THE ICE-IPAC PROJECT: TESTING THE PROTOCOL ON NORWEGIAN AND FRENCH LEARNERS OF ENGLISH

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The ICE-IPAC project:
Testing the protocol on Norwegian and French learners of English
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Interphonology of Contemporary English - InterPhonologie de l’Angleais Contemporain

Mother projects
IPFC (InterPhonologie du Français Contemporain):
Learner corpus of French as a Foreign Language
PAC (Phonologie de l’Angleais Contemporain):
Regional and sociolinguistic variation in contemporary English
PFC (Phonologie du Français Contemporain):
Regional and sociolinguistic variation in contemporary French

ICE-IPAC: originality
- International database of L2 English phonology and phonetics
  - Learners with different L1s (French, Spanish, Norwegian, etc.)
  - Learners with different L1 varieties (Hexagonal French, Canadian French, etc.)
  - Learners with different L2 varieties as their target/model
- Different tasks within the same dataset (repetition, reading, conversation)
  - Intra-speaker variability
  - Inter-speaker variability

Similar protocols -> comparability between corpora
- ICE-IPAC / PAC: comparison between learners and native speakers of English
- ICE-IPAC / IPFC: comparison between speakers of the same L1 learning English as a foreign / second language

PROTOCOL: ICE-IPAC

Tasks
1) repetition task: word lists
2) reading tasks: word lists and text
3) conversations: formal interview and informal conversation

Conversations
1) a formal interview led by a native Anglophone investigator
2) an informal conversation between 2 learners

Word lists
1) a common list applied to all learners, regardless of their L1
2) an L1 specific list adapted to verify the difficulties frequently observed in the L2/L3 production of the learners of a given L1

Text
“Christmas interview of a television evangelist”
If television evangelists are anything like the rest of us, all they really want to do in Christmas week is snap at their families, criticize their friends and make their neighbours’ children cry by glaring at them over the garden fence. Yet society expects them to be as jovial and learning as they are for the other fifty-one weeks of the year. If anything, more so. [...]"