

O ritmo do inglês-L2 para aprendizes brasileiros: pesquisa e ensino

II Jornada de Prosódia, Variação e Ensino

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1. Ritmo das línguas
2. Pesquisas
3. Ensino

Ritmo das línguas

Taxonomia do ritmo das línguas

- Percepção de que há 2 tipos de línguas (Lloyd James, 1940)
 - Línguas com ritmo de Código Morse (e.g., inglês)
 - Línguas com ritmo de metralhadora (e.g., espanhol)
- Abercrombie (1967) → Hipótese da Isocronia
 - Código Morse (e.g., inglês) → intervalos interacentuais isócronos → Ritmo Acentual
 - metralhadora (e.g., espanhol) → sílabas isócronas → Ritmo Silábico
- Ladefoged (1975)
 - mora isócrona (japonês) → Ritmo Moraico

Problema!

- Paradigma isocrônico empiricamente insustentável
- Isocronia ausente no sinal acústico
- Desvio-padrão da duração de sílabas, intervalos interacentuais e moras incapaz de separar línguas em categorias distintas (Dauer, 1983)

Pesquisas

- Busca por pistas acústicas e/ou características fonológicas das línguas que justifiquem a percepção de Código Morse e metralhadora
- Visão de classificação gradiente
- Ex.:
 - $\Delta C - \%V$ (Ramus; Nespors; Mehler, 1999)
 - VarcoC – VarcoV (Dellwo, 2006)
 - $rPVI-C - nPVI-V$ (Grabe; Low, 2002))

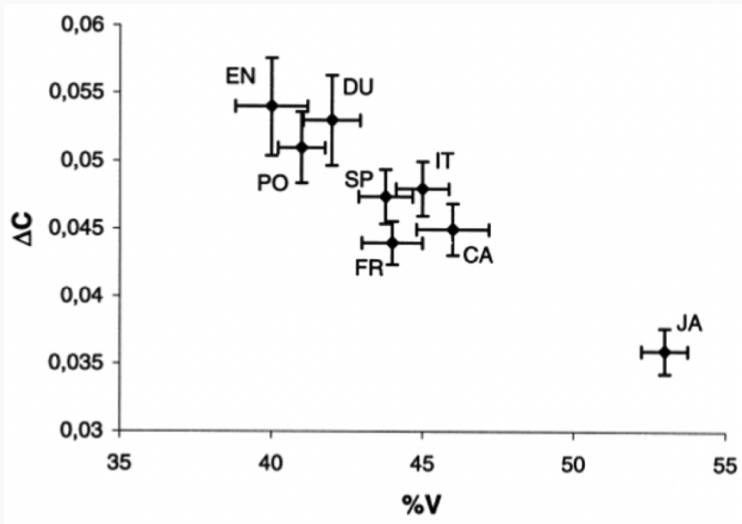
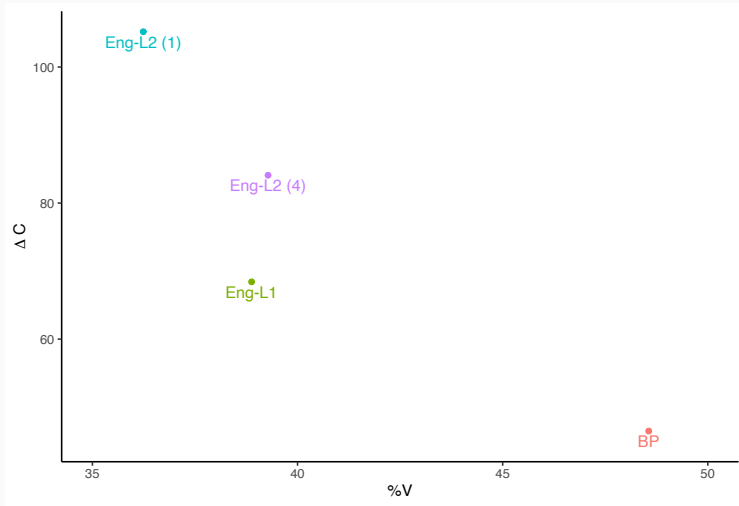
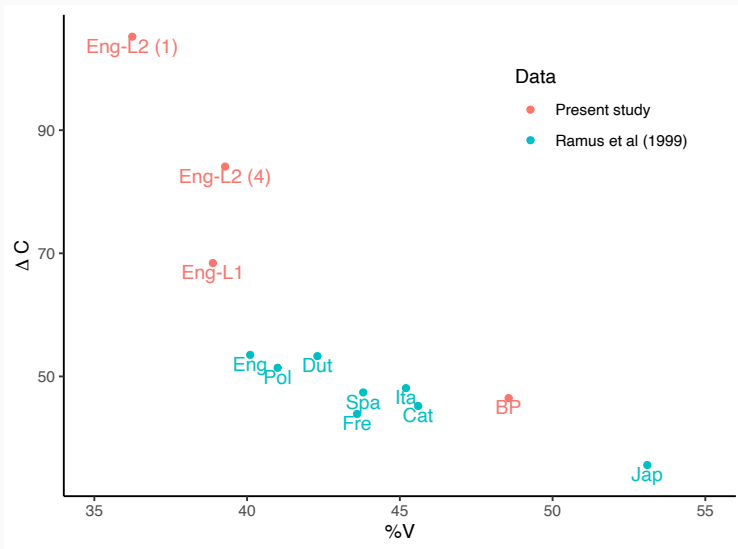


Figure 1: Rasmus; Nespör; Mehler, 1999





- Fuchs (2016) + Silva Jr.; Barbosa (2019) = 30 métricas rítmicas e 12 parâmetros acústicos
- Teixeira (2021), Teixeira; Lima Jr. (*no prelo*)

- Modelo de Osciladores Acoplados (Barbosa (2006, 2007))
- Arantes; Lima Jr
- PB-CE, Pb-SP (2021)
- inglês-L1, espanhol-L1, inglês-L2, espanhol-L2 (*a fazer*)
 - Como o ritmo da L1 na L2 afeta inteligibilidade, compreensibilidade, etc.?

Ensino

Enquanto isso, no ensino

- **Acento silábico** (em palavras)

record, project, content, object, present, increase, import, produce, digest, ...

- **Acento silábico/frasal** (em sintagmas)

It's a chocolate **CAKE** – It's **PAN**cake

It's a nice **WATCH** – It's a **WRIST**watch

It's an expensive **GLASS** – It's a **WINE**glass

It's a baby **Alligator** – It's a **BA**by bottle

GREENhouse – green **HOUSE**

HARD drive – hard **DRIVE**

WHITE house – white **HOUSE**

HEAD doctor – head **DO**ctor

- **Schwa**

October, occasional, contain, control, objective, production, occur, opinion, promote, furniture, contribute, direction, collect, etc.

- Acento frasal

Bob sees Betty.

Betty knows Bob.

Ann and Ed call the kids.

Jan sells some apples.

Bill and I fix the bikes.

He sees her.

She knows him.

They call them.

She sells some.

We fix them.

The dogs eat the bones.

The dogs are eating the bones.

The dogs will eat the bones.

The dogs would have eaten the bones.

The dogs shouldn't have eaten the bones.

The dogs might have eaten the bones.

They eat them.

They are eating them.

They will eat them.

They would have eaten them.

They shouldn't have eaten them.

They might have eaten them.

I will drive you to the airport on Friday morning.
I **will** drive you to the airport on Friday morning.
I will **drive** you to the airport on Friday morning.
I will drive **you** to the airport on Friday morning.
I will drive you **to** the airport on Friday morning.
I will drive you to **the** airport on Friday morning.
I will drive you to the **airport** on Friday morning.
I will drive you to the airport on **Friday** morning.
I will drive you to the airport on Friday **morning**.

- **elisions, weak forms, liaisons, junctures**

tell her, call them, out of here, waste of time, kind of

going to, want to, got to, ought to, what's up, I don't know, I'm going to

He could have gone

Pass her all the cookies

Leave him alone

Perguntas?