interfere with communication

Lindemann, 2016, pp204-5

IMPLICATIONS: LANGUAGE TEACHERS SHOULD...

- explicit their choices (models, targets) for a given set of learners
- for pronunciation AND for listening, separately
- align their instruction & assessment with that
- deal with the fall-out 😊
 - may have to convince parents, colleagues, administrators, (adult) learners, etc.
 - may have to bow to institutional pressures



IMPLICATIONS: EVALUATOR TRAINING

- How do you rate the speaker's intelligibility?
- How familiar are you with that accent?
- Analyse specific sounds (& prosodic features?) which research shows are key to communication
- What beliefs & **un**conscious biases do you have about the speaker or their variety?

Lindemann, 2016, pp206

EXAMPLE: FEEDBACK SHEET, M1 PSYCHOLOGY

DIAGNOSTIC RECORDING: FEEDBACK SHEET

NAME _____
*top priority: highlighted in colour

General characteristics

Clarity	Very intelligible \longleftrightarrow Unintelligible
Speed	Very slow \longleftrightarrow Very fast
Fluency	Very fluent \longleftrightarrow Disfluent
Pitch range	Very wide \longleftrightarrow Very narrow
Voice quality	Very L1 \longleftrightarrow Very L2

Specific characteristics

Pausing	used effectively to enhance comprehension speech would be clearer with more pauses speech would be clearer with fewer pauses pauses not always in the most appropriate places

Sentence stress & reduced forms	very few problems a few problems but ok overall frequent problems = hard to understand stressed & unstressed syllables are noticeably different stressed & unstressed syllables are not noticeably different stress is in the right place stress is not in the right place
Word Stress	very few problems a few problems but ok overall frequent problems = hard to understand stressed & unstressed syllables are noticeably different stressed & unstressed syllables are not noticeably different stress is in the right place stress is not in the right place
Vowels & Consonants	very few problems a few problems but ok overall frequent problems = hard to understand
<i>sounded like</i>	<i>was deleted ...</i>

IMPLICATIONS: EVALUATOR TRAINING

- How do you rate the speaker's intelligibility?
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***Perhaps create a screening instrument,
an Implicit Association test for different « S-L pairs »?*

DEFICIT-ORIENTED APPROACH TO L2 PRON

Ideology: « promoting a standard language ideology privileges those whose language is viewed as standard in spite of variation in that language, to the detriment of those who are not viewed as standard speakers, in some cases based purely on their appearance. »

Precision: « Because the standard is always implied rather than an objective reality, defining speech as an ‘error’ because it is perceived as deviating from this vaguely defined standard also lacks precision. This is not unlike referring to a speaker as ‘having an accent’, without specifying what kind, since all speakers have an accent. »

LISTENER-ORIENTED APPROACH TO L2 PRON

Processing ease

- try to prevent « slips of the ear »

Positive attitude to variation

- look at the role of biases in intelligibility measures
+ how to reduce such biases (Lindemann, 2016;
Zielinski 2008)

TAKES TWO TO TANGO



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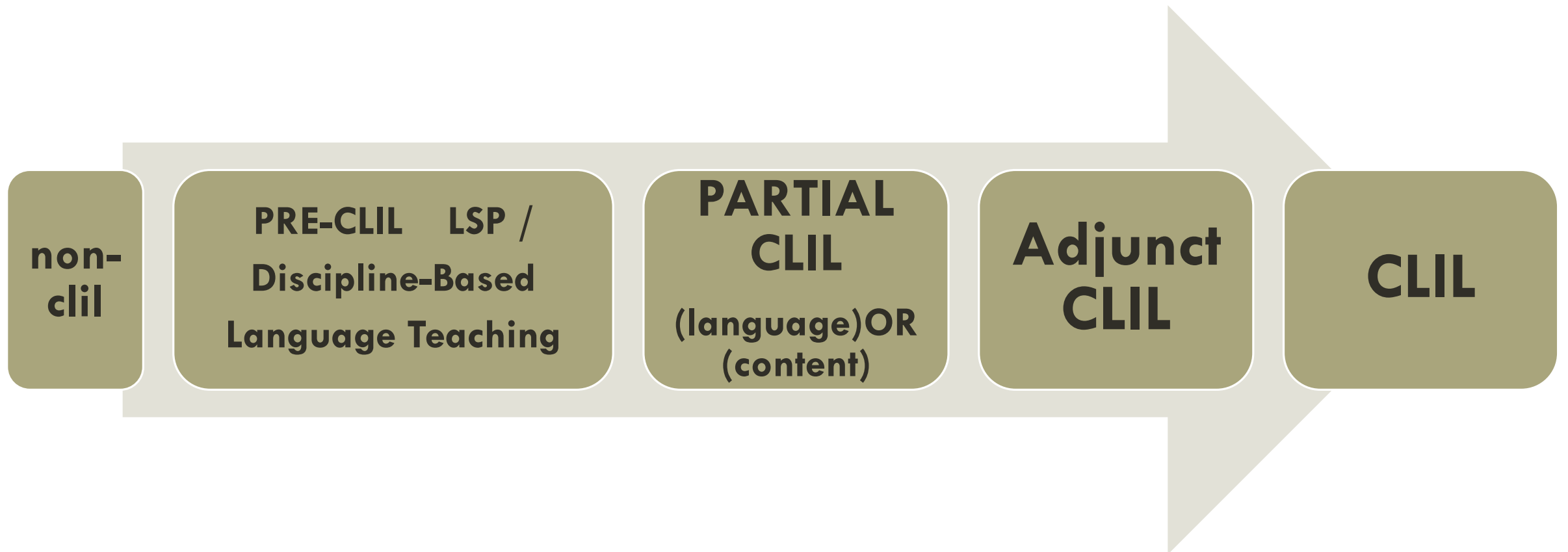
ENGLISH-MEDIUM INSTRUCTION

TERMINOLOGY & TRANSLATIONS

Learning another subject via a non-maternal language

- CLIL Content Language Integrated **Learning**
- CLIL (Germany, Austria)
 - Integrierte **Lernen** von Inhalt und Sprache
 - Integriertes Fremdsprachen- und Sachfach **lernen**
 - Fach**unterricht** mit einer Fremdsprache als Arbeitssprache
- EMILE: **Enseignement** d'une matière en intégrant une langue étrangère (teaching of a subject by integrating an FL)
- **AIMEL: *apprentissage intégré d'une matière et d'une langue*** (Taillefer, 2004) (learning integrating a subject and a language)

FORMS OF CLIL (RÄSÄNEN, 2011)



FORMS OF CLIL (RÄSÄNEN, 2011)

Adjunct CLIL

- language support coordinated with & integrated in subject studies
- joint planning between teachers
- specified outcomes & criteria, content & language

CLIL

- 100% dual approach, 100% integration of language across subject teaching
- subject specialist teaches in the language OR team teaching
- specified outcomes & criteria, for content & language

KEY CLIL VARIABLES (TAILLEFER, 2011)

- Main aims
- Target group
- Main actors
- **Pedagogical approach:**
 - “What form of CLIL, on the CLIL continuum?”
- **View of language, incl.**
 - “What balance will be defined between target language **fluency** and **accuracy**?”
 - “Is the language of instruction seen to be a simple utilitarian **tool**, or the embodiment of disciplinary expertise itself? ”
- Assessment
- Implementation

WHY DO CLIL?

Improve the learning of 2 things



FORMS OF CLIL (RÄSÄNEN, 2011)

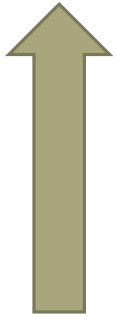
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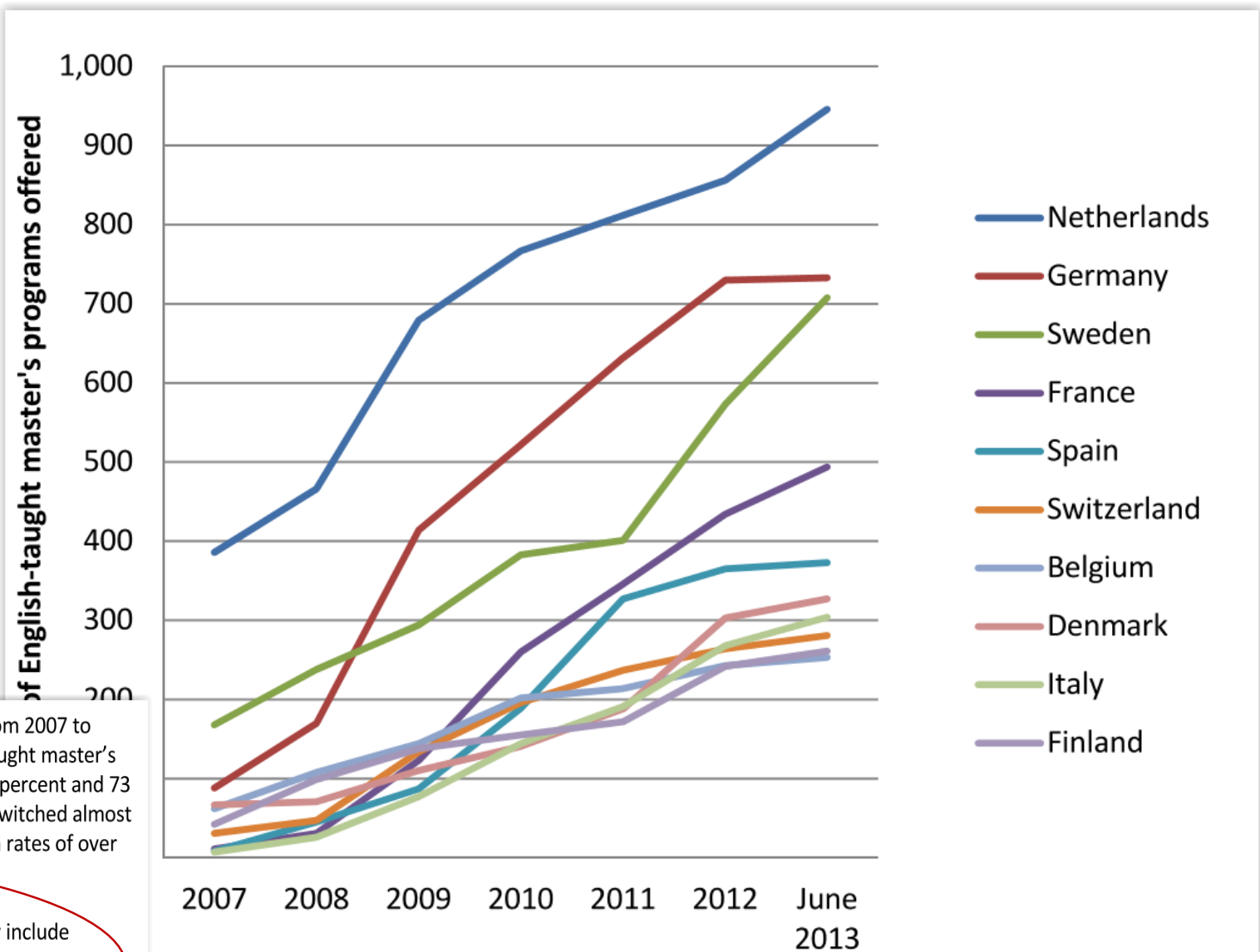
WHO WOULD BOTHER DOING CLIL?

- 
- 1999 Bologna Process
 - Since 2002, 1047% increase in EMI programmes
 - Mostly MA level
 - 100% and partially in English
 - North & South: mostly NL, SU & DK but also in southern Europe
 - **MORE & MORE** interactions between non-natives

ENGLISH- TAUGHT MASTERS IN EUROPE

Figure 2 shows the increase in English-taught master's programs in top host countries from 2007 to 2013. Although the Netherlands and Germany still lead the way in offerings of English-taught master's programs, since 2011 the fastest growth rates have been in Denmark and Sweden, at 74 percent and 73 percent, respectively. As we stated in our previous report, Scandinavian countries have switched almost all their postgraduate teaching to English. Italy, Finland and France also displayed growth rates of over 40 percent since 2011.

Many factors influence the prevalence of English-taught programs across countries. They include whether or not institutions are allowed to charge tuition to international students, government policies regarding the provision of English-taught courses, the capacity to offer courses in English, and simple perceived market demand.



(Brenn-White & Faethe, 2013)

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WITH CUBA

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OPPORTUNITIES
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ECONOMY

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CAMPUSFRANCE.ORG: *YOU NO LONGER NEED FRENCH TO STUDY HERE*

The French national agency for the promotion of higher education, international student services, and international mobility

Campus France's catalog of postsecondary programs taught in English includes nearly 1200 programs designed for English-speaking students.

France is the first non-English speaking country for recruiting foreign students, and provides a wide offer of trainings taught in English. **It is thus no longer needed to be fluent in French to study in France.** Studies to obtain **an** degree are completed by French classes, an additional asset in an international **career**, since it paves the way to 75 French-speaking countries.

Choose France ...

▼ Table of contents

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For the international flavor of the country's higher education system

For the country's renowned "art de vivre"

For the vibrancy of contemporary French culture

For the distinctive French art of living

For the country's advanced economy

For the power of French know-how

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www.campusfrance.org

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EPIP5, Caen, 17-19 May 2017



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www.campusfrance.org/fria/taughtie



EXAMPLES

The screenshot shows a video player interface. The main content area displays a slide titled "Tuitions and Services" with two bullet points: "• French public universities tuition fees! 500 euros per year :-)" and "• Plus, placement-oriented services: personal coaching, access to a database of internship and job offers, annual placement forum: 500 euros per year :-) :-)". To the right of the slide is a video thumbnail showing four people in a meeting. The video player controls at the bottom show a progress bar at 10:34 / 1:04:22.

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NOS FORMATIONS EN ANGLAIS

Ce sont des diplômes préparés à l'Université Savoie Mont Blanc dans lesquels l'anglais est la seule et unique langue d'enseignement.

Master

- **Mention Management**
European Master in Business Studies (EMBS)
- **Mention Création numérique**
Hypermédia et espaces intelligents
- **Mention Énergétique, thermique -**
Energy and solar buildings
- **Mention Droit des Affaires**
European and international business law

Licence professionnelle

- **Mention Commercialisation de produits et services**
International Sales Specialists in Sports
- **Mention Métiers de la mode**
- Performance Sports Textiles and Footwear
- Sports Design and communication

NOS SEMESTRES INTERNATIONAUX

Un semestre international est un semestre proposé par l'Université Savoie Mont Blanc uniquement en langue anglaise pour donner aux étudiants, quelle que soit leur nationalité, l'opportunité d'étudier en France, en anglais. Cinq composantes de l'Université en proposent :

- **Business administration and management**
(IUT Chambéry)
- **Management** (IAE)
- **Legal, Economic and Social Studies (Autumn Semester)**
(LLSH/FD)
- **International, industrial and business management**
(IUT Annecy)

CONTACTS

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Université Savoie Mont Blanc
27, rue Marcoz BP 1104
73011 Chambéry Cedex
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EXAMPLES

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EN > International education > Courses taught in English at Unistra

Courses taught in English at Unistra

The University of Strasbourg offers a range of courses which are partly taught in English.

Please note: There are no courses taught only in English. You still need to have sufficient fluency in written and spoken French to fully cope with your course.

- **Centre Européen d'Enseignement et de Recherche en Ethique**
MA Ethics: Life, Norms and Society (French/English)
- **Faculty of Life Sciences**
Joint Master in Neurosciences
- **Faculty of Economics and Management**
Master in Economics and Innovation Management: Industrial Organization and Knowledge Economics (IOKE)
Licence 3 International Economics and Management
- **Institute of Political Studies**
Master Corporate Strategy and Finance in Europe
- **Institute of Translators, Interpreters and International Relations (ITIRI)**
University post-graduate degree in Euroculture
- **Department of Physics and Engineering**
Master in Physics, speciality "Condensed matter and nanophysics"
Master in physics, speciality "Subatomic and astroparticle physics"
Master of Applied Sciences and Engineering speciality "Computational engineering"
Master of Material Sciences, speciality "Polymer science"
- **Telecom Physics Strasbourg**
Master Imaging, Robotis and Engineering
- **EM Strasbourg Business School**
M1/M2 European Management Studies

INTERNATIONAL EDUCATION

NEWS

NEWS

Michel Deneken elected president of the University of Strasbourg

Michel Deneken has been elected president of the University of Strasbourg by the administrative board on 13 December 201 ...

LOI TOUBON (1994)

Seen as a reaction to increasing use of English, esp. in US-based global companies

Set quotas for use of English in State institutions and in commercial domains

LA LOI FIORASO, 2013 & EMI IN FRENCH UNIS

Anglais à l'université : Fioraso dénonce une "formidable hypocrisie"

La ministre de l'enseignement supérieur a expliqué vouloir mettre fin à "une inégalité de fait" entre grandes écoles et universités avec l'introduction de cours en langues étrangères à la fac.

(http://www.lemonde.fr/societe/article/2013/05/21/anglais-a-l-universite-fioraso-denonce-une-formidable-hypocrisie_3410228_3224.html#XpqelQWk7VALQBd4.99)

EMI & LA FRANCOPHONIE

"Je veux que les étudiants réussissent à l'université, qu'ils aient les mêmes atouts que dans les [grandes] écoles où il y a des formations partiellement en anglais sans que personne n'y trouve rien à y redire", a-t-elle ajouté. Pour la ministre, il s'agit de **mettre fin à "une inégalité de fait"** et de mettre "la loi en harmonie avec **les besoins du pays**". Geneviève Fioraso a pointé le "risque de repli sur soi". **"La francophonie, c'est l'inverse du repli sur soi"**, a-t-elle défendu.

"C'est l'inverse" de la mort de la francophonie, a soutenu Vincent Peillon, ministre de l'éducation, interrogé sur France 2. "C'est la différence entre les patriotes et les nationalistes : les nationalistes ont toujours abdiqué, ils pensent que la France est grande quand elle se replie sur elle-même (...) **Le patriotisme, c'est une France sûre d'elle-même**", a-t-il argué. **"Il faut que la France attire l'intelligence partout dans le monde et que nous diffusions notre français partout dans le monde"**, a-t-il ajouté.

(http://www.lemonde.fr/societe/article/2013/05/21/anglais-a-l-universite-fioraso-denonce-une-formidable-hypocrisie_3410228_3224.html#XpqelQWk7VALQBd4.99)

EMI & LA FRANCOPHONIE

Les députés ont adopté un amendement ... en imposant en contrepartie que les étudiants étrangers concernés par les enseignements en anglais puissent recevoir "un apprentissage de la langue française".

que cet enseignement pouvait l'être "pour faciliter le développement du cursus et de diplômes transfrontaliers".

que les formations "ne peuvent être que partiellement proposées en langue étrangère".

RESISTANCE

Pedagogical Goal \neq Institutional Goal

- **Franglais row: Is the English language conquering France?**

“Those who oppose the introduction of English in French universities are attached not only to the national language, however, but more importantly, to the vision of the world it carries. A vision that differs from the English or American world view. This is the crux of the matter, and, for a majority in France, the strongest argument in favour of rejecting the government's bill.” (BBC News May 22, 2013)

- **Politecnico di Milano legal case (ongoing)**

WHAT CAN WE WE DO?

Listener-oriented approach to L2 pronunciation



FAS, PROCESSING EASE & LEARNING

- Bad news: few adult learners ever achieve native-like pronunciation in the L2 (Flege, Munro & MacKay, 1995)
- Good news: intelligibility and accentedness are partially independent (Munro & Derwing, 1995, cited in Derwing & Munro, 2015: 6-7)
- More bad news: the *vampire effect*, where “the accent distracts the receiver from processing the central message”
(Mai & Hoffman, 2014: 149)



FAS, PROCESSING EASE & LEARNING

- learning = transfer towards long-term memory (LTM)
- works best if ↓ load on working memory (WM)
- good instructional design can help to counter the vampire effect
- CLIL/EMI can be an opportunity to improve pedagogy

WHAT CAN WE DO?!

1. First, accept that **both** speakers + listeners affect success of interactions
2. Then, with both, try to improve :
 - cognitive processing ease (processing fluency)
 - attitude to variation



IMPROVE PROCESSING FLUENCY

▪ **Listener training**

- Jungle Listening (Cauldwell): awareness of variation in NS & NNS speech
- Training in systematic variation: High Variability Phonetic Training
- Accent-independent adaptation to FAS (Baese-Berk, Bradlow & Wright)
- Concentrating on NS-listener adaptation, NOT on accent reduction (Weyant (2007).
Is feasible & can be rapid (Clarke & Garret, 2004: 1 minute ?!).

▪ **Speaker training: *remember listeners' needs**

- Nativeness vs intelligibility : *Clear Speech*, Bradlow & Bent 2008; phrasal stress, Hahn 2004; intonational groupings, Slater et al. 2015; Accent extension programme (Giles, 1971) ≠ accent reduction
- 'CLIL Skills'; Instructional design (Geary 2004; Sweller 2006, 2008)

EXAMPLE 1/3: BAESE-BERK, BRADLOW & WRIGHT

Implications

- Listeners may be able to develop general flexibility + accent-specific learning
- Auditory perceptual learning may occur without constant, active, focussed attention to the task (eg. passive (over)hearing of FAS in media of mass communication or general environment)
- Production/Pronunciation patterns among language users may shift via individual listener's perceptual adaptations to « a newly encountered, contact variety of the target language » (p728)

EXAMPLE 2/3: GAO, JIN & SWELLER (2013)

Gao, Y., Low, R., Jin, P., & Sweller, J. (2013). Effects of speaker variability on learning foreign-accented English for EFL learners. *Journal of Educational Psychology*, 105(3), pp. 649-665.

- Single vs multiple speakers
- Expertise reversal effect
 - reasonably competent EFL/ESL learners benefited from having listened to multiple accents;
 - less competent learners = reverse result, learned more from listening to a single accent (WM effect)

EXAMPLE 3/3: DERWING ET AL (2002)

Derwing, T.M. Rossiter, M.J. & Murray J. Munro (2002). Teaching native speakers to listen to foreign-accented speech. *Journal of Multilingual and Multicultural Development*, Vol. 23/4, pp. 245-259.

Effects of 8 weeks of cross-cultural awareness & explicit linguistic instruction on attitudes towards & comprehension of FAS, among social worker students

- Group 1: both types of instruction
- Group 2: only cross-cultural training
- Group 3: control = no instruction but did pre- and post-tests

Results

- no sig. before & after diffs. in listening comprehension passages read in V-accented speech
- no sig. intergroup diffs. in sentence transcription task
- Group 1 & 2: increased empathy (attitude questionnaires)

EXAMPLE 3/3: DERWING ET AL (2002)

Those who “received explicit instruction regarding the characteristics of Vietnamese-accented English showed **significantly greater improvement in confidence that they could interact successfully** with individuals who speak English as a second language, while the group that received only cross-cultural awareness showed moderate gains. Similarly, the Accent-trained group **believed that their ability to understand foreign accents improved** as a result of instruction to a significantly greater degree than the other groups.”

IMPROVE ATTITUDE TO VARIATION

- **Listener training:**

- Derwing & Munro (2014). Training native speakers to listen to L2 speech. In J. Levis & A. Moyer (eds.). *Social dynamics in second language accent*.
- “NS reactions to L2 accented speech can be mitigated through training, perspective-taking exercises, and carefully managed contact activities” (Derwing & Munro, 2015: 152).
- Fraser, Listening in the multicultural university

- **Speaker training:**

- nativeness vs intelligibility

4 WAYS TO SEE 'ERRORS'

- a) Evidence that learning has failed
- b) Evidence that teaching has failed
- c) Evidence that learners are willing to try & communicate, despite risks
- d) Inevitable
 - products in the development of a learner's interlanguage.
 - occurrences even in native speaker's usage

(Tardieu, 2009)

« TREATING » STEREOTYPING & DISCRIMINATION

Prejudice reduction: “move people along the continuum toward greater social tolerance, equality and harmony”
(Levy, 1999, p762)

Levy, S.R. (1999)

Reducing prejudice: Lessons from socio-cognitive factors underlying perceiver differences in prejudice.

Journal of Social Issues. 55/4, pp745-765.

TYPES OF INTERVENTION

Social learning = how people process social information

- ideologies
- belief systems
- causal attribution: Whose fault is it?! Who is responsible?!
- conceptions of human nature: static vs dynamic

How do these impact on information processes
& provoke different levels of stereotyping and prejudice?

IDEOLOGIES, BELIEFS, CAUSAL ATTRIBUTION

Ideology; Belief system	Central principle	Causal attributions	Potential intervention
RWA (right-wing authoritarianism)	obey	-	target the lack of awareness
SDO (social dominance orientation)	<i>make obey</i>	-	role-play non-dominant roles
Protestant work ethic	“people can sort themselves out”	internal: blame = “They lack the motivation or discipline.”	-
Egalitarian-humanitarian	social justice must prevail	external: sympathy, empathy = “They face discrimination.” leads to helping behaviours to alleviate/remedy social injustice	-

CONCEPTIONS OF HUMAN NATURE

static/fixed/entity	dynamic/incremental
Tendency to endorse + & - stereotypes more strongly	<ul style="list-style-type: none">• Tend to focus more on mediating, dynamic psychological processes (needs, goals, experiences)• Believe traits can change

PREJUDICE REDUCTION INTERVENTIONS?

- 1) Intergroup interaction
- 2) Individual
- 3) Integrated (mix)

from https://en.wikipedia.org/wiki/approaches_to_prejudice_reduction

Adapted for English language class use, 2016-17, USMB, M1 Psychology

PREJUDICE REDUCTION INTERVENTIONS?

Intergroup interaction

Interdependence - cooperative learning (not competitive)	<p>To complete a task, team members have to share info & work together.</p> <p>*BUT usually children in schools, not adults and is it limited to individuals from the learning task or whole group?</p>
Intergroup Contact	<p>Work side by side, adults, some long-term results (months later)</p>
Social Identity	<p>Make race/gender/other group-based identity less salient to people by emphasizing different ways of categorizing people.</p> <p>*BUT mostly lab-based studies.</p> <ul style="list-style-type: none">• DEcateg = training to focus on a person's unique indivd traits, focus on indivd diffs and away from group differences• REcateg = raising awareness of fact that your ingroup (Czech) is actually part of a broader group (European)

PREJUDICE REDUCTION INTERVENTIONS?

Individual approaches	
Affective	
Perspective taking	Walk a mile in my shoes. **Success in lab studies
Empathy	Instructed to feel empathy after reading about or watching a video of discrimination. Decreases discrimination AND seems to increase willingness to have contact with stigmatized folks.

PREJUDICE REDUCTION INTERVENTIONS?

Individual approaches

Cognitive

Thought awareness & suppression

Increase awareness of prejudiced thoughts & actively suppress them.
*BUT sometimes actually increases prejudice!

Attitude reconditioning

Recondition or retrain IMPLICIT prejudiced attitudes (outside our awareness).
Use classical conditioning and pair reps of stigmatized people with positive images or words
*BUT doesn't work for conscious attitudes, ok for implicit attitudes

Thought process reconditioning

Training to engage in more complex thinking, so make more accurate and less biased assessments of people

Accountability & value consistency

Training which creates internal conflict

Self-affirmation

Affirming the self-worth of people: if we feel good about ourselves, we're less likely to endorse prej beliefs

PREJUDICE REDUCTION INTERVENTIONS?

Integrated approaches

Entertainment-based interventions, esp. reading interventions = 2nd most popular prejudice reduction strategy tested in non-laboratory settings.

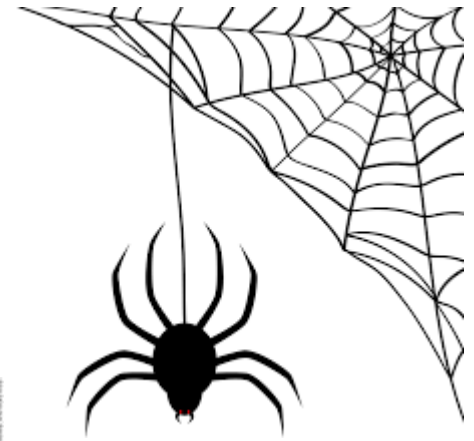
- typically in schools
 - last an average of 5 weeks.
 - use engaging stories to influence prejudiced beliefs
 - Stories highlight positive interactions between children who are similar to those receiving the intervention and children from a stigmatized group.
 - Vicarious intergroup friendship occurs, leading to more positive attitudes
- **BUT not sure how such interventions influence children's behavior in actual intergroup interactions.

'ERRORS' & PERSPECTIVE- TAKING

Here is a conversation between two students who have just left class. They are talking about the professor's accent.

- (for students specialising in language studies): Explain how the features they are talking about are produced in a native variety of the language.
- (for students specialising in other fields): If you had been that professor, what would you have done differently ...
 - in order to sound more native?
 - in order to be easier to understand?

VIRTUAL REALITY & HABITUATION



Phobia: an irrational fear or aversion to sthg.



Habituation: the process by which you lessen an innate response to a frequently repeated stimulus



EXPERIMENT, AUTUMN 2016

- Master 1 Psychology, USMB
- On-line component (Moodle) of *Jungle Listening*
- Data collection (quanti & qualit) before & after
- First part of an attempt to modify
 - perception/cognitive processing
 - attitude & risk-taking
 - pronunciation (spring semester 2017)

3-MINUTE THESIS: FROM TERRIFIED A2 TO ... ?

FUTURE DIRECTIONS

Researchers could ...

- collate research about (non-)salient variation in interactions NS-NS
- add research about other interactions (NS-NNS and NNS-NNS)
- create a screening instrument (an Implicit Association Test) for evaluators faced with a variety of interaction pairs

Language teachers could ...

- get involved in EMI support (and/or language policy decisions)
- remember that it takes two to tango!
- contribute to improving processing ease & attitudes to variation

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THANK YOU. |