PRONUNCIATION IN SECOND LANGUAGE LEARNING AND TEACHING (PSLLT) 2017
Bridging L2 Pronunciation Research and Teaching
SEPTEMBER 1-2, 2017

RESEARCH METHODS IN SECOND LANGUAGE PRONUNCIATION WORKSHOP
AUGUST 31, 2017

Image courtesy of the University of Utah

LINK to this program:
http://speechlab.utah.edu/psllt2017program.php
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WIFI: SELECT ‘UGUEST’
CALL 801-587-0458 FOR UGUEST HELP
Dear Colleagues,

We are delighted to welcome you to Salt Lake City for Pronunciation in Second Language Learning and Teaching 2017. It is an honor to host this event, and we hope your time at the University of Utah is filled with stimulating and productive experiences.

Please do not hesitate to let any of us know if you need assistance and/or if there are ways we can help to make your time here enjoyable and successful.

Sincerely,

The 2017 PSLLT Organizing Committee

Rachel Hayes-Harb, Shannon Barrios, Catherine E. Showalter & Taylor Anne Barriuso

**MANY THANKS TO...**

**WORKSHOP AND CONFERENCE SPONSORS**

- Office of the Vice President for Research at the University of Utah
- Department of Linguistics at the University of Utah
- Second Language Teaching and Research Center (L2ReC)
- Book donations from: John Benjamins, Routledge, and de Gruyter Mouton.

**DEPARTMENT OF LINGUISTICS STAFF**

Jessica Darrington       Shantel de Arraiz

**PSLLT 2017 CONFERENCE VOLUNTEERS**

Alisa Bedrov             Miranda McCarvel             Vicki Wason
Jenia Ivanova           Joselyn Rodriguez

**PSLLT 2017 ABSTRACT REVIEW COMMITTEE**

Shannon Becker           Sara Kennedy                Mari Sakai
Tracey Derwing           John Levis                  Ala Simonchyk
Jenn Foote               Alison McGregor            Sinem Sonsaat
Mara Haslam              Murray Munro                Jessica Strum
Luke Harding             Mary Grantham O'Brien     Ron Thomson
Amanda Heunsch           Lucy Pickering              Pavel Trofimovich
Talia Isaacs             Carolyn Pytlyk              Elizabeth Zetterholm
Okim Kang                Kazuya Saito                Beth Zielinski
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<tr>
<td>11:30AM-1:00PM</td>
<td>Speech Acquisition Lab Open House &amp; Lunch - Linguistics Department, LNCO 2300</td>
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<tr>
<td>11:00AM-5:00PM</td>
<td>Check-in &amp; On-site Registration - LNCO 2945</td>
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</tbody>
</table>
| 1:00PM-2:00PM | **Workshop Session I**  
|               | CTIHB Jewel Box  
|               | - Practical steps for increasing openness and reproducibility in scientific research (Kidwell)  
|               | - Overcoming your fears about longitudinal pronunciation research: Anxiety reduction through planning (Derwing, Munro) |
| 2:30PM-3:30PM | **Workshop Session II**  
|               | CTIHB Jewel Box  
|               | - An introduction to fitting and evaluating mixed-effects models in R (Nagle)  
|               | - Corpus Linguistics and Pronunciation Analysis (Staples, Kang) |
| 3:30PM-4:00PM | Snacks - Linguistics Department, LNCO 2300 |
| 4:00PM-5:00PM | **Workshop Session III**  
|               | CTIHB Jewel Box  
|               | - Visualizing speech in a classroom setting using interactive ultrasound imaging (Bird, Bliss)  
<p>|               | - Introduction to using Mechanical Turk for linguistics research (Moeng) |</p>
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<tr>
<th>Time</th>
<th>Session</th>
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<th>Chair(s)</th>
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<td>10:30AM-2:30PM</td>
<td>Oral Session I</td>
<td>Officers’ Club North Room</td>
<td>Cate Showalter, Taylor Anne Barriuso, Joselyn Rodriguez</td>
</tr>
<tr>
<td>11:30AM-11:55AM</td>
<td>Final intonation among L2 learners of Spanish</td>
<td>Officers’ Club North Room</td>
<td>Sinem Sonsaat</td>
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<tr>
<td>12:00PM-12:25PM</td>
<td>Poster Session &amp; Lunch (provided)</td>
<td>Douglas Ballroom, University Guest House</td>
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<tr>
<td>2:00PM-2:25PM</td>
<td>Asymmetric processing of English Intonation: An investigation into pronunciation teaching</td>
<td>Officers’ Club North Room</td>
<td>Tracey Derwing, Mara Haslam, Lauren Brocious, Tess Nolan</td>
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<tr>
<td>2:30PM-2:55PM</td>
<td>The role of duration in Japanese speakers’ productions of English vowels (de Weers, Hara)</td>
<td>Officers’ Club North Room</td>
<td>Toshio Ueda, Tatsuro Hara, Tetsuya Meki, Jennifer Glowacki, Reiko Hashimoto</td>
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<tr>
<td>3:00PM-3:25PM</td>
<td>Pronunciation learning through L2-coupled video: A closer look at transfer effects from perception training (Blanquera, McCrocklin, Loera)</td>
<td>Officers’ Club North Room</td>
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<td>3:25PM-3:45PM</td>
<td>Coffee Break - East and West Lobbies, Officers’ Club</td>
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<td>3:45PM-4:10PM</td>
<td>Pronunciation accuracy in L1: A look behind the scenes (Sinem Sonsaat)</td>
<td>Officers’ Club North Room</td>
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<tr>
<td>4:10PM-4:35PM</td>
<td>Pronunciation in first and second languages: Are there any commonalities? (McGrattan, Reed, Liu, Morin, Zalenski)</td>
<td>Officers’ Club North Room</td>
<td>Sinem Sonsaat</td>
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<tr>
<td>4:35PM-4:50PM</td>
<td>Pronunciation and continuing graduate students from outer and expanding circle countries (Urban, Zhou, Somar)</td>
<td>Officers’ Club North Room</td>
<td>Sinem Sonsaat</td>
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<tr>
<td>7:00PM-10:00PM</td>
<td>Conference Dinner - Douglas Ballroom, University Guest House</td>
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### Oral Presentation Session IV

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<tr>
<td>10:00AM-10:25AM</td>
<td>Officers' Club North Room</td>
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<tr>
<td>The effect of vowel length on English as a Lingua Franca (ELF) intelligibility</td>
<td>Teaching articulatory strategies: The role of phonetics in pronunciation instruction</td>
<td>Improving teacher expertise in pronunciation instruction: A study circle model</td>
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<tr>
<td>(Haslam, Zetterholm)</td>
<td>(Bird)</td>
<td>(Echelberger, McCurdy, Parrish)</td>
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</tr>
<tr>
<td>10:30AM-10:55AM</td>
<td>Officers' Club North Room</td>
<td>Officers' Club South Room</td>
<td>Officers' Club East Room</td>
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<tr>
<td>The role of suprasegmental features in L2 listeners’ judgment of L2 English: A qualitative approach</td>
<td>The development of L2 French learners’ pronunciation, fluency, and comprehensibility: An online classroom study</td>
<td>Pronunciation instruction practices of teachers of languages other than English</td>
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<tr>
<td>(Huang)</td>
<td>(Incogolia)</td>
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<td>Examining L1 effects in L2 German lexical stress assignment</td>
<td>‘This is how a gondolier gallops’: Pronunciation and unintelligibility in ITA presentations</td>
<td>Bilingualism in the Peruvian Amazon: Intervocalic stops in Yagua-Spanish and Bora-Spanish</td>
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<tr>
<td>(O'Brien)</td>
<td>(Levis, Muller Levis)</td>
<td>(Fafulas, Henriksen, O'Rourke)</td>
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### Lunch (on own) / JSLP Editorial Board Meeting

### Teaching Tips Session A - Officers' Club South Room

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<tr>
<td>1</td>
<td>The use of MRI and ultrasound technology in teaching about Spanish (and general) phonetics and pronunciation (Holt)</td>
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<tr>
<td>2</td>
<td>A new comprehensive assessment tool for English pronunciation (Haslam)</td>
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<td>3</td>
<td>Connecting the dots to L2 proficiency with an assessment template (Miller)</td>
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<tr>
<td>4</td>
<td>Integrating pronunciation, speaking, and listening through popular media in ESL classes (Arshavskaya)</td>
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<tr>
<td>5</td>
<td>Classroom mixers for pronunciation and listening (Chan)</td>
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<td>6</td>
<td>The vowel elevator: A visual-kinesthetic way to expand the vowel space (Elliott)</td>
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<td>7</td>
<td>Facilitating autonomous learning at home (Price)</td>
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### Teaching Tips Session B - Officers' Club South Room

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<tr>
<th>Table</th>
<th>Topic</th>
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<tr>
<td>1</td>
<td>From Broadway to the classroom: Using rap, prose and poetry for pronunciation (Martinez)</td>
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<td>2</td>
<td>The Tic Tac trick to teach the American English articulatory setting (McGregor)</td>
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<tr>
<td>3</td>
<td>Stop shouting at me! (Meyers)</td>
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<td>4</td>
<td>Meaningful feedback on pronunciation: Sneaking around the affective filter (Littlepage)</td>
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<td>5</td>
<td>Improving linking through pair practice (Price)</td>
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<td>6</td>
<td>Why and how to teach pronunciation for a “phonetic language” like Italian (Thielmann)</td>
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<td>7</td>
<td>Finality and uncertainty intonation contours in compound noun practice (Kiriner)</td>
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### Conference Closing - Officers' Club South Room
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<tr>
<th>#</th>
<th>Poster Title</th>
<th>Authors/Contributors</th>
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<tr>
<td>#1</td>
<td>French and Spanish pronunciation in CALL Software: Rosetta Stone, Duolingo, Babbel, and Mango Languages</td>
<td>Bajorek</td>
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<td>#2</td>
<td>The efficacy of high variability phonetic training in a non-laboratory setting (Barriuso)</td>
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<td>#3</td>
<td>The frustrating case of French nasal vowels: Why our students confuse them and what we can do about it</td>
<td>Becker</td>
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<td>#4</td>
<td>Helping Vietnamese speakers acquire a listener-friendly pronunciation in English (Chan)</td>
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<td>#5</td>
<td>Challenging the notion that Japanese English language learners cannot distinguish the /r/ and /l/ Phonemes</td>
<td>Chase, Tanner, Nissen, Hartshorn</td>
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<tr>
<td>#6</td>
<td>Empowering adult ELLs' fluency and pronunciation skills through readers theater (Chugg, Tanner)</td>
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<td>#7</td>
<td>Linguistic dimensions of L2 accentedness and comprehensibility vary across speaking tasks</td>
<td>Crowther, Trofimovich, Saito, Isaacs</td>
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<td>#8</td>
<td>Learners' perspectives on English pronunciation teaching and learning: A preliminary study in the Vietnamese context</td>
<td>Dao</td>
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<td>#9</td>
<td>Task-based assessment of academic English pronunciation (Domby)</td>
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<td>Self-correction of second-language pronunciation via online, real-time, visual feedback (Garcia, Kolat, Morgan)</td>
<td>Henderson, Willis, Holt</td>
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<td>#11</td>
<td>A snapshot of native and non-native Spanish vowel production across word boundaries</td>
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<td>#12</td>
<td>Online resources for learners and teachers of English pronunciation (Henrichsen)</td>
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<td>#13</td>
<td>Prosodic constructions in English dialog: Form, function, learner needs, and teachability (Ward)</td>
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<td>#14</td>
<td>An intelligibility-based approach to English vowel pronunciation teaching in Korean context (Kang, Ahn)</td>
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<td>#15</td>
<td>Integrating pronunciation teaching into the curriculum for beginner-level adult migrants</td>
<td>Keenan, Corrigan</td>
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<td>#16</td>
<td>Language input and the acquisition of Japanese lexical rhythm (Kinoshita, Sheppard)</td>
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<td>#17</td>
<td>The effect of interlanguage speech intelligibility and attitudal benefit on speech perception (Koo)</td>
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<td>#18</td>
<td>Pronunciationforteachers.com – A resource for pronunciation teaching and research (Levis, Sonsaat)</td>
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<td>#19</td>
<td>ESL learners’ experiences using electropalatographic biofeedback to improve pronunciation</td>
<td>Li, Tanner, Nissen, Hartshorn</td>
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<td>#20</td>
<td>Native listeners’ assessment of L2 speech comprehensibility: What features matter most in North American English?</td>
<td>Lima</td>
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<td>#21</td>
<td>A comparative study of English and Mandarin discourse prosody (Liu)</td>
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<td>Intelligibility of Japanese-accented pronunciation of English: A phonetic analysis based on English read by Japanese database (Makino)</td>
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<td>Online oral practice platform Speak Everywhere for daily pronunciation practice (Miyamoto, Suzuki, Fukada)</td>
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<td>The role of prosody in signaling rhetorical organization (Mohammed)</td>
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<td>The big, bad [a] (Mroz)</td>
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<td>#26</td>
<td>Acquisition of L2 Japanese rhythm: How does durational variability change over time? (Mukai, Aoki, Daiju)</td>
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<td>#27</td>
<td>L2 English production and perception by L1 Tera speakers: The effect of instruction (Musa)</td>
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<td>#28</td>
<td>Segment or feature acquisition?: Generalizability of phonetic gains in L2 production (Olson)</td>
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<td>Promoting naturalistic L2 language acquisition through digitized contrastive speech training</td>
<td>Penssler-Beyer</td>
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<td>#30</td>
<td>Stereotypical accent and French pronunciation learning (Ruellot)</td>
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<td>Study abroad benefits in the comprehension of dialectal speech (Schmidt)</td>
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<td>The perception of lexical tones by native speakers of Korean with and without Mandarin learning experience</td>
<td>Tsukada, Han</td>
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<td>#33</td>
<td>High variability phonetic training and L2 lexical tones (Silpachai)</td>
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<td>#34</td>
<td>Prominence and information structure in pronunciation teaching materials (Silpachai, Levis)</td>
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<td>#35</td>
<td>Preservice English teachers’ perspectives on learning and teaching pronunciation in Turkey</td>
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<td>#36</td>
<td>English intonation produced by EFL Spanish speakers before and after Praat training</td>
<td>Valenzuela Farias</td>
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<td>#37</td>
<td>6 Ways to Use YouGlish to increase input and focus pronunciation practice (Wallace)</td>
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Workshop Locations (August 31, 2017) are CTIH and LNCO – the walk between the University Guest House and LNCO takes approximately 15 minutes.

Conference Locations (August 31 – September 2, 2017) are University Guest House and Officers’ Club.
RESTAURANTS & BARS
- Alamo's
- Bambara
- Bar 110 West
- Bar X
- The Bayou
- Beer Bar
- Beehive Pub
- Benihana
- Blue Iguana Restaurant
- BRIO Tuscan Grille
- BTG Wine Bar
- Buc's di Beppe
- Caffe Molise
- Canyon Creek Cafes Food Court
- Cedars of Lebanon
- The Cheesecake Factory
- Chile-Tepin
- Christopher's Prime Steak House
- City Creek Center Food Court
- The Complex
- Copper Bowl Indian Cuisine
- Copper Canyon Grill House & Tavern
- Copper Common
- Copper Onion
- Cucina Toscana
- Current Fish & Oyster
- Desert Edge Brewery at the Pub
- Destinations
- Elevations Restaurant
- Eva's Small Plates & Drinks
- Eva's Bakery
- Extra Innings
- 5th Street Grill
- 50 West Club & Cafe
- Finca
- Frida Bistro
- The Garden Cafe
- The Garden Restaurant
- Grace's
- Himalayan Kitchen
- The Hotel Bar & Nightclub
- HSL
- Iggy's Sports Grill
- Igkai
- JRS's Family Restaurant
- J. Wong's Asian Bistro
- Keys On Main
- La Bella Piastra
- Lamb's Grill Cafe
- Legends Pub & Grill
- Les Madeleines
- The Lion House Pantry Restaurant
- Little America Coffee Shop
- Lucky H Bar and Grille
- Lumpy's Downtown
- Market Street Grill - Downtown
- Market Street Oyster Bar - Downtown
- Martine
- Maxwell's East Coast Eatery
- My Bar & Grill
- Nauvoo Cafe
- New Yorker
- Oasis Cafe
- The Old Spaghetti Factory
- Olive Garden Italian Restaurant
- Pallet Bistro
- P. F. Chang's China Bistro
- Pizza Studio
- Poplar Street Pub
- Public Coffee Roasters
- R & R BBQ
- The Red Door
- Red Iguana - Original Location
- Red Rock Brewing Company L.C.
- Red's Cafe
- Rodizio Grill
- The Roof Restaurant
- Ruby River Steakhouse
- Ruth's Chris Steak House
- Settebella Pizzeria Napoletana
- Siegfried's Deli-Catessen, Inc.
- Spencer's For Steaks & Chops
- Squatters Pub Brewery
- Stanza Italian Bistro & Wine Bar
- Stephen's American Bistro
- Stoneground Restaurant
- Takashi
- Taqueria Social Club
- Taqueria 27 Downtown
- Texas de Brazil Churrascaria
- The Tin Angel Cafe
- Toaster's
- Tony Caputo's Market & Deli
- Trofi
- Tucanos Brazilian Grill
- Tucci's Cucina Italiana
- Under Current Bar
- Valtier's Osteria
- Veneto Ristorante Italiano
- Vosen's Bread Paradise
- Zest Kitchen & Bar

ATTRACTIONS
1. Beehive House
2. Brewies Cinema Pub
3. Brigham Young Historic Park
4. Brigham Young Monument
5. Broadway Centre Cinemas
6. Capitol Theatre
7. Cathedral Church of St. Mark
8. Cathedral of the Madeleine
9. City and County Building
10. City Creek Center – Shopping Area
11. City Creek Park
12. Planetarium
13. The Depot
14. Discovery Gateway
15. Family History Library
16. First Presbyterian Church
17. Gallivan Center
18. The Gateway – Shopping Area
19. Historic Trolley Square – Shopping Area
20. Holy Trinity Cathedral
21. Greek Orthodox Church
22. Hope Gallery and Museum of Fine Art
23. Joseph Smith Memorial Building, FamilySearchTM Center
24. LDS Church Office Building
25. LDS Conference Center
26. The Leonardo
27. Library Square
28. Lion House
29. Maurice Abravanel Hall
30. Megaplex 12 at the Gateway
31. Memory Grove Park
32. Mormon Pioneer Memorial Monument
33. Museum of Church History & Art
34. The Off Broadway Theatre
35. Olympic Legacy Plaza
36. Phillips Gallery
37. Pioneer Memorial Museum
38. Daughters of Utah Pioneers
39. Rio Grande Depot
40. Utah State Historical Society
41. Rose Wagner Performing Arts Center
42. Salt Lake Temple
43. Salt Palace Convention Center
44. Simply Salt Lake Gift Shop
45. Social Hall Heritage Exhibit
46. Tabernacle
47. Union Pacific Depot
48. Utah Museum of Contemporary Art
49. Utah State Capitol
50. Visitor Information Center
51. Vivint Smart Home Arena
OVERCOMING YOUR FEARS ABOUT LONGITUDINAL PRONUNCIATION RESEARCH: ANXIETY REDUCTION THROUGH PLANNING

Presented by Tracey Derwing & Murray Munro

Description
We will draw on our own experiences with a ten-year, largely quantitative study (Derwing & Munro, 2015) and other recent longitudinal work. Participants will consider a research question regarding an aspect of pronunciation learning, and together we will go through the stages necessary to design a longitudinal study. Target sample size and attrition, developing relationships with programs and participants, options for data analysis, and devising tangential studies will all be discussed. Together we will develop a checklist of strategies to guide prospective researchers toward a methodical and practical approach to conducting longitudinal research.

Learning outcomes
To conduct effective longitudinal research, it is important to try to anticipate problems that can arise and to mitigate their effects. Of particular concern are such challenges as a closed subject set, attrition, test focus, testing effects, missing data, and demotivation of participants. Without considering these issues in advance, researchers tread in risky waters indeed. In this workshop, participants will gain an understanding of how to implement the core aspects of a longitudinal study through (a) extensive planning prior to initiation of a project; (b) creating designs that allow for incremental publication, rather than waiting until the end; (c) incorporating flexibility to recognize opportune but previously unanticipated studies; (d) teamwork; and (e) organization and management of data, taking into account changing technological platforms.

About the presenters
Tracey Derwing is Professor Emerita at the University of Alberta and an Adjunct Professor in Linguistics at Simon Fraser University. Her primary interests are factors affecting communicative success for L2 speakers. Murray Munro is a professor of Linguistics at Simon Fraser University. He is an applied phonetician whose interests include L2 pronunciation and forensic linguistics.
PRACTICAL STEPS FOR INCREASING OPENNESS AND REPRODUCIBILITY IN SCIENTIFIC RESEARCH

Presented by Mallory Kidwell

Description
This practical workshop will review laboratory and personal research practices to improve reproducibility and create more rigorous, open, and impactful research. Topics covered in this workshop will include defining reproducible research, understanding statistical and organizational barriers to reproducibility, and learning how to use the Open Science Framework (https://osf.io/) to manage data and supplementary materials, facilitate collaborations, contain bias, and extend the reach of your research through private or public laboratory operations. This workshop does not require any specialized knowledge to participate but it will be hands-on, so please bring a laptop.

Learning outcomes
By the end of this workshop, participants will be able to (1) distinguish between different types of reproducibility and their barriers, (2) understand the impact of power and bias on reproducibility, (3) set up a research project using the Open Science Framework (OSF), and (4) use the OSF to keep research more organized, reproducible, and extendable.

About the presenter
Mallory Kidwell is a graduate student in the Clinical Psychology department at the University of Utah. Previously, she held the position of Metascience Project Coordinator at the Center for Open Science, coordinating projects that empirically evaluated reproducibility and the efficacy of open science practices in published scientific literature. Presently, she studies the psychophysiological mechanisms of risky or resilient behavior among adolescents exposed to trauma.

SESSION II (2:30PM - 3:30PM)

AN INTRODUCTION TO FITTING AND EVALUATING MIXED-EFFECTS MODELS IN R

Presented by Charles Nagle

Description
Mixed-effects modeling is a multidimensional statistical analysis that allows the researcher to partition and explain sources of within- and between-subjects variation by systematically manipulating the fixed and random effects structures of the model. Mixed-effects models are advantageous over more widely employed ANOVA because they are robust in the face of missing data and do not impose the same restrictions related to independence of observations. This workshop concentrates on fitting mixed-effects models in RStudio using the
lme4 package. Participants will be provided with a brief overview of mixed-effects models and two methodological review articles before the workshop.

**Learning outcomes**

By the end of this workshop, participants will be able to (1) describe the advantages of mixed-effects modeling, (2) read data into RStudio and examine its structure, and (3) fit and evaluate basic mixed-effects models, including the unconditional and unconditional linear growth models, using the code provided. Participants will work with a longitudinal data set and an R script containing annotated code for all of the operations to be carried out during the workshop. A list of resources related to mixed-effects models will also be provided.

**About the presenter**

Charles Nagle is an Assistant Professor of Spanish in the Department of World Languages and Cultures at Iowa State University. His research examines individual differences and their relationship to pronunciation development over time.

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**CORPUS LINGUISTICS AND PRONUNCIATION ANALYSIS**

Presented by Shelley Staples and Okim Kang

**Description**

Corpora can help us to understand actual patterns of language use, including pronunciation, in particular contexts and by particular language learners. However, the use of corpora in the analysis of pronunciation features has been limited. At the same time, speech science has made progress toward identifying various pronunciation features that can show second language (L2) learners' progress of language learning or predict their proficiency. It has become common for elements of speech production to be detected by instrument and computer-assisted acoustical analysis (e.g., PRAAT), which characterizes different aspects of pronunciation by examining patterns of speech properties.

**Learning outcomes**

This workshop will provide an introduction to using corpora for examining pronunciation features, including 1) building corpora of speech samples; 2) using Praat with pronunciation analysis; 3) coding corpus texts for pronunciation features; 4) using a free program to explore the use of coded texts to examine patterns.

**About the presenters**

Shelley Staples is an Assistant Professor in the English Applied Linguistics Program at University of Arizona. Her research focuses on the use of corpus linguistics for applications to language teaching and language assessment. Okim Kang is an Associate Professor in the Applied Linguistics Program at Northern Arizona University. Her research concerns aspects of L2 pronunciation, speech perception and production, automated speech scoring, oral language proficiency assessment, and language attitudes.

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**SESSION III (4:00PM - 5:00PM)**
INTRODUCTION TO USING MECHANICAL TURK FOR LINGUISTICS RESEARCH

Presented by Emily Moeng

Description
The goal of this workshop is to introduce researchers to Mechanical Turk, with a focus on behavioral experiments that may require auditory stimuli. The workshop is primarily aimed at those with little to no experience with Mechanical Turk. This workshop will also introduce researchers to JsPsych, a JavaScript library for creating web-run human behavior experiments, including those that might require auditory stimuli. JsPsych is particularly well-suited for those who wish to run behavioral experiments through MTurk. Although some web coding experience is suggested, neither web coding nor experience with JavaScript are required.

Learning outcomes
By the end of this workshop, participants will (1) be equipped with the basic tools and knowledge to run an experiment through Mechanical Turk, (2) have experience with using JsPsych to create web-based behavioral experiments, (3) have an understanding of the limitations of an experiment conducted online and how to best adapt procedures for such an experiment, and (4) have an awareness of some pros and cons on conducting linguistic experiments through Mechanical Turk.

About the presenter
Emily Moeng is a graduate student in the Linguistics Department at the University of North Carolina at Chapel Hill. She studies phonological acquisition, specifically how acquisition at one level of categorization affects categories at other levels.

VISUALIZING SPEECH IN A CLASSROOM SETTING USING INTERACTIVE ULTRASOUND IMAGING

Presented by Sonya Bird and Heather Bliss

Description
This workshop will introduce participants to ultrasound imaging as a tool for teaching and researching pronunciation. We will review technical details and practical issues around ultrasound imaging, including affordability and accessibility. The challenges and benefits of using ultrasound across various contexts will be discussed. We will provide concrete examples of paradigms that can be used concurrently to both teach pronunciation using ultrasound and research its effectiveness. The workshop will include an interactive ultrasound session, in which participants will have the chance to practice their articulation of specific sounds and sound sequences that can pose challenges for learners.

Learning outcomes
Learning outcomes (i) Participants will learn about the benefits and limitations of using ultrasound imaging technology as a tool for researching and teaching pronunciation of challenging sounds and sound sequences.
(ii) Participants will acquire practical information on issues such as accessibility and affordability of ultrasound, as well as examples of teaching and research methods for different learning settings (e.g., individual learners, small groups, classrooms). (iii) Participants will gain hands-on and practical experience in how to use ultrasound imaging through an interactive session in which they can practice their own articulations using an ultrasound machine. (iv) Participants will gain an appreciation of the value of visualizing speech in teaching and learning the sounds of unfamiliar languages.

**About the presenters**
Sonya Bird is an Associate Professor in the Department of Linguistics at the University of Victoria. She studies the phonetic structures of Indigenous languages of the Pacific Northwest. Heather Bliss is a Banting Postdoctoral Fellow in the Department of Linguistics at the University of Victoria and an Adjunct Professor in the Department of Linguistics at the University of British Columbia. Her work focuses on Indigenous language documentation.

**PSLLT CONFERENCE KEYNOTE ADDRESS**

Professor Isabelle Darcy, *Indiana University*

"A psycholinguist walks into a classroom...": A road-map for bridging research and practice in pronunciation teaching

Over the last 50 years, our knowledge of how learners acquire the phonology and the pronunciation of a foreign language has made tremendous progress. During the same period, pronunciation teaching has also profoundly transformed itself. Yet there is a general feeling that the two fields are disconnected: that research is not asking the right questions, and that teaching practices are not taking research outcomes into account.

In an attempt to enhance cross-pollination between the fields, I will synthetize psycholinguistic research findings - obtained both in and outside my lab - outlining phonological acquisition in L2 learners. I will highlight their relevance for pronunciation teaching and outline concrete ways to implement specific practices suggested by these findings. This is only a first step however, and actual research verifying the success of such implementations in increasing intelligibility is needed. The talk will thus outline a road-map for a research-teaching double agenda.
CALL FOR PAPERS – PSLLT 2017 PROCEEDINGS

Dear Presenters from the 2017 PSLLT conference,

We'd like to encourage you to consider writing up your paper or poster for the next PSLLT proceedings. Your proceedings submission will be due November 17, 2017. Proceedings will be published in summer 2018.

The proceedings are an important part of the conference and are essential in making your work known to a wider audience. There is nothing like the proceedings anywhere else in second language pronunciation research and teaching. The publication of high-quality, interesting papers (posters, Presentations, and teaching tips) helps the field move forward by presenting your research and teaching ideas to a worldwide audience.

Guidelines for proceedings submissions

All presenters of papers, posters, and teaching tips are invited to submit a written version of their paper for consideration in the electronic conference proceedings. Proceedings templates are available from the editors. All submissions will be reviewed by outside readers who will make suggestions and recommendations to the authors and the editors.

Manuscripts should:

- be doubled spaced and include no more than 4000 words (including references, tables, notes, appendices etc.)
- use Times New Roman, 12 point font
- include an abstract of no more than 200 words
- include a biographical statement of the author(s) not to exceed 120 words per author
- include the contact information of the author(s): name, affiliation, address, telephone number, and email address

All proceedings contributions are due by November 17, 2017. Any questions should be directed to the editors at

pslltproceedings@gmail.com
CALL FOR ABSTRACTS – PSLLT 2018

10th Annual Conference: Pronunciation in Second Language Learning and Teaching
Perception and Pronunciation: Research and Teaching
Keynote Speaker Ann Bradlow, Northwestern University
September 6-8, 2018 @ Iowa State University, Ames, IA USA
www.psllt.org, pslltconference@gmail.com

Approaches to pronunciation research and teaching have always strongly emphasized production, and indeed “pronunciation” is often used synonymously with the accurate production of L2 segmentals and suprasegmentals. But pronunciation has another equally important side, perception, which is often a hidden factor in intelligibility (Levis, 2005), and many L2 perception difficulties are directly tied to inability to hear or understand the phonetic detail of speech, whether in relation to phonemic categories (Broersma & Cutler, 2008) or unexpected changes in casual connected speech (Cauldwell, 2013).

Two well-known models of speech perception, Flege’s (1995) Speech Learning Model and Best and Tyler’s (2007) Perceptual Assimilation Model suggest that the ability to perceive categorical differences in the L2 is important for changes in L2 production. Perception of new sounds can improve with even modest amounts of practice and instruction (Qian, Chukharev-Hudalainen, & Levis, 2018), and perception may improve more robustly with the use of multiple voices and speech models (Thomson, 2011, 2012). However, perception becomes especially challenging in adverse conditions such as degraded signals, noise, or difficulties with the receiver (Mattys, Davis, Bradlow & Scott, 2012). But many questions about the connection between perception and production for listeners remain, and especially for adult L2 learners.

In addition, perception of speech is not simply perception of linguistic features in isolation, but is also at the root of judgments of comprehensibility (Munro & Derwing, 1995), interpretability (Low, 2006; Smith & Nelson, 1985), and discourse meaning (Reed & Michaud, 2015). Social perceptions of language are also tied to discriminatory reactions to speakers based on assumptions about the groups they belong to (Lippi-Green, 2012; Munro, 2003) and may even lead to worse comprehension based on assumptions about speakers (Rubin, 1992). In addition, language learners may perceive their own pronunciation as the cause of L2 social stigma (Gluszek & Dovidio, 2010), and these perceptions can even make them inaudible to others and prevent development of their L2 identity (Miller, 2003).

The 10th annual PSLLT Conference seeks proposals for L2 pronunciation for all second languages and contexts, but especially for papers on perception and pronunciation. Such papers may be related to
- laboratory or classroom approaches to L2 perception
- issues of perception related to social factors in L2 learning
- L2/L3 connections to L1 perception research
- acoustic measurements and perceptions of speech rate for L2 learners
- perception of accentedness, intelligibility and comprehensibility
- studies of speech processing under varied conditions
- the interface between production and perception
- technology, research and teaching of perception

The Pronunciation in Second Language Learning and Teaching Conference invites proposals for three main types of presentations: Oral presentations (20 minutes +5 minutes of questions), posters (a dedicated 90-minute poster presentation session), and Teaching Tips (7-10 minute, evidence-based pedagogical approaches to teaching perception and pronunciation in a dedicated time-slot). Best papers on perception will be invited for inclusion in an edited volume on Perception in Second Language Pronunciation Teaching and Research. The Call for Papers opens on January 5, 2018 and Closes on April 14, 2018. Notifications of acceptance will be made by May 15, 2018.
The field of second language (L2) phonology is focused on how learners acquire new phonological systems (speech sounds and sound patterns). Researchers in the Speech Acquisition Lab in the University of Utah’s Department of Linguistics, which is co-directed by Professors Rachel Hayes-Harb and Shannon Barrios, use experimental methods to examine how adult learners acquire the sounds system of an L2. We study learner’s use of information available in their input (the distribution of speech sounds, written input, etc.), as well as the way that native language experience shapes learning. Our hypotheses are informed both by phonological theory and by observations from language teachers and learners. In this way, we contribute to the ‘basic’ and ‘applied’ scientific study of second language phonological acquisition.

The University of Utah is also home to speech researchers in other departments, including Communication Sciences and Disorders (Sarah Hargus-Ferguson, Bruce Smith) and World Languages & Cultures (Tanya Flores, Jane Hacking).

Please visit our web page to learn more about the faculty, graduate, and undergraduate students who study L2 phonology in the Speech Acquisition Lab, about our ongoing research on L2 phonology, and about the Department of Linguistics BA, MA and PhD programs.

Contact Shannon Barrios or Rachel Hayes-Harb with any questions about studying L2 phonology at the University of Utah.

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speechaquisitionlab@gmail.com
The non-pronunciation teacher’s guide to ESL pronunciation teaching

Oral Session I / East Room - 10:30-10:55
Jenelle Cox, Brigham Young University
Lynn Henrichsen, Brigham Young University

ESL students in listening, speaking, and other language-skill classes frequently want help with their English pronunciation. Nevertheless, researchers in many countries (Canada, Australia, the UK, and the United States), as well as observations of ESL classes at our own intensive English program, have found that many otherwise qualified, practicing ESL teachers have little or no training in how to teach pronunciation, naturally feel inadequate and reluctant to do so, and therefore do little to help their ESL students with pronunciation. Solutions to this problem include making training in pronunciation instruction part of initial ESL teacher-preparation curricula, but that approach does little for teachers who have already completed their teacher-education coursework. In-service training is another option, but it typically takes place in small bits over a long time, and teaching pronunciation must compete for time with many other teacher-development topics. This presentation describes a different approach that we have developed for providing ESL teachers with the guidance they need to teach pronunciation effectively. It consists of an annotated index with live links to the many pronunciation-instruction videos and other resources that are available online. These resources are categorized according to the articulatory and prosodic challenges faced by ESL students, as well as the expressed and observed pronunciation-training needs of ESL teachers. Using this index, teachers can quickly find online training resources that are most pertinent to their needs, access these resources on their own timetable, and increase their competence and confidence when they need to help ESL students with pronunciation.

Corpus examination of pronunciation features identified in oral instructors' reports

Oral Session I / East Room - 11:00-11:25
Janay Crabtree, University of Virginia
Shelley Staples, University of Arizona

Corpus linguistics has expanded our knowledge of both spoken and written English (e.g., MICASE, COCA, MICUSP); however, there is much less corpus work focused on understanding pronunciation by L2 learners. In particular, there appear to be no corpora yet available of teachers’ comments on students’ pronunciation. Such a corpus potentially allows examination of teachers’ choices in prioritization of suggestions for further pronunciation work. Consequently, this research utilized a corpus consisting of end-of-the-semester reports of a mid-size R1 university center spanning six years of comments (2010-2016) over five levels of oral classes, seventeen teachers, and 1,426 students. The major research questions are as follows: 1. What key words are most frequent in all reports, and do these signal prioritization of supra-segmentals or segmentals, and 2. If segmentals are frequent lexical items listed in the corpus, do the segments fall within those cited as having a
high functional load? Preliminary results suggest that the most frequent recommendations by teachers concern supra-segmental features such as “stress” (631) and “intonation” (533). Each has almost double the frequency in the corpus as “sound” (318). Secondly, the data suggest that teachers are not always prioritizing pronunciation recommendations according to functional load principles as consonantal segments categorized as having lower functional load (/θ/) are commented on more frequently than higher-functional-load segments (/k/, /p/, /b/, /l/, and /r/ initial consonants). Finally, the frequency of words in teacher recommendations will also be examined in light of the five differing course levels and implications of these findings will be explored.

From IPA to IPA: Bridging L2 pronunciation research and teaching
Oral Session I / East Room - 11:30-11:55
Jessica Miller, University of Wisconsin - Eau Claire

Although many studies have shown that explicit instruction is effective in increasing learners’ L2 pronunciation skills (Aliaga-García, 2007; Lord, 2005; Sturm, 2013), pronunciation seems to remain neglected in the classroom (Gordon, Darcy, & Ewert, 2013). Lack of phonetic preparation in language education programs and logistical challenges inherent to oral assessments are often cited as possible obstacles (Derwing, 2010; Yates, Zielinski, & Pryor, 2011). In this study, 120 instructors of French were surveyed online and 6 were visited in class for a total of 30 hours. Results indicated that they value pronunciation, deem to have received adequate training, and feel they draw sufficient attention to it in class. However, activities designed to develop correct pronunciation were seldom offered to learners in the observed classes, highlighting conflicts between the instructors’ perceived importance of pronunciation and its relative absence. The widespread proficiency movement of the last two decades (Brooks & Darhower, 2014; Kissau, 2014), which has shifted the focus toward communicative competence and away from accuracy, may explain why pronunciation instruction seems to be reactive rather than preemptive. In addition, K-12 instructors need to follow national guidelines (ACTFL, NCSSFL), leaving little to no room for curricular changes. This presentation discusses ways to bridge pronunciation research and teaching by disambiguating the term IPA (International Phonetic Alphabet vs. ACTFL’s Integrated Performance Assessment), and by modeling how both can be used together to benefit researchers, teachers, and learners.

Crossing the pronunciation bridge from isolation to integration
Oral Session I / East Room - 12:00-12:25
Lisa Swovick, Rochester Institute of Technology

With increased research and investigative dialogue there has been a greater awareness of the importance of comprehensible speech (Morley, 1991) in authentic contexts. Pronunciation instruction has undergone a transformation from isolated practice to integrated communicative competence. Instructors have had to challenge their own uncertainties about instruction to combine pronunciation with numerous listening and speaking course objectives. A number of challenges here have interfered with the integration of pronunciation into the ESL setting, particularly in Intensive English Language programs. The first has been the challenge of integrating pronunciation into a curriculum that may already be packed with other requirements. The second
has been the reservations of ESL teachers to teach pronunciation due to reservations about implementing instruction appropriately and effectively at the adult level (Darcy, et al, 2012). These concerns have been addressed through a systematic model of professional development at an Intensive English Program to explore the perception and speech production aspects of pronunciation, along with the integration of pronunciation into listening and speaking coursework. The phases of this training will be described and as well as examples of how pronunciation was implemented into the curriculum. The end goal is that participants will consider the efficacy of this training for further discussion and adaptation into other Intensive English Programs. A model of professional development to build on existing instructor expertise while enhancing confidence in methodology will be presented.

The role of L1-to-L2 sound matching relationship and orthographic information in asymmetric lexical encoding

Oral Session I / North Room - 10:30-10:55
Jeong-Im Han, Konkuk University
Sujin Oh, Konkuk University

L2 learners seem to have separate lexical entries of minimal pairs despite inadequacies in phonetic perception. This study examined two possible sources of such asymmetric patterns of lexical access, namely, phonetic proximity to the nearest L1 category and orthography. Three groups of Korean speakers learned Arabic nonwords with two types of sound pairs such as those with an L1-dominant category (/l-r/) and those lacking such category (/ħ-χ/) as well as the control pair (/m-t/), and then their phonetic categorization and lexical processing abilities were evaluated in AXB discrimination and lexical decision tasks, respectively. One group was presented with the same letters for the target pair (e.g., <l> for /l-r/), the second group, different letters for the pair (e.g., <l> for /l/, <r> for /r/), and the third group, auditory input only. The results of discrimination did not show any effect of phonetic proximity to the L1 category or orthography to phonetic categorization, whereas in lexical encoding, 1) the pair with an L1-dominant category was more accurately encoded than that without such category; and 2) orthographic information hindered the lexical encoding. These results suggest that lexical representations of the L2 words with confusable phonemes depend on the distinct types of sound category match-up between L1 and L2, but not the orthographic information. However, in an additional transcription task, the scores from the learners presented with different letters for the pair were shown to reach the ceiling, suggesting that orthographic information helped them to have targetlike representations, despite difficulties in on-line processing.

Relationship between utterance fluency and cognitive fluency in first and second languages

Oral Session I / North Room - 11:00-11:25
Jimin Kahng, University of Northern Iowa

Second language (L2) utterance fluency has been widely researched due to its theoretical and pedagogical importance; however, its relationship with cognitive fluency has been under researched (c.f., De Jong et al., 2013). Furthermore, the L1-L2 relationship in cognitive fluency has not yet been examined in connection with
utterance fluency. As part of a longitudinal study, current research attempts to contribute to the fluency literature by investigating relationship between utterance fluency and cognitive fluency both in L1 and L2. Forty-four Chinese learners of English completed tasks on cognitive fluency and utterance fluency in L1 and L2. Utterance fluency was examined by measuring speed and pause phenomena of their spontaneous speech. Cognitive fluency was analyzed by measuring linguistic processing skills involved in speech production (e.g., lexical retrieval, morphosyntactic encoding, and articulation). The results showed that L1 and L2 utterance fluency measures such as length of silent pauses and number of filled pauses were correlated, following the literature. More interestingly, cognitive fluency measures such as speed of sentence construction and speed of articulation exhibited a significant L1-L2 correlation. In terms of the relationship between utterance fluency and cognitive fluency in L2, articulation rate was correlated with speed of lexical retrieval, and number of silent pauses was correlated with speed of sentence construction.

The vicissitudes of intelligible segmental pronunciation
Oral Session I / North Room - 11:30-11:55
George O’Neal, Niigata University

This qualitative and quantitative study applies conversation analytic methodology to the examination of mutually intelligible pronunciation, and then quantifies the segmental repair strategies and segmental adjustments that were required to maintain intelligibility in English as a Lingua Franca interactions among Japanese students and exchange students at a Japanese university (Matsumoto, 2011). In the qualitative portion, sequential analysis was used to ascertain the segmental repair strategies that were utilized to maintain mutual intelligibility and to identify the pronunciations that interactants oriented to as unintelligible and intelligible, which can then be compared to determine the segmental adjustments that changed an unintelligible pronunciation into an intelligible one (O’Neal, 2015). Four kinds of segmental repair strategies have been identified in the corpus: reactive segmental repair, preemptive segmental repair, reversion segmental repair, and serendipitous segmental repair (O’Neal, 2017, under review a, under review b). Three kinds of segmental adjustments have also been identified in the corpus: segmental modification, deletion, and insertion (O’Neal, 2016). In the quantitative portion, the segmental repair strategies and the segmental adjustments were quantified in order to assess which kinds of segmental repairs and segmental adjustments are most frequent, and this data was subjected to a chi-square goodness of fit test to assess whether the results were statistically significant. This study concludes that reactive segmental repair is the most common segmental repair strategy and that segmental modification is the most common segmental adjustment.

“Was that a question?” Perception of utterance-final intonation among L2 learners of Spanish
Oral Session I / North Room - 12:00-12:25
Germán Zárate-Sández, Western Michigan University

While there has been considerable research on production of second language (L2) intonation, much less is known about how learners perceive L2 pitch. In an attempt to contribute to this area, this study (part of a larger project) examined the perception of final boundary tone (T%) among 55 English-speaking learners of Spanish
at three proficiency levels (from intermediate to very high), and compared them with 16 Spanish-English early bilinguals, 17 Spanish monolinguals, and 17 English monolinguals. Perception was tested using an imitation task, aimed at capturing categorical perception effects (Dilley & Brown, 2007). The stimuli consisted of the resynthesized utterance “La nena lloraba” [The girl was crying], where T% was vertically displaced 10 times in 10-Hz increments using Praat. Participants had to listen to and imitate each stimulus (presented twice) while being recorded. Final T% in the resulting utterances was defined as the last non-spurious f0 point in the pitch track. Values were converted to ERB units for pitch normalization (Arvaniti & Ladd, 2009). A one-way ANOVA was run for each group (independent variable: 10 stimuli, dependent variable: ERB values). Significant differences were found in all groups. Post-hoc analyses showed that 1) no bimodal categorical perception emerged; 2) stimuli clustered from falling tones (declarative) to rising (questions); 3) regardless of proficiency, participants perceived T% as Spanish monolinguals did; 4) very-high-proficiency learners’ perception resembled that of bilingual speakers. Results confirm the robustness and perceptual salience of utterance-final pitch (e.g., Cruz-Ferreira, 1987), which aids perception from early stages of acquisition. With this in mind, we discuss on which areas of intonation L2 learners may benefit from perception training the most.

Addressing ethical issues in classroom pronunciation assessment
Oral Session I / South Room - 10:30-10:55
Jennifer Foote, University of Alberta
Ron Thomson, Brock University

Pronunciation is distinct from other second language skills in a number of ways. While age, first language, and aptitude are factors that impact all language skills, they play an arguably much stronger role in pronunciation development (Kennedy, Trofimovich, & Foote, 2015). These differences create challenges for pronunciation assessment – challenges further compounded by the reality that learners in the same class are unlikely to begin at what could be considered a similar level in terms of their pronunciation difficulties. The present study represents an initial attempt at dealing with some of these challenges. Thirty pronunciation experts from 10 different countries completed a survey related to ethics and pronunciation assessment. Participants were recruited from a previous PSLLT conference, via a pronunciation-specific listserv, and through professional networks. The respondents represented a mix of pronunciation instructors, researchers, and materials developers. Results indicated that while some respondents did not see any serious ethical issues with pronunciation assessment, the majority did; the reasons given for these issues included a wide range range of factors. The majority of respondents indicated that they felt the most appropriate way to assess pronunciation instruction was by measuring how much each student improved based on personalized goals tailored to the individual student. However, some supported other types of assessment standards, including standardized benchmarks based on a set curriculum, or grading based on effort and participation. The results will be discussed with a focus on what instructors and programs need to consider when making decisions around ethical pronunciation assessment in the classroom.

Second language comprehensibility ratings: Do ESL and EFL teachers rate in the same way?
Oral Session I / South Room - 11:00-11:25
Studies on the way native and nonnative listeners rate second language (L2) speech for comprehensibility (the perceived ease or difficulty of understanding a message, see Derwing & Munro, 2009) have reached mixed results. Whereas nonnative listeners have been found to rate L2 speech more severely than native listeners (Fayer & Krasinski, 1987; Kang, 2013; Rossiter, 2009), other studies have reached opposite results (Brown, 1995). Additionally, other investigations have not found significant differences between both groups of listeners (Crowther, et al., 2014; Derwing & Munro, 2013; Flege, 1988; MacKay, et al., 2006). In spite of all these studies, the way native and nonnative language teachers rate L2 comprehensibility has remained mostly unexamined. This mixed-method investigation analyzed the way native-ESL and nonnative-EFL teachers rated comprehensibility in ESL learners. It investigated two questions: 1. Do native-ESL and nonnative-EFL teachers rate comprehensibility in the same way? 2. What linguistic aspects (phonetic, lexical, grammatical) do ESL and EFL teachers base their ratings on? Using spontaneous speech samples from ESL learners, two groups of native-ESL and nonnative-EFL teachers rated these speech samples for comprehensibility. The quantitative analyses indicated that the group of nonnative-EFL teachers rated the speech samples more severely than the native-ESL teachers. Additionally, stimulated-recall interviews revealed similarities and differences between both groups of teachers. However, the most significant differences seemed to be rooted in teachers’ pedagogical knowledge, teacher training, and familiarity with different L2 accents. The results of this investigation are discussed in terms of their implications for L2 pronunciation instruction and teaching training.

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Accent and comprehensibility of English-speaking children’s Japanese speech in two-way immersion
Oral Session I / South Room - 11:30-11:55
Tetsuo Harada, Waseda University
Asako Hayashi-Takakura, UCLA

Though accent, intelligibility, and comprehensibility of L2 English speech in naturalistic settings have been well documented (e.g., Derwing & Munro, 2015), those aspects of L2 speech other than English, especially in instructional contexts, are rarely investigated. Therefore, this study looked at a unique instructional setting such as a two-way immersion program in elementary school, where more exposure to L2 is expected than in a one-way immersion program because a balanced number of students from each target language group are enrolled in a class. It examined how the pronunciation of English-dominant children can be compared with that of Japanese-dominant children in a Japanese/English two-way immersion program in the US. Thirty students (15 English-dominant and 15 Japanese-dominant children) from the 5th and 6th grades in the program participated in a seven-to-ten minute oral proficiency interview. It consisted of a general conversation with an interviewer and a read-aloud task of a short passage in Japanese. 20 native speakers of Japanese, who were either inexperienced raters (undergraduate students) or experienced raters (Japanese language instructors), were asked to evaluate accent and comprehensibility of each child’s speech, using a Likert scale of 1 to 6. Results showed that though the English-dominant children’s speech was judged as accented, their scores on comprehensibility, which were affected by the task and rater, did not differ significantly from those of the Japanese-dominant children. The findings suggest that accent can be separate from comprehensibility.
(Trofimovich & Isaacs, 2012) and two-way immersion instruction may help children acquire comprehensible L2 speech.

**The effect of listener proficiency on comprehension and intelligibility of accented speech**

*Oral Session I / South Room - 12:00-12:25*

Okim Kang, Northern Arizona University
Hunkeye Ahn, Seoul National University
Meghan Moran, Northern Arizona University
Soon Park, Seoul National University

Imposing an inner circle norm on users of World Englishes may be discriminatory against non-native English speakers in listening tests (Harding, 2012), but there has been little research on how listeners' proficiency affects their sensitivity to L2 accent within an assessment context. The current study examined the effect of test takers' English proficiency on their comprehension and intelligibility of accented speech in the TOEFL iBT listening test. Ten speakers from six countries with different L1 backgrounds (i.e., North American, British, Indian, South African, Chinese, and Spanish) with a varying degree of intelligibility provided speech samples. Ninety-two listeners from South Korea at three different proficiency (32 beginner, 30 intermediate, and 30 advanced) levels listened to speech stimuli and determined their comprehension of the content as well as the intelligibility of the speech. The intelligibility was measured with orthographic transcription of entire sentences. Listeners’ vocabulary knowledge was initially controlled and tested. Results of a series of ANOVAs showed that high-proficiency listeners were most sensitive to accented speech followed by intermediate-level listeners, i.e., their scores were significantly different across speakers. However, high-proficiency listeners did not differ in their scores if speech stimuli were delivered by highly intelligible speakers, whereas intermediate-level listeners still performed differently. The performances of beginner-level listeners were low, showing no statistical difference in their scores, regardless of speaker’s accent and the degree of intelligibility. Results suggest that listeners have varying sensitivities to English accents based on their proficiency levels. Findings help understand the nature of intelligible speech in global communication.

**Golden Speaker Builder: An interactive online tool for L2 learners to build pronunciation models**

*Oral Session I / West Room - 10:30-10:55*

Shaojine Ding, Texas A&M University
Christopher Liberatore, Texas A&M University
Guanlong Zhao, Texas A&M University
Sinem Sonsaat, Iowa State University
Evgeny Chukharev-Hudilainen, Iowa State University
John Levis, Iowa State University

In 2002, researchers proposed that the best voice for learning L2 pronunciation was a voice that was similar to that of the learner, a so-called “golden speaker” [1]. In this presentation, we describe Golden Speaker Builder (GSB), an interactive online tool that allows L2 learners to build a personalized pronunciation model: their own
voice producing native-accented speech. To build a “golden speaker” model, L2 learners follow three steps: (1) they record a set of acoustic anchors (one anchor per phoneme) under the guidance of an instructor, (2) they record a longer text to capture pitch range, and (3) they select a source native speaker as a model. The process can be completed in less than an hour, and generates intelligible speech with the voice quality and pitch range of the L2 learner, and the prosody and segmental characteristics of the source native speaker. To achieve this, GSB represents a source utterance as a sparse weighted sum of anchors from the source speaker [2], then replaces the source anchors with those from the L2 learner collected in step 1. We report initial findings about how learners interacted with the golden speaker and their improvement in pronunciation accuracy and in judgments of intelligibility.

Non-native speech and recognition accuracy of two ASR applications: Dragon and Dictation
Oral Session I / West Room - 11:00-11:25
Idée Edalatishams, Iowa State University

Automatic Speech Recognition (ASR) has the potential for use in pronunciation learning. However, only a few studies have examined its capability for identifying non-native speech (Derwing, Munro, & Carbonaro, 2000; Kim, 2006). After a decade now, rapid advancement of technology necessitates reevaluation of and comparison between ASR applications in recognizing accented speech. This study examines two commercial ASR applications, Dragon Naturally Speaking and the Dictation feature of Mac OS X. Recognition scores were calculated for both applications based on their transcription of 15 sentences read aloud by 12 native speakers of Farsi, Korean, and Vietnamese with different proficiency levels in English. Three native speakers of English transcribed the same utterances for intelligibility scores and rated them for accentedness on a 9-point scale. Comparing each application’s recognition score with human intelligibility scores showed that while Dictation identified more non-native utterances than Dragon, they both had less accuracy than human listeners. Also, recognition accuracy of both applications decreased with an increase in accentedness, with Dragon showing a more drastic decrease than Dictation. Overall, while ASR applications have the potential to assist advanced level language learners in identifying their patterns of error in pronunciation, they are not yet prepared to provide lower level language learners with the same useful feedback.

Improving novice learners’ L2 pronunciation: The method of iCPRs
Oral Session I / West Room - 11:30-11:55
Ines Martin, Pennsylvania State University

L2 pronunciation training is still frequently neglected in the foreign language classroom for reasons including the lack of classroom time or instructor skills to teach pronunciation. The current study addresses these concerns by investigating the method of innovative Cued Pronunciation Readings (iCPRs; based on Tanner and Landon, 2009), a homework-based, computer-delivered method of pronunciation instruction that does not require teacher feedback or in-class time. The current study was conducted over a time course of 14 weeks with 110 novice L2 learners recruited from six sections of first semester German classes divided into treatment, comparison and control groups of two sections each. The treatment group received pronunciation instruction on
perception and production skills via computer-based iCPR units as homework assignments, while the
comparison group received in-class perception and pronunciation training delivered by their instructor. The
control group did not receive pronunciation training, but otherwise followed the same lesson plans as the other
two groups. Results for the perception task revealed that the treatment group significantly outperformed the
control group (p = .021) at the time of the posttest and that both the treatment and comparison groups improved
significantly from pre- to posttest (treatment group: p = .001; comparison group: p = .007) while the control
group did not (p = .109). Additional analyses will investigate whether this trend also extends to the production
Task. Overall, the findings suggest that German pronunciation can be taught effectively in the form of computer-
delivered homework assignments.

Pronunciation learning through L2-captioned video

Oral Session I / West Room - 12:00-12:25

Natalia Wisniewska, Universitat de Barcelona
Joan C. Mora, Universitat de Barcelona

Research has shown the pedagogical benefits of bimodal input exposure, such as L2-captioned videos, on L2
listening comprehension and vocabulary learning (e.g. Montero- Pérez et al. 2013) and L2 speech perception
(Mitterer & McQueen, 2009). Bimodal input exposure through L2-captioned video provides training in the
mapping of L2 sounds and words, potentially modifying previously inaccurate phonological/lexical
representations, leading to L2 pronunciation learning. However, no research to date has investigated the role of
exposure to L2-captioned video in L2 pronunciation development. Within this broader research goal, the current
study investigates L2 learners’ skills in integrating auditory and orthographic input while reading dynamic texts
in L2-captioned video. The eye movements of L1-Catalan/Spanish learners of L2-English (n=30) were recorded
(Tobii T120 eye-tracker) while watching short L2-captioned video clips. We used the Reading Index for
Dynamic Text (Kruger & Steyn, 2013) as a measure of learners’ amount of text processing, and computed an
index of auditory-orthographic integration by calculating the extent to which fixations on content words
synchronized with their auditory onsets. We also explored learners’ individual differences at integrating text and
sound through a novel task that required learners to uncover text-sound mismatches. In addition, we measured
learners’ L2 segmentations skills through a word-spotting task (McQueen, 1996) and L2 proficiency through an
Elicited Imitation Task (Ortega et al., 2002). The results will shed light on the relationship between processing in
dynamic texts and individual differences in bimodal input integration and represents an initial step in
investigating incidental gains in L2 pronunciation through captioned video.

New methods for predicting perceptual discriminability of non-native contrasts

Oral Session II / East Room - 2:00-2:25

Danielle Daidone, Indiana University
Ryan Lidster, Indiana University
Franziska Kruger, Indiana University
Meg Cychosz, University of California, Berkeley
Our L1 warps our perceptual space. Therefore, acoustic similarity does not accurately predict whether non-native phonetic contrasts are perceptually easy to distinguish. To predict which non-native contrasts will be difficult for L2-learners, researchers use Perceptual Assimilation (PA) tasks where listeners categorize non-native phones into native categories. Results typically characterize how non-native phones relate to L1-categories (e.g. “two-category assimilation”). However, this analysis is subjective (e.g. uses arbitrary thresholds), and has yielded mixed results in accurately predicting discriminability. Our study investigates whether the perceptual similarity of nonnative sounds to each other can more accurately predict discriminability of non-native contrasts. Sixty-one American English listeners 1) completed a Free Classification (FC) task, in which they were asked to freely group stimuli (German non-words containing different vowels) based on their perceived similarity; 2) completed one of two discrimination tasks (AXB or Oddity) measuring their discrimination accuracy on 11 German vowel pairs; and 3) categorized German vowels as English categories in a PA task. A traditional PA analysis did not strongly predict the observed accuracy in the discrimination tasks. However, much better predictions were obtained by converting PA results into “overlap scores,” which quantify the perceptual similarity of the non-native stimuli to each other. Perceptual similarity data from the FC task also reliably predicted discriminability, and separately provided rich information on how the perceptual space is shaped. These results suggest that perceptual similarity of non-native sounds to each other is a better predictor of discriminability than how non-native sounds are assimilated into L1 categories.

L2 Japanese vowel production: A closer look at transfer effects from perception training
Oral Session II / East Room - 2:30-2:55
Debra M. Hardison, Michigan State University
Tomoko Okuno, University of Michigan

Using a pretest-training-posttest design, 48 L2 learners of Japanese (L1 English) were divided into 3 training groups: Auditory-visual (AV: feedback using waveforms), auditory-only (A-only), and control. The vowels of interest were /a/ and /u/, the longest and shortest vowels respectively in the Tokyo dialect. Within-group variables were time: before and after two weeks of perception training; preceding consonant (C): /k/, /s/; token type (4) (e.g., CV.CV, CV.CV); syllable position (first or second); and condition (isolated word, carrier sentence). Results revealed significant perceptual improvement for both training groups, especially for AV. In addition, raters’ mean accuracy judgments of recorded learner productions revealed significant improvement from .65 to .90 (word condition), especially for CV.CV and CV.CV, and .54 to .86 (sentence condition), especially for CV.CV and CV.CV. In-depth analysis of duration measurements revealed several complex interactions; in general, for all tokens except CVV.CV, mean durations of /a/ and /u/ decreased toward the native range following training. Some learners’ posttest durations for long and short vowels approximated the durations found in the native-speaker training input. Findings emphasize the adaptation capability of the perceptual system to variable training input, and improved production even without explicit instruction.

Processing indexical and dialectal variation in a second language: Implications for the L2 classroom
Oral Session II / East Room - 3:00-3:25
Franziska Kruger, Indiana University
To improve L2-learners’ listening skills, researchers have suggested enhancing classroom-input with variation (e.g. more speaker voices, different dialects) and simulating a realistic linguistic landscape. However, previous studies have found that L2-learners struggle to distinguish dialects and voices, even at advanced levels. One could therefore assume that such input-enhancement might hinder, rather than facilitate, the development of listening skills. In any case, the extent to which classroom learners can successfully process variation in the early stages has yet to be determined, since earlier studies have focused exclusively on learners in immersion settings. This study explores L2-classroom learners’ ability to distinguish words based on indexical variation (voice) and dialectal variation. Twenty-seven learners of German (14 beginners, 13 intermediates) and five native speakers were asked to distinguish stimuli based on their perceived similarity of voice and dialect. All participants distinguished the stimuli to some degree, but beginners were significantly less accurate than natives. Results suggest that the learner groups’ perceptual maps were structured differently than native speakers’, and an analysis of acoustic correlates indicates that beginners focus on different cues than intermediates and natives. Overall findings suggest that indexical and dialectal variation are processed less efficiently by beginning L2-learners in the classroom, extending previous findings for L2-learners in immersion contexts. Increasing the input variability without taking these challenges into account could make listening tasks more difficult and hinder learning and listening skill development. The presentation will discuss implications for language instructors, as well as suggestions for improving L2 curricula and L2-learners’ learning experience.

Asymmetric processing of English Intonation: An eye-tracking study

Oral Session II / North Room - 2:00-2:25
Marnie Reed, Boston University
Di Liu, Boston University

Intonation encodes meaning (Levis & Wichmann, 2015). Literature suggests that non-native speakers fail to exploit the English intonation system (Pickering, 2001, Wennerstrom, 1998), potentially hindering effective native-nonnative speaker communication. Intonation instruction typically focuses on imitation of target-like contours. Whether learners’ lack of proficiency reflects inability in producing target-like intonational patterns or deficiency in processing speaker intent signaled by intonation remains unknown and will be investigated in this study. An eye-tracker that measures participants’ eye fixation time and reading direction is used with passages some of which orthographically reflect information structure (e.g., contrast). We investigate: 1) whether native and non-native speakers process information differently, 2) how orthographic conventions (e.g., italics) affect participants’ processing and oral delivery of information and 3) whether native and non-native speakers associate intonation change with meaning change. Thirty participants (15 native speakers and 15 Mandarin speaking ELLs) are asked to silently read and orally deliver sentences and passages containing no contrast, or contrast with or without italics. Participants’ eye-movement will be tracked and their speech will be audio recorded and analyzed in terms of pitch level, duration and intensity. A pilot study shows that non-native speakers tend to neglect orthographic conventions that signal intonation change, and tend not to associate intonation change with meaning change, suggesting processing differences between native and non-native speakers. We suggest that instruction should advance learners beyond ability to mimic intonation on demand,
and address both metalinguistic awareness of pragmatic functions of intonation and detection and interpretation of marked pitch contours that signal these functions.

The influence of language experience on L2 Mandarin lexical tone processing
Oral Session II / North Room - 2:30-2:55
Kuo-Chan Sun, University of Alberta

The goal of the study is to investigate how an individual’s respective native phonology influences the way of using suprasegmental information in lexical processing. In Mandarin, lexical tone is used extensively to distinguish lexical items; two different words may have exactly the same segmental structure but only differ in tones. In English, the role of suprasegmental information for lexical distinctions, however, is relatively limited as most stress contrasts also involve changes in consonants and vowels. The question arises as to whether such differences would influence tone processing by listeners who learn Mandarin as a second language (L2). Forty English learners of Mandarin and 40 Mandarin native speakers participated in the study. Both groups performed a lexical decision task and a form-priming task, in which a monosyllabic target preceded by one of the four types of primes where prime and target were identical (i.e., ma1 – ma1), shared only segmental structure (i.e., ma3– ma1), shared only tone (i.e., tu1 – ma1) or were unrelated (i.e., fo2 – ma1). Results show that tonal information plays an important role in L2 lexical processing; tonal information is obviously used by L2 listeners to inhibit tonally incompatible activated candidates, leading to the selection of the best matching lexical item. In addition, while both groups demonstrated similar lexical tone processing patterns, lower accuracy and longer RTs observed in L2 data suggests the L2 learners, although quite proficient in Mandarin, have yet to achieve native-like competence in regard to lexical tones. The pedagogical implications of this study will be discussed.

It’s about time: A longitudinal study on the development of L2 oral skills in instructed SLA
Oral Session II / North Room - 3:00-3:25
Charles Nagle, Iowa State University

Significant scholarship has focused on the development of L2 oral skills in naturalistic language learning (e.g., Derwing & Munro, 2013; Munro, Derwing, & Thomson, 2015). However, few studies have examined how instructed learners’ pronunciation develops over time, despite the importance of the classroom context. This study addressed this gap by investigating L2 Spanish learners’ comprehensibility and accentedness over a yearlong period. Twenty-six learners completed a picture description task on five occasions distributed throughout their second and third semesters of college-level language instruction. Learners received 20 sets of images, combining the images in each set to form a simple sentence in Spanish (e.g., Mario limpia la cocina, ‘Mario is cleaning the kitchen’). They also completed a language contact questionnaire three times, about once per semester. Five sentences were randomly selected at each time point for each learner (~600 total). Twenty native Spanish speakers rated the audios for comprehensibility and accentedness using 9-point Likert scales (e.g., 1 = very easy to understand; 9 = very difficult to understand). Ratings were conducted sequentially and counterbalanced to avoid sequencing effects, and audio files were blocked to include breaks, preventing rater
fatigue. Mixed-effects models were fit to the data using R. On average, learners were rated as very comprehensible (estimate = 4.25; SE = .49) despite having a moderate foreign accent (estimate= 6.65, SE = .39). Both comprehensibility and accentedness improved over time, decreasing at a rate of -.22 units (SE = .05) per semester. Substantial variance was also associated with raters and items.

The effectiveness of explicit pedagogical intervention in the L2 pronunciation and perception of German vowels
Oral Session II / South Room - 2:00-2:25
Adrial Bryan, Purdue University

The aim of this study is to determine the correlation between German language students' perception and production of German vowels and the efficacy of pedagogical intervention in pronunciation instruction. This study analyzed students' ability to discriminate between German vowels containing umlauts from one another, as well as from those that do not contain umlauts. Vowels were selected to be examined in this study as they contribute the most to comprehension and pronunciation. Inaccurate pronunciation of German vowels is often cited as leading to miscommunication with a learner (O'Brien & Fagan, 2016). This research project had an experimental and a control group. The design of this study included a pre- and post-test which was administered to students enrolled in German 102 at a large mid-west university. The pre- and post-tests included a listening identification exercise and a reading exercise designed to assess students' ability to interpret various vocalic features found in fictional German words, as well as their ability to replicate the targeted features. In between the pre- and post-tests, students in the experimental group were offered a lesson on specific pronunciation instruction in which they participated in directed perception and articulation training of German vowels. In this presentation, the efficacy of pronunciation training on the perception and production of German vowels will be discussed, as well as pedagogical implications in the classroom.

Tweeting about French pronunciation: Phonetic lessons in 140 characters
Oral Session II / South Room - 2:30-2:55
Amanda Dalola, University of South Carolina

The microblogging tool, Twitter, has inspired a full range of activities in L2 instruction—from the passive observation of native-speaker tweets to the active composition of tweets by L2 learners. Mompean & Fouz-González (2016) expanded these applications by using Twitter to deliver pronunciation instruction to intermediate EFL students, observing a beneficial effect on students’ pronunciations of target words post-test. The present inquiry seeks to further this research by examining Twitter’s effectiveness in teaching the pronunciation of commonly mispronounced French words to advanced learners. Twelve third-year French students played a game that involved saying commonly mispronounced French words aloud: twenty-four items mispronounced by everyone were selected as the test set. These items included unusual sound-spelling correspondences, silent final and non-final consonants, pronounced final consonants, and English-French cognates with different pronunciations. For 24 days, participants received one tweet per day containing overt pronunciation instruction for a single testword. Half the tweets involved looking at an attached image illustrating
the concept; the other half involved clicking a link to a video. One week after the last tweet was sent, participants played another game aloud eliciting their pronunciation of the testwords. Results show that participants performed better with words in tweets containing static images than those with links to videos. No differences were found among testword types or frequency. The implications suggest that Twitter is generally useful for pronunciation instruction, but that a tweet’s supporting materials may make or break its effectiveness.

Teacher cognition of English intonation: Case study analysis of knowledge, beliefs, and thinking that inform instructional practice
Oral Session II / South Room - 3:00-3:25
Alison McGregor, University of Texas at Austin
Marnie Reed, Boston University
Di Liu, Boston University
Colleen Meyers, University of Minnesota
Beth Zielinski, Macquarie University

Teacher cognition--knowledge, beliefs and thinking--is described as constructs, judgments and decisions impacting instructional practices in teaching (Borg, 2015). Baker (2013) asserts, it is “an often tacit, personally-held practical system of mental constructs held by teachers which are dynamic – i.e. defined and refined on the basis of educational and professional experiences throughout teachers’ lives” (p. 35). Although second language teacher cognition research increased since the mid-1990s, there is limited research on teacher cognition of pronunciation (Baker, 2013) and none specifically targeting intonation. Since teachers are not theoretically or practically well-equipped to teach intonation (Paunovic and Savic, 2008), the critical component that encodes meaning in English, this study fills both a research gap and practical need. This presentation reports results of a 2-part study investigating terminology and teacher cognition of intonation. First, terminology was analyzed in teacher training and student textbooks. Second, six experienced ESL teachers were interviewed and completed three tasks: (a) a 15-minute teaching demonstration on intonation, (b) a pronunciation needs assessment, and (c) an intonation terminology familiarity task using terms selected from part 1 of the study. Case study analysis based on grounded theory was used to explore common themes across the participants regarding their teacher cognition of intonation. Findings reveal teachers’ domain-specific cognition on intonation and will be presented via mind maps, quotes and audio clips. Teacher challenges, focused on the nexus of terms, phenomena, and teaching, will also be highlighted with implications for improving teacher training of intonation.

Focus on phonetic form and cognitive complexity in the acquisition of an L2 vowel contrast
Oral Session II / West Room - 2:00-2:25
Ingrid Mora, Universitat de Barcelona
Joan C. Mora, Universitat de Barcelona
Roger Gilabert, Universitat de Barcelona
L2 pronunciation is often neglected in communicative EFL classrooms and SLA research on the role of task manipulation in improving L2 pronunciation accuracy is scarce. This study investigates the impact of focus on phonetic form during meaning-based interaction in decision-making tasks. L1-Catalan/Spanish EFL young adults (n=18) performed four dyadic problem-solving, reasoning-gap tasks over a three-week period. Tasks were always preceded by pre-tasks that contained lexical items contrasting the English target vowels /ʌ/ and /æ/ (e.g. cap-cup) to be used during task performance. Furthermore, tasks were sequenced on the basis of four levels of increasing cognitive complexity in order to progressively enhance the occurrence of pronunciation-based language related episodes (Gilabert et al., 2009). Perception and production accuracy was pre- and post-tested through identification and ABX discrimination tasks and a delayed-sentence repetition task, respectively. In addition, we controlled for learners’ L2 proficiency and assessed individual differences in auditory selective attention. We predicted that orienting attention to a task-essential phonological contrast would bring gains in its perception and production and that increased task demands along resource-directing variables (i.e. +/- reasoning demands) would generate higher accuracy (Solon et al., 2016). Results will shed light on the effectiveness of tasks in the acquisition of L2 sound contrasts and the extension of the Cognition Hypothesis (Robinson, 2011) to L2 speech acquisition.

**Familiarity and congruence orthographic input effects during phono-lexical acquisition of L2 Russian**

*Oral Session II / West Room - 2:30-2:55*

Catherine Showalter, University of Utah

Second language (L2) learning involves making inferences about L2 forms from input. Orthographic input (OI) is one input type that appears beneficial. When spelled forms contain unfamiliar graphemes or when graphemes and phonemes are mapped differently in an L2 than in the first language (L1), this can cause difficulty. In the present study, effects of grapheme familiarity and grapheme-phoneme correspondence (GPC) congruence are investigated during L2 Russian acquisition. Cyrillic allows for manipulation of familiar (from L1) and unfamiliar (L2 specific) graphemes (e.g., <К> and <Д>), as well as L1-L2 congruent and incongruent GPCs (e.g., <М>-/m/ and <Р>-/r/) with native English speakers. Participants were assigned to an Orthography or No Orthography word learning condition. Stimuli were divided into 3 groups: Familiar-Congruent, Familiar-Incongruent, and Unfamiliar. Experiment 1 focused on non-learners of Russian and stimuli were monosyllabic, associated with real objects, and not controlled for Russian real/non-word status. Experiment 2 focuses on experienced learners, requiring changes to stimuli from Experiment 1 to accommodate learner knowledge. Stimuli are bi-syllabic, associated with non-objects, and Russian nonwords. At test, participants determined whether auditory forms and pictures matched pairs presented during word learning. In Experiment 1, participants were unaffected by unfamiliar graphemes, but incongruent GPCs caused interference. Preliminary analyses for Experiment 2 indicate the different stimuli conditions affected learner performance as in Experiment 1. Results will be interpreted via study design, stimuli specifications, and contribution to the field. Future participants will include experienced Russian learners, demonstrating the extent to which grapheme familiarity and congruence interact during phono-lexical acquisition.

**Accurate production in L2: A look behind the scenes**
Learners’ ability to accurately produce L2 contrasts in speech is often considered the hallmark of acquisition. However, previous research suggests that accurate realization of L2 phonemes is not necessarily accompanied by learners’ ability to accurately perceive these contrasts (e.g., Darcy & Krüger, 2012). This talk investigates whether American English learners who reliably produce the contrast between plain and palatalized consonants in L2 Russian can also maintain this contrast in perception, as well as in lexical encoding and orthography. Forty adult learners of Russian performed a battery of tasks (oral and written picture-naming, ABX, auditory word-picture matching and metalinguistic) using highly familiar Russian words. The performance of learners who received the highest ratings for their production of palatalized consonants was compared to their performance in other areas of phonological development. The results suggested that learners who could produce the plain/palatalized contrast still experienced difficulty perceiving as well as encoding and retrieving words with the contrast. However, learners’ knowledge of grapheme-phoneme correspondences was mostly accurate and seemed to be especially helpful in guiding them to error-free production. These findings add to the existing research on the interface between perception, production, lexical encoding and orthography.

An investigation into pronunciation teaching practices in tertiary EFL classrooms in Vietnam

Loc Nguyen, Victoria University of Wellington
Jonathan Newton, Victoria University of Wellington

Recent studies have sought to describe and understand the reality of pronunciation teaching practice in intact classes. The study reported in this paper seeks to extend this research by investigating the teaching of English pronunciation in a context where it has not hitherto been researched, namely tertiary EFL in Vietnam. The research investigated the pronunciation teaching practices of six EFL teachers at a Vietnamese university and the rationales they gave for their practice. Data included non-participant observations and recordings of six ninety-minutes EFL classes taught by these teachers. Classroom observations were followed by individual interviews comprising a stimulated recall session followed by questions that sought to elicit each teacher’s beliefs and perspectives concerning pronunciation teaching. All the interviews were transcribed and translated into English for analysis using a theme-based approach. This paper will report findings from the study, including the teachers’ reluctance to teach pronunciation explicitly, and their preference for correcting student errors through listen-and-repeat activities or through raising learner awareness of their errors. The findings also revealed the main factors which influenced pronunciation teaching practices in this context. These include the nature of the curriculum and course books, time constraints, and student factors such as attitudes and proficiency level.

Accentedness and acceptability of Japanese English teachers’ pronunciation: Ratings by three listener groups
Non-native English teachers wish to serve as models for their students; however, the acceptable pronunciation expected from a teacher has not been clearly defined. Previous research suggests that it is necessary to devise a framework to evaluate and improve non-native teachers’ pronunciation. As an exploratory step, we conducted a small-scale experiment to investigate the acceptability of non-native English teachers’ pronunciation in relation to accentedness. Ten Japanese students (JS), 10 Japanese teachers of English (JT), and 10 native-speaker English teachers (NS) listened to part of a passage pronounced by 20 Japanese undergraduate students. The listeners rated each speaker’s pronunciation in terms of “accentedness” and “acceptability as an English teacher” on a nine-point scale. NS listeners provided additional comments on each speaker’s pronunciation. A positive correlation between “accentedness” and “acceptability” was found for all three groups. Only the NS group indicated a significant difference between the two variables, with “acceptability” rated higher. Further descriptive analysis showed that all three listener groups agreed on which speakers had lower ratings on both “accentedness” and “acceptability,” which implies that a clear image of accented and unacceptable pronunciation in a teacher is shared among all the listener groups. However, the three groups did not agree on which speakers had higher ratings. Phonetic features as well as other factors, such as fluency and speech rate, may have affected low and high ratings, and details need to be explored further.

EFL teachers’ diagnostic assessment and pedagogical decisions in the teaching of pronunciation

Previous studies show that teachers’ experience, training, interests, and confidence influence their pedagogical decisions (Borg, 2006; Yokomoto, 2016). However, diagnostic assessment, a crucial component in the pedagogical decision-making process, in the teaching of pronunciation is still under-researched (Knoch, 2017). This study, therefore, aimed at exploring what pronunciation issues English as a foreign language (EFL) teachers identified in learners’ spoken English, what pronunciation features they decided to teach, and why they made such pedagogical decisions. To address these questions, focus group discussions were employed. Three groups of three university-level EFL teachers participated. In each group, the teachers listened to three sets of speech samples from Japanese learners at the high-beginning to low-intermediate level collected using the diagnosis in Grant (2016). As they assessed the learners' pronunciation, they took detailed notes of the features that may facilitate instructional decisions and then decided what they would teach in a fifteen-week semester-long speaking course offered at a university. Immediately following the decision-making task, the participants discussed the results of their assessment and pedagogical decisions, their rationale for their decisions, and relations between their decisions and intelligibility. The participants' notes on pronunciation issues and pedagogical decisions were analyzed using descriptive statistics. The focus group discussions were transcribed and coded for emergent thematic analysis. The results showed that teachers' background including their education, experience, and interests might influence not only their pedagogical decisions but also their
assessment on pronunciation. Finally, implications in second language pronunciation assessment for pedagogical purposes are considered.

The role of duration in Japanese speakers’ productions of English vowels
Oral Session III / North Room - 3:45-4:10
Noortje de Weers, Simon Fraser University
Murray Munro, Simon Fraser University

Japanese uses length as its main acoustic cue to distinguish some pairs of vowels, whereas North American English relies mainly on spectral differences. While many studies investigating Japanese learners’ acquisition of English vowels have focused on acoustic features, only a handful have studied their durational patterns (Liu, Jin & Chen, 2014). This study adds to the latter body of research by investigating the potential carry-over of Japanese durational contrast into English. To this end, twenty-five native Japanese and nine Canadian English speakers’ productions of CVC words were elicited using pictures. Durations of the English vowels (/i/, /ɪ/, /u/, /ʊ/) in four different contexts (+/k/, +/t/, +/d/, and +/ʃ/) were compared. The Japanese speakers’ tense vowels were significantly longer in duration than their lax counterparts, regardless of the voicing of the following consonant, whereas the English speakers showed a far less consistent pattern. This discovery suggests that the Japanese speakers made a durational distinction between tense and lax vowels, even though native English speakers generally did not. Additionally, even though both Japanese and English speakers’ vowel durations were longer when the following consonant was voiced, the effect of [±voice] was significantly greater for the Japanese speakers’ tense vowel ratios than for the English speakers’ tense vowel ratios. Since Japanese speakers seem to make use of L1-based knowledge about vowel duration in their L2 implementations, pronunciation instruction may require redirection of their attention away from duration and toward spectral cues.

Accommodating different interlocutors: Nonnative speakers’ use of phonetic alignment strategies
Oral Session III / North Room - 4:15-4:40
Romy Ghanem, Northern Arizona University

Alignment or accommodation is defined as a speaker’s imitation of their interlocutor’s linguistic features in an effort to form some sort of parity or matching. Phonetic alignment, in particular, has been the focus of numerous studies in the past few decades (Giles, Coupland, & Coupland, 1991; Pardo, 2006; Babel, 2012). While research has explored this area extensively, the scope has been slightly limited as only one or two features are explored at once and in isolation. Studies do not usually focus on natural speech or the effect of alignment on the communicative success of the speakers, especially nonnative speakers (NNSs). Moreover, very few studies investigated whether interlocutors of different language backgrounds cause speakers to align differently. This presentation will report on a study that investigated nonnative speakers’ phonetic alignment with interlocutors of different first languages (L1s). Thirty-eight speakers performed the Hot Air Balloon activity three times: once with a NNS who shared their L1, another with a NNS of a different L1, and a third time with a native speaker. The following features were examined: silent and filled pauses, speech rate, words per run, number of
prominent syllables, pitch range, and tone choice. Preliminary results showed that a speaker is more likely to align with speakers of a different L1. Furthermore, some features proved to be quite significant in highlighting differences among the three interactions and their influence on communicative success. The implications of this study inform ESL/EFL classroom activities and standardized speaking tests.

EFL learners’ pronunciation performance in speech tasks with different levels of spontaneity
Oral Session III / North Room - 4:45-5:10
Ruri Ueda, Osaka Kyoiku University
Shiori Hara, Osaka Kyoiku University
Shingo Meki, Osaka Kyoiku University
Jakub Glowacki, Osaka Kyoiku University
Ken-ichi Hashimoto, Osaka Kyoiku University

The present study examined how differences in L2 pronunciation characteristics among three types of speech tasks (reading aloud, retelling, and picture description) influence listener perception of comprehensibility. L2 pronunciation instructions are often conducted in a decontextualized environment (Saito & Lyster, 2012). It is an open question, however, whether L2 learners receiving such decontextualized instructions can produce accurate pronunciation in spontaneous speech. It might be that differences in spontaneity cause varying degrees of cognitive demands, possibly affecting pronunciation performance. To test this idea, we asked native English speakers to listen to 24 recorded speeches spoken by eight Japanese learners of English who had completed the three tasks (a picture description, retelling, and reading aloud), and rate them for comprehensibility focused on pronunciation, segmental features, and suprasegmental features using a 9-point scale. The speeches were also presented to other native speakers of English for comments on segmental/suprasegmental errors. Preliminary analyses indicated that speeches in the reading aloud task were more comprehensible than those in the picture description and retelling. Together with correlation analyses and comments by native English speakers, it is suggested that suprasegmental features were stronger factors on comprehensibility than segmental features. These findings imply the importance of pronunciation instruction, especially of suprasegmental features, in a spontaneous speaking environment.

Training the production of English L2 vowel contrasts through collaborative map tasks
Oral Session III / South Room - 3:45-4:10
Joan C. Mora, Universitat de Barcelona
Mayya Levkina, Universitat de Barcelona

A focus on phonetic form (Derwing et al., 2014) and explicit corrective feedback (Saito, 2013; Saito & Wu, 2014) appear to facilitate learners’ awareness of L2 sound structure. Recent research suggests that manipulating task design variables promotes attention to phonetic form during communicative interaction, leading to pronunciation accuracy gains (Solon et al., 2016). However, empirical research on the effectiveness of a focus on phonetic form through task design manipulation is still scarce. This study investigated the effect of linguistic and cognitive complexity sequencing on the perceptual and production accuracy of a difficult L2 vowel
contrast /iː-/ɪ/. 60 L1- Spanish EFL learners were randomly assigned to a training group (TG), and 30 to a control group (CG). TG participants were trained (in pairs) for two weeks on the target vowel contrast through computerized map tasks. The tasks required learners to give and follow directions to locations that could only be successfully reached by accurately perceiving and producing the target contrast (embedded in nonwords). Familiarization pre-tasks consisted of auditory nonword recognition and imitation. TG and CG participants’ accuracy gains in perception and production were assessed before and after training through a categorical ABX discrimination task and delayed nonword and sentence repetition tasks, respectively, and were post-tested for generalization to new stimuli and talkers. In addition, we assessed inter-learner differences in selective attention. We hypothesized gains in discrimination and production accuracy for TG participants, and treatment and experimental condition effects. The potential of task-based phonetic form-focused instruction for L2 pronunciation development will be discussed.

Types and sources of knowledge about pronunciation teaching
Oral Session III / South Room - 4:15-4:40
John Murphy, Georgia State University

What do pronunciation teachers know, and what are the sources of their knowledge? By posing answers to these questions, this paper provides a six-component framework to support the development of teacher knowledge about pronunciation teaching (PT). To this aim, it defines and illustrates three forms of PT knowledge (knowledge about phonetics and phonology, pedagogical content knowledge, and personal practical knowledge) along with three sources of such knowledge (science-research conceptions of PT, theory-philosophy conceptions of PT, and teacher improvisation). Building upon Freeman and Richards’ (1993) seminal discussion of conceptions of L2 teaching, this will be the first time their analysis will be applied to pronunciation teaching. After introducing the framework, descriptions of ten different pronunciation-centered courses as recently offered by contemporary pronunciation teachers will be used to illustrate and discuss each of the framework’s six components. The ten course descriptions are drawn from a larger project in which sixteen PT specialists described and discussed pronunciation-centered courses they offer. Their course descriptions provided vivid illustrations of the framework’s components which will be of considerable interest to other pronunciation teachers. As experience in pronunciation teaching grows, it is useful to step back periodically to reflect on what we know, the processes of how we teach, and the sources of our teaching decisions. To foster the development of such reflectivity, the paper offers a practical framework for thinking about and learning more about pronunciation teaching.

Traditional classroom pronunciation instruction: A longitudinal study in French
Oral Session III / South Room - 4:45-5:10
Jessica Sturm, Purdue University

L2 pronunciation research is booming. Many researchers are working to systematically incorporate pronunciation in the second language curriculum (for example, Miller, 2012; Martin, 2015; Sturm, 2016). We know from the mounting body of instructional studies that explicit phonetic and pronunciation instruction is
beneficial compared to traditional pronunciation instruction (for example, Lord, 2005; Sturm, 2013a; b). However, to this point, little has been written or discussed about the “traditional” foreign language classroom, as regards pronunciation. Longitudinal studies are also rare, owing to the logistical challenges of such research. Olson (2014) notes that the traditional language classroom includes just a few minutes per week of instruction on pronunciation. What is the effect of that limited, sporadic instruction? This paper considers the development of students in the first four semesters of French language study at a large Midwestern university. Students recorded themselves reading a prepared text at the beginning and end of each semester, providing a longitudinal database that allows for the analysis of pronunciation development over the course of the beginning and intermediate sequence. Analyses focus a global measure of pronunciation accuracy: number of correct syllables, including item analyses of which syllables are correct at which stage of learning. In addition to these global measures, analyses examine fine-grained aspects of French pronunciation, specifically, duration of VOT for word-initial /p/, and the distinction between the closed rounded vowels /u/ and /y/.

### Student perceptions of university instructor accent in a linguistically diverse area

**Oral Session III / West Room - 3:45-4:10**

Kyle Blanquera, University of Texas - Rio Grande Valley  
Shannon McCrocklin, Southern Illinois University  
Deyna Loera, University of Texas - Rio Grande Valley

As American universities promote globalization, they welcome many staff who are Non-Native English Speakers (NNES) (Jenkins, 2005). However, 40% of students are more likely to drop a class if taught by NNES (Rubin and Smith, 1990), and students have raised concerns regarding the qualifications of NNES Teaching Assistants due to accent (Lippi-Green, 2012). Exposure to non-native accents may lead to greater tolerance of NNESs (Rubin & Kang, 2009). Our study, conducted along the US-Mexico border, seeks to understand how exposure to non-native accents impacts accent perception. In our preliminary findings, participants (n=107) reported high levels of contact with native Spanish speakers and 72% reported having Spanish speaking instructors either in high school or college. Participants were randomly presented one of three surveys using a verbal guise technique that featured three varieties of English: Standard American English, Spanish accented English, and Chinese accented English as well as images of three women representing three phenotypes: Caucasian, Hispanic, and Asian. Students used Likert scales to rate the recorded instructor’s personality and language ability. Across all ratings, the native English speaker recordings were rated most favorably. The phenotype presented played a relatively minor role. Accent, however, played a large role in pleasantness, clarity, fluency, and accentedness. However, no noticeable difference was found between students’ reactions to Chinese accented or Spanish accented speech. When asked if participants would like to take a class with the instructor, students showed a preference for the Hispanic ethnic appearance when paired with a native English accent.

### Help or hinder? The complicated role of pronunciation knowledge in word learning

**Oral Session III / West Room - 4:15-4:40**

Khia A. Johnson, University of British Columbia
Learners often struggle with L2 sounds, yet few studies have explored pronunciation knowledge and explicit articulatory training. We ask if existing pronunciation knowledge bootstraps word learning and whether audio-visual articulatory training affects retention. Previous studies suggest that difficult clusters can inhibit word learning, while training can promote it. It remains unclear whether the influence on word retention can be attributed to perception or production. Aiming to disentangle them, our stimuli contained perceptually salient segments that are challenging to produce. Participants completed a word learning task and retention test. Conditions varied with respect to pronunciation training: none, perception only, or perception and production. Training included audio-visual descriptions of articulator positioning. Results indicate that production knowledge supports retention when participants are trained on novel sounds. The training groups trended toward lower accuracy on pseudowords with two novel segments. Further, salience played an important role as participants achieved highest accuracy on items with a novel consonant, which were more salient than the vowels. However, both training groups demonstrated significantly lower accuracy overall, regardless of pseudoword type. While production has been found to inhibit learning, the similarly poor outcomes for both training groups suggest that perceptual training can also disrupt learning. A possible interpretation of these results is that training adds complexity to the task, and as complexity increases, learners rely more on existing production knowledge. Therefore, pronunciation is important, but future research should address how and when to teach it.

Fluency and comprehensibility of 1st year and continuing graduate students from outer and expanding circle countries
Oral Session III / West Room - 4:45-5:10
John Levis, Iowa State University
Ziwei Zhou, Iowa State University
Sinem Sonsaat, Iowa State University

Communicating successfully in a foreign language depends on many factors, among them the ability to speak fluently and with comprehensible pronunciation. In speaking, however, there is tremendous variation with otherwise advanced learners, who despite significant personal and professional motivation may remain difficult to understand, even when surrounded by the new language. This study looks at the spoken language fluency and comprehensibility of 24 engineering international graduate students, balanced in year of study (1st vs. 2nd Year) and countries of origin (Outer Circle vs. Expanding Circle). None were involved in pronunciation training. Participants were interviewed about daily use of English, and their read-aloud and spontaneous speech was recorded. Equivalent portions of their spontaneous speech recordings were randomly rated by naïve English speaking listeners for fluency and comprehensibility using scales developed by Munro and Dewing (1995) and Derwing, Munro and Thomson (2008). Regardless of language background, continuing students from the Outer Circle did not change in comprehensibility or fluency. Expanding Circle participants were rated as more comprehensible and more fluent. Our results suggest that the first year in the new language environment leads
to increases in comprehensibility and fluency (Derwing, Munro & Thomson, 2008), but that this change may be related to language background and language exposure.

**Improving teacher expertise in pronunciation instruction: A study circle model**

*Oral Session IV / East Room - 10:00-10:25*

Andrea Echelberger, Minnesota Literacy Council  
Suzanne McCurdy, Hamline University  
Betsy Parrish, Hamline University

Research indicates benefits of pronunciation instruction with adult learners, yet many teachers lack the knowledge and background to make sound instructional decisions (Baker, 2014). Few teacher education programs include courses in applied phonetics and phonology (Derwing, 2010). This paper presents results of a study examining: How does the study circle model lead adult ESL practitioners to greater awareness of pronunciation issues and how does it impact their classroom practices? Twelve participants took part in a five-week study circle on research-informed, integrated pronunciation instruction. The study circle included readings on current research, three workshops on teaching strategies and techniques, speech sample analyses, classroom implementation tasks, and peer observations. Data were gathered before, during, and after participation in the study circle and included pre-post surveys on teacher beliefs and practices; three sets of speech sample analysis logs; written feedback for face-to-face workshops; and responses from a delayed focus group session. Results suggest an increased ability to apply research-informed classroom practices, prioritize instruction, and accurately describe and diagnose pronunciation features using correct terms (e.g. thought groups, prominence). The presenters suggest ways to adapt this professional development model with various teacher audiences.

**Pronunciation instruction practices of teachers of languages other than English**

*Oral Session IV / East Room - 10:30-10:55*

Amanda Huensch, University of South Florida

In contrast to ESL/EFL contexts (e.g., Buss, 2016; Foote, Holtby, & Derwing, 2011), the extent to which current pronunciation research findings are making their way into foreign language (FL) classrooms (i.e., those other than English) is underexplored. This information is crucial to ensure that the advances in understanding and practices of pronunciation reflect and meet the needs of instructors and students in all language learning contexts. The current study directly addresses this gap by reporting on an investigation of 296 French, German, and Spanish language teachers' beliefs and practices related to pronunciation instruction. Using a modified version of the Foote et al. (2011) survey, data were gathered from instructors at 27 large, public universities in the US. Interviews and classroom observations were conducted with a subset of participants (n=10). The results indicated that FL instructors have more access to training in the form of phonetics courses, but less access to pronunciation pedagogy training. Additionally, with respect to learning goals and targeted pronunciation features, an overwhelming majority of the FL pronunciation instruction practices did not reflect the
recent shift toward intelligibility. Implications include the need for research on factors influencing intelligibility in languages other than English.

**Translanguaging in prosody teaching: Beyond monolingual ideologies**

*Oral Session IV / East Room* - *11:00-11:25*

Di Liu, Boston University

Prosody significantly influences ELLs' intelligibility and comprehensibility (Anderson-Hsieh Johnson & Koehler, 1992; Derwing, Munro & Wiebe, 1998). However, due to prosody’s complex and fluid nature, prosody teaching is particularly challenging for teachers. In recent years, an increasing number of research studies discovered similarities between Mandarin and English prosodic features and functions (Chen & Gussenhoven, 2008; Ouyang & Kaiser, 2015), suggesting the possibility to incorporate translanguaging into prosody teaching. However, research study investigating the efficacy of translanguaging based prosody pedagogy is lacking. Using a pretest, intervention, and posttest design, this study investigates the efficacy of monolingual and translingual metalinguistic awareness enhancement prosody teaching (i.e., mono-MAET & trans-MAET). 12 Mandarin speaking ELLs were asked to orally deliver a lecture, receive a prosody instruction, and then deliver the same lecture again. The instruction has four parts: (1) introduction, (2) diagnostic, (3) analysis and (4) practice. The pitch level, which is an indicator of stress, was elicited and analyzed using the speech analysis software Praat. Paired t-tests were conducted to compare the pitch level of pretest and posttest. The results showed that the pitch level of the participants who received trans-MAET increased most significantly (t = 4.4913, df = 4, p = 0.0109). The pitch level of the participants who received mono-MAET also increased but the increase is less significant (t = 3.0599, df = 4, p = 0.0377). The findings suggest that both mono-MAET and trans-MAET are effective pedagogy. However, translanguaging based prosody teaching is more effective than monolingual prosody teaching.

**The impact of explicit instruction on the pronunciation of French liaisons**

*Oral Session IV / East Room* - *11:30-11:55*

Anne Violin-Wigent, Michigan State University

In order to determine if the explicit description of the many rules traditionally given to explain French liaisons have an impact on students’ production of liaisons, I compare recordings made by more than 75 undergraduate students in a third-year class on French pronunciation. Recordings were coded for the accurate production of required and impossible liaisons and results were analyzed using Goldvarb. Preliminary analysis shows that liaisons are pronounced correctly in more than 80% of cases. Explicit instruction seems to have an effect since the first recording (before instruction) is associated with the lowest rate of accurate production while the last recording of the semester is associated with the highest. The trajectory of the improvement, however, is not linear or even staggered as could be expected as the second recording (still before instruction) is associated with a higher accuracy than the recording linked with the liaison unit, hence suggesting that students improve on their own, but regress with the introduction of the explicit rules governing liaisons. The other statistically significant factor was found to be the syntactic environment of the liaison. Of the three environments showing a
high likelihood of accurate pronunciation, only one (required liaisons after an article) shows gains over the course of the semester. In addition, some contexts show a vast improvement during the semester, while others don't. The discussion will center on which aspects seem to benefit most from explicit instruction and which aspects seem to be hindered or delayed, and why.

The effect of vowel length on English as a Lingua Franca (ELF) intelligibility

Oral Session IV / North Room - 10:00-10:25
Mara Haslam, Stockholm University
Elisabeth Zetterholm, Stockholm University

The vast majority of English speakers are non-native speakers, meaning that English as a Lingua Franca (ELF) is used widely. Jenkins (2000) presented the Lingua Franca Core (LFC), a proposed syllabus for ELF pronunciation including pronunciation characteristics that are claimed to be required for intelligibility. Previous research on the LFC’s claim that aspirated stop consonants are important for ELF intelligibility provided mixed results; therefore, further research on the points of the LFC is warranted. The LFC states that, while vowel quality may differ across speakers, vowel length distinctions must be preserved for ELF intelligibility. The present study tests this assertion by playing monosyllabic English words containing short or long monophthongs followed by consonants and produced by speakers with different L1s sampled from the Wildcat corpus (Van Engen, et al., 2010) for Swedish-speaking listeners in a word-matching task. Vowel length for each stimulus was also measured. Results will be presented and interpreted according to the assertion that vowel length should affect whether the vowel in each stimulus is identified correctly. This research has the potential to affect pronunciation teaching in the future by helping pronunciation instructors prioritize the teaching of vowel length.

The role of suprasegmental features in L2 listeners’ judgment of L2 English: A qualitative approach

Oral Session IV / North Room - 10:30-10:55
Meichan Huang, Texas A&M University - Commerce

In this study, I will discuss the role of suprasegmental production of Chinese accented English in L2 listeners’ judgment of L2 English intelligibility from a qualitative perspective. Much research has employed a quantitative approach to this question by correlating listeners’ intelligibility and comprehensibility ratings with acoustic properties of L2 speech samples, including suprasegmental variables such as stress, speech rate, pauses, and intonation patterns (e.g. Kang, 2010; Kang et al., 2010, 2016; Trofimovich and Issacs, 2012). However, only a limited number of studies have taken a qualitative approach in which listeners’ reflections on their processing strategies and specific phonological features in the comprehension of L2 utterances are documented. Such qualitative approaches include using think-aloud protocols while listeners conducted orthographic transcription (Zielinski, 2008), using listeners’ written comments on speech features they attended to when giving comprehensibility ratings (Issacs & Trofimovich, 2012), and using an after-task interview (Kashiwagi, Snyder, & Craig, 2006). To follow up my previous study (2017) on L2 phonological features that misled L2 listeners using a quantitative approach, this study, in part a methodological replication of the Zielinski (2008) study, examines
think-aloud protocol data, in which listeners discuss the segmental and suprasegmental features that they attended to in order to identify sites of unintelligibility and that misled them when transcribing. The analysis includes approximately fourteen hours of think-aloud protocol data from seven listeners from four different L1 backgrounds and answers the following questions: (1) How often do listeners mention the production of incorrect suprasegmental features, as compared to segmental errors, as misleading while they transcribe? (2) What specific suprasegmental features are noted as more misleading than others?

**Examining L1 effects in L2 German lexical stress assignment**

*Oral Session IV / North Room - 11:00-11:25*

Mary O'Brien, University of Calgary

Accurate lexical stress assignment plays an important role in speech intelligibility (e.g., Field, 2005). A learner’s ability to accurately perceive and / or produce lexical stress may be depend, among other factors, on how stress is assigned in his or her L1 (e.g., Caspers, 2010; Dupoux et al., 2008). The goal of the current study is to explore L2 German lexical stress assignment among English and French native speakers. Although the lexical stress system in German is complex, morphophonological information provides the necessary cues for stress assignment. The stress systems of English and French, while also predictable, differ both from each other and from that of German. Participants in the current study were 30 L2 learners of German with L1 English (n = 15) or French (n = 15). They completed an auditory lexical decision task in which target items consisted of 3-syllable real and nonsense German words with predictable stress patterns. Results point to a general ability of participants in both groups to distinguish real and nonsense words, but L1 French participants had more difficulty distinguishing accurately from inaccurately stressed German words. An examination of reaction times points to a facilitatory effect of accurate stress assignment in both real and nonsense words. In addition to providing evidence regarding the roles played by the L1 and lexical factors (i.e., familiarity, frequency), they point to the central importance of morphophonological awareness in the development of the L2 German lexical stress system.

**Listener perception of pronunciation and length of speech stimuli: Does length matter?**

*Oral Session IV / North Room - 11:30-11:55*

Alyssa Kermad, Northern Arizona University
Okim Kang, Northern Arizona University

At the core of speech perception research lies the speech stimuli, and up to present, these stimuli have been presented to listeners in different increments of speech length, ranging from an average of 7 seconds (Derwing & Munro, 1997) to 5 minutes long (Kang, 2010). What is of concern from a methodological point of view, however, is whether this selection of length affects listeners’ judgments of accented speech. The present study explored four lengths of speech stimuli (2, 10, 30, and 60 seconds) and the effect on listeners’ judgments of international teaching assistants’ speech for dependent variables of comprehensibility, accentedness, proficiency, and teacher acceptability. Sixty-one listeners rated four time increments of the speech. A series of repeated measures ANOVA showed that (the same) speakers were rated significantly less accented and more
comprehensible, proficient, and acceptable as a teacher on the shorter speech files (2 and 10 seconds) than on the longer speech files (30 and 60 seconds). No statistically significant results were obtained between the two shorter files or between the two longer files. Findings suggest that the use of shorter speech stimuli may provide listeners with less time to note processing difficulty, while longer speech files may provide more opportunities for critical judgment of accent, pronunciation, grammar, and vocabulary. Implications for second language (L2) pronunciation research are discussed, including the need to make careful decisions on methodological selections of speech stimuli and to draw relative interpretations of perceptual judgments of listeners.

Teaching articulatory strategies: The role of phonetics in pronunciation instruction
Oral Session IV / South Room - 10:00-10:25
Sonya Bird, University of Victoria

This paper explores the benefit of explicitly teaching articulatory strategies for pronouncing challenging sound sequences, based on detailed acoustic analysis of how these sequences are pronounced by fluent speakers. Specifically, this paper considers /sq/ and /iq/ sequences in SENĆOTEN (Central Salish). These sequences are inherently difficult because the tongue must move very rapidly from an advanced position (for /s/ or /i/) to a retracted position (for /q/) (Gick & Wilson, 2006). Auditory and acoustic analysis was conducted on /sq/ and /iq/ sequences extracted from illustrative words (51 in total), as pronounced by fluent speakers (3 elders and 3 teachers) and advanced learners (3). Results show that fluent speakers use a variety of strategies for pronouncing /sq/ and /iq/ sequences, e.g. inserting a transitional fricative ([s̍x̍q] ~ [i̍x̍q]) or, for /sq/, releasing /s/ ([s̍əq]). Crucially, all of these strategies maintain the uvular place of articulation and therefore the contrast between /q/ and its velar counterpart /k/. In contrast, learners tend to use a single strategy: /q/ fronting ([sk] ~ [ik]), which leads to neutralization of the /q/ ~ /k/ contrast. Borrowing from recent clinical linguistics work (McAllister et al., 2014), I propose that the different strategies used by fluent speakers – as determined by acoustic analysis – can be explicitly introduced to learners, providing them with multiple options to choose from in their own pronunciation, all of which maintain a crucial phonemic contrast and, more generally, sound natural to fluent speakers.

The development of L2 French learners’ pronunciation, fluency, and comprehensibility: An online classroom study
Oral Session IV / South Room - 10:30-10:55
Solène Inceoglu, The Australian National University

Pronunciation instruction has been shown to improve some aspects of second language (L2) learners’ pronunciation. However, despite the increasing demand for online course delivery, there has been no study investigating how online pronunciation instruction can affect second language speech development. This study investigates the effects of a 15-week course on the development of L2 French pronunciation of 16 intermediate learners with various L1 backgrounds (American English, Chinese, Arabic, Malay, Spanish). The course targeted segmental and suprasegmental features (including liaisons) and fluency development, and was
administered entirely online. Each week focused on one pronunciation aspect (e.g., nasal vowels, liaisons, etc …) accompanied by a variety of activities including phonetic transcriptions, oral conversation simulations (i.e., learners answered video-recorded questions), planned and spontaneous oral recording tasks, and synchronous conversations with a classmate. Pre- and post-test tasks (i.e., picture narration, read-aloud, and conversation simulation) were used to analyze learners’ pronunciation development in terms of segmental errors, connected speech (use of liaisons and enchaînements), and fluency (including pauses and mean length of run (MLR)). In addition, French native speakers rated the L2 learners’ recordings for comprehensibility and intelligibility. Overall findings revealed a significant decrease in segmental errors, non-nativelike liaisons, and unfilled pause frequency in all the tasks, and improvement in fluency (MLR) in the reading and conversation tasks. Results also showed a positive trend but no significant improvement in the use of liaisons and enchaînements. The results will be discussed in light of previous research on explicit classroom pronunciation instruction.

“This is how a gondolier gallops”: Pronunciation and unintelligibility in ITA presentations

Oral Session IV / South Room - 11:00-11:25
John Levis, Iowa State University
Greta Muller Levis, Iowa State University

ITA development courses typically include teaching skills, general spoken language development, and pronunciation of key sounds/words to make ITAs more effective in communicating with undergraduate students in basic classes. Pronunciation is included for its impact on loss of intelligibility (Jenkins, 2000), which may occur when listeners cannot retrieve a word to match what they hear, when they must take extra time to figure out what is said, and when they think they understand, but ultimately do not (Smith & Nelson, 1985). All these are types of misunderstandings, but only certain types of pronunciation deviations cause misunderstanding in field-specific presentations for non-specialist listeners. This presentation looks at pronunciation deviations that caused loss of intelligibility in 59 teaching tests given by prospective ITAs (36 Indian, 23 Korean). The tests were transcribed by undergraduates using audiorecordings alone, then were rechecked by listeners who shared, and didn’t share, the ITAs L1. Only certain types of pronunciation errors regularly led to misunderstanding, including high functional load contrasts, initial and final consonant errors, unexpected word stress and rhythm patterns, and errors that changed syllable structure through deletions or insertions of syllables. These patterns of errors suggest recommendations for pronunciation in ITA training. We also argue that intelligibility in ITA presentations must take account of all types of misunderstandings, not just clearly unidentifiable words.

Learners’ attitudes towards visual feedback in pronunciation learning

Oral Session IV / South Room - 11:30-11:55
Ivana Lucic, Iowa State University

In the era of constant technological advancements, research in the field of automatic speech recognition (ASR) has made way for development of computer assisted pronunciation training (CAPT) software. The most successful CAPT software includes visual feedback, such as the graphical display of a native speaker’s face
and vocal tract, spectrograms, waveforms, and/or pitch tracings. Improvement of learners’ pronunciation thanks to visual feedback exposure was investigated in the past, and this research presented positive results (Levis, 2007). However, there seems to be no qualitative investigation of learners’ perceptions and attitudes towards such feedback. This study offers a qualitative examination of learners’ evaluation of vowel plots as visual feedback. ESL learners involved in a pronunciation class, in which they were exposed to this type of visual feedback, took part in a semi-structured individual interview regarding such use of vowel plots. Overall results revealed positive attitudes. The participants found vowel plots to be helpful, as such feedback made their own vowel production easier to comprehend and perceive. Another favorable point disclosed by the participants is the fact that this type of feedback made it easy for them to compare their production to that of native speakers’. The ultimate goal of this study is to provide both learners and instructors with more information about learners’ attitudes towards, and opinions and perception of pronunciation learning with visual feedback.

The search for an ideal scale length: What we can learn through scale transformation methods

Valeria Bogorevich, Northern Arizona University
Alyssa Kermad, Northern Arizona University

Several researchers have entertained questions about the use of perceptual scales for pronunciation judgments, such as whether they are amenable to equal-intervals, (Southwood & Flege, 1999; Munro, in press), how well listeners can use them (Isaacs & Thomson, 2013), and differences in listener usage (Isbell, in press). While listeners most often provide their judgments on a five-, seven-, or nine-point scale, the ideal scale length has still not been accorded. The current study revisits the notion of an ideal scale by using exploratory scale transformation methods through Multi-Faceted Rasch Measurement (MFRM). The ideal scale length was inspected through several data checks: listener consistency, listener severity, and listener scale usage. These characteristics of 56 novice listeners were examined across three scale lengths on four of the commonly used pronunciation tasks (Thomson & Derwing, 2014) for accentedness and comprehensibility. With every scale length reduction, listeners’ consistency improved, their levels of severity decreased, and their scalar usage became more defined. Findings suggest that the 5-point scale may be more reliable and easier to use than the 7-point or 9-point scales. The implications bring a renewed focus to the ideal scale length and suggest that a shorter scale may provide the most valid results for speech perception research. Final thoughts explore the possibility of increasing reliability through evidence-informed pronunciation rubrics.

Bilingualism in the Peruvian Amazon: Intervocalic stops in Yagua-Spanish and Bora-Spanish

Stephen Fafulas, University of Mississippi
Nicholas Henriksen, University of Michigan
Erin O’Rourke, University of Alabama

This study explores two distinct cases of language contact in the Peruvian Amazon, Spanish in contact with Yagua and Bora, both indigenous languages spoken in the Department of Loreto. We test the Speech Learning Model (Flege, 2007) which holds that the L1 and L2 phonetic subsystems of bilinguals mutually influence one
another and that the relative strength of bi-directional interference is correlated with proficiency in the languages. We divided our speakers into two groups: (i) Spanish-dominant bilinguals and (ii) indigenous-language dominant bilinguals who learned Spanish as an L2 naturalistically. We compare these data to monolingual Spanish speakers from Iquitos, the capital of Loreto. All speech data in Spanish derive from sociolinguistic interviews; data in the indigenous languages are from a film narration task. Our analysis targeted pronunciation of voiced /bdg/ and voiceless /ptk/ stops in both Spanish and the indigenous languages of our bilingual speakers to assess stop-weakening patterns as a result of language dominance and contact. Results provide support for the Speech Learning Model in that indigenous-language dominant bilinguals show influence from Bora-like and Yagua-like intervocalic stop ratios (CV) in their Spanish while Spanish-dominant bilinguals show more Spanish-like intervocalic stop ratios in their Spanish. We contribute to the literature on L2 phonology with an investigation of bilingualism in the Amazon.

**Self-evaluations in the acquisition of pronunciation of French as an L2**

*Oral Session IV / West Room - 11:00-11:25*

Camille Meritan, University of Illinois at Urbana-Champaign

There is a lack of efficient methods to assess learners’ noticing of phonological features, and awareness of their own learning progress, and there is a gap in research regarding the role of students’ phonological awareness in their acquisition of L2 pronunciation. This study proposes to investigate at the suprasegmental/segmental level whether self-evaluations help in noticing and producing the drop of the schwa, and if self-evaluations play a role in awareness rising of learners’ own learning progress. Data from a control group (without self-assessment) and a treatment group (with self-assessment) were collected in a French phonetics course. By using a mixed-methods approach we were able to capture both the product and process of L2 pronunciation learning. Quantitative data from the recordings were used to test the hypothesis that predicts that self-evaluations will influence positively the pronunciation learning. Qualitative data were used to explain the emergence of learners’ awareness (or lack thereof) of their successes and challenges to acquire the drop of schwa. The relationship between self-evaluation, and awareness in perception and production was explored by merging both types of data. In this presentation, we will see the different aspects in which self-evaluations help students’ phonological awareness-raising, and awareness of their learning progress.

**A role for acoustic analysis in second language learning**

*Oral Session IV / West Room - 11:30-11:55*

Tess Nolan, University of Victoria

Lekwungen is a Central Salish language spoken on Vancouver Island (British Columbia) by only one or two L1 speakers, but efforts to revitalize the language are underway. With the absence of multiple L1 speakers to guide learning, L2 speakers are learning pronunciation from legacy recordings. An issue that arises is that while there are only five underlying vowels in Lekwungen, their surface realization can vary considerably as a function of stress and consonantal environment. This creates challenges to learners (whose L1 is English) in acquiring pronunciation, both with producing the right variant in the right context and perceiving and transcribing
the correct underlying vowel. Because there are no L1 speakers to guide/correct learners, these challenges are more difficult than they might be in a non-revitalization setting. This paper reports on an acoustic study of vowel variation in Lekwungen, the goal of which was to produce useful teaching and learning materials to help learners understand the phonetic and phonological vowel inventories of the language, and so to overcome these challenges to perception and production. Findings showed consistent acoustic effects of stress and consonantal environment, although these effects were not always perceptible. These findings were applied to language revitalization efforts, in the form of a quick guide aimed at learners, detailing the correspondence between underlying (written) vowels and their surface realizations. This project serves as a concrete example of the role acoustic analysis can play in helping L2 production and perception.

POSTER PRESENTATIONS

French and Spanish pronunciation in CALL Software: Rosetta Stone, Duolingo, Babbel, and Mango Languages
Poster Session - #1
Joan Palmiter Bajorek, University of Arizona

Millions of language learners worldwide use technology to improve their second language (L2) speech, but not all software adequately supports this vital aspect of language acquisition (Duffy, 2015). Building on the importance of pronunciation for L2 learners (Arteaga, 2000) and its neglect in L2 pedagogical materials (Morin, 2007), this research examines how L2 French and Spanish pronunciation is presented in the most prominent computer assisted-language learning (CALL) software (Lotherington, 2016): Rosetta Stone, Duolingo, Babbel, and Mango Languages (Garcia, 2013; McMeekin, 2014; Santos, 2011; Teshuba, 2016). Clear, intelligible pronunciation is essential for language acquisition and use (Thomson & Derwing, 2014). Considered an acquired skill, some believe that pronunciation improves with sufficient comprehensible input (Krashen, 1982). Empirical work suggests that input alone is insufficient for pronunciation advancement, with time frames spanning from 12 weeks to 4 years (Elliott, 1995; Flege, 1980; Solon, 2016; Waniek-Klimczak, 2013). However, targeted feedback for learner speech can lead to significant improvement in short time spans, hours to weeks (Elliott, 2003; Kartushina et al., 2015). Despite their innovative potential, this analysis of CALL software suggests that the quality and quantity of feedback for learners varies greatly (Gass & Mackey, 2007). All missed the mark and delivered poor or inadequate feedback, including Duolingo’s simplistic binary feedback (Chapelle, 2001) and Rosetta Stone’s cryptic waveforms. Babbel integrates explicit pronunciation instruction into lessons, while Mango Languages provides no pronunciation feedback. This research evaluates the current state of the field and offers improvements for well-designed future CALL technologies in L2 pronunciation development.

The efficacy of high variability phonetic training in a non-laboratory setting
Poster Session - #2
Taylor Anne Barriuso, University of Utah

It has been demonstrated in laboratory studies that adults’ ability to identify phonemes and discriminate difficult L2 contrasts can be improved through phonetic training. High variability phonetic training (HVPT) provides listeners with information about the phonologically relevant and irrelevant dimensions of variability within a
phoneme category via stimuli that vary in talkers, phonetic contexts, and tokens. This method has shown to be effective for improving perception and production of nonnative contrasts (e.g., Logan et al., 1991; Lively et al., 1993; Bradlow et al., 1997; Nishi & Kewley-Port, 2007, 2008; Thomson, 2001; among others). It is worth noting that with few exceptions (see, e.g., Thomson, 2011, 2012), studies of HVPT have been conducted in controlled laboratory settings. This study investigates the robustness of training effects in a more ecologically valid setting—in this case, in locations of the learners’ choosing by employing a freely-available online HVPT program called English Accent Coach (Thomson, 2012). Previous research using this program has varied widely in the amount of training given; the present study is designed to determine how many weeks of training are necessary to replicate previous findings of the efficacy of HVPT to improve perceptual performance on an AXB discrimination task, looking particularly at L1 Mandarin learners of English vowels. Of additional interest is the extent to which knowledge gained from HVPT can generalize to other linguistic tasks. In this study we also investigate whether HVPT can result in an improved ability to learn new words containing difficult L2 contrasts.

The frustrating case of French nasal vowels: Why our students confuse them and what we can do about it
Poster Session - #3
Shannon Becker, Northern Illinois University

What is it about French nasal vowels that makes them so difficult for the L1 American English (AE) learner to produce? While American English allows for the nasalization of vowels before nasal consonants, this difference in quality is not phonemic; that is, there are no instances where the nasality of a vowel in AE changes the meaning of a word. Such is not the case in French, which is replete with oral/nasal minimal pairs: for example, bon-beau (/bɔ̃/ - /bo/). Additionally, many minimal pairs are distinguished by which nasal vowel is used: for example, ton-temps-teint (/tɔ̃-/ /tø̃/ - /tɛ̃/). In order to communicate clearly in French, then, it is of great importance that L1 AE learners develop the perceptual and productive skills necessary to distinguish between the three main nasal vowels: /ɔ̃ - ɛ̃ - ë̃/. Language instructors know, however, that the time constraints inherent in 50-minute classes often mean that certain exercises must be sacrificed. Frequently, pronunciation exercises fall into this category. Additionally, a desire to focus solely on communication has rendered the repetition required for improved pronunciation incompatible with current pedagogical principles. To illustrate the case of nasal vowels, I will present audio clips and phonetic transcriptions from an empirical study of L1 AE learners of French and describe what mistakes are being made. I will discuss how these production results compare with perception tasks from the same students. Finally, I will offer research-based suggestions for incorporating brief pronunciation exercises into the curriculum from the first semester.

Helping Vietnamese speakers acquire a listener-friendly pronunciation in English
Poster Session - #4
Marsha Chan, Sunburst Media

This session explains challenges that Vietnamese-speaking learners of English face (airstream, segmentals, stress, tone, intonation, rhythm); some are also attributes of Cantonese. Vietnamese and English consonant
and vowel inventories and phonotactics—the patterns in which the phonemes may combine to form sequences—contrast in important ways. The presenter demonstrates how the overall airstream mechanism of Vietnamese (implosive) is in contradistinction to English (explosive), and how the regular occurrence of glottal stops in Vietnamese, Cantonese impedes connected speech in English. Suggestions are made to empower these learners to pronounce English in a more listener-friendly way. Why should TESOL practitioners address the specific needs of Vietnamese and Chinese ESL learners? A study by the US Department of Education of nearly 5,000,000 English Language Learners (ELL) in United States public K-12 schools in 2013-14 (10% ELL) shows Chinese and Vietnamese among the top five home languages. The US Census Bureau reports Chinese and Vietnamese as the 2nd and 4th most popular languages with 2,882,497 and 1,419,539 speakers. Australian schools, where 16% of students are of language backgrounds other than English (LBOTE), serve significant numbers of Vietnamese and Chinese speakers. 2011 census data shows Mandarin, Cantonese and Vietnamese as the 2nd, 3rd, and 4th top migrant languages of Sydney (132K, 131K, 85K speakers respectively).

**Challenging the notion that Japanese English language learners cannot distinguish the /l/ and /r/ phonemes**

*Poster Session - #5*

Braden Chase, Brigham Young University  
Mark Tanner, Brigham Young University  
Shawn Nissen, Brigham Young University  
James Hartshorn, Brigham Young University

For over 45 years, the American English /l, r/ contrast has been studied specifically as it relates to Japanese speakers (Goto, 1971; McClelland, Fiez, McCandliss, 2002; Miyawaki et al., 1975) with most of that research focused on accurate perception of the phonemes (Godfrey, 1983; Ingvalson, Holt, & McClelland, 2012; Miyawaki et al., 1975;). New technologies can provide a better understanding of this contrast as produced by Japanese speakers. This study was designed to provide empirical evidence that either substantiates or contradicts the common view that native Japanese speakers are unable to consistently and accurately produce the American English /l, r/ contrast. Acoustic samples were elicited from five adult Japanese females learning intermediate-level English. A total of seven instruments including word lists, read aloud paragraphs, fairy tale retelling, and open-ended questions were designed to elicit the target sounds in controlled and free speech. F3 /r/ formant frequency values for each of the 197 tokens of /l/ and /r/ were analyzed using Praat and a custom-designed MatLab software script. The results showed that these adult female Japanese English learners consistently produced differentiated tokens for the /l, r/ contrast. Task type and word position had no effect on their /l, r/ productions. Finally, the data showed that while the participants’ /l, r/ productions could be distinguished by F3 formant frequencies, the distinction was less pronounced for the Japanese speakers than for native English-speaking females. Implications of these results for teaching these contrasts to Japanese learners of English will be discussed.

**Empowering adult ELLs’ fluency and pronunciation skills through readers theater**
Poster Session - #6
Alisha Chugg, Brigham Young University
Mark Tanner, Brigham Young University

Readers Theater is a technique that has been used largely with elementary school students as a means of improving oral reading skills. Few if any empirical studies have investigated the use of Readers Theater in building Adult English language learners (ELLs) speaking fluency and accuracy. While dramatic techniques have been used in ESL classrooms for several years (Boudreault, 2010), the role-plays students often participate in do not directly connect to the course content they are learning. In this study, a series of Readers Theater scripts were developed and implemented with a group of low-intermediate level ESL learners. Pre and post-test quantitative and qualitative data were collected to determine the impact of Readers Theater on adult ELLs speaking fluency, accuracy, and level of self-confidence. A total of 12 ELLs ages 18 to 36 years old participated in an oral fluency class where a series of four different Readers Theater activities were implemented over the course of 14 weeks of instruction. The results showed that the Readers Theater activities not only enriched the L2 classroom experience, but learners were overwhelmingly positive about the impact of the technique in improving their general fluency, accuracy, and level of self-confidence in speaking English. Sample scripts will be shared as well as ways that Readers Theater can be effectively integrated into a theme-based course curriculum to engage learners in meaningful practice activities that enrich learners’ oral fluency, accuracy, and use of suprasegmentals in discourse.

Linguistic dimensions of L2 accentedness and comprehensibility vary across speaking tasks
Poster Session - #7
Dustin Crowther, Michigan State University
Pavel Trofimovich, Concordia University
Kazuya Saito, Birkbeck, University of London
Talia Isaacs, University College London

This study critically examined the previously reported partial independence between second language (L2) accentedness (degree to which L2 speech differs from the target variety) and comprehensibility (ease of understanding). Previous research has linked comprehensibility to multiple linguistic measures of L2 speech (phonology, fluency, lexis, grammar) whereas accentedness was narrowly associated with L2 phonology (Crowther et al., 2015; Isaacs & Trofimovich, 2012). However, these findings stemmed primarily from a picture narrative task. Previous task-based research focusing on L2 oral production suggests that task effects should not be ignored. All theoretical frameworks that center on the effects of task on L2 learners’ linguistic performance indicate that differences in task demands impact L2 spoken output in terms of segmental and prosodic content (Tarone, 1983) and lexical and grammatical features (Robinson, 2005; Skehan, 2009). This suggests that task type could affect the particular linguistic measures distinguishing comprehensibility from accentedness. To address this limitation, speech ratings of 10 native listeners assessing 60 speakers of L2 English in three tasks (picture narrative, IELTS, TOEFL) were analyzed, targeting two global ratings (accentedness, comprehensibility) and 10 linguistic measures (segmental and word stress accuracy, intonation,
rhythm, speech rate, grammatical accuracy and complexity, lexical richness and complexity, discourse richness). Linguistic distinctions between accentedness and comprehensibility were less pronounced in the cognitively complex task (TOEFL), with overlapping sets of phonology, lexis, and grammar variables contributing to listener ratings of accentedness and comprehensibility. This finding points to multifaceted, task-specific relationships between these two constructs.

Learners' perspectives on English pronunciation teaching and learning: A preliminary study in the Vietnamese context

Poster Session - #8

Nguyen Anh Duc Dao, University of Nottingham, Malaysia Campus

In a context where many L2 teachers follow their intuition in making decisions related to pronunciation teaching (Derwing & Munro, 2005; Levis, 2005), an insight into the learner’s view of what is happening in the classroom might help teachers become better informed so as to make better choices. The study aimed to find out what Vietnamese adult learners think about the current teaching and learning of English pronunciation. 38 learners joined the researcher in short informal conversations which centred around issues related to their learning target and learning difficulties, their expectation for and evaluation of the current teaching. Findings reveal that many learners were motivated to achieve a native like accent as they considered this a proof of success in learning. They also tended to have similar problems in acquiring the phonological features of English. Even though almost all of them highly valued the role of instruction in pronunciation learning, many were not satisfied with the current teaching practices and called for more effective instruction with regards to focus, type of classroom activities and availability of feedback. This study worked well as a guide for the researcher to conduct her PhD thesis project on critical success factors in learning pronunciation.

Task-based assessment of academic English pronunciation

Poster Session - #9

Lisa Domby, University of North Carolina - Chapel Hill

Task-based assessment simulates tasks individuals are required to perform outside of the classroom. The author constructed a task-based assessment of academic English pronunciation incorporating vocabulary from the academic word list (Coxhead 2000), and the academic phrase list (Ellis et al. 2008). The analysis prioritizes elements important for intelligibility among lingua franca speakers and listeners (Szpyra-Kozłowska 2014). The task components are: (1) Oral reading of a passage describing the purpose and characteristics of an effective “elevator pitch” (a concise summary of one’s work to share in various professional contexts). The passage contains a representative speech sample of English phonemes; (2) Oral reading of two sample elevator pitches; (3) Open-ended Wh-questions to prompt the individual to develop a potential elevator pitch; and (4) A spontaneous speech and language sample in which the subject delivers an elevator pitch. The author will briefly illustrate the components of the task-based assessment of academic English pronunciation. The presentation will focus on analysis procedures, including examiner ratings of syntax/grammatical correctness; semantics/word choice; listener effort and involvement; overall intelligibility; and fluency/forward flow. The
author will summarize how the assessment prioritizes aspects of pronunciation and grammar that are relevant to academic English and the individual’s professional interests.

Self-correction of second-language pronunciation via online, real-time, visual feedback

Poster Session - #10
Christina Garcia, Saint Louis University
Mark Kolat, The Ohio State University
Terrell Morgan, The Ohio State University

We have built a set of web-based tools that take learning far beyond the classroom for L2 pronunciation students. Among these is a user-friendly site where students record themselves and can instantaneously compare their own voiceprint to that of a native speaker. Students continue to practice specific sounds until their production “looks” like their native target. For each sound, the system displays native and non-native speech samples (i.e., clickable sound files) alongside spectrographic representations of them. A column to the left orient the user on how to interpret the spectrograms to analyze the sound. The interface enables students to produce live-generated spectrograms, re-recording until their productions both sound and look like the native output. Recordings and student data are automatically submitted to an instructor interface that allows for effortless monitoring of students’ progress. This interface was originally developed for Spanish but has been extended to English and Quechua. The response from students of Spanish is overwhelmingly positive, many citing that “seeing” their pronunciation allowed them to internalize the steps necessary to make improvements as never before. They report increased satisfaction at being able to work on their pronunciation outside of class and receive the necessary feedback to assure that they are pronouncing correctly, even without a native speaker or language expert present. Engagement with this tool accords students increased autonomy and agency and frees up class time for more critical thinking through problem sets and projects. Try out the system and experience first-hand how second-language pronunciation can be learned online!

A snapshot of native and non-native Spanish vowel production across word boundaries

Poster Session - #11
Carly Henderson, Indiana University
Erik Willis, Indiana University
D. Eric Holt, University of South Carolina

In Spanish, adjacent vowels across word boundaries (V#V) are characterized as being resolved by native speakers in a smooth manner with full linking. In English, however, glottal stop tends to intervene, which textbooks warn to not transfer and instead to produce “smooth linking”, the putative native norm. However, while they have been reported to occur under emphasis and in Bolivian and Cuban speech, they have not been investigated systematically across varieties of Spanish to determine whether linking occurs categorically or if glottal stops or other potential strategies may obtain. Additional types of linking have been proposed (diphthongization, merged vowels, replaced vowels and what occurs when V1=V2), but have received little empirical attention. For L2 Spanish, while some of these types are treated in some texts in Hispanic linguistics
Online resources for learners and teachers of English pronunciation

Poster Session - #12
Lynn Henrichsen, Brigham Young University

More and more English language learners are coming to rely on online resources to improve their pronunciation, and quite a few websites and mobile applications have been developed for this purpose. Nevertheless, “There is an unquestionable need to analyze these programs from a critical perspective using pedagogically coherent and technically elaborated criteria” (Navarro, 1999, as cited in Martins, Levis, & Borges, 2016, p. 142). A wide variety of ESL pronunciation-improvement websites and apps exist. For instance, some provide articulatory explanations but no practice. Others seem intended to be used in conjunction with a teacher or textbook as they provide practice but no explanation or guidance. Some are free, while others require users to pay a membership or subscription fee. Some focus only on segmentals, others on suprasegmentals, and a few provide instruction and practice with both. Some provide helpful graphics; others contain only text; and a few provide video to help learners. Some pronunciation-related websites and apps expect every learner to follow the same curriculum path, while others allow for a more flexible, individualized approach. The variety in purposes, instructional approaches, quality, and cost is indeed great—even daunting!

To help teachers and learners of English language pronunciation make informed decisions about which websites and mobile apps might best meet their instructional needs, this poster display presents a series of brief reviews of over a dozen websites and apps for helping English language learners improve their pronunciation.

Prosodic constructions in English dialog: Form, function, learner needs, and teachability

Poster Session - #13
Nigel Ward, University of Texas at El Paso

In daily language use, prosody is critically involved in interactional and interpersonal actions, but most research on prosody and prosody learning has focused instead on other aspects. Recently Ogden’s (2010) notion of prosodic constructions—temporal configurations of prosodic features with specific or abstract meanings or functions—has been widely applied to the prosody of dialog. In English, for example, late pitch peaks have been found to mark suggestions, invitations and offers; a pitch downsteps of about a minor third for calling, cuing, and prompting action; and regions of narrow pitch bookended by pitch peaks to mark contrast and for
complaining and contradicting. While such functions can also be conveyed using lexical or gestural means, accomplishing them with prosody can be more natural and more effective. Language learners usually have weaknesses with prosody, some of which can be attributed to deficits with specific prosodic constructions. For example, a recent study, statistically analyzing 60 minutes of conversation with six advanced-level native-Spanish learners conversing in English, found differences in their uses of speaking rate and pitch in turn taking, and infrequent and variant use of the English constructions for showing involvement and for explaining (Ward and Gallardo, 2017). In the classroom, learners of English readily appreciate the importance of learning the prosodic expressions of such functions, and seem to learn them quickly when taught in terms of constructions, one construction at a time, using varied examples, non-technical explanations, and simple exercises for both perception and production.

An intelligibility-based approach to English vowel pronunciation teaching in Korean context

Poster Session - #14
Seokhan Kang, Konkuk University
Hyunkee Ahn, Seoul National University

This work aimed to investigate whether the intelligibility-based approach to English vowel pronunciation teaching worked well in Korean context. Fifty Korean learners of English and ten native English speakers participated in both production and perception experiments. Our experimental results showed a strong tendency that native English raters marked ‘good’ on the English vowels spoken by Korean learners, the acoustic features (F1, F2, F3) of which were different from corresponding ones of the native English speakers. Based on our experiments, we argue that English native speakers are tolerant of foreigners’ production of English vowels with formants in certain wide ranges. Overall, this study suggested that we should rely more on the intelligibility-based teaching, rather than on the native-like accurate pronunciation principle for the English pronunciation teaching in ESL contexts.

Integrating pronunciation teaching into the curriculum for beginner-level adult migrants

Poster Session - #15
Elizabeth Keenan, Carringbush Adult Education
Margaret Corrigan, Carringbush Adult Education

Research has indicated that explicit pronunciation instruction can be beneficial for English learners in the development of comprehensible speech (Gordon & Darcy, 2016), and it is important that this instruction be integrated into the curriculum (Celce-Murcia, Brinton, & Goodwin, 2010). However, there is very little research to guide teaching organizations wanting to change teaching practice to integrate pronunciation teaching into a curriculum. Our organization provides EAL programs to high-need adult beginner-level learners, many with little or no literacy in any language. We recognize the importance of pronunciation instruction, but there has been a lack of information available to guide us on how to integrate pronunciation teaching in our curriculum for our group of learners. In this paper, we discuss the process we followed in determining best practice for integrating pronunciation into our curriculum, including: (a) drawing from research findings, (b) conducting research on
other programs worldwide involving high-need beginner-level learners, (c) conducting surveys to determine teachers' cognitions and student learning goals. Our findings reflect previous research, indicating that teachers are reluctant to teach pronunciation, yet learners want to learn to speak and be understood. We provide details of how we are currently addressing these needs through implementing a professional development program based on research findings and insight we gained from the other programs we investigated. We also discuss the implications for teachers wanting to integrate pronunciation teaching into their curriculum.

Language input and the acquisition of Japanese lexical rhythm

Poster Session - #16
Naoko Kinoshita, Waseda University
Chris Sheppard, Waseda University

The acquisition and education of Japanese lexical rhythm is known to be difficult, however, the reasons why it is difficult has yet to be explained in the research. One possible explanation is that the frequency of occurrence of the rhythm types in the learner input influences the learning of these rhythm types. In order to examine second language lexical rhythm input, this paper reports research comparing two corpora. The first was the Vocabulary Database for Reading Japanese (VDRJ) developed from a corpus of 33 million words by Matsushita (2012). This corpus is assumed to be representative of the standard Japanese usage. The second corpus was developed from Zhouping (2009), the first year Japanese textbook of a Shanghai University in China. Using a program written in R (2015), five lexical rhythm types were assigned automatically to each of the 60,578 words in the corpus: geminate consonant words, nasal-consonant words, long-vowel words, Words containing only standard morae, and complex words (those containing several different types of special morae). The occurrence of each rhythm type was then counted in each of the corpora using AntVocabProfiler (2016). The results of a chi-squared analysis demonstrated that standard-morae words and complex words were more common in the learner corpus. In contrast, words containing special morae were less common. It is possible that the lower frequency of occurrence of special morae, and higher incidence of complicated words in learner input are explanations for the difficulty second language learners have in their acquisition.

The effect of interlanguage speech intelligibility and attitudal benefit on speech perception

Poster Session - #17
Soo Hyun Koo, Seoul National University

It has been known that when speakers and listeners share the same native language, there is an interlanguage speech intelligibility benefit (ISIB) by sharing similar phonological features (Bent & Bradlow, 2003). However, findings about ISIB of L2 English speakers and its relevant characteristics have been mixed and inconsistent. The current study investigates (1) whether there is a L2 English ISIB between L1 Korean listeners and speakers, and (2) to what extent intelligibility is related to listeners' acceptability of speakers' phonological and lexical accentedness. Sixty Korean learners of English with four different proficiency level (low, low intermediate, intermediate, high) provided recordings of their speech by doing the Suitcase narrative picture description task and nonsense sentence reading task. A total of forty listeners, half of which are L1 English
speakers and half of which are L1 Korean speakers, is to transcribe parts of speech samples and rate the accentedness and acceptability of markedly Korean accented features in forms of phonological (i.e., /i/ to /I/ substitution) and lexical features (i.e., innerwear instead of underwear) deviations. This pilot study hypothesizes that L1 Korean speakers will gain higher intelligibility scores and acceptability from L1 Korean listeners, than from native speakers of English. This study also hopes to consider the effect of L1 background on a number of domains that are related to speech perception.

**Pronunciationforteachers.com – A resource for pronunciation teaching and research**

*Poster Session - #18*

John Levis, Iowa State University
Sinem Sonsaat, Iowa State University

Pronunciation, after a long period of relative neglect in L2 teaching and research, has developed into a robust field with its own conferences (PSLLT, EPIP, Accents, and others), its own journal (Journal of Second Language Pronunciation), increasing numbers of professional books from a wide variety of publishers, and an extension of research beyond English to L2 pronunciation for many other languages. Nevertheless, the field still suffers from twin difficulties: an uneven presence online and the lack of an established source of credibility for practice. Online, pronunciation information is an odd mix, from the absurd and untested, to the credible and excellent. This is largely a feature of the internet, a global marketplace for real and fake information alike. For L2 pronunciation, this means that one can find excellent information, but it is often hidden among numerous dubious and downright false sources. This is why we need an established source of credibility in regard to L2 pronunciation, one that provides guidance for established or useful resources for L2 pronunciation. In this poster, we present pronunciationforteachers.com, collaboratively designed by a worldwide steering committee as a professional L2 pronunciation clearinghouse for teaching and research resources, descriptions of conferences and professional organizations, trustworthy online sources with interesting perspectives about the field, and many other elements relevant to pronunciation teaching and research. We describe the site, its future goals, and its relevance to further professionalization. We also invite participants to suggest new directions for the website.

**ESL learners’ experiences using electropalatographic biofeedback to improve pronunciation**

*Poster Session - #19*

Yuting Li, Brigham Young University
Mark Tanner, Brigham Young University
Shawn Nissen, Brigham Young University
James Hartshorn, Brigham Young University

With advances in modern technology, different tools have been developed that can provide second language learners targeted pronunciation feedback. One such tool is Electropalatography (EPG). EPG is a computer-based system that provides immediate visual biofeedback to the learner and the instructor by tracking how the tongue touches the palate during speech (Fletcher, 1992; Fletcher, McCutcheon, & Wolf, 1975). It uses a
palatometer which looks very much like an orthodontic retainer that contains 124 electrodes arranged in a grid pattern across its surface. When touched with the tongue, the electrodes light up on a computer screen showing the learner where the tongue and palate are in contact. This biofeedback can help the learner adjust the tongue and palate contact to better approximate what a native speaker of the language does when producing the target sounds. While research using these devices has increased, the majority of the studies have focused on the output produced by the learners using this tool. What studies to this point have failed to investigate is the experience of the learner using such a device. This research will report on a study conducted with nine Asian learners of English wherein qualitative data was collected from participants who had been fitted with a SmartPalate device and received six weeks of targeted pronunciation instruction. The results will share how learners in the study reacted emotionally, physically, and psychologically to pronunciation learning with an EPG device and what recommendations learners had for using EPG technology for future pronunciation instruction.

Native listeners’ assessment of L2 speech comprehensibility: What features matter most in North American English?

*Poster Session - #20*

Edna Lima, Ohio University

Previous research has shown that the validity of comprehensibility ratings is uncertain because the construct is not clearly defined in terms of its components. Also, researchers claim that existing scales conflate the constructs of intelligibility and comprehensibility and that the descriptors are vague and do not provide a clear explanation as to which errors lead to listener difficulty. Thus far, little research has been conducted on which linguistic features listeners attend to when rating the comprehensibility of L2 speakers. This mixed methods study analyzes which language features trained raters focus on when rating the comprehensibility of nonnative speech. The speakers were 12 ITAs delivering lectures in their respective fields of study. The raters were six American listeners with linguistics training. The ratings were based on a 9-point language-specific scale containing 11 language features in addition to overall comprehensibility. Verbal protocols were employed during the rating sessions. Findings indicated that for suprasegmentals, raters tended to place similar emphasis on rhythm and intonation. Word stress was a suprasegmental that raters attended to when judging the comprehensibility of learners at all levels of proficiency. Findings also revealed that individual trained raters focused on a variety of language features (e.g., grammar and fluency) when judging L2 speech. Finally, segmentals, especially vowels, comprised the most common source of disagreement among the raters. Further research is clearly needed to operationalize comprehensibility in a way that allows raters to be on “the same page” regarding what it is that they are required to judge.

A comparative study of English and Mandarin discourse prosody

*Poster Session - #21*

Di Liu, Boston University
Researchers found that prosody significantly influences ELLs’ intelligibility and comprehensibility (Anderson-Hsieh Johnson & Koehler, 1992; Celce-Murcia, Brinton & Goodwin, 2010; Derwing, Munro & Wiebe; 1998). However, prosody teaching is particularly challenging for teachers. One of the issues that hinder effective prosody teaching is teachers’ lack of knowledge on learners’ L1s. Some researchers suggested that there are similarities between Mandarin and English prosody (Chen & Gussenhoven, 2008; Ouyang & Kaiser, 2013). However, research that investigates and compares English and Mandarin discourse prosody is lacking. The participants of this study are 5 native speakers and 5 Mandarin speaking ELLs. Following Levis and Pickering (2004)’s protocol, the participants were asked to orally deliver 20 out-of-context sentences, 1 prepared lecture script and 1 prepared feedback script. English speakers delivered the materials in English only and Mandarin speakers delivered the materials in both English and Mandarin. Participants’ pitch level, which is an indicator of two prosodic features (i.e., intonational paragraph and sentence stress), was analyzed using the speech analysis software Praat. Results show that speakers with different L1s have statistically significantly different pitch level (t=-4.046, df=9, p=0.0029). However, Mandarin speakers’ pitch level in Mandarin is significantly higher than the same speakers’ pitch level in English (t=5.783, df=9, p=0.0003). These findings suggest that Mandarin speaking ELLs use pitch as a cue to realize pragmatic functions in Mandarin but do not realize the same function to the same extent in English. Thus, teachers might design effective prosody pedagogy based on the similarities of Mandarin and English prosody.

Intelligibility of Japanese-accented pronunciation of English: A phonetic analysis based on English read by Japanese database
Poster Session - #22
Takehiko Makino, Chuo University

English Read by Japanese (ERJ; Minematsu, et al. 2002) is a speech database of the pronunciation of Japanese-accented English by 200 university students at 20 recording sites all over Japan. I made a phonetic transcription of a small subset (800 utterances) of ERJ and conducted a preliminary survey of its segmental patterns (Present author 2014). Another use of ERJ was Minematsu, et al. (2011), where a different (but partly overlapping with those used in Present author’s survey) subset was played back to Americans over the telephone and had them repeat what they heard. Their analysis involved counting the number of word-level hits of each utterance (averaging 50%), comparing the score with that of the same repeating task with utterances by Americans with different background white noise levels, and calculating the intelligibility of Japanese-accented pronunciation as the sound-to-noise ratios, which averaged 5.5dB. What their study lacked was an analysis of the nature of mishits with reference to the actual pronunciations presented to the hearers. That is what I am doing in this analysis. Obviously, some of the mishits should have resulted from the limitation of memory, this analysis suggests what parts of segmental system should be given priority in the teaching of the pronunciation of English.

Online oral practice platform Speak Everywhere for daily pronunciation practice
Poster Session - #23
Mayu Miyamoto, Purdue University
Repetition practice is necessary to acquire the sound system of another language (Iba, 2008), but ideally, classroom time should be used for communicative activities. A possible remedy for this dilemma is to take advantage of online tools to integrate repetition practice into out-of-class assignments. In our poster presentation, we introduce an online system called Speak Everywhere (Fukada 2013). This is how it works: (1) Instructor creates online oral exercises on SE (no technical skills required); (2) Instructor assigns exercises to students; (3) Students access SE and work on the exercises; (4) Instructor listens to students’ oral submissions and grades them and gives feedback in audio/text. Types of oral exercises supported include listen & repeat, structure drills, oral flashcards, and read aloud (from a single phone to a passage). All types support the provision of model audio/video. Students can work on these exercises individually at their own pace in a location of their choice. This tool is not limited to simple repetition practices but it can be used to create Q&A, roleplay, monologue, or picture description tasks. Our presentation will introduce some examples of these exercises used in foreign language courses including German, French, Japanese, and Chinese.

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The role of prosody in signaling rhetorical organization

*Poster Session - #24*

Rania Mohammed, Iowa State University

Discourse organizers are important devices in lectures that help guide listeners how to interpret incoming speech. In fact, their presence in lectures have shown to affect lecture comprehension and recall (e.g., Flowerdew & Tauroza, 1995). An area that is lacking research is how the prosody of discourse organizers signals the rhetorical organization in speech. This study focuses on the prosody of discourse organizers in a corpus of academic lectures delivered by native speakers and shows how prosody is an important aspect that can aid listeners in understanding the specific discourse function the speaker aims to communicate. The framework used in the study is Wennerstrom’s (1998) model of intonation which assumes that intonation can be used to signal information structure in discourse. Specifically, the study examines how prominence within discourse organizers can be used as a cue by listeners to understand whether the lecturer is introducing new information or if the speaker is drawing connections between different related propositions in the lecture. Therefore, prominence within discourse organizers can create various types of connections at major and minor rhetorical junctions between stretches of speech to allow the listener to infer meaning.

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The big, bad [ə]

*Poster Session - #25*

Aurore Mroz, University of Illinois at Urbana-Champaign

The drop of schwa has been shown to be one of the most critical phenomena for the development and acquisition of listening comprehension skills, as well as intelligible speech in French (Hannahs, 2007), as it impacts both the quantity and quality of syllables (Walker, 1996). Indeed, as [ə] disappears greatly in most
samples of contemporary natural discourse, it leads to both the reduction and reconstruction of syllables around its drop. Yet, the mechanism and impact of this phenomenon is almost entirely absent from French programs and is rarely broached in any explicit instruction of pronunciation. In this presentation, we will identify the issues at stake for L2 French learners, notably the discrepancy in listening comprehension between expected pronunciation and actual processing of authentic French, as well as the nature and cause of distorted production of schwa by English speakers of French. We will argue for the need to raise students' awareness on the imperfect nature of authentic French, so as to better set their listening expectations and produce more reduced and more authentic syllable-shortened French by dropping as many schwas as they can. We will finally draw manageable and readily implementable pedagogical objectives, adapted for Intermediate French classes, intended to facilitate the instruction and acquisition of this big, bad [a].

**Acquisition of L2 Japanese rhythm: How does durational variability change over time?**
*Poster Session - #26*
Yoichi Mukai, University of Alberta
Hiromi Aoki, University of Alberta
Saori Daiju, University of Alberta

Research has shown that the rhythm of first language affects the acquisition of a second language. This semi-longitudinal study examined the development of second language rhythm by three L2 Japanese speakers of L1 English who participated in the elementary-level Japanese course. Rhythmic patterns are defined as durational variability of vocalic and consonantal intervals measured by rhythm metrics. Using these measures, we compared the learners’ speech rhythm across three sessions: the beginning, the middle, and the end of the semester. We analyzed a total of one hundred thirty-five sentences taken from the three sessions (i.e., fifteen sentences from each participant in each session). The results of linear mixed-effects regression analysis showed that two of the learners’ speech rhythm in the first session was significantly different from that of the third session, but the direction of the changes in durational variability was inconsistent. The visualization of the results, however, revealed that the one participant who did not show any significant change over time displayed the most consistent change of durational variability across the sessions. Although none of her changes reached significance, her durational variability consistently trended towards convergence on a native-like speech rhythm across the sessions by showing faster speech rate and lower durational variability of vocalic and consonantal segments.

**L2 English production and perception by L1 Tera speakers: The effect of instruction**
*Poster Session - #27*
Rebecca Musa, Newcastle University

Studies in L2 phonological acquisition have provided evidence for the effects of using different methods of L2 pronunciation instruction that shows the effects of instruction in L2 development by the examination of learners’ performance before and after intervention, (e.g. Derwing et al 1998, Couper 2006, Champagne-Muzar et al 1993, and Sumdangdej 2007). Some of the problems that L2 English learners experience include complexity of
the relationship between orthography and phonology, influence of the L1 and the method of instruction used. In this regard, this present study was conducted on the idea that addressing the difficulties that L1 Tera learners (Nigeria) of L2 English experience could be improved through the right phonological and orthographic input. An intervention study was conducted among three experimental condition groups of Tera speaking adolescent students on the same lessons using three different methods of instruction. The listening + orthography group listened to recorded lessons by a native speaker with orthographic input. The listening only group listened to the same recorded lessons without orthographic input. The traditional teaching method group were taught the same lesson by a non-native speaker English teacher using the normal teaching style. Qualitative analysis results show categories of errors that the learners made in vowel epenthesis, deletion, substitution, metathesis, orthographic influence, and loanword transfer. A better percentage error reduction rate between pre-test and post-test was revealed by the listening + orthography group more than the listening only and the traditional teaching method groups on all the error categories in production and perception tests.

**Segment or feature acquisition?: Generalizability of phonetic gains in L2 production**

*Poster Session - #28*

Daniel J. Olson, Purdue University

While a growing body of evidence shows benefits of phonetic instruction, the underlying mechanisms governing segmental acquisition are not well understood. Two general approaches can be seen in the literature (albeit, not necessarily via instruction): (a) Some (Flege and colleagues) approach acquisition on a segment-by-segment basis, considering each phoneme in isolation; (b) Others, largely in perception literature, consider the acquisition of “generalized features”, in which a feature (e.g., manner of articulation) is acquired across multiple phonemes. This study examines the potential for cross-segment generalization in production following explicit phonetic training: Do learners acquire a specific segment (e.g., /p/) or a more generalized feature (e.g., VOT)? Twenty-nine native English-speaking learners of Spanish recorded sentential stimuli before and after phonetic training (i.e., visual feedback paradigm: Olson, 2014). Target tokens contained word-initial voiceless stops, exploiting cross-linguistic differences in VOT between Spanish (0-30ms) and English (30-70ms). Participants received training on one of the three stops in Spanish: /p/, /t/, or /k/. Analysis of normalized VOTs compares improvement on trained phonemes and their untrained counterparts. A linear mixed effects model demonstrated a significant improvement in VOT from pre- to post-testing (|t|=2.36). No significant interaction was found between phoneme type (trained vs. untrained) and session (pre= vs. post), showing that improvement was similar for both the phoneme that received explicit instruction and those that did not. Moreover, there was a strong correlation between improvement for trained and untrained phonemes (r=.68, b=.95). Results support a generalized approach and have implications for classroom practices.

**Promoting naturalistic L2 language acquisition through digitized contrastive speech training**

*Poster Session - #29*

Anja Penssler-Beyer, University of Marburg
Traditional teaching scenarios neglect a number of factors that would support successful integration of non-native German speakers into the German society. Learners whose source languages do not belong to the Indo-European language family are at a particular disadvantage, as their first languages do not share many structural features with the target language. To account for the needs of native Arabic speakers who aim to communicate in German, we developed a contrastive speech and ear training program. The program implemented via a Massive Open Online Course (MOOC) complete with video-support and interactive sound charts. For six weeks, students explore the phonemic inventory of German and compare it with the phonemic inventory of their own L1. Interactive sound charts and instructional videos delivered by native and non-native Arabic speakers allow learners to train their listening and articulatory skills.

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**Stereotypical accent and French pronunciation learning**

*Poster Session - #30*

Viviane Ruellot, Western Michigan University

Stereotypes are often wrapped in a negative light and subsequently rejected because of the fragmentary and reductive perspective to which they lead. Stereotypical accents are built from a limited selection of the segmental and supra-segmental features of an authentic accent (Kristiansen, 2011). These features are exaggerated, making them more likely to be noticed. Furthermore, they are carried by the listener’s native language (e.g., Pepé Le Pew speaking English with a stereotypical French accent), which makes them potentially easier to process. Finally, learners have long been familiar with these features, through exposure to stereotypical foreign accents in media from a young age (Lippi-green, 1997). For these reasons, practice based on stereotypical accent may actually be beneficial to second language pronunciation acquisition, and the current study explores this potential. Over three weeks, fourteen students received training in select characteristics of French accent and practiced their pronunciation by imitating the speech of one of three models: a native speaker of French speaking French, a native speaker of French speaking English with an authentic French accent, and a non-native speaker of French speaking English with a stereotypical French accent. Students recorded themselves reading texts and describing pictures before and after imitation practice. Findings from French native speaker ratings focusing on segments, prosody, as well as comprehensibility, fluency, and accentedness will be presented.

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**Study abroad benefits in the comprehension of dialectal speech**

*Poster Session - #31*

Lauren Schmidt, San Diego State University

Speaker dialect of the target language has been found to have a significant effect on intelligibility and global listening comprehension for L2 listeners (e.g., Eisenstein & Berkowitz 1981; Major et al., 2005). However, it has been shown that these effects may diminish with overall target language experience and dialect contact (Schmidt 2009). The current study aims to measure changes in L2 learners’ comprehension of Spanish dialectal speech as a result of a short-term summer study abroad program. Twenty-four high intermediate/advanced American-English speaking learners of Spanish participating in a four-week study
abroad program in Buenos Aires, Argentina, completed a Lexical Decision Task (LDT) and a Language Background Questionnaire during the first and final weeks of their program. The LDT measured accuracy in lexical judgments and reaction times for Spanish stimuli spoken in the local Argentine dialect vs. a familiar pedagogical variety previously encountered in U.S. classrooms. Overall, little change was observed from Pretest to Posttest in accuracy in identification of Spanish lexical items with Argentinian sounds, as lexical judgment accuracy was already high at the time of the Pretest (5-7 days after arrival); however, reaction times became significantly faster by the Posttest. Individual learner patterns are discussed, as well as implications of dialect exposure for L2 phonological acquisition.

The perception of lexical tones by native speakers of Korean with and without Mandarin learning experience

Poster Session - #32
Kimiko Tsukada, Macquarie University
Jeong-Im Han, Konkuk University

Mandarin is a tonal language with four tone categories (Tone 1 (T1): high level (á), Tone 2 (T2): high rising (á), Tone 3 (T3): dipping (ã), Tone 4 (T4): high falling (à)). In tonal languages, incorrect use of lexical tones leads to confusion/misunderstanding (e.g. 妈 mā ‘mother’ vs 马 mǎ ‘horse’ or 买 mǎi ‘buy’ vs 卖 mài ‘sell’). While it is well-established that non-native speakers differ from native speakers in their perception/production of Mandarin lexical tones, empirical studies focusing on non-native learners are still limited. The objective of this study is to add to the current understanding of lexical tone perception by comparing native speakers of standard Korean from the Seoul/Kyunggi area differing in Mandarin experience (NK1, NK2) with native speakers of Mandarin. NK1 (n=10) had no experience with Mandarin whereas NK2 (n=10) consisted of advanced learners of Mandarin. Discrimination accuracy of six tone contrasts was assessed in a forced-choice categorial discrimination test. A group of ten Mandarin speakers was included as controls. Not surprisingly, NK groups were less accurate than the Mandarin group for all six contrasts, but the extent of between-group differences varied depending on the tone contrasts. While discrimination accuracy by NK1 was significantly affected by different tone contrasts (0.59 for T2-T3 and 0.91 for T3-T4), NK2’s discrimination accuracy was consistently high for all contrasts. T2-T3 confusion was the hardest contrast for both NK groups, but NK2 had the largest advantage over NK1 for this contrast, suggesting plasticity in adults’ cross-linguistic perception even for difficult sounds.

High variability phonetic training and L2 lexical tones

Poster Session - #33
Alif Silpachai, Iowa State University

Perceptual training is essential for learning pronunciation. Research suggests that improvements in perception may lead to improvements in production (Lambacher et al., 2005) and that training to perceive input with high variability (sounds produced by multiple talkers in multiple phonetic contexts) leads to more robust perception gains than training that relies on invariant contexts (e.g., Lively et al. 1993). While previous studies suggest that
high variability phonetic training (HVPT) leads to perception improvements for L2 segments, its effectiveness is unclear for tone learning. This study examined four non-tonal language participants learning to perceive Mandarin tonal contrasts using HVPT training over three sessions. Results showed that the participants did not improve their ability to perceive tonal contrasts. We suggest changes to the methodology to include only learners of Mandarin rather than non-learners, as well as a longer training period with more practice time in each session.

**Prominence and information structure in pronunciation teaching materials**

*Poster Session* - #34  
Alif Silpachai, Iowa State University  
John Levis, Iowa State University

Prominence (sentence or nuclear stress) is closely tied to the way speakers mark informational importance in extended discourse in English, especially in relation to marking new information (through pitch accents, marked in CAPS) or given information (through deaccenting, marked in small type), in (1). (1) OK, today we'll continue our discussion of pollution. Yesterday, we defined pollution. (Grant, 2017) In English, prominence plays several roles. It marks the beginning of final intonation contours, signals contrasts (e.g., KNOWN and UNknown), and signals information structure, helping to create cohesion in spoken discourse (Halliday, 1967). This last role is the dominant function of prominence in published pronunciation teaching materials. Nonetheless, materials are badly out of step with the developing knowledge of information structure in linguistics, pragmatics, cognitive science, psycholinguistics, and comparative linguistics. Specifically, teaching materials focus on the pronunciation of prominence within adjacent sentences or even within sentences, but rarely recognize that information structure is not just a pronunciation issue but is a reflection of speakers' and listeners' shared understanding of discourse, and that L2 learners must understand what is being signaled by prominence patterns (Levis, 1999) to use them effectively in their own speech. We highlight key findings about information structure from recent research and suggest changes to teaching prominence.

**Preservice English teachers’ perspectives on learning and teaching pronunciation in Turkey**

*Poster Session* - #35  
Tarik Uzun, Ankara Yıldırım Beyazıt University  
Sila Ay, Ankara University

The goal of this study is to investigate preservice English teachers' views, needs and preferences about learning and teaching pronunciation. Using mixed-method approach, data have been collected through a questionnaire (N=147) and additional face-to-face interviews (N=5) with prospective English teachers enrolled in an English Language Teaching (ELT) department at a state university in Turkey. A 40-item questionnaire (adapted from Sardegna & Kusey, 2014 and Seyedabadi, Fatemi & Pishgadam, 2014 with additional items prepared by the researchers) was used to provide insights into preservice English teachers’ general views on learning and teaching pronunciation, views on learning and teaching English pronunciation and preferences, goals, and expectations related to their own pronunciation. In addition, face-to-face interviews were carried out
with students who have prior voluntary or semi-professional teaching experience. Findings of the study reveal that preservice English teachers consider learning pronunciation as a key area in learning a foreign language, however, they are not prepared to teach it with informed techniques in a classroom setting.

**English intonation produced by EFL Spanish speakers before and after Praat training**
*Poster Session - #36*

Maria Gabriela Valenzuela Farias, Universidad Catolica de la Santisima Concepcion

The purpose of this study was to investigate if visual technology could help EFL Spanish speakers improve their English intonation. According to Bolinger (1986) intonation is referred to as a symbolic sound system where emotions and attitudes are expressed. Anderson-Hsieh (1994) stated that the lack of understanding of the pragmatic use of intonation can be diminished by using computer programs that show intensity and pitch contour of an utterance to the students. For the present study the participants were 6 Chilean EFL university students who used the Praat program over a 5-week period of time to see, analyze and practice their English intonation. Participants took a pre-test and two posts–tests. These tests consisted of reading and recording 9 English sentences to be compared and analyzed after the period of training was over. The training sessions consisted of listening to a native speaker’s voice, and trying to match their intonation to the English speaker pitch contour. The data obtained as a result showed that visual technology enhances the opportunity for students to see their pitch contour. This helps to understand visually that the English language has a different rhythm than Spanish. The visual training sessions improved the recognition of different tones, and helped them to stop overgeneralizing rising tones.

**6 Ways to Use YouGlish to increase input and focus pronunciation practice**
*Poster Session - #37*

Lara Wallace, Ohio University

Students can become frustrated when words sound different in isolation from how they sound in context, and this experience can be off-putting. Furthermore, successful oral communication relies on the speaker’s command of and the listener’s noticing of the prosodic elements of English (Gilbert, 2016). Prosodic features such as stress and intonation “can change the meaning of the utterance in a sentence and add an implication” (Reed, 2016, p. 78); to be able to understand and utilize these features, students need comprehensible input in order to begin learning it well. With YouGlish, students have available to them a trove of authentic speech in videos searchable by words or phrases. With its user-friendly interface, this website allows students the chance to listen, mouth, imitate, shadow, track, and perform voice over so that through guided practice, they may be better able to speak more intelligibly. Not only will students hear the words in context, but they may also come to understand the deeper meanings conveyed through prosody (Reed, 2016). This poster presentation will highlight the most important features of YouGlish and will present in-class and self-study activities to practice both segmentals and suprasegmentals.
The use of MRI and ultrasound technology in teaching about Spanish (and general) phonetics and pronunciation

Teaching Tips Session A - Table 1
D. Eric Holt, University of South Carolina

To teach pronunciation, it is useful for students to learn about articulatory phonetics, and this usually occurs in dedicated courses where pronunciation is embedded within the context of phonetics. Students of these courses are instructed in the basics of the International Phonetics Association chart and symbols for transcription for both consonants (place and manner of articulation, voicing) and vowels (tongue height, backness, tenseness), and usually practice identifying and manipulating these features. Often, diagrams are provided or presented to be able to visualize these abstract characteristics. However, these are static, and being able to visualize movements of articulators can be very helpful to proprioception and development. To this end, useful companions that involve MRI and ultrasound technology may be employed, such as the websites “real-time MRI IPA charts” and “Seeing Speech: IPA Charts”. While these real-time anatomically-explicit views can be highly illuminating, they only present someone else’s production. fMRI is not currently a practical tool for classroom or language lab use, but ultrasound technology can be, and students can directly see the position of their own tongue during the production of many potentially problematic speech sounds, and can visualize themselves articulating sounds in new places and aiding them to avoid pitfalls of tense/lax in vowels, clear vs. dark /l/, proper placement of palatals, and more. During this teaching tip, participants will see an overview of online MRI and US tools, and also see and practice the use of ultrasound using an Interson 7.5MHz USB-laptop-connected wand.

A new comprehensive assessment tool for English pronunciation

Teaching Tips Session A - Table 2
Mara Haslam, Stockholm University

This presentation introduces participants to a new assessment tool for English pronunciation. The tool is comprehensive, meaning it covers all areas of English pronunciation, but also practical in that it can be administered to students in groups of four in 15 minutes per group. This allows the teacher to assess the pronunciation of a class of e.g. 24 students in 2 hours. The assessment includes both reading and information-gap discussion portions. This allows the teacher to get a complete picture of each student’s pronunciation of the sounds of English while additionally observing communicative pronunciation performance. The assessment has been carefully designed to cover all segmentals of English in different phonotactic contexts as well as important suprasegmental features such as word stress; sentence stress; and intonation of statements, questions and lists. Since the results reflect exactly what students say, teachers are free to interpret the results of the pronunciation assessment according to a number of different standards. This makes the tool suitable for those who are teaching students to use English for communication with e.g. native speakers or in English as a Lingua Franca settings. Participants will receive copies of the materials necessary for administration of the assessment along with instruction in how to use the assessment.
Connecting the dots to L2 proficiency with an assessment template  
*Teaching Tips Session A - Table 3*  
Jessica Miller, University of Wisconsin - Eau Claire

Educators invest considerable time and effort into designing and delivering linguistically and culturally relevant course content that aligns with outcomes while creating and curating material that will both engage our learners' interest and effectively develop their proficiency. To that end, we also spend hours assessing and giving feedback. Often, the amount of work put in by teachers in the assessment process seems inversely proportionate to that invested by students to learn from it. Yet we educators see our feedback as a bridge extending to the next proficiency level; students seem to view it as a door closing on a unit never to be visited again. One way to reconcile those diverging views is to show students that assessments are learning tools. To do so while saving time and ensuring that feedback goes directly toward learners' growth, I have developed an all-in-one assessment template that explicitly ties together learning strategies, proficiency goals, course outcomes, rubrics, self-assessments, student feedback, attendance, and course grade. It may sound convoluted but it is straightforward considering the complexity of information we need to impart on our learners. I use this template in all my classes weekly, including French phonetics and pronunciation. It has saved me time, especially in large classes that require individual attention, and has increased the impact of my feedback. Anecdotal evidence suggests that template has also had a positive effect on students.

Integrating pronunciation, speaking, and listening through popular media in ESL classes  
*Teaching Tips Session A - Table 4*  
Ekaterina Arshavskaya, Utah State University

Although many learners of different proficiency levels express a desire to improve their pronunciation, they often find traditional pronunciation exercises repetitive and tiresome. This session shows an innovative approach to improve pronunciation, speaking, and listening in second language classrooms through the use of popular media and drama techniques (Maley & Duff, 1982). Popular U.S. sitcoms (e.g., “Friends”, “Big Bang Theory”, etc.) serve as a basis for lessons integrating pronunciation, listening, and speaking in low-intermediate ESL classes. In class, learners first review sample transcripts from popular sitcoms and annotate them using basic transcription symbols (e.g., stress, tone, non-verbal communication). Then, they role play transcripts paying particular attention to tone, stress, and other aspects of delivery. In this way, students also become language “explorers” as they transcribe, annotate, and role play sitcom segments. In addition, English learners are placed in groups with native English-speaking students. This arrangement allows low-intermediate English learners to successfully carry out oftentimes challenging language activities and to engage in additional language practice. Using this approach, students become active learners by transcribing native-speaker discourse, communicating with native speakers about task-related issues, and role playing movie scripts. In this session, the presenter will share the resources and materials used and discuss the ways to adapt this approach in ESL classes.

Classroom mixers for pronunciation and listening
Teaching Tips Session A - Table 5
Marsha Chan, Sunburst Media

This teaching tip will have participants standing, circulating, speaking, and listening to each other. The presenter will distribute cards, explain the language objectives and procedure, and direct attendees to mingle and mix, asking and answering questions according to the information on their cards. Mixing in a systematic way encourages one-on-one interaction with everybody in order to increase practice applying the pronunciation rules and patterns being taught, as well as facilitating interaction among students of diverse backgrounds. All mixers require listening and speaking to partners in random rotation. Each mixer focuses on a particular aspect of language, such as syllables & stress, vowels, past verb forms, linking, intonation. Participants consider their experience as “students” and extrapolate how their students may respond to the activity, whether this activity is useful in their teaching situation, and how they might tailor it to their students’ level, age, proficiency and interest. The presenter will provide resources on this teaching method, including how to mine a textbook for source material, criteria to consider in preparing a mixer, and advice and caveats about implementing the activity in class. Session learning outcomes: To experience a sample pronunciation–listening mixer activity, and to consider creating pronunciation–listening mixers for your own students.

The vowel elevator: A visual-kinesthetic way to expand the vowel space
Teaching Tips Session A - Table 6
Nancy Elliott, University of Oregon

The English vowel system is a challenge for learners, partly due to the precise target areas required for a system with five levels of vowel height. The system of vowel phonemes is generally presented to learners as a list of the entire inventory of vowel phonemes illustrated with sample words, as an image of the vowel triangle/quadrilateral or sagittal section of the vocal apparatus overlaid with phonetic symbols, or as a hybrid of the two, such as Taylor & Thompson’s Color VowelTM Chart (in which specially-chosen sample words are overlaid on a color-coded layout of the vowel quadrilateral). The Vowel Elevator is a visual-auditory-kinesthetic method of pronunciation practice that helps students envision and expand their vowel space using movement, sight, and sound, while keeping the presentation of the vowel system in its articulatory reality of high-mid-low and front-central-back organization.

Facilitating autonomous learning at home
Teaching Tips Session A - Table 7
Nancy Price, University of Missouri - Columbia

Students in my university-level oral communication class are asked to practice their individual phonemic targets for improvement outside of class. At the initial individual conference of the semester, the procedure is explained to them. At home, they are asked to pronounce--10 or more times daily--individual words containing the phonemes (sounds) that are difficult for them. This activity is based on four ideas: Dr. Anders Ericsson’s research in psychology on repetition with the goal of moving concepts from short-term to long-term memory
(deliberate practice), Dr. Wayne Dickerson's covert rehearsal, Judy Gilbert's ideas about the need for many repetitions in order to commit something to memory, and research on developing muscle memory (retention of motor skills) -- the use of short, frequent workouts or drills to make a particular movement effortless or automatic. In the seven-minute presentation, the speaker will explain what is done at an individual conference: review of a diagnostic recording, introduction to the style of practice, and practice. The speaker will distribute a handout with examples of words and phrases to be pronounced.

From Broadway to the classroom: Using rap, prose and poetry for pronunciation
Teaching Tips Session B - Table 1
Olivia Martinez, University of Southern California

In 2016, “The Rockefeller Foundation, the Gilder Lehrman Institute developed the “HAMILTON Education Program,” an in-class curriculum designed around the musical” (rockefellerfoundation.org). This education program is aimed at middle and high school students, however, it is clear that the musical itself is a goldmine for instructional material that may also be used in the ESL classroom at the college level. The rhythms of rap have been used in the classroom for a number of years and the “Hamilton” musical provides content that is educational, current and authentic. Using the 4-beat pattern of raps helps students follow the rhythm and stress patterns of English. In addition to this, the rhymes allow students to practice difficult vowels repetitively with different words in the same rap. There is also room for practice such as “sitting in their own sick the sent thick” (“Alexander Hamilton,” Miranda), in which the theta may be contrasted back to back with the s sound. Using raps from the Broadway musical gives students access to current culture and vocabulary. Since successful rapping can only be accomplished with a variety of adjustments in connected speech, students can hear and practice these in context, in a relaxed and fun environment. In this poster session, I will show a snap shot of various activities that have worked in the classroom using the raps, prose and poetry from the “Hamilton” musical.

The Tic Tac trick to teach the American English articulatory setting
Teaching Tips Session B - Table 2
Alison McGregor, University of Texas at Austin

In learning the pronunciation of a language, instruction on the basis of articulation that tends to control the movements and positions is extremely useful. Articulatory setting (AS) is defined as a set of postural configurations that are language-specific and/or speaker-specific. There is evidence that underlying AS is a language’s neutral vowel produced with the articulators in a configuration closest to the AS of that language (Gick, Wilson, Koch, & Cook, 2004). The ‘schwa’ and filled pauses of “uh” and “um” represent this position in American English. Additionally, postures during grammatical pauses have been found to have mechanical advantage to facilitate efficient postural motor control of articulators (Ramanarayanan, Lammert, Goldstein, & Narayanan, 2014). Therefore, to be efficient and fluent in the production of American English, learners can take advantage of AS as a fundamental pronunciation starting point. Teaching AS basics for American English can help reduce students’ frustration and increase accuracy in learning a new sound inventory. Consequently, in
this teaching tip presentation, participants will: (a) review the American English AS, (b) watch a 30 second TED talk clip demonstration (Aruffo, 2012), (c) learn how to explain AS in simple language, (d) engage in first hand Tic Tac practice teaching technique to discover the position and (e) get L1-specific trouble-shooting suggestions for AS. Resources for both teachers and students will be shared.

Stop shouting at me!
Teaching Tips Session B - Table 3
Colleen Meyers, University of Minnesota

As Wichmann (2005) says, “Intonation carries meaning in English.” It has the power to “reinforce, mitigate, or even undermine the words spoken (p. 229).” Among other functions, intonation is used to mark focus and to indicate the beginnings and endings of speech paragraphs (Pickering, 2004). English intonation, in particular, may not make as much use of intensity as it does in other languages. For instance, Okada, et al (2004) found that “speakers relied on intensity much more than pitch in the production of stress.” Speakers who substitute intensity for pitch in spoken English may be perceived as angry, overbearing, or authoritarian. They need to be able to control their use of pitch and intensity appropriately. How does an instructor describe pitch to students, and how do they know when they are using pitch and not extra volume for lexical stress or focal (emphatic) stress? This teaching tip will show a “before” video of a second language speaker of English who is using intensity instead of pitch for lexical stress and to emphasize words. Participants will then view the student doing a variety of exercises designed to raise awareness and control of common English intonation patterns by varying pitch as opposed to merely increasing intensity. Finally, they will view an “after” tape in which his speech is more “listener-friendly” due to the correct use of pitch variation rather than volume. Resources and exercises will be available to participants.

Meaningful feedback on pronunciation: Sneaking around the affective filter
Teaching Tips Session B - Table 4
Farrah Littlepage, University of Missouri - Columbia

Some students physically recoil or become defensive when receiving feedback on pronunciation, which can complicate the role of a pronunciation instructor. Students may identify with their pronunciation errors or be unable to recognize them. According to Stephen Krashen, students’ affective filter can bar them from significant improvement in pronunciation. Instructors can use motivators to help students to be more receptive to correction on pronunciation. During the session, the presenter will reference Stephen Krashen’s concept of the affective filter, and explain how negative emotions can decrease the amount of comprehensible input students can process. The presenter will also cite research from Gatbonton, Trofimovich, and Magid (2005) on the effects of ethnic group affiliation on L2 pronunciation accuracy. Next, participants will receive a handout detailing specific methods that make feedback on pronunciation a positive experience for students. These methods include giving feedback in a group setting, providing opportunities to improve a grade, helping students improve communication of personal stories, focus on success of communication instead of accuracy, providing feedback on student-selected aspects of pronunciation, and correcting mimicked speech. Participants
will listen to a brief rationale for each method. If time allows, participants will share other successful techniques of providing feedback on pronunciation.

**Improving linking through pair practice**
*Teaching Tips Session B - Table 5*
Nancy Price, University of Missouri - Columbia

Since the concept of suprasegmentals is often new to students who have just arrived in the US, it is essential that students practice word, phrase, and sentence stress and linking multiple times to make their responses automatic or effortless — based on the research of Dr. Anders Ericsson, Dr. Wayne Dickerson, and Judy Gilbert. In regard to linking, students need to practice each environment — consonant-to-vowel, consonant-to-consonant, and vowel-to-vowel, both across and within words — multiple times. This practice is often done by reading sentences and passages. In this presentation, the speaker will give examples of a more dynamic way to practice this in a classroom situation: to have the students perform substitution-type dialogues. Each set of dialogues requires the students to practice one (or more) of the environments for linking. In each exercise, the students alternate beginning the dialogue. Both parts of the dialogue require students to use appropriate linking. The speaker will provide handouts with sample exercises.

**Why and how to teach pronunciation for a “phonetic language” like Italian**
*Teaching Tips Session B - Table 6*
Cristiana Thielmann, DePauw University

Students of Italian are often left without guidance to express the sounds of this musical language. Teachers lack the skills to help them, and textbooks ignore this fundamental aspect of the communicative approach. A common excuse for this shortcoming is that Italian doesn’t require special teaching because it is “pronounced the way it is written.” There is no doubt that Italian pronunciation has, on a single-sound level, less variation than the English language, but the effects of phonetic interference at the segmental and suprasegmental level need to be addressed. In order to communicate effectively, learners need to receive explicit pronunciation instruction from the beginning of the learning process, rather than solely vocabulary, grammar, and culture instruction. In this presentation, I will examine the pronunciation problems faced by American students learning Italian, and show simple, fun, and contextualized activities that can be used in class for improving the intelligibility of students’ pronunciation. Vowel and consonant sounds, syllable length, intonation and stress will be taken into consideration.

**Finality and uncertainty intonation contours in compound noun practice**
*Teaching Tips Session B - Table 7*
Barry D. Griner, University of Southern California

L2 students are often familiar with the finality intonation contour, but they have difficulty with the uncertainty contour, as presented in Celce-Murcia, et al (2010), because they may be unaware of the need to dip on the
prominent word. Compound nouns provide an excellent opportunity for students to contrast and practice these contours. In this teaching tip, these intonation contours are practiced using compound and non-compound constructions. A handout illustrates the contours followed by a pairwork exercise. In the exercise one partner makes a statement or asks a question with either a compound or non-compound construction, to which the other partner reads the appropriate response based on what they have heard. Examples for both the finality and uncertainly contours follow: (1) Partner A: Why do you have a wetsuit? or Why do you have a wet suit? Partner B: I need it when I go surfing. or I got caught in the rain. (2) Partner A: Is the furniture made of redwood? or Is the furniture made of red wood? Partner B: Yes, from Northern California. or Yes, but we have it in other colors, too. The handout will be made available to round robin participants.

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