**Research Questions**

- Does short-term, explicit pronunciation instruction increase comprehensibility more than non-explicit instruction?
- Does instruction in suprasegmental features increase comprehensibility more than instruction in segmental features?

**Previous studies**

- Non-native pronunciation affects all domains of L2 phonology (segmentals and suprasegmentals)
- Results in foreign accent
- Affects comprehensibility and intelligibility
- Debate whether suprasegmental deviations are more detrimental to foreign accent or intelligibility than segmental deviations (Anderson-Hsieh et al., 1992; Munro & Derwing, 1995)
- Teaching of L2 pronunciation trends towards communicative framework (Celcê-Murcia et al., 1996; Hinkel, 2006)
- Sometimes perceived as in conflict with explicit pronunciation instruction
- Yet some argue that explicit instruction yields larger benefits (Lord, 2005)
- Influence of research findings on instruction is minimal (Derwing & Munro, 2005; Levis, 1999)
- Only few studies examined L2 classroom contexts to test how laboratory findings to pronunciation instruction (e.g., Derwing, Munro & Wiebe, 1998)

**Stimuli**

- Sentences were the same for all groups
- Example: He was in the [æ] working
- Pre-test = 24 sentences
- Post-test = 48 sentences
- 24 sentences (same as pre-test)
- 24 new sentences (to verify improvement)
- Selected for analysis: 24 sentences per participant (8 pre + 16 post) that were correctly produced

**Instruction**

(3 weeks: 75 minutes per week, over 3 days (total: 225 min. of instruction))

**Stages and Techniques**

<table>
<thead>
<tr>
<th>Presentation</th>
<th>Class 1 (n=12) Suprasegmentals</th>
<th>Class 2 (n=8) Segmentals</th>
<th>Class 3 (n=10) Non-explicit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual aids</td>
<td>Explicit instruction and analysis</td>
<td>Explicit instruction and analysis</td>
<td>Non-explicit instruction; pronunciation practice announced</td>
</tr>
<tr>
<td>Oral introduction of topic</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Guided Practice**

- Bottom-up skills, Analysis
- Recognition & Discrimination
- Minimal pair drills
- Reading short passages

**Production**

- Top-down skills, Fluency activities

- Communicative tasks: Pair discussion; Group discussion; Role plays; Information gap activities

**Quantitative Results**

- Figure 1: Effect of treatment
- Figure 2: Repeat vs. New sentences

**Conclusions**

- Explicit phonetic instruction benefits L2 learners overall, but differences in treatment yield different outcomes (i.e., segmental group became less comprehensible)
- Explicit suprasegmental instruction yields rapid improvement in comprehensibility, but qualitative analysis together with comprehensibility ratings reveal complex interactions of instructional focus and teacher implementation (i.e., explanation and feedback practices)