L2 PRONUNCIATION AND DISCOURSE

Pronunciation in Second Language Learning and
Teaching
PSLLT
7th Annual Conference
October 15-17th, 2015

L2 Pronunciation and Discourse
October 15-17, 2015

Texas A&M University – Commerce
"Pacific Tower" campus, 1910 Elm St. Dallas, TX
Floors 2-4

Plenary Speaker
Ann Wennerstrom, Ph.D., J.D.
ESL in Handcuffs: Pronunciation and Forensic Linguistics

Contents

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Thursday, October 15th: Opening evening reception: 5-6.30pm. 4th floor gallery			
Friday, October 16th			
Time			
8.00-8.50	Registration on 2nd floor		
8.50-9.00	Welcome in room 315/316		
9.00-10.00	Plenary Address: Ann Wennerstrom, ESL in handcuffs: Pronunciation and forensic linguistics.		
10.00-10.25	Break		
Morning Sessions	Room 315/316	Room 321	Room 307
10.30-10.55	**Zielinski, Beth. Wang, Jihong. Pryor, Elizabeth.** English use in everyday life: Is it important for the development of comprehensibility and fluency?	**Gomes, Maria Lucia.** Brazilian English x Brazilian Portuguese: A dynamic approach for the analysis of diphthongs in forensic contexts.	**Levis, John. Sonsaat, Sinem.** Pronunciation in the CLT era.
11.00-11.25	**Kang, Okim. Moran, Meghan. Thomson, Ron.** Measures of intelligibility in different varieties of English.	**Nagle, Charles.** Modeling the initial stages of pronunciation development: An investigation of L2 Spanish stops.	**Baker, Amanda. Burri, Michael, Acton, William.** Haptic instruction and L2 fluency development.
11.30-11.55	**Koffi, Ettien.** The acoustic phonetics of Eth in seven varieties of L2-accented English: Focus on Intelligibility.	**Bouchard, Julie.** French Canadian EFL speakers' prosodic orientation in (dis)agreement in French and English.	**Zhou, Ziwei.** A hip hop-based proposal to EFL pronunciation instruction: Bridging musicality and criticality.
12.00-1.50	**Lunch on 2nd floor**		
12.00-1.50	**Poster Session: Room 317 & 3rd floor lobby** **Abat, Martina.** Coda devoicing in western south Slavic speakers' accented English. **Arnold, Erik. Smith, Laura. Baird, Kyle. Lau, Darrel.** The effect of language experience on learners' perceptions of German vowels. **Becker, Shannon.** Improving perception of L2 French nasal vowels through high variability phonetic training. **Carreno Galdame, Sofia Laura. Henrichsen, Lynn. Baker-Smemoe, Wendy. Tanner, Mark.** A motivational online guide to help second language learners develop, implement and evaluate their individual pronunciation improvement plans. **Cha, Jihyeon.** Effects of Pitch adjustment on Pronunciation Correction **Chan, Queenie. Munro, Murray.** Processing time variability in foreign accent comprehension. **Crabtree, Janay.** In other people's words: Nonnative speakers' imitation of professional speech. **Divita, Sam.** Using adapted readers' theatre to improve young adult ELs' pronunciation of thought groups. **Godfroid, Aline. Ryu, Catherine. Lin, Chin-Hsi.** Colorful benefits: The efficacy of dual coding in an online L2 Chinese tone perception study. **Gordon, Joshua.** L2 pronunciation and classroom discourse: Teacher centered vs learner centered instruction. **Huang, Meichan. Pickering Lucy.** The pronunciation of English by speakers from a southern province in mainland China. **Kermad, Alyssa.** A study of NNS' comprehension of intonational meaning, in light of hours of TV/movies watched in English. **Kinoshita, Naoko.** The acquisition of Japanese rhythm: Is it lexical or rule-based? **Lai, Wience Wingsze. Ng, Manwa Lawrence.** A comparison between native English speakers' and Cantonese ESL Learners' English word stress perception. **Lawson, Lynee.** Letting the students speak: Lessons learned to maximize the effectiveness of peer feedback for oral presentations. **Lee, Heeju.** Prosody-syntax mismatches for holding turns: A study of English speaking Korean L2 learners. **Noguchi, Masaki. Yamane, Noriko. Tsuda, Asami. Kazama, Misuzu. Kim, Bosung. Gick, Bryan.** Towards protocols for L2 pronunciation training using ultrasound imaging.		

	O'Neill, Sarah. Shea, Christine. Changes to self-correction following explicit pronunciation instruction. Rohr, Jessica. Kilpatrick, Cynthia. Story retelling and prosodic behavior. Sonsaat, Sinem. The role of teachers' books in pronunciation teaching: An Answer key or a complete guide? Stenseth, Jennifer. Guinn-Collins, Shannon. Intensive pronunciation clinic: Enhancing pronunciation instruction with speech language pathology. Sturm, Jessica. Grim, Frederique. Where does pronunciation stand in the 21st century foreign language classroom? Educators' and learners' views. Talley, Jim. What makes a Bostonian sound Bostonian and a Texan sound Texan? Zetterholm, Elisabeth. Tronnier, Mechtild. Recognition of final consonants by L2 learners. Valenzuela, Maria Gabriela. Comparative acoustic analysis of English vowels between Chilean Spanish and speakers of American English. Wallace, Lara. Technology use in pronunciation teaching: Current practices and hidden gems. Zetterholm, Elisabeth. Haslam, Mara. The importance of aspirated initial stops in English as a lingua Franca.		
Afternoon Sessions	Room 315/316	Room 321	Room 307
2.00-2.25	Thomson, Ron. Derwing, Tracey. Is phonemic training using nonce words or real words more effective?	Sardegna, Veronica. McGregor, Alison. Changes in ESL Oral Proficiency after instruction: Read-aloud vs. Extemporaneous speech.	Violin-Wigent, Anne. I want to sound just like that." Student attitudes towards native and non-native models.
2.20-2.55	Gess, Randall. Exploiting corpus data in L2 pronunciation teaching: The phonology of contemporary French project.	Foote, Jennifer. The impact of shadowing on improving pronunciation in extemporaneous speech.	Sakai, Mari. Production training in the absence of sound.
3.00-3.25	Zielinski, Beth. McGregor, Alison. Reed, Marnie. Meyers, Colleen. In search of a teachable model of intonation: A perceptual, acoustic and interpretive investigation.	White, Donald. Chan, Jason. Mok, Peggy. Lie, Peggy. Mimic Video: A Cinematic method for L2 pronunciation Instruction.	No session
3.30-3.55	Break		
4.00-4.25	Munro, Murray. Derwing, Tracey. Halcro, Leeandria. Longitudinal acquisition of rhythm in L2 English.	Ben Abda, Imen. The production of English prosody by native speakers of Tunisian Arabic.	West, Richard. Wallace, Lara. Beyond vowel and consonant charts: Identifying areas for improvement in discourse-level pronunciation.
4.30-4.55	Dickerson, Wayne. A practitioner's guide to English rhythm.	Isiaka, Lasisi Adeiza. Ebira and Yoruba English accents: a sociophonetic study.	O'Brien, Mary. Dressler, Anja. Assessing fluency vs. fluidity in L2 German Speech.
	Conference Dinner, Hotel Indigo		

Saturday October 17th	
8.00-8.50	Registration on 2nd floor
8.50-8.55	Announcements Room 315/316
9.00-10.30	Teaching Tips Room 321 Chan, Marsha. Improving stress and rhythm with the stress stretch. De Moras, Nadine. Learning L2 pronunciation (French obligatory liaisons) while studying vocabulary. Henrichsen, Lynn. Peer-tutoring pronunciation contrasts: A fun, effective classroom procedure.

		Meyers, Colleen. The straw technique: Expanding pitch range. Muller Levis, Greta. Levis, John. Intonation bridging activities: Meaningful practice for final intonation. Nibert, Holly. Bringing L2 classroom pronunciation practice in line with CLT. Reed, Marnie. Teaching talk and tell-backs: The declarative to procedural knowledge interface. Richards, Monica. Transforming any text into an individualized segmental exercise via the pronunciation highlighter. Ruellot, Viviane. French pronunciation and vowel tension. Wallace, Lara. Lima, Edna. Five winning activities for SPEAK test preparation. Watts, Patricia. Lawson, Lynee. Was that a question? Applying the noticing-the-gap to help speakers recognize and use phonological features. Zhuang Yuan. Staples, Shelley. Using PRAAT to visualize suprasegmentals for language learners.		
10.30-10.55	Break		
Morning sessions	Room 315/316	Room 321	Room 307
11.00-11.25	**Jiang, Yan. Chun, Dorothy.** Individualized intonation training with visualization feedback.	**McCrocklin, Shannon,** The effectiveness of ASR-based dictation practice for pronunciation improvement.	**Hardison, Debra.** Communication strategies and oral interaction abilities in ESL learners: Role of interlocutor type.
11.30-11.55	**Zárate-Sández, Germán.** How is intonation in a second language perceived? The case of pitch alignment in Spanish.	**Durham, Kristie, Hayes-Harb, Rachel. Barrios, Shannon.** The influence of various visual input types in second languages learners' memory for the phonological forms of newly-learned words.	**Crowther, Dustin. Trofimovich, Pavel. Isaacs, Talia.** The perception of L2 English speech by nonnative listeners: The effect of L1 background.
12.00-1.25	**Lunch**		
Afternoon sessions	Room 315/316	Room 321	Room 307
1.30-1.55	**Harada, Tetsuo.** Factors affecting phonemic discrimination by early and late EFL learners in Japan.	**Reed, Marnie. Lacroix, Jennifer.** Metacognitive strategy instruction Improves L2 skills in processing aural input.	No session
2.00-2.25	**Johnson, David. Kang, Okim. Ghanem, Romy.** Language proficiency ratings: Human versus machine.	**De Moras, Nadine. Peguret, Muriel.** Does an early start and longer practice make perfect?	No session
2:25-2:55	**Break**		
3.00-3.25	**Chan, Marsha. Brinton, Donna.** What's hot 2015 – Insights from pronunciation practitioners.	**Levis, John. Muller Levis, Greta.** Spoken parentheticals in instructional discourse: Implications for ESP pronunciation instruction.	No session
3.30-3.55	**Ma, Judy. Henrichsen, Lynn. Cox, Troy. Tanner, Mark.** The role of pronunciation in second language speaking test ratings.	**Wallace, Lara.** Using Google Web Speech as a springboard for identifying potential pronunciation problems.	No session
4.00-5.30	Room 315/316: Update from John Levis on the *Journal of Second Language Pronunciation* Roundtable discussion/Q&A with members of the board of the journal.		

Plenary Address
Ann Wennerstrom, Ph.D., J.D.
ESL in handcuffs: Pronunciation and forensic linguistics

Recently a new opportunity for pronunciation professionals has begun to enter the academic scene: forensic linguistics, the study of language for legal evidentiary purposes. Pronunciation assessment may contribute to an overall linguistic determination of such questions as whether a criminal suspect understood his constitutional rights or consented voluntarily to a search. Analysis of pronunciation may also be needed in voice recognition or to identify the geographical origin of an individual. If we as pronunciation specialists are to embrace forensic applications, we will need to face certain challenges. The field of pronunciation has blossomed for decades due mainly to the need for international and immigrant professionals (such as graduate students or businesspeople) to be understood in English-dominant host countries. However, in forensic linguistic settings there is no "learner" with such communication goals.

Accordingly, fundamental assumptions about pronunciation assessment and analysis may need to be reexamined. For example, while we may disagree over methods to improve comprehensibility, we tend to share the expectation that learners will try to do well on the tasks we put before them. Yet, in a forensic linguistic setting, a criminal suspect may deliberately attempt to "fake" a low level of English proficiency in order to prove that he did not understand his constitutional rights. Likewise, while we may debate how to lower the test-taking anxiety or fatigue of our students in gatekeeping pronunciation assessments, few of us have conducted language assessments in a jail cell. The presenter will discuss applications and implications of pronunciation for forensic purposes.

Teaching Tips Round Robin Abstracts
(Listed Alphabetically)

** Please note that the teaching tips will be 8-minutes sessions, each repeated multiple times. We do not expect that you will be able to attend all sessions; instead, plan to attend seven or eight.**

Improving stress and rhythm with the stress stretch
Marsha Chan - Sunburst Media

Some L2 learners have difficulty perceiving the difference between stressed and unstressed syllables in English. If their perception is weak, they also have difficulty producing the rhythm of words and phrases with correct stress and intonation. The stress stretch integrates kinesthetic, tactile, visual and auditory perception to aid in the production of proper stress. The presenter developed the Stress Stretch to complement and amplify other techniques for indicating stressed syllables to learners of English. While used with learners of all language proficiencies, it is particularly beneficial for the fluent speaker whose stress and rhythm patterns are ingrained and in need of a dramatic force for change.

The purposes of the Stress Stretch are:
- To gain awareness of stressed syllables in spoken English;
- To associate stress with vowel length, clarity and pitch;
- To internalize these elements into body memory;
- To activate and link kinesthetic, tactile, visual and auditory learning modalities; and
- To pronounce multisyllabic words with proper stress and intonation.

Session attendees are invited to participate actively in this whole-body approach although those who do not participate may also benefit from observation.

Learning L2 pronunciation (French obligatory *liaisons*) while studying vocabulary
Nadine De Moras - Brescia University College (Western University)

According to the Usage Based Model (Ellis, 2002; Tomasello, 2003), frequency of items is a major contributor to the acquisition of items and structures. Speakers first acquire a number of items with all their lexical and phonetic properties. Once they have recorded enough items in their database, they can naturally create abstract categories which enable them to apply a rule systematically. In the L2 classroom, learning an abstract rule without words does not translate into auditory memory. L2 learners often do not know enough words, and have not heard word sequences enough times to create abstract categories naturally. De Moras (2013) compared the different types of instruction (repetitions, explanations and feedback), and the study indicates that the group with repetitions had greater progress than the other groups. Thus, in order to learn a phonetic rule, one first needs to hear and record a number of items with their phonetic properties. This can only be achieved by hearing word sequences (vocabulary). Then, one needs to practice these items and receive feedback, to counterbalance the influence of a L1. Finally, after hearing and practicing a certain amount of items, learners can apply a rule to novel items. In this workshop, I will present a list of word sequences with an article and a noun (for example, "the posters": *les affiches*; "the eagles": *les aigles*; "the years": *les années*, etc.), with corresponding pictures. The participants will be exposed to 10 word sequences (determiner + noun), with numerous

repetitions. First, I will show the pictures with the written words and their English translations. Then, I will show the same pictures with the written words and the phonetic alphabet. Next, I will show the pictures only with the written alphabet, and I will repeat the words several times. Afterwards, I will show the pictures with no written clues, providing only the auditory information. After seeing and hearing the words several times, the participants will be asked to repeat them, and later to describe the pictures using the newly learned sequences. At the end, they will produce new sequences, by being shown novel words.

Peer-tutoring pronunciation contrasts: A fun, effective classroom procedure
Lynn Henrichsen – Brigham Young University
Teachers with heterolinguistic ESL classes sometimes hesitate to teach English pronunciation because their students come from a variety of L1 backgrounds and have different pronunciation problems. Even when all students in a foreign language class speak the same L1, they are seldom equal in their ability to discriminate and/or produce contrasting English segmentals or suprasegmentals. This teaching technique presentation will describe and demonstrate (through live interactions with the audience, as well as video clips shot in actual classrooms) an instructional procedure that not only overcomes the challenges described above but actually thrives on them. The procedure involves putting students in groups of two (or more) and having them tutor each other on various target contrasts using *Pronunciation Matters* cards (Henrichsen, Green, Nishitani, & Bagley, 1999). The cards, which have pictures and minimal-pair sentences on them, provide structure as well as visual support—of the sentences' meaning and of students' progress. While students work in dyads, the teacher circulates to keep students on task, answer questions, and adjudicate when students disagree. In each group, the student for whom the target contrast is not challenging (e.g., a Japanese L1 student who has no difficulty with the /p/-/b/ contrast) serves as the tutor. The student who has difficulty with the target contrast (e.g., an Arabic L1 student who cannot distinguish /p/ and /b/) works on listening discrimination first and later practices speaking. After the desired mastery has been accomplished, the two students switch roles and focus on a different contrast that is difficult for the student who was previously the tutor (e.g., the Arabic speaker can tutor the Japanese speaker on word-final /r/ and /l/). This peer-tutoring procedure has many advantages: a game-like format that enlivens the classroom atmosphere, immediate feedback, individualization, automatic random sequencing, contextualization, variation in student roles, and persuasive evidence for students that correct pronunciation is important to meaningful communication.

The straw technique: Expanding pitch range
Colleen Meyers - University of Minnesota
Speakers of other languages tend to bring a more restricted pitch range when speaking English. In a study cited in Adams (2012), she states, "the mean range of the glides used by these subjects was more restricted than that of the native speakers." Telling students "you need to sound more animated" is not enough. Even when students are convinced they need to speak with more voice variation, they may not know how to do so. Hardison and Sonchaeng (2005) state that practicing breathing helps increase the ability to "pause appropriately in long sentences" and "expand the use of vowel space for greater intelligibility." Many speakers of tone languages like Mandarin Chinese or Vietnamese do not speak in breath groups or use an expanded pitch range for emphasis. As a result, their English may be monotone and/or too soft for public and even private speaking, leaving the impression that they are lacking in confidence and/or disinterested in their audience. This teaching tip will focus on the straw technique (Titze, 2015), an exercise for ESL learners to use their diaphragm for increased air flow as well as their "head voice" for increased pitch variation. Participants will view videos of students practicing this technique and be given the opportunity to try it themselves. Sample exercises will be provided following the Celce-Murcia et al.'s (2010) pronunciation framework moving from description and awareness-raising through communicative practice.

Intonation bridging activities: Meaningful practice for final intonation
Greta Muller Levis, John Levis – Iowa State University
Learning the pronunciation of an L2 involves practice at many levels (Celce-Murcia, Brinton & Goodwin, 2010). Adult students need to understand what the phonetic/phonological form involves, they need to be able to hear and identify unfamiliar sounds and prosody, and they need production practice that is controlled (focused only on the pronunciation), guided (focused on form through meaningful but controlled tasks, and communicative (focused primarily on meaning with less attention to phonological form).It is common for pronunciation learning to have a performance gap. In other words, learners may become very good pronouncers at the controlled level but revert to L1-influenced patterns when communicating. This makes the guided exercise category particularly important in teaching pronunciation, because guided exercises help bridge the gap between controlled practice and real speech. Guided exercises focus on meaning while fronting attention to phonological form, ultimately leading to greater success pronouncing the L2 in actual communication. This teaching tip describes an approach to bridging activities for final intonation that makes clear intonation's contribution to meaning. In this tip, we use the connection between elliptical (grammatically incomplete) utterances and grammatically complete utterances to show the power of intonation to express meaning and the tendency of natural speech to use elliptical utterances. Participants will practice English intonation using exercises built around elliptical, i.e., one-word, conversations (Allen, 1971; Levis, 1999). They will create and practice their own conversations in two ways:
    1.   By expanding elliptical conversations to become more complex but still grammatically incomplete.
    2.   By creating their own conversations by simplifying grammatically complete dialogues.
The elliptical conversations allow learners to pay attention to intonational form while communicating meaning, thus providing practice that is more complex than 'listen and repeat' but with greater attention to accuracy than is possible in real communication.

Bringing second language classroom pronunciation practice in line with communicative language teaching
Holly Nibert - The Ohio State University
Pronunciation practice in second language textbooks and instruction typically focuses on "form" with less attention to "meaning". Learners pronounce words in isolation and, from there, practice progressively longer texts whose meaning they may or may not understand. Yet, second language (L2) acquisition is a process whereby a learner builds a mental network of "form-meaning" connections in the L2. Thus, the main goal of Communicative Language Teaching (CLT) is to keep a concurrent focus on both "form" and "meaning", so that classroom tasks assigned to learners are not devoid of meaning or the need to comprehend meaning in order to complete them successfully.

Pronunciation practice thus lags behind other types of L2 practice within CLT. This teaching tip session shows various examples from Spanish of a typical activity type within CLT, namely, information-exchange tasks, where both "form" (in this case, phonetic form) and "meaning" are concurrently involved. In such tasks, learners have access to complementary sets of information, and thus a context for information sharing and purposeful communication is created. By bringing pronunciation practice in line with best practices in Communicative Language Teaching, such practice can become a more integral, and better integrated, part of second language classroom routines, moving it out of its current status as mostly "peripheral".

Teaching talk and tell-backs: The declarative to procedural knowledge interface
Marnie Reed – Boston University
Can explicit, declarative knowledge be converted to implicit, procedural knowledge? This Teaching Tip addresses intractable and persistent pronunciation problems by proposing an interface to bridge the declarative to procedural knowledge gap. Exposure to target language input is acknowledged to be insufficient to create changes in learner output (Flege & Hillenbrand, 1984; Flege, 1993, Strange, 1995). Alternative candidates for achieving target-like spontaneous production are needed. Consistent with DeKeyser's (2007) transferability hypothesis, a pedagogical approach is proposed that converts learners' conscious declarative knowledge to unconscious proceduralized knowledge. The approach advocates intervention at the stage when learners can produce pronunciation targets on demand but have yet to integrate them into their spontaneous production. Two key elements help solidify new speech patterns in learners' mouths and minds: Teaching Talk and student Tell-Backs. Teaching Talk, the succinct language of instruction used to introduce segmental/ suprasegmental concepts, works best when it matches the language of correction. That is, whatever metalinguistic feedback teachers offer ("Make the stressed syllable longer, louder, higher, clearer," etc.) when prompting learners in the classroom should be the same language used to teach the concept or pattern to begin with. That language is most efficient when it matches the language teachers elicit from learners in the form of student 'tell-backs,' a term borrowed from the literature on reading instruction (Vanderwood, 2007). Tell-backs constitute the language learners use to re-state their understanding of the concept or pattern, and which will help in forming new mental models. In summary, this Teaching Tip promotes metacognitive awareness of pronunciation targets via Teaching Talk that is succinct and therefore retrievable by learners to use as Tell-Backs for the purposes of internalizing the concepts and self-monitoring for accuracy.

Transforming any text into an individualized segmental exercise via the Pronunciation Highlighter
Monica Richards – Iowa State University
In many ESL pronunciation classes, it is difficult for teachers to provide segmental instruction and practice adequate for enabling students to acquire consistently accurate pronunciation of all the high functional load L2 segmentals they find challenging (Munro & Derwing, 2006). In part, this is because few students in heterogeneous ESL classes are likely to need instruction and practice for any given segmental (Swan & Smith, 2001), so when the few students needing instruction are just *beginning* training, the remaining students are *already* bored and frustrated that their time is being wasted. While freely available asynchronous segmental training online may seem a natural solution to this problem and while outstanding segmental *instruction* has been available online for some time (e.g., Marsha Chan's "Pronunciation Doctor" YouTube videos), little substantive *practice* resources have been available until recently to help students make fluent and habitual the accurate pronunciation techniques of which they have gained conscious knowledge through classroom or online instruction. This presentation therefore introduces the author's new online Pronunciation Highlighter, a tool capable of transforming any text students find interesting (TED Talk transcripts, technical term lists, PowerPoint presentation outlines, etc.) into individualized segmental practice exercises. This presentation also suggests ways students can best capitalize on Pronunciation Highlighter output in order to build new and accurate segmental pronunciation habits.

French pronunciation and vowel tension
Viviane Ruellot – Western Michigan University
This presentation proposes tips and recommendations introducing adult American learners to the concept of French vowel tension. Tension is greater in French than it is in English, resulting in significantly briefer and more stable vowels in French (Tranel 1987:34). Lack of vowel tension is not only considered to affect the degree of "foreignness" of an accent (Dansereau 1995:645), it may also impact comprehensibility. For instance, without adequate muscle tension for the vowel in the French definite article, it may be challenging to decide whether one is referring to the groom, the bride, or both (*le marié*, *la mariée*, or *les mariés*), as all three forms of *marié* are identically pronounced. Proposed is a series of contextualized and communicative activities involving discrimination and production of the three definite articles, as well as robot-like pronunciation of expressions and sentences focusing on vowel duration and stability, designed to help learners become familiar with vowel tension and practice their perception and production of this pronunciation feature.

Five winning activities for SPEAK test preparation
Lara Wallace, Edna Lima – Ohio University
Many English Language Learners (ELLs) struggle with computer-based spoken English assessments (Lowe & Yu, 2009). Apart from test anxiety and lack of confidence in their English language skills, students complain that it is difficult to speak to a computer (personal communication). In this presentation, we will share activities that international teaching assistants (ITAs) felt helped them to speak more comprehensibly on the test, and we will add our own more recent innovations based on doctoral research of ITAs' experiences; specifically, what they found to be helpful and what they found to stand in the way of improving their spoken English (Wallace, 2014). Varying types of interaction such as CMC (computer-mediated communication), F2F (face to face), voice recognition software, *Audacity* and *Praat*, and cell phone recordings will be used in conjunction with a focus on practicing discourse intonation and gaining awareness of linguistic competencies for greater comprehensibility.

Using PRAAT to visualize suprasegmentals for language learners
Yuan Zhuang - Northern Arizona University
Shelly Staples - Purdue University
Suprasegmental features (e.g., intonation and stress) have broadly been considered to be more important than segmental features (i.e., consonants and vowels) for intelligibility and comprehensibility (Munro & Derwing, 1995; Hahn, 2004). In communication, intonation and sentence stress are especially important because of the communicative functions they serve (Brazil, 1997; Pickering, 2001). While learners' ability to use suprasegmentals appropriately will affect their successful communication, many students still have difficulties with intonation and stress even after years of learning a language. While teachers are now much more aware of the need to teach suprasegmentals, they may face difficulties in finding effective methods. Visualizing intonation and sentence stress can be an effective way to help learners improve their production and perception of suprasegmental patterns (Chun, 2002). Praat allows learners to "see" the pitch movement of intonation along with the volume and intensity associated with stress. Such methods may be especially effective for visual learners (Oxford, 1990). This teaching tip shows how to use Praat, a free computer software package for speech analysis, as an effective tool in suprasegmental instruction. The demonstration and example activities from this presentation offer participants a good opportunity to experience how "seeing" as well as hearing their speech could help learners better perceive and produce intonation patterns and sentence stress. In addition, the teaching materials developed by the presenters have been evaluated for their effectiveness within classroom settings. The learners who used the tools improved their spoken performance and increased their awareness and understanding of English suprasegmentals in communication. After the instruction, learners were able to use intonation and sentence stress appropriately for various communicative purposes. The activities and materials developed by the presenters would be useful resources for the field of pronunciation teaching. Participants will leave with a practical understanding of how PRAAT could be applied in their ESL/EFL classroom. We will also open up audience discussion to the relevance of Praat for the teaching of suprasegmental features in other languages (e.g., Chinese).

Oral Paper Abstracts
(Listed Alphabetically by Authors' Last Names)

Haptic instruction and L2 fluency development
Amanda Baker, Michael Burri - University of Wollongong
William Acton - Trinity Western University
The integration of pronunciation teaching into communicative language classrooms has gained increased recognition in recent years; however, empirical, classroom-based research on pronunciation pedagogy continues to be limited (Baker & Murphy, 2011). Some studies have examined the impact of explicit pronunciation instruction on L2 learners' speech intelligibility (e.g. Saito & Lyster, 2012), but little is known about the effectiveness of specific types of pronunciation instruction, especially in relation to L2 fluency. This paper outlines the findings of an investigation into the potential efficacy of two components of an innovative haptic (movement and touch) pronunciation teaching system designed to help L2 students to improve their pronunciation (Acton, Baker, Burri & Teaman, 2013). The study was conducted in eight ESL classrooms in Australia. A 4-week/4 lesson haptic intervention was administered to four of the eight classes (the remaining four classes received equivalent non-haptic fluency lessons). Speech samples were collected from all groups and were analysed using both temporal measurements (Derwing, Munro, Thomson & Rossiter, 2009) and listener ratings of the learners' comprehensibility and fluency. Weekly questionnaires were also administered to students and teachers to elicit their opinions on the effectiveness of the haptic techniques. Preliminary findings reveal a slightly greater overall improvement in fluency for the haptic classes in comparison with the non-haptic classes. Furthermore, questionnaire results indicate that the overwhelming response from most students was positive for both types of classes, but especially for the haptic classes.

The production of English prosody by native speakers of Tunisian Arabic
Imen Ben Abda - Institut Supérieur des Langues de Tunis (ISLT)
Aim of the study: In this study, the production of English prosodic patterns was analyzed in read and spontaneous speech produced by English and Tunisian Arabic speakers (TA). The aim of the experiment was to see the awareness of TA students of English prosody, particularly stressing/unstressing contrasts, vowel reduction, weak forms, word stress, and English timing patterns in general. The interest was also in the origin of the mistakes in non-native production of English suprasegmentals and more specifically in first (TA) and second (French) language prosodic influence on the production

of English prosodic phonology. *Method*: Tunisian students read a passage from "*Comma Gets a Cure*" in English (available in International Dialects of English Archive: IDEA, established by Meier in 1997). They were also given a passage from "*The Beauty and the Beast*" already translated in Standard Arabic and were asked to retell the story spontaneously in English. 100 subjects were recorded for the experiment. All subjects were born and raised in Tunisia, were between 18 and 21 years of age and spoke two languages. They were all first year university students studying English at The Higher Institute of Languages of Tunis (ISLT). All subjects were recorded individually in a lab at ISLT. The recordings were made using a computer and Audacity software at a sampling rate of 44100 kHz. None of the students had any speech disabilities except one student who reported her inability to pronounce the approximant /r/ sound and that did not have any effect on speech production. *Results*: Results show evidence of the influence of the TA and French prosodic system, mainly stress patterns, on the production of English prosody. There were considerable differences between native and non-native English at almost all prosodic levels. Students did not manage to achieve sufficient or proper reduction/deletion of Schwa which resulted in insufficient durational differences between stressed and unstressed syllables. *Implications and future research*: One important implication of these results is that TA students should be aware of the differences and similarities that exist between TA, French and English in terms of prosody to avoid this negative transfer when producing English speech. Results support the prosodic-oriented approach in pronunciation instruction. In order to get more reliable empirical evidence on the importance of prosody, sufficient work should be conducted to test learners' performance regarding segmental and suprasegmental aspects before and after intensive practice including adequate suprasegmental-oriented training. Students' pronunciation may then be evaluated to get clearer perspectives about the importance of teaching suprasegments to foreign/second language learners.

French Canadian EFL speakers' prosodic orientation in (dis)agreement in French and English
Julie Bouchard – Texas A&M University – Commerce
This paper examines the use of prosodic orientation during agreements and disagreements by French Canadian speakers of English as a second language (FCSE). Investigations of L1 (dis)agreement pitch strategies show that English speakers use pitch matching to signal agreement and pitch non-matching to signal disagreement (Szczepek Reed, 2006). However, relatively little work has been done in this area with second language learners. This study replicates the design of Pickering, Hu and Baker's (2012) study with Chinese learners of English (CSE). Study participants (N=12) were recruited in pairs and looked at 10 pictures of cars on a computer screen. They were asked to agree on one car they preferred together. The participants were audio and video recorded first in English and then in French. The transcripts were analyzed to isolate instances of agreements and disagreements. Initial results show that (1) similarly to Pickering et al. (2012) with regard to NS and CSE, the FCSE group showed a strong preference for agreement in French and English; (2) similarly to the CSE group, both (mis)matching were present in disagreement in English in the FCSE group; and (3) in contrast to Pickering et al. (2012) there was no preference for pitch matching in agreements among the FCSE group. These preliminary results suggest that pitch marking of (dis)agreement sequences is a developmental characteristic of learners of English and not necessarily a characteristic transferred from the L1.

What's hot 2015–Insights from pronunciation practitioners
Marsha Chan – Sunburst Media
Donna Brinton - Educational Consultant
An important discussion forum in today's global Applied Linguistics community is the electronic mailing list. Elists have a variety of functions, the primary of which is to provide an online discussion venue for practitioners to exchange information and ideas. The primary functions of elists are the following: (1) discussion of administrative issues (e.g., distribution of addresses, introduction of new members, announcements of events); (2) request for/provision of references on a topic; and (3) general discussion of issues. In this session, the presenters summarize discussions held on a moderated invitational elist comprising an international community of pronunciation practitioners. Discussion on this elist covers a broad range of topics, from how best to teach certain features of English pronunciation to differences in dialects of the English-speaking world to research into prosodic phenomena. Discussion is of an informal nature, with participants having four basic options: (1) to generate a new discussion strand; (2) to respond to a previously-initiated discussion strand and react to other participants' views; (3) to share knowledge on a topic in response to queries put out to the elist; or (4) to more passively participate in a discussion by reading others' elist postings. The presenters, both members of the elist, share highlights from their research into the main discussion topics (strands) and discussion substrands (threads) over the past one-year period, synthesizing particularly controversial or informative discussion threads. The 2014 hot topics included perfect vs. relative pitch, pronunciation as a motor skill, the role of pronunciation in speaking test ratings, and syllabification for pronunciation. This year's discussion strands will be analyzed, and sample verbatim comments will be shared.

The perception of second language English speech by nonnative listeners: The effect of first language background
Dustin Crowther - Michigan State University
Pavel Trofimovich – Concordia University
Talia Isaacs - University of Bristol
Second language (L2) pronunciation research has placed a significant focus on speakers' L2 comprehensibility (perceived ease of understanding) and nativelikeness (perceived accent), investigating which specific properties of L2 speech affect these perceptions. Based on recent findings, accent appears to be linked largely to pronunciation-based dimensions of L2 speech, such as segmentals, word stress, and rhythm; in contrast, comprehensibility seems to encompass both pronunciation and lexicogrammar dimensions (e.g., Saito, Trofimovich, & Isaacs, 2015; Trofimovich & Isaacs, 2012). However, this line of research is limited to native-speaking listeners. Considering the global role that English has achieved worldwide, with as many as 75% of users being nonnative (Crystal, 2008), it is surprising that nonnative

listeners have not been given more focus. Therefore, the current study examined the linguistic influences that affect nonnative listener perception of accent and comprehensibility in their fellow L2 users' speech. Thirty nonnative L2 English listeners from Chinese and French language backgrounds (*n* = 15) rated 40 native French speakers in a picture narrative task in English, evaluating each speaker for comprehensibility and accentedness using 9-point scales. Five randomly chosen listeners per group also provided oral explanations for their rating decisions using verbal reports. These same 40 speakers had been previously rated by native-speaking listeners in Trofimovich and Isaacs (2012) and coded for 19 different measures of speech representing four dimensions (phonology, fluency, lexis/grammar, discourse), which allowed for a direct comparison of native versus nonnative listeners' assessments. Preliminary analyses indicated that while nonnative listeners' mean comprehensibility and accent ratings differed little from those provided by native-speaking listeners, the speech measures underlying their comprehensibility judgments were different. Six measures (word stress, rhythm, mean length of run, type and token frequency, story breadth) were consistent across both global ratings, with segmental errors differentiating accentedness from comprehensibility for all groups. For comprehensibility, the Chinese listeners considered speakers' articulation rate. Conversely, native listeners tended to attend to grammatical accuracy, whereas no feature was salient for the French listeners. These findings are considered in relation to how different language background may affect listener-based judgments of L2 speech, with implications for both pedagogy and assessment discussed.

Does an early start and longer practice make perfect?
Nadine De Moras - Brescia University College (Western University)
Muriel Peguret - York University (Glendon)
In Canada, several options are available to learners of French as a second language, before they enter university. In Ontario, students can start learning French at age 9-10 through the traditional option of the French language as one of the curriculum's individual subjects (Core French). They can learn French through classroom immersion starting as early as kindergarten (Early Immersion), or later (Middle Immersion or Late Immersion), often with a focus on French as a separate subject, in addition to the other subjects taught in French. Finally, they can learn French through a mixed method where they take French as a subject and one or two other courses in French starting at age 9-10 at the earliest (Extended French). Research on second language outcomes of these different programs has focused mainly on grammatical, lexical and sociolinguistic competence. Students from Early Immersion are typically more fluent than students from other programs, in the sense that they can understand better, and get a message across effectively. However, they tend to lack accuracy (Lyster, 2007: 14-17). Does an early start and longer practice make perfect when it comes to pronunciation? This study suggests that oral practice without focus on form may improve fluency, but it does not improve accuracy. Only instruction with focus on form does. Learners who studied French for 5-6 years produced 58.4% of sandhi (all types of French linking: "enchainements", obligatory, optional, and forbidden liaisons) before intervention, and 62.6% after intervention. Learners, who studied French for 13-14 years, produced 53.7% of sandhi before intervention and 59.3% after intervention. Similarly, students who studied in the Core French system produced 53.75% of sandhi before intervention (62.4% Obligatory Liaisons = OL), and 59.57% after intervention (70.1% OL), while those who studied in the Early Immersion system produced 51.93% of sandhi before intervention (60.5% OL), and 56.84% after intervention (70.3% OL). The Extended French system students had the highest productions before intervention with 57.89% of sandhi (68.6% OL), and 63.16% after intervention (77.1% OL).

A practitioner's guide to English rhythm
Wayne Dickerson - University of Illinois at Urbana-Champaign
The TESOL version of stress-timed rhythm comes to us in a coherent and persuasive narrative, honed by decades of repetition: In its barest form, it says that regularly paced heavy stresses occur on every content word. Despite its popularity, this version of reality does not align with the facts of English, has not changed despite the repudiation of its core tenets years ago, and may not actually help learners as much as is claimed. But how can a TESOL practitioner weigh the evidence about English rhythm without a guide? This paper is intended to be that guide. The paper draws together research that raises questions about TESOL's model of stress timing: If students actually learned to use this rhythm with a regularly paced heavy stress on every content word, it would:
-   not be normal English; even teachers cannot model it consistently;
-   in fact be heard as impolite;
-   not be what listeners expect and would cause them to reprocess what they hear;
-   create 'dropout' of information from cognitive overload;
-   signal (unintended) emphasis by its unexpected placement of heavy stresses;
-   make it more difficult for learners to signal emphasis if they wish to do so;
-   have no capacity to hide segmental errors; instead, it would draw attention to them.

For each point, we identify the merits of an alternative model of rhythm that we call the two-peak profile, which comes out of the research of those focusing on spontaneous speech. Their observation is that unrehearsed phrases typically have a single accent or at most only two accents (Dickerson 2014). By assembling the arguments of this case into a single presentation, we hope to make it easier for ESL/EFL teachers and teacher educators to reach an informed decision about how to address English rhythm.

The influence of various visual input types in second language learners' memory for the phonological forms of newly-learned words
Kristie Durham, Rachel Hayes-Harb, Shannon Barrios - University of Utah
Recent evidence suggests that written input can powerfully influence the acquisition of second language word forms. For example, Hayes-Harb, Nicol and Barker (2010) demonstrated that native English speakers "misremembered" the auditory forms of newly-learned nonwords when the words' spellings were inconsistent with English grapheme-phoneme

correspondences. On the other hand, written input may also improve learners' ability to distinguish minimal pairs differentiated by a novel phonological contrast. For example, native Dutch speakers were more likely to have established contrastive lexical representations for newly-learned English nonwords distinguished by /æ/ and /ɛ/ when they saw the words' spellings than when they did not (Escudero, Hayes- Harb & Mitterer, 2008). Showalter & Hayes-Harb (2013) asked whether such effects depend crucially on the familiarity of the graphemes. They taught English speakers Mandarin nonwords differentiated by lexical tone in two word learning conditions, distinguished by the presence/absence of unfamiliar diacritic lexical tone marks on (Roman) written forms (e.g., <gi> vs. <gí>). Subjects who saw tone marks were more likely to correctly remember the lexical tone associated with each word, suggesting that even these unfamiliar written forms influenced their memory for the words' forms. Given that familiarity with the specific written symbols is not a precondition for them to influence novel word form learning, we now ask whether such effects are necessarily orthographic in nature. To the extent that the written forms can provide systematic visual cues to the second language phonological contrasts, might non-orthographic systematic visual cues similarly support novel word form learning? We thus conducted an extension of Showalter and Hayes-Harb (2013), with a number of new word learning conditions, each involving different (combinations of) systematic visual cues to the lexical tone contrasts, including computer screen colors and screen position of images representing words' meanings. None of the new visual input manipulations significantly improved word form learning performance over the control (no tone marks) condition. This finding is consistent with a privileged status of orthographic input in second language word form learning, though it should be noted that these visual manipulations were not exhaustive of all possible visual cues.

The impact of shadowing on improving pronunciation in extemporaneous speech
Jennifer Foote – University of Concordia
Shadowing is a common pronunciation practice activity in which learners imitate a presented speech stimulus "as closely and quickly as possible" (Luo, Shimomura, Minematsu, Yamauchi, & Hirose, 2008, p. 4). Several studies have found that shadowing can lead to improvements in pronunciation (e.g., Bovee & Stewart, 2009; Hsieh, Dong & Wang, 2013; Mori, 2011). However, none have used what Thomson and Derwing (2014) refer to as the "gold standard" of measuring the impact of a shadowing intervention on the comprehensibility of extemporaneous speech (p. 7). The current study addresses this gap. The intervention lasted for eight weeks. Sixteen participants used iPods to practice shadowing short dialogues from popular television shows. The iPods also allowed the participants to record and listen to their own voices. The participants would practice a minimum of four times per week for at least 10 minutes each time. Each time the participants practiced, they would email a sample recording of their shadowing to the researcher, and every week they would send in a weekly report of their time spent practicing. Pre-, mid-, and post- tests were given. At each testing time, participants were asked to shadow a dialogue and tell a story from pictures. Both tasks were rated by 21 first language English speakers. The shadowing dialogue was rated for how well the participants were able to imitate a speech model. The picture story was rated for comprehensibility, fluency, and accentedness. The participants improved significantly on all measures apart from accentedness.

Exploiting corpus data in the teaching of L2 pronunciation: The case of the phonology of contemporary French (PFC) project
Randall Gess – Carleton University
This paper explores potential benefits to L2 French learners of sustained exposure to corpus data. The corpus in question is from the Phonology of Contemporary French (PFC) project, resulting from large-scale international collaborations across the francophone world. The corpus provides for exposure to multiple speakers (12 from each survey point) from a variety of specific dialect areas, representing different genders and age groups. The instructor can use multiple data sets from larger or distinct dialect areas, to raise awareness of the parameters of variation found in French through a discovery process. Corpus data comes from read speech (citation forms from a word list and forms embedded in a text of three paragraphs) and non-read speech (a semi-structured interview and a free conversation). The word lists and text are standard across survey points, although the Canadian survey points use a second, standard word-list as well.
PFC corpus data can be easily exploited to expose students to classic problems of French pronunciation (mid vowels, front rounded vowels, schwa, liaison, elision, h-aspiré, prosody) through exposure to real speech from multiple speakers. Students can discover sociolinguistic variation (diatopic, diaphasic, diastratic) first-hand from the variety of speakers and tasks, thus developing a sensitivity to such variation that often takes years to develop (if it ever does). The semi-structured interviews and free conversations provide a rich source for listening materials and pronunciation activities (shadowing, mirroring) that can help master connected speech phenomena and develop fluency, as well as obvious benefits for comprehension. Exposure to variation can provide students with a level of confidence with respect to their own pronunciation. The PFC project includes a sub-corpus on L2 French from learners across the world, that can provide students with additional insights into variation in French pronunciation and yet more confidence in their own productions. An additional potential benefit of using corpus data such as the PFC is to provide students with the opportunity to discover differences between the written and spoken language. We discuss how to develop a variety of pedagogical materials using the PFC corpus, and how and where to integrate these into the overall curriculum.

Brazilian English x Brazilian Portuguese: A dynamic approach for the analysis of diphthongs in forensic contexts
Maria Lucia Gomes - UTFPR Universidade Tecnológica Federal do Paraná
Given the growth of the use of English around the world for different purposes, it is said that the language no longer belongs to the people who have English as their native language, since the number of non-native speakers is more than twice the total population of English speaking countries (Crystal, 2010). Therefore, the existence of "new Englishes" should not be neglected as a global sociolinguistic phenomenon that reflects the complex cultural, technological and economic relations among peoples. These issues have stimulated research on special characteristics of non-native English speakers, mainly focusing on intelligibility, mostly with pedagogical concerns, having in mind a paradigm shift in

English teaching, especially regarding pronunciation. The research presented here proposes different objectives and purposes from traditional analyses to special characteristics of the pronunciation of Brazilian English speakers. Instead of the educational arena, the forensic context was chosen. In that context, a Brazilian would be the suspect of a crime and, supposedly, his/her voice in English would be the evidence. The aim of this presentation is to demonstrate the results of an experiment that combined acoustic analysis, traditionally used for speaker comparison in forensic phonetics, with phonological analysis in a dynamic view. The voices of Brazilians were recorded speaking English and Portuguese, and the diphthongs [ ] and [ ] were compared in three perspectives – inter-speaker, intra-speaker and inter-language. The model adopted for analysis was Acoustic-Articulatory Phonology, proposed by Albano (2001), which adds the important role of acoustic factors to the articulatory gesture in Browman and Goldstein's theory – Articulatory Phonology (1992).

Factors affecting phonemic discrimination by early and late EFL learners in Japan
Tetsuo Harada - Waseda University
Recent studies on EFL learning show that an early starting age may not play an important role (e.g., Muñoz, 2011). However, it is still controversial whether early EFL learning in an instructional setting (i.e., a few hours' classroom contact per week) will be beneficial to speech perception. This study investigated 1) whether or not EFL learning in the early school years affects the perception of English consonants produced by several talkers under different noise conditions, and 2) how learners' phonemic discrimination ability is related to their language learning experiences. Native speakers of English (n = 10) and two groups of Japanese university students participated in a phonemic discrimination test: one group (n = 35) started studying English for a few hours a week between ages of three and eight (early learners), and the other (n = 35) began to study in junior high school at the age of twelve or thirteen (late learners). The selected target phonemes were word-medial approximants (/l, r/). Each nonword (i.e., ala, ara), produced by six native speakers of American English, was combined with speech babble, with the signal-to-noise ratios (SNRs) 8 dB (medium noise) and 0 dB (quite high noise for L2 listeners). The discrimination test was given in the ABX format (e.g., A: ala, B: ara, X: ala), using E-Prime. Results showed that the late learners discriminated /l/ and /r/ better than the early learners regardless of the noise and talker conditions (p < .05). To identify possible factors affecting the learners' performance, a standard regression was run for the discrimination rates with several independent variables selected concerning their past and current English language learning experiences. The model revealed that only the late learners' performance could be accounted for by the following predictors: 1) current classroom interaction with teacher and peers, 2) current use of spoken English outside of classroom, and 3) English language proficiency. This is consistent with Muñoz's (2011) finding that EFL learning in instructional settings may allow late learners to catch up with and/or outperform early learners, depending on the quality and quantity of input and output.

Communication strategies and oral interaction abilities in ESL learners: Role of interlocutor type
Debra Hardison - Michigan State University
This paper reports a multi-phase project exploring the communication strategies used by ESL learners. Phase I assessed the generalizability of the Oral Communication Strategy Inventory (Nakatani, 2006) developed for EFL learners in Japan. Contrary to the original findings, its administration to ESL learners revealed relatively low reliability for the various scales (Cronbach's alpha ranged from .12 to .67). Phase II involved revision, deletion, and addition of survey items although the 5-point true-of-me measurement type was retained. Based on other research pointing to differences in learners' communication affect according to the speaker status of the interlocutor, two surveys were developed: Strategies When Communicating in English with Native Speakers (NS), and Strategies When Communicating in English with other Nonnative Speakers (NNS). Administration of these revised surveys to 91 ESL learners (L1 Chinese) revealed the following scales: Socioaffective (e.g., I try to make a good impression on my listener with my speaking ability), NS Model (e.g., I try to make my speech flow like a NS), Compensatory/Listener Accommodation (e.g., While speaking, I pay attention to the listener's reaction), Focus on Fluency (e.g., I focus on speaking smoothly more than speaking correctly), and Focus on Grammar (e.g., When I speak, I try to use grammar rules that I have learned). Cronbach's alpha ranged from .74 to .89, with the highest reliability for NS Model. Phase III involved recording an oral interaction with a subset of the above learners (n = 48). Using a 0-8 point scale and a detailed rubric, raters assessed the learners' skills as follows (mean rating in parentheses): pronunciation (3.38), fluency (3.40), grammar (3.63), vocabulary (3.71), communication skills and interactional strategies (3.94). Analysis revealed a significant correlation between each skill and the Socioaffective strategies (p < .01) when learners communicated with a NS. This finding generally held when learners communicated with another NNS, except for pronunciation, which showed a significant correlation with strategies belonging to the scale NS Model. Discussion includes the importance of the affective component of learners' communication with different interlocutor types, and the role of the NS model in the frequently-used communication strategies reported by ESL learners.

Ebira and Yoruba English accents: A sociophonetic study
Lasisi Adeiza Isiaka - Technische Universität Chemnitz
As the prime L2 for over 170 million speakers, Nigerian English (NigE) phonology seems in transit to structural stabilization. The Dynamic Model for post-colonial English (Schneider 2007) thus recommends linguistic singularity and homogeneity of all L2 sub-varieties at this stage. Using sociophonetic parameters, the reach of this evolution is tested on some NigE accents (of Ebira and Yoruba L1 students) – in the context of earlier studies. A sum of 8062 vowel tokens were drawn from wordlists, reading passage and natural conversations – recorded from 15 Ebira (5 male, 7 female) and 12 Yoruba (8 male, 7 female). All speakers were eloquent bilinguals, college students between 19 – 25 ages brackets, who had lived mostly in their L1 environment since childhood, and have always had only English as language of classroom interaction from age 3 & 5. To reduce atypical values, unstressed tokens and those preceded by semi-vowels were excluded. Formants were extracted with Track Vowel V2 suite and Labonov-normalized for further analysis on R scripts.

High front, low and mid back mergers are observed for all speakers. GOOSE/FOOT split is typical, in contrast to reports of high back merger for major NigE varieties (Jowitt 2006; Olajide & Olaniyi 2013). High back fronting – USE is marked for Yoruba male speakers, and the raising of CHOICE and FORCE. Yoruba speakers observe fuller glide in GOAT, but FACE realized as monophthongs by all speakers. All tense vowels approximate to the peripheral of the vowel envelop, with the exception of CURE which also out-glides and in- glides for different styles of data. Results thus show fairly unique structures, and slight variations between Ebira and Yoruba English accents, thus attesting active dissimilarities across the ethnics and genders.

Individualized intonation training with visualization feedback
Yan Jiang, Dorothy Chun – University of California, Santa Barbara
English intonation plays an important role in signaling grammatical and pragmatic meanings, as well as contributing to the coherence of the broader discourse (Brazil, 1975; Chun, 2002). However, L2 speakers confront challenges of understanding and producing English intonation appropriately, which can consequently result in misunderstandings. For example, international teaching assistants' (ITAs) failure or misuse of paratone and tone choice can hinder their teaching performance (Pickering, 2001, 2004; Wennerstrom, 1998). Previous research has shown that teaching intonation in discourse using speech visualization technology can be effective (Chun, 1998; Hardison, 2004, 2005; Levis & Pickering, 2004). The present project proposes to offer speech diagnosis and individualized training with visualization feedback to improve ITAs' speech comprehensibility. Building upon previous findings of the relative weights of different suprasegmentals to listeners' judgments of L2 speech (Kang, 2010; Kang, Rubin & Pickering, 2010), we will first record both scripted and spontaneous speech of ITAs in academic settings and use acoustic phonetic tools to identify the most salient features that individual participants need to practice. Then the participants will receive training and choose the type of feedback they prefer on specific intonation features. Visualization programs will be used to display pitch curves, pauses, stresses, and even paragraph markers. Participants' improvement will be assessed in a comparison of pre- and post-tests. Both auditory and acoustic approaches will be adopted for data analysis. We will report on preliminary findings of the first phases of the project.

Language proficiency ratings: Human versus Machine
David Johnson, Okim Kang, Romy Ghanem - Northern Arizona University
In accented speech, humans use different prosodic cues to convey communicative values to listeners. In recent research, suprasegmental features alone were found to account for 50% of the variance in raters' assessment of oral proficiency (Kang et al., 2010). Thus far in the field of applied linguistics, the degree of accentedness has been judged either by human impression or by computer-assisted instruments, which examines some elements of the physical facts of utterances as a supplementary tool. Advances in artificial intelligence and computing technology have resulted in a number of computer systems that can assign scores. Automated scoring systems are more consistent and equitable in scoring than humans. We will present our initial findings of an automated scoring system developed at Northern Arizona University in rating 120 people who took the Cambridge English proficiency tests. The correlation between the computer's calculated proficiency ratings and those scored by humans was 0.677. These findings will be compared with those of other similar automated scoring programs (Zechner, 2009; Evanini & Wang, 2013). The computer program rates English proficiency utilizing automatically calculated pronunciation features consisting of both segmental measures (i.e., rate and pause) and suprasegmental (i.e., intonation and stress) measures derived from Brazil's (1997) prosody model. We will discuss how different sets of features influenced the computer's ability to accurately rate the test-takers.

Measures of intelligibility in different varieties of English
Okim Kang, Meghan Moran, Ron Thomson - Northern Arizona University, Brock University
In the field of Applied Linguistics and Second Language Pronunciation in general, there has been no 'universally accepted way' of measuring intelligibility (Munro & Derwing, 1999). The measures have fallen into two categories: an all-or-nothing approach (e.g., transcription tests, cloze tests, and true/false statement tests) and a scalar approach (Rajadurai, 2007). This presentation introduces innovative measures, influenced in part by first language speech and hearing research, to provide alternative and complementary tools for measuring intelligibility. Eighteen speakers from six countries with different first language backgrounds (North American, British, Indian, South African, Chinese, and Spanish) recorded True/False sentences, nonsense sentences, and TOEFL listening passages. Then, sixty listeners from the respective countries listened to speech stimuli spoken in each distinct variety of English and determined their comprehension of the content as well as the intelligibility of the speech. Along with TOEFL listening comprehension tests, the study utilized five different measures of intelligibility: True/False responses, complete transcriptions, scalar judgments (by identifying the percentage of words understood), nonsense sentences (by transcribing four words spoken in a semantically inconsistent context), and filtered sentences (by transcribing two unmodified words from a context where all other words were muffled). Each measure used differs in the amount and type of context a listener hears, the amount of context a listener must attend to, and the amount of cognitive processing required. Pearson correlations were conducted to determine any relationships among the intelligibility measures and the listening comprehension scores. Results of multiple regression analysis will determine what type of intelligibility measure best predicts the listeners' comprehension scores. These results will lead researchers to more valid measures of intelligibility that can be applied in future research. The results also highlight the interplay of speaker and listener factors that aid in the creation of intelligible speech.

The acoustic phonetics of Eth in seven varieties of L2-accented English: Focus on intelligibility
Ettien Koffi - Saint Cloud State University
The phoneme eth /ð/ that occurs in < the, these, brother> in the GMU text is analyzed impressionistically and acoustically. Ten speakers of General American English produced 42 allophones of eth. They produced it accurately as

[ð] 88.09%, substituted it with [d] once (2.38%), and by [n] (9.52%). Sixty-seven non-native speakers, including10 Arabic, 10 Japanese, 10 Korean, 10 Mandarin, 11 Slavic, 6 Somali, and 10 Spanish speakers produced a total of 402 allophones of eth. They pronounced it accurately in 191 instances (47.51%), substituted it with [d] in 178 cases (44.27%), with [z] 17 times (4.22%), with [f]/ [θ] in 8 occurrences (1.99%), and with [s] in 7 instances (1.74%%). The acoustic correlates of duration, intensity, and center of gravity are investigated for both speaker groups to account for the substitutions made in the pronunciation of eth. My findings indicate that [v] is not a preferred substitute for eth even though such a claim has been made in the L2 pronunciation literature (Jenkins 2000:138 and subsequently). The paper will demonstrate why acoustically and articulatorily (Jonhson 2013: 156), and cross-linguistically (Maddieson 1984:42-45), non-native speakers disfavor [v] as a substitute for eth. Relative functional load data by Catford (1987) is used to calculate the likelihood of unintelligibility associated with the other substitutes that L2 talkers use in producing eth.

Spoken parentheticals in instructional discourse: Implications for ESP pronunciation instruction
John Levis, Greta Muller Levis – Iowa State University
For teachers, distinguishing more important from less important information is a critical skill for scaffolding information. It is frequently achieved through the use of prosody to signal the relative importance of the information being presented. The use of focal stress (e.g., "Now THIS is a critical point") is one way to signal importance, but other prosodic strategies are also employed, including spoken parenthetical utterances. By their very nature, parentheticals seem to contain unimportant information, but they are actually a critical communicative tool in academic discourse, a kind of parallel discourse that is used to build interpersonal connections to students and lessen the density of information (Slater, Levis, & Levis, 2015). Parentheticals are "expressions that are linearly represented in a given string of utterance (a host sentence), but seem structurally independent" (Dehé & Kavalova, 2007, p. 1). They are often marked by special prosody (Bing, 1980) including low pitch, lack of focal stress, increased tempo, and lowered intensity. However, research on parentheticals in teaching is scarce. In this study, we collected authentic teaching discourse from sixteen university classes, eight chemistry and eight English classes. In each field, half the classes were taught by native TAs (NTAs) and half by international TAs (ITAs). The teaching was orthographically transcribed and analyzed for prosodic and informational characteristics of parentheticals following a systemic functional linguistic perspective (Mohan and Slater, 2010). Both NTAs and ITAs used parentheticals, but NTAs used them more frequently and for a wider variety of functions than ITAs. In this paper, we look in depth at the strategies used by the NTAs to examine which strategies and which uses of prosody may be appropriate for ITA training courses. The interpersonal use of parentheticals and its prosody may especially important in helping ITAs connect with their students and avoid appearing rigid, overly knowledgeable, and unapproachable.

Pronunciation in the CLT era
John Levis, Sinem Sonsaat – Iowa State University
Communicative Language Teaching (CLT) was a paradigm shift in language teaching that corresponded with a long decline in the importance of pronunciation teaching because CLT promoted fluency and appropriate use of language in real communication (i.e., communicative competence), while pronunciation emphasized accuracy in relation to native speaker models (i.e., competence in a Chomskyan definition). In addition, input-based approaches to teaching, such as the Natural Approach (Krashen, 1982), deemphasized error correction and explicit instruction, further contributing to pronunciation's decline in language teaching. Pronunciation was described as the 'Cinderella' of language teaching even before the CLT era (Kelly, 1969), but CLT's ascendancy did little to change this characterization. However, pronunciation was not deliberately ignored by CLT proponents. Instead, discussions of appropriate ways to correct students' pronunciation errors and levels of proficiency appropriate for teaching pronunciation were part of a wider discussion of the importance of explicit teaching of language form. Even though pronunciation teaching was entering a long decline, it remained alive in other ways. Journal articles between 1970s and 2000s continued to publish pronunciation articles at a consistent rate. It can even be argued that CLT actually created the conditions for a renaissance of pronunciation instruction since it forced a change in instructional goals regarding nativeness and intelligibility. Additionally, it provided the impetus of greater emphasis on suprasegmentals, allowing pronunciation teaching to address communicative goals more successfully. In this presentation, we discuss how pronunciation has been affected by the growth of CLT since 1970s, and how its pedagogy has been reconceptualized and reshaped to meet communicative goals. We share our findings in light of pronunciation's role in peer-reviewed research and in the focus of stand-alone pronunciation course books. We end with our view of trends for pronunciation teaching in the future which include both form-focused and communicative goals.

The role of pronunciation in Second-Language Speaking Test Ratings
Judy Ma, Lynn Henrichsen, Troy Cox, Mark Tanner - Brigham Young University
Pronunciation's role in determining overall second-language speaking ratings has been explored (Higgs & Clifford, 1982, Kang, 2013), but the results have been inconclusive. As Kang puts it "no consensus has been reached regarding to what extent different pronunciation features contribute to the overall ratings of speaking assessment" (p. 10). The fact that rubrics of widely used tests such as the TOEFL (Test of English as a Foreign Language) and IELTS (International English Language Testing System) do not include detailed pronunciation descriptors "almost ensures that pronunciation will become a stealth factor in ratings and a source of unsystematic variation in the test" (Levis, 2006, p. 245). In an effort to contribute to the understanding, the current study explored, from the raters' perspective, the relationship between pronunciation and speaking ratings. More particularly, it investigated how much weight pronunciation accounts for overall speaking ratings and which pronunciation features—including vowels, consonants, word stress, sentence stress, intonation, and rhythm—influence the ratings most. A pronunciation rubric was used to obtain ratings of each pronunciation feature and general ratings of pronunciation. The functionality and the use of the rubric to separate the examinees were analyzed using Rasch Modeling. Regression analyses were used to answer the research questions. The

study confirmed that suprasegmentals explain more variance in English speaking proficiency than segmentals. Among various suprasegmental features, only the ratings of sentence stress increased incrementally with the proficiency levels without overlapping.

The effectiveness of ASR-Based dictation practice for pronunciation improvement
Shannon McCrocklin – University of Texas – Pan American
Despite ESL students frequently reporting a need or desire to work on their pronunciation in English, pronunciation is often downgraded as a teaching goal and often pushed aside in favor of other skills (Kelly, 1969; Isaacs, 2009; Lang, Wang, Shen, & Wang, 2012). Students need useful tools for improving their pronunciation outside of the classroom. Research has indicated that Automatic Speech Recognition (ASR) can help improve pronunciation accuracy (Hincks, 2003; Neri, Cucchiarini, & Strik, 2006, Neri, Mich, Gerosa, & Giuliani, 2008). These research studies, however, utilized programs that most students will have limited access to and, only compared pre- and post-measures for improvements in accuracy. This research study seeks to compare the effectiveness of using a particular type of ASR program, dictation software (which is widely available), for facilitating student pronunciation practice and improvement with the effectiveness of traditional pronunciation instruction in classes. In this study, students took three weeks of pronunciation instruction in one of two formats: 1) traditional face-to-face course or 2) hybrid with half of the work in a face-to-face class and half of the work using ASR. The results from pre- and post- tests indicate that both groups made similar overall improvement in sounds targeted by the three-week workshop, suggesting that dictation programs can be useful in facilitating practice for pronunciation improvement outside of the classroom.

Longitudinal acquisition of rhythm in L2 English
Murray Munro - Simon Fraser University
Tracey Derwing – University of Alberta
Leeandria Halcro - Simon Fraser University
Although rhythm probably plays an important role in the development of comprehensible pronunciation, few empirical studies have documented the L2 acquisition of this prosodic dimension. A likely reason for this gap is the difficulty of assessing rhythm, whether through listener judgments or acoustic phonetic analysis. In particular, traditional rhythmic classifications of languages (syllable-timed, stress-timed and mora-timed) are not based on measureable isochrony (i.e., equal durations of syllables, feet or morae). However, innovations in the acoustic analysis of rhythm have helped clarify the underpinnings of perceptible rhythmic properties. White and Mattys (2007), for instance, found a good correspondence between rate-normalized interval metrics (based on vocalic (V) and consonantal (C) duration measurements) and rhythm classes. The present study explores L2 acquisition of rhythm by employing these metrics to evaluate longitudinal development of 14 ESL speakers from two different backgrounds: Russian (considered stress-timed like English) and Mandarin (considered syllable-timed). All speakers were immigrants in an English-speaking city who tested at low oral proficiency levels at the outset of the study. Sentence-length productions (N=20 per speaker) were elicited via delayed repetition at selected points over a 10-year period. The resulting acoustic waveforms were labeled by hand for V and C intervals, and a number of rate-normalized interval metrics from White and Mattys (2007) were computed. Comparison data on the same utterances were also collected from native English speakers. While both L2 groups diverged considerably from English-like rhythm measures at the beginning of the study, the Russian group showed considerably more change toward the English patterns after 10 years than did the Mandarin speakers. Thus the shared rhythmic characteristics of Russian and English may have offered some benefits to the Russian speakers in the long-term, but not the short-term. Moreover, acquisition of more English-like rhythmic properties was correlated with greater comprehensibility and fluency as judged by a group of naïve listeners.

Modeling the initial stages of pronunciation development: An investigation of L2 Spanish stops
Charles Nagle – Iowa State University
Research on L2 Spanish has demonstrated that, whereas learners produce more targetlike voice onset time (VOT) values as they gain experience (Kissling, 2013; Reeder, 1998), they only produce approximants in required contexts at the most advanced levels of study (Face & Menke, 2009). The present study sought to examine the acquisition of L2 stops during the initial stages of L2 learning using a longitudinal design. Twenty-six English-speaking learners of Spanish completed production and perception measures five times over a year-long period. These measures involved four minimal-pair characters targeting /b/ and /p/ in word-initial (e.g., [ba.fo] v. [pa.fo]) and word-medial (e.g., [lu.ba.no] v. [lu.pa.no]) positions as well as two distractor characters. The production tasks consisted of a picture task and a reading task. On the former, participants received a picture of the target character as well as pictures representing a verb and a place or direct object, which they used to create a short sentence. The perception measure was an identification task on which participants had to match an audio file to the correct image from among four options. Perception ability was defined as d', the ability to discriminate voiced and voiceless stop consonants in Spanish. To quantify production ability, VOT and C:V intensity ratio measurements were computed for word-initial and word-medial stops respectively. Growth curve modeling of the data revealed that participants attained nearly targetlike discrimination ability within the first semester of the study. In terms of their production ability, participants gradually produced more targetlike VOT values; VOT decreased at an estimated rate of -21.54 ms VOT per semester of Spanish. Yet, there was also an uptick in VOT production after a period of L2 disuse, indicative of a period of temporary phonetic destabilization. In contrast to substantial improvement along the VOT parameter, participants' production of C:V intensity ratio, related to their realization of word-medial stops, did not improve. Based upon these findings, it appears that certain pronunciation features develop naturally (i.e., in the absence of training) whereas others require focused instruction. Broadly, these results have implications for the timing and targets of pronunciation instruction.

Assessing fluency vs. fluidity in L2 German speech
Mary O'Brien, Anja Dressler - University of Calgary

It is common for L2 learners, their interlocutors, and often even classroom teachers to speak of learners' fluency in the L2 in ways that conflate the term with proficiency. This common use of the term "fluency" has proven itself to be problematic in research that relies on listeners' ratings of L2 learner speech (e.g., Kennedy, Foote & Buss, 2015; O'Brien, 2014). Whereas researchers use the term to mean fluidity of speech (i.e., lack of pauses, hesitations, and repetitions)—and often even train listeners to focus on such disfluencies in their ratings of speech samples—naïve listeners continue to rely on their proficiency-based notions associated with the term. The goal of the current study is to determine whether participants from three listener groups (native speakers of German, L2 learners of German, non-speakers of German) rely on different speech stream characteristics when they rate speech samples from German L2 learners for fluency. Stimuli for the study included forty-eight productions of the Suitcase Story (e.g., Derwing & Munro, 2009), half of which were produced by intermediate or advanced German L2 learners and half of which were produced by German native speakers. A total of ninety listeners rated all of the speech samples along one of two possible continua, either "fluency" or "fluidity." Regardless of continuum condition, participants received the same instructions for rating. That is, participants were instructed to focus on speech disfluencies in their ratings. Preliminary results indicate that participants differed in their ratings according to stimulus condition, with German native speakers most clearly differentiating between the terms. This study has important implications for small- and large-scale assessments of L2 learner speech.

Metacognitive strategy instruction improves L2 skills in processing aural input
Marine Reed, Jennifer Lacroix - Boston University

We report results of a pilot study undertaken to improve learner metacognition and skills in processing aural input. Specifically, we investigated an instructional approach addressing reported challenges in parsing connected speech to understand utterance content, and interpreting English intonation to understand a speaker's intended meaning. As noted (Vandergrift & Goh, 2012), learner surveys identify two barriers to comprehension: inability to segment words in rapid, continuous speech; failure to grasp the message despite understanding all the words (pp. 21-22). Development of segmentation skills allows recognition of known words in connected speech. Awareness of pragmatic functions of intonation allows inferring what is meant by what is said. The study was undertaken to investigate the effects of a strategic metacognitive approach recommended by Goh (2008) to address learner skill, metacognition and strategy use. Subjects were high-intermediate and low-advanced students (56-87 Michigan Placement Test) in a Pronunciation elective course (n=14) in an academically oriented Intensive English Program. Pre-instruction diagnostics, instruction-phase formative assessments, and post-instruction summative assessments were designed to determine and monitor learner awareness, strategy use, and skills in processing aural input at two levels: locutionary (ostensible) and illocutionary (intended) meaning of an utterance. Cloze tasks were used to assess parsing skills. In testing whether parsing skill performance will improve after treatment, a paired-samples t-test confirmed that pre- and post-instruction scores were different ($p<0.001$). A repeated-measures (single within-subjects factor) analysis of variance was conducted on 6 administration times: pre-and post-instruction, and four mid-instruction assessments. Results of the univariate ANOVA indicated a statistically significant within-subjects main effect when comparing pre-instruction to mid-instruction and mid- to post-instruction, and comparing pre-and post-assessments. These and preliminary findings on intonation tasks support strategy-based metacognitive instruction to promote listening skills awareness and improved comprehension of content and meaning. Presenters share study design, instruments, and data, including metacognitive and skills diagnostics, instruction-phase materials, and post-instruction assessments, with data supporting the facilitative effect of instruction on learner outcomes.

Production training in the absence of sound
Mari Sakai - Georgetown University

Language and cognition scientists have been interested in the relationship between perception and production for decades. One route to understanding their interconnectedness is to train one modality and test for effects in the other. Using this model, a meta-analysis by Sakai and Moorman (2013) showed that perception-only training of second language sounds leads to moderate gains in production, with the effect being mediated by target phoneme. Perception seems to influence production, but is the opposite true? Can production influence perception? In a normal communicative setting, language learners listen to speech at the same time as they produce it. Because the co-occurrence of listening and speaking is intuitive, most pronunciation trainings provide participants with auditory samples to be analyzed or imitated. However, a study cannot claim that production training leads to perception gains if dense and repeated exposure to auditory stimuli might have caused alterations in the perceptual modality. Only recently, Hattori and Iverson (2010) called for production training studies to be implemented without listening tasks if researchers genuinely seek to understand the theoretical connection between the modalities. In the present study, 90 native speakers of Spanish were randomly divided into one control and two experimental groups. The first experimental group received production-only training on the English vowels /i/ and /ɪ/ with absolutely no other-produced aural input. Individually, they completed production training with the Vowel Shapes visualizer. Developed in 2014, the program displays a vowel target in blue and the participant's production in yellow. Through visual, real-time feedback, the participant alters his/her formant values until the yellow dot reaches the blue target. The second experimental group underwent the same production training, but wore noise-cancelling headphones and listened to white noise, which blocked all air- and bone-conducted sound from their own voices. In the strictest sense, this group did not hear any iterations of the target sounds from which it could be said that perception was being activated or trained. All participants underwent a battery of perception and production tasks in pre- and posttest sessions. This study is the first of its kind, and results will impact both language cognition and pedagogy.

Changes in ESL oral proficiency after Instruction: Read-Aloud vs. extemporaneous speech
Veronica Sardegna - University of Pittsburgh
Alison McGregor – University of Texas, Austin

Poor ESL oral fluency and pronunciation skills often impede international graduate students' ability to teach (Gorsuch, 2011; Hoekje & Williams, 1992). While studies have investigated these students' oral skills and needs through read-alouds and extemporaneous speech tasks and have offered recommendations (Gorsuch, 2011; Munro & Derwing, 1994), few studies have examined whether these skills can develop through instruction, or whether changes, if any, are comparable across the two conditions: read- aloud and extemporaneous speech. First, this study explored the instructional effectiveness of an awareness-raising approach to fluency development and pronunciation training by comparing 30-second extracts from a pre-/post-instruction read-aloud task completed by 15 international graduate students taking a 15-week oral proficiency course. Second, it examined how these participants' performance compared to 30-second extracts from of a pre-/post- instruction extemporaneous task. Fluency gains were measured through an analysis of participants' speech rate, articulation rate, mean length of runs, and pause frequency, length and placement. Pronunciation gains were measured through an analysis of participants' pitch range, primary stress placement, linking, and vowel reduction. Third, it investigated intraspeaker variation of oral fluency and pronunciation skills across the two conditions. Finally, learner factors, such as participants' initial proficiency level and focused practice, were also explored for their contributions in oral fluency and pronunciation development across time and conditions. The results indicated significant improvement after instruction with pronunciation features but few significant changes in fluency development on both conditions. However, the fluency variables were significantly different across conditions. Evidence of progress over time and differences across conditions revealed a number of pedagogical implications, including the importance of teacher scaffolding and awareness-raising as well as the role of amount and time of students' focused practice.

I want to sound just like that: Student attitudes towards native and non-native models
Anne Violin-Wigent - Michigan State University

Recent research has suggested that a native accent is not an attainable goal for learners nor is it a reasonable expectation for instructors. But less research is conducted on how students feel toward native and non-native accents and what they would choose as a model, when given the option. To add to the current discussion, I investigate attitudes and preferences toward native speaker models vs. non-native models as expressed by American students learning French and enrolled in a French pronunciation class. To carry out this project, 20 students completed recordings for which they listened to four different models (one native male, one native female, one non-native male, and one non-native female) as part of four different class assignments. After choosing what person they wanted to imitate for each assignment, they recorded themselves for credit. They then completed a short questionnaire to explain their preference and feelings. To go beyond the analysis of individual choices, I also attempt to see whether there is a relation between model selection and grades in the class. Results show that students have a strong preference for a model of the same gender as they are: 75% of the students chose a model matching their gender for all four recordings. On the other hand, most students chose to vary in their selection of the origin of their models across the four recordings, with American models preferred for 35% to 61% of students. Qualitative statements are used to help explain the reasons behind these choices. Finally, a tendency is noticeable when grades are examined. Indeed, weaker students are associated with more frequent selection of American models whereas students preferring French models are associated with higher grades. Though the set-up of the experiment does not allow us to find causation, these results reflect an interesting tendency that will need further investigation.

Using Google Web Speech as a springboard for identifying potential pronunciation problems
Lara Wallace – Ohio University

Analyzing the transcription of an audio recording can provide a clear picture of fluency, word use and discourse intonation (Gorsuch, Meyers, Pickering & Griffee, 2013), but transcribing is time-consuming and arguably inefficient in improving one's oral communication. Furthermore, transcribing the speech itself is not the pedagogical goal, and because it is time-consuming, many students do not do it well; some even skip this crucial step (Wallace, 2014). This presentation shows how to use computer software to transcribe speech, then how the transcription may be used for analysis. By analyzing these transcriptions, students can understand what they may not be communicating clearly and can more easily see how they need to improve their communication. For students, international teaching assistants (ITAs) in particular, who think that their speech is sufficiently comprehensible, these transcriptions may serve as a wake-up call that they do have room for improvement (Wallace, 2013). In this presentation, the audience will learn how to record and have speech transcribed simultaneously, correct the transcript, and how to mark the transcription for features of discourse intonation. We will then analyze a transcription to learn what pronunciation issues the student may be facing.

Was that a question?: Applying noticing-the-gap to help speakers recognize and use phonological features
Patricia Watts, Lynee Lawson - University of Illinois Urbana-Champaign

A common problem for ESL speakers is effectively inserting questions in a longer stretch of discourse, such as a lecture or presentation. Gorsuch et al. (2013) note that speakers often fail to properly signal that a question is being asked and may be left later to deal with puzzling silence or awkwardness. Effective question signals can include discourse meta-language to preface the question, such as "Now, let's consider...." and an array of phonological features, including pausing, pitch change, and intonation. Self-monitoring has recently gained prominence as a strategy to help learners improve their intelligibility (Moyer, 2013). One critical component of self-monitoring is the concept of noticing, which involves learners becoming aware of a difference or "gap" in their output from that of a native speaker model (Schmidt & Frota, 1986). While research supports using the noticing-the-gap approach (e.g., Verdugo, 2006), teachers who wish to do so face a dearth of materials for classroom use. The presenters will share materials they developed employing

noticing-the gap activities to help international teaching assistants (ITAs) improve their question signals. Classroom tasks involve first recognizing these signals in native speaker models (selected from MiCASE and online lectures) and then comparing learners' outputs to those models. Teaching tips and learners' voice samples and reflections on improvement will also be provided. Although designed for use with ITAs, suggestions for application to different learners and contexts will be given.

Beyond vowel and consonant charts: Identifying areas for improvement in discourse-level pronunciation
Richard West, Lara Wallace – Ohio University
What should you do next when students have precise pronunciation of vowels and consonants, but still have major intelligibility issues? Sometimes identifying suprasegmental pronunciation issues can be as challenging as addressing them. This presentation will walk through the identification of discourse-level pronunciation issues for improving intelligibility. When dealing with issues of pronunciation, the majority of curricula and resources focuses on segments and syllable stress. There is a whole layer of pronunciation influencing intelligibility that goes beyond segments that is often insufficiently addressed in resources and diagnostic tools (Derwing, Munro, & Wiebe, 1998). This layer includes pausing, sentence level stress, key, and intonation. These skills can be a major factor in intelligible communication, even when paired with other strong language skills, but they can be challenging to identify and isolate (Chun, 2002). This interactive presentation will present opportunities for practice with tools and resources to diagnose these issues, and give insight into some methods and materials that can be used to teach them effectively.

Mimic video: A cinematic method for L2 pronunciation instruction
Donald White, Peggy Mok - The Chinese University of Hong Kong
Jason Chan - Hong Kong Polytechnic University
Peggy Lie - Szeto Ho Secondary School
This presentation will introduce Mimic Video, an extra-curricular course delivered to L2 English students at a Hong Kong secondary school. The course combined focused L2 pronunciation instruction with training in video production. The objective for the students was the production of a video that mimicked the "target video". This target was a three-minute video drama of six native-English speakers holding a meeting. To successfully complete the course, students had to produce a meticulous imitation of the target video, mimicking the camera angles, editing, and pronunciations of the actors. To this end, students were divided into five production teams; each team member played a different role in his/her team's production. Over a period of six weeks, the teams were taught the techniques required for successful mimicry of the target. After learning the rudiments of video production, students received focused instruction on the articulatory patterns of each target character. During this time, students had a daily homework assignment: intensive listening to, and multiple repetitions of their target characters' lines. Finally, the mimic videos were shot in the final lesson, and edited over the following weeks. The dialogue in the target video contained a number of segmental and suprasegmental tokens that are difficult for Hong Kong English learners to pronounce. These tokens included word-final, syllabic /l/, word-medial alveolar flap, and various kinds of sentence stress. Before the course began, the students were recorded reading a passage, and performing an imitation task; the same tasks were recorded again after their video productions were completed. The data from these two recordings will be analyzed spectrographically, and compared. (The results of this analysis could not be included in the present abstract because the course was completed on 11 April, 2015.) Additionally, the academic results of the students will be included in the course evaluation. Specifically, a comparison of results from their first term (January, 2015) and second term (June, 2015) English listening and speaking exams will be carried out. All of this analysis will be included in the presentation.

How is intonation in a second language perceived? The case of pitch alignment in Spanish
Germán Zárate-Sández - Western Michigan University
This study examined the perception of prenuclear pitch accent among 55 English-speaking learners of Spanish as a second language, at three proficiency levels (as defined by an Elicited Imitation Task and course enrollment), and compared their performance with 16 heritage speakers (that is, Spanish-English bilinguals). Perception was tested using an imitation task, which has been proposed as a more sound method to capture categorical effects in the perception of intonation than the traditional identification or discrimination tasks (e.g., Dilley & Brown, 2007). The stimuli consisted of the resynthesized utterance "La nena lloraba" ["The girl was crying"], where the prenuclear pitch peak in "nena" was displaced 10 times in 25-millisecond increments. Participants listened to the 10 resynthesized utterances and distractor items, which were presented in two blocks and preceded by a practice block. They were asked to imitate each stimulus while being recorded. This yielded a total of 20 utterances per participant, which were analyzed for prenuclear pitch alignment using Praat. Results showed that low-proficiency participants preferred an early alignment in parsing the stimuli, while alignment got progressively later in the segmental string as proficiency increased. These patterns reproduce prenuclear alignment in English (early, or L+H* in Autosegmental-Metrical notation) and Spanish (late, or L*+H). In other words, the results suggest that participants' perception of prenuclear peak alignment approximated the target language as proficiency increased. More interestingly, the patterns of perception for the bilingual group and, to a lesser degree, the group of advanced second language (L2) learners resembled that of Spanish monolinguals but also contained traits of English alignment. These results support previous observations that highly proficient speakers of two languages (early bilinguals or advanced L2 learners) produce intonational patterns that are an intermediate resolution between the two languages. This has been observed for the production of intonation (Simonet, 2011) and more extensively in segmental phonology, especially under Flege's Speech Learning Model. This study, however, found these effects in the relatively unexplored area of perception of L2 intonation. Results are discussed from the standpoints of phonological development, L1 transfer, effects of advanced proficiency, and the perception-production link in L2 phonology.

A hip hop-based proposal to EFL pronunciation instruction: Bridging musicality and criticality
Ziwei Zhou – Iowa State University

With our ever-deepening understanding of the effectiveness of pronunciation instruction (Lee, Jang, & Plonsky, 2015) and the social dynamics of phonology (Levis & Moyer, 2014), pronunciation practitioners are situated in an unprecedented era to seek innovative approaches that are grounded in research, and make theory-informed decisions. Such timely scenario motivates the current presentation to bring in Hip Hop and pronunciation for a meaningful dialogue. On the broad level, music and speech share fundamental overlapping (e.g. pitch, rhythm, timbre, tempo, affect, socio-interactional functions, etc.), while respectively preserving unique properties. But comparative approach hardly finds its way into either scholarly work on phonology acquisition or pedagogical instructions, though the connections have been most extensively studied in other fields such as archeology, anthropology, musicology, and neuroscience. The current presentation stakes out a pedagogical space by examining the (hidden) convergences between pronunciation and Hip Hop scholarly work, with particular foci on contextualizing segmental features and prosodic aspects of speech such as stress and rhythm, and leveraging the various *communicative and discursive practices* of rap music (Smitherman, 1997; Alim, 2006). While delineating the conceptual marriage of the two fields, the current presentation puts up examples of sound clips from sources ranging from commercial and underground Hip Hop music products, chants in pronunciation textbooks, as well as original rap songs created by the presenter and his colleagues. Informed both by the presenter's teaching experiences as pronunciation instructor in Mainland China and the burgeoning work of the "global linguistic flow" of Hip Hop (Alim, Ibrahim & Pennycook, 2009), the current presentation proposes to use Hip Hop as a conduit for a critical approach to L2 pronunciation instruction. Under such light, it aims to the make the case to fully exploit resources global and local Hip Hop has to offer for the purpose of fostering students' critical awareness of their pronunciation issues embedded in the broader socioeducational landscape in EFL settings.

English use in everyday life: Is it important for the development of comprehensibility and fluency?
Beth Zielinski, Jihong Wang - Macquarie University
Elizabeth Pryor – Peninsula Health, Australia

Migrants learning English in countries such as Australia, Canada, Britain, the US and New Zealand represent a significant group of L2 English learners. However, to our knowledge, Derwing and Munro and their co-researchers, working in the Canadian context, have conducted the only extended longitudinal study of L2 oral language development in this group. In this paper we build on the work of Derwing and Munro and investigate the development of comprehensibility and fluency over a 10 month period in a group of adult migrants settling in Australia. We draw on data from recordings of semi-structured interviews collected as part of a larger longitudinal qualitative study on language learning and settlement in Australia. We focus on a group of 18 participants (9 beginners, 9 intermediate level) who were interviewed four times over a 10 month period, and on each occasion asked to: (i) respond to a set of prompt questions aimed at obtaining an extended speech sample, and (ii) indicate on a language map the extent to which they speak English in different aspects of their everyday lives. The comprehensibility and fluency of the extended speech samples from their first and fourth interviews were judged by a group of listeners from a variety of language backgrounds. A key finding of Derwing and Munro's longitudinal study is the different developmental trajectories observed for learners from two different language backgrounds with different exposure to English outside the classroom. In this paper we investigate further the relationship between English use and the development of comprehensibility and fluency in learners at two different levels of proficiency: beginners and intermediate. The findings indicate that as a group, the intermediate level learners were rated as more comprehensible and fluent than the beginners at both interviews, but there was little change over time in comprehensibility or fluency for either group. Also, English use seemed to have an impact on fluency ratings over time, but not on comprehensibility. However, investigation of individual variation amongst the participants highlighted the different developmental trajectories of learners and the complex nature of L2 oral language development in this group.

In search of a teachable model of intonation: A perceptual, acoustic and interpretive investigation to inform classroom practices
Beth Zielinski - Macquarie University
Alison McGregor – University of Texas
Marnie Reed – Boston University
Colleen Meyers - University of Minnesota

Sound research and empirically supported approaches to intonation abound; nevertheless, as Paunović and Savić (2008) note, "teachers do not seem to be theoretically or practically well- equipped to explain and illustrate its significance" (pp. 72-73). Intonation's functions are diverse and analytical approaches vary considerably. Gaps exist in (i) combining perceptual, acoustic, and interpretive approaches to the analysis of intonation, and (ii) research informing classroom practices in the teaching and learning of intonation. To fill the gap, this study employs a multi-layered integrative approach to the analysis and description of discourse-level intonation to inform classroom practices. This presentation reports the investigation of intonation to acknowledge its complexity and integrate three different levels of analysis suggested by Vaissière (2005): acoustic, perceptual, and interpretive. The study investigates the alignment of these variables, which create the meaning-making phenomena of intonation, in samples produced by a speaker of North American English delivering a TED Talk. The analysis includes listener interpretive judgments of speaker elicited intent, information structure, and attitude. Four native (US and Australian) English speakers used a 5-point Likert scale to conduct perceptual judgments of perceived discourse intonation. PRAAT was used for the acoustic analysis, based on Brazil's (1977) model of discourse intonation. Pitch range, tone choice, and prominence were measured (Levis, 2004; Pickering, 2001) and triangulated with the interpretive and perceptual judgments. Findings highlight teachable skills using a contextualized pedagogical approach for intonation training based on a single integrative triangulated analysis.

Coda devoicing in western south Slavic speakers' accented English
Martina Abat - St. Cloud State University
Montenegrin, Serbian, and Croatian belong to Western South Slavic languages. These three speech communities that made up what was formerly known as Serbo-Croatian have a phonotactic constraint whereby the consonants that occur in a complex coda must agree in voicelessness. According to Surducki (1964, p. 177), VCC codas in which one consonant is voiced and the other is voiceless are disallowed. This constraint, if transferred into English would mean that Montenegrin, Serbian, and Croatian speakers of English would tend to devoice coda clusters in words such as <kids> and <bags> and produce them as [kɪts] and [bæks] respectively. To test this hypothesis out, I examine 22 words containing complex codas produced by 15 speakers from these three languages. The speakers produced a total of 330 complex codas. The texts that serve as the basis for this analysis are found at The George Mason University Speech Archive website. The findings are interpreted in light of Catford's (1987) Relative Functional Load data to gauge whether or not coda devoicing interferes with the intelligibility of South Slavic-accented English.

The effect of language experience on learners' perception of German vowels
Erik Arnold, Kyle Baird, Darrel Lau, Laura Catharine Smith - Brigham Young University
The importance of perceptual ability for someone learning a second language has been well established in the field of second language acquisition. Several studies (Bohn & Flege, 1990; Flege & Lui, 2001; Flege & Mackay, 2004) have shown that the amount of experience a person has with their second language affects their ability to perceive the sounds used in that language. The current study investigated two questions: 1) does level of experience play a role in the perception of German vowels and 2) what are the patterns of misidentification in the perception of German vowels? A perceptual identification test was distributed among students of varying levels of German language experience. The test included a series of questions asking students to identify vowels in different consonantal environments. In general, the results indicated that experience does play a role in the perception of second language vowels; as experience increases, perceptual ability increases. The results also showed some general trends in the misidentification of vowels. Tense and lax vowels were regularly misidentified for their lax and tense vowel counterparts, or they were misidentified for their rounded and unrounded counterparts. A similar pattern of misidentification was seen with short vowels.

Improving the perception of L2 French nasal vowels through high variability phonetic training
Shannon Becker - Northern Illinois University
Researchers in the fields of SLA and phonology suggest that the accurate perception of L2 sounds must necessarily precede accurate production. Accepting this premise, the present study explores the potential efficacy of a method called high variability phonetic training (HVPT) in perceiving the difference between two French nasal vowels, /ɑ̃/ and /ɔ̃/. Previously, the HVPT method has proven effective in the cases of both consonant and oral vowel contrasts; however, nasal vowels have been relatively unstudied. I propose an extension of this training method to include nasal vowels, using a combination of computer-assisted and instructor-led training sessions to introduce learners to the acoustic and articulatory properties of the sounds and to practice distinguishing between them. Following Flege's (1995) Speech Learning Model, French /ɑ̃/ and /ɔ̃/ are phones that can be considered similar for American English (AE) speakers learning French, thus representing a possible area of confusion. The main source of this confusion is the fact that in American English one finds vowels that are nasalized due to either the phonetic environment (i.e. preceding a nasal consonant) or to individual differences in the realization of the phones. Oral and nasalized vowels in L1 AE do not represent a phonemic distinction. As a result, AE listeners may not attend to these phonetic properties when listening in L2 French. The consequence of this lack of accurate perception is a demonstrated inability of L2 French learners to produce /ɑ̃/ and /ɔ̃/ in the appropriate phonetic contexts. Research has suggested that the ability to reorganize perceptual processes after the acquisition of the L1 is in fact possible through auditory training. High variability phonetic training enhances this process by training listeners to perceive L2 sounds in diverse phonetic contexts, thereby helping them to develop more robust perception skills. Due to the paucity of research concerning the perception and production of French nasal vowels as well as the instructional potential of high variability phonetic training, the present paper seeks to encourage the empirical study of these sounds and to provide detailed examples for using technology in the development of HVPT research.

A motivational, online guide to help second-language learners develop, implement, and evaluate their individual pronunciation improvement plans
Laura Sofia Carreno Galdame, Lynn Henrichsen, Wendy Baker-Smemoe, Mark Tanner - Brigham Young University
Intelligibility is a major concern for second-language learners and their teachers (Derwing & Munro, 2005). In the pronunciation classroom, however, it is difficult to tackle all the intelligibility issues relevant for each student. Therefore, it is valuable for ESL learners to spend time outside of class improving their pronunciation. A useful tool for guiding this process is an individual pronunciation improvement plan (Celce-Murcia, Brinton, & Goodwin, 2010) that specifies the goals they need to pursue and the activities that will help them achieve those goals. To develop, implement, and evaluate such a plan, however, students need to practice self-regulation, and unfortunately, most students find self-regulated learning daunting. To enable the development of learners' self-regulation skills, expert intervention is valuable (Gremmo & Riley, 1995), and Zimmerman (2002) provides a model to help students regulate their own learning. This poster presentation will describe a motivational, online guide (*Sofia's Self-Improvement Guide for Second-Language Pronunciation* found at http://pronunciationimprovementlab.com) based on Zimmerman's model and designed to assist English language learners in developing, implementing, and evaluating their own individual pronunciation improvement plans. The principles and procedures it presents can, of course, be used with learners of other languages.

In pilot testing, students in an intensive English program reported that this online guide was a helpful addition to the classroom instruction they received.

Effects of pitch adjustment on pronunciation correction: A case study of Japanese learners of the Korean language
Jihyeon Cha – Santa Monica College

The Korean and Japanese languages have a close relationship in that they belong to the Altaic language family and extensively use agglutination. Moreover, they have similar syntactic and morphological structure. For this reason, it is believed that it is easy for Japanese people to learn the Korean language and vice versa. Although it is true, there is one area where even advanced Japanese learners cannot overcome in the process of learning Korean. Granted that a learner is fluent in speaking, it is noticeable if he has particular accents transferred from his mother language. The aim of this study is to investigate the instructional method of how to improve the pronunciation of a three-way distinction of Korean stops for Japanese learners. In particular, the Korean bilabial consonant /p, p', ph/, alveolar consonant /t, t', th/ and velar consonant /k, k', kh/ will be examined with a focus on the distinction among lenis, tense, and aspirated. The present study explores how Japanese learners produce a three-way contrast Korean stop consonants and compare their productions with those produced by native Korean speakers. For data collection, phonetic experiments were conducted at Waseda University in Japan. Based on the results, a brand-new method will be introduced to help Japanese learners distinguish the discrete sound of lenis, tense, and aspirated, and consequently to produce each sound accurately. The findings suggest that the vowel following lenis, tense, and aspirated Korean stop consonants in the syllable block have intrinsically distinctive pitch values. More specifically, F0 pitch values of the vowel following Korean tense and aspirated stops have relatively high pitch (tense: 126.83Hz, aspirated: 139.2Hz on average) whereas lenis stops have relatively low pitch (95.02Hz). However, Japanese learners of Korean fail to produce Korean stop consonants in the way in which native Korean speakers do, thus resulting in pronouncing Korean stop consonants incorrectly (See Figure 1 below). This study suggests that adjusting pitch values helps learners of the Korean language pronounce the target consonant more correctly, and further, self-correct on their own.

Processing time variability in foreign accent comprehension
Queenie Chan, Murray Munro - Simon Fraser University

Previous studies of foreign accent comprehension have yielded no consensus on whether having a common L1 background with accented speakers grants the listener clear and consistent intelligibility or comprehensibility benefits. This study aims to shed new light on this issue by examining the effect of familiarity with a particular foreign accent on the processing time of foreign-accented sentences. In particular, the study investigates whether listeners with a Cantonese background process Cantonese- accented stimuli faster compared to listeners with little previous exposure to Cantonese. Two listener groups which differed in their exposure to Cantonese speech participated in a self-paced verification task, which asked for judgements of 40 recorded English sentences. One group consisted of young adults who grew up in a predominantly English-speaking city and were fully proficient in English, but who were raised by native Cantonese-speaking parents. The comparison group, also young adults from the same city, had native English-speaking parents. The stimuli varied in truth value and speakers' L1 (English or Cantonese). Responses and response times revealed that both groups processed native English speech more accurately and faster than Cantonese-accented speech. However, the two groups did not significantly differ in their processing times for speech from either L1. This study replicated the results of Munro, Derwing and Holtby (2012), which found no evidence that familiarity with particular foreign accents facilitates understanding of foreign-accented speech.

In other people's words: Nonnative-speakers' imitation of professional speech
Janay Crabtree – The University of Virginia

Voiceovers have been discussed as an effective teaching tool for language learners (Henrichsen, PSSLT 2014), and studies in shadowing (repetition of listening to model speech) also suggest imitative speech is an effective comprehension and retention tool in L2 learning (Guerrero & Commander, 2013). International teaching assistants (ITAs) are often asked to record and imitate the speech of native-English speakers as a pronunciation exercise (Goodwin, in Ross & Dunphy, 2007), and imitation and repetition are often proposed in teacher training materials (Harmer, 2012). However, little research has been conducted on how language learners take up imitation activities such as these and internalize them in terms of their pronunciation development and identity. The purpose of this study, an interview and discourse analysis of nine students who participated in a TED Talk voiceover exercise in an academic communications course, stems from the practice of advising language students to imitate native speakers of the target language to become more orally proficient speakers, particularly in terms of L2 pronunciation. I seek to determine how non-native speakers perceive imitation activities and internalize them in terms of identity. When language teachers ask students to imitate native speakers, are they contradicting the current wave of research that finds intelligibility and comprehensibility can change without a shift in accent (Munro & Derwing, 1995)? Are instructors establishing an unobtainable model if they use the native speaker for imitation activities, and will language learners choose a native-speaking model if given a choice? This research should not only be significant to language teachers who may not be aware of these types of techniques for use in the classroom, but it is also significant in order to reflect upon imitation activities as possible identity-shifting or identity-impeding tools for the learners.

Using adapted readers' theatre to improve young adult ELs' pronunciation of thought groups
Sam DiVita

The research question addressed was: To what extent can the use of a modified version of Readers' Theatre improve secondary ELs', ages 14-21, use of pausing and prominence to signal thought groups within English speech production? The motivation for this capstone was the level of learners' oral reading and natural speech in the L2 and whether that speech could become more intelligible and comprehensible through explicit suprasegmental instruction and repeated

reading experiences that were relevant. The author developed adapted Readers' Theatre scripts and combined their practice with instructional interventions related to the prosodic pronunciation features of pausing and prominence to signal thought groups. Speech sample data was collected pre- and post-instruction cycles and analyzed to reveal that non-native speakers of English could improve their prosodic accuracy. English language learners' speech production more closely matched native speaker English at the end of the study.

Colorful benefits: The efficacy of dual coding in an online L2 Chinese tone perception study
Aline Godfroid, Catherine Ryu, Chin-Hsi Lin - Michigan State University
The tonal system in Mandarin Chinese represents a major stumbling block for adult second language (L2) learners. While various pedagogical approaches exist that can enhance L2 learners' tone perception, including representing tones with numbers or pitch contours, few studies have compared the effectiveness of these techniques (Liu et al., 2011) or explored alternative methods systematically. This project compares the efficacy of conventional teaching methods with color coding, a more innovative technique that lends itself to being used for the dual coding of auditory information. Three hundred native English speakers were randomly assigned to one of six training conditions: (i) control group, (ii) number representations, (iii) pitch-contour visualization, (iv) color visualization, (v) combined colors and numbers, and (vi) combined colors and pitch contours. None of the participants had prior experience with tonal languages. Participants in the experimental groups completed six online training sessions that consisted of 40 tone identification trials each. A pre-test, post-test and one-week delayed post-test measured the effects of training condition on participants' ability to match Chinese syllable pairs on tone. Preliminary analyses (n = 61) support the use of dual coding (colors and numbers or colors and pitch contours) as the most effective tonal training methods. Similarly to Liu et al.'s (2011) findings, the pitch-contour-only group outperformed the number-only group, though results were not statistically significant. All experimental groups maintained their learning gains from immediate to delayed post-test, unlike the control group. The findings of this study extend the beneficial effects of dual coding in learning (Paivio, 1971) to the teaching and learning of lexical tone. In particular, the results suggest that, for teaching tones, color coding could increase the effectiveness of pedagogical materials, including online applications. After confirming these findings for the full data set, we plan to examine potential interactions between participants' self-reported sensory learning styles and the type of tone perception training they received.

L2 pronunciation and classroom discourse: Teacher-centered versus learner-centered instruction
Joshua Gordon - University of Illinois at Urbana-Champaign
Interaction in second language (L2) classroom instruction can create a suitable context for learning, given that negotiating meaning can draw L2 learners' awareness and attention to salient linguistic forms (Gass, 1997; Long, 1996; Schmidt, 2001). Additionally, giving L2 learners the opportunity to control discourse in instruction can turn the classroom into an acquisition-rich context because learners can interact and negotiate meaning on what is talked about rather than how it is talked about (see Ellis, 1999; p. 225). In L2 pronunciation instruction, many teachers show preference for controlled teaching techniques like repetition of minimal pairs, repetition of phrases and sentences, or reading of short passages/dialogues (see Baker, 2014). Although these techniques can help learners focus on the perception and production of specific segments or prosody in a controlled manner, their overuse can also minimize the opportunities for learners to control discourse in class and engage in interaction and negotiation of meaning, which are important elements to create an acquisition-rich context in class. After all, interaction and negotiation of meaning are particularly necessary in pronunciation instruction because learners need to use phonetic features in spontaneous conversation to develop fluent and comprehensible speech. This qualitative investigation analyzed the classroom discourse of two L2 pronunciation classes in an intensive English as a second language (ESL) program. Using a combination of ethnographic methods and conversation analysis, this study demonstrates how learner-centered discourse in pronunciation instruction provides opportunities for authentic communication through interaction and negotiation of meaning, which can facilitate opportunities for L2 learning. Given the growing body of research that demonstrates the positive effects of instruction in L2 pronunciation learning (see Thomson & Derwing, 2014, for a review), and the inclusion of a communicative component in pronunciation instruction (see Celce-Murcia et al., 2010), the findings of this study demonstrate how the type of discourse used in the classroom (in terms of explicit phonetic instruction, corrective feedback delivery, and learner-centered activities) could maximize or minimize L2 learners' opportunities for pronunciation learning in a class.

The pronunciation of English by speakers from a Southern province in Mainland China
Meichan Huang, Lucy Pickering - Texas A&M University – Commerce
A previous study regarding English pronunciation by southern speakers of China (Huang & Pickering, forthcoming) revealed that, although their pronunciation features are largely similar to speakers from other parts of China, southern speakers have some features that are unique in their speech. These include incorrect lexical stress patterns, omission of final stops, absence of the distinction between long vowels and short vowels, [ʃ] as [s], [v] as [f], and [s] as [k]. However, these results were based on read- aloud data from participants. In addition, interview data were collected in the original study. This paper presents a comparative study of the results from the participants' interviews with our initial results of their read-aloud data. Studies have shown that there are differences in the pronunciations of the segmental and suprasegmental features of L2 speakers depending on genre; in particular between spontaneous speech and read data (Dickerson & Dickerson, 1977; Howell & Kadi-Hanifi, 1991; Blaauw, 1994). Thus, we hypothesize that pronunciation features in these new data may show pronunciation differences.

A study of NNS' comprehension of intonational meaning, in light of hours of TV/movies watched in English
Alyssa Kermad - Northern Arizona University

English language learners have ready access to TV and movies in English and the effects of extensive listening have been studied to evaluate the gain of a variety of language skills (Renandya & Farrell, 2010; Renandya, 2012; Siegel, 2011; Waring, 2008). Although benefits relating to pronunciation skills (such as improved listening or increased fluency) have been examined, research has still been limited as to the improvement in learner comprehension of intonational meaning. Furthermore, whether learners focus more on linguistic or paralinguistic features of speech in order to make conclusions about intonational meaning has also not been fully elaborated. To contribute more to our understanding of learner comprehension of intonational meaning, listening tests and background questionnaires were administered to 17 high/intermediate students enrolled in Listening and Speaking courses in an Intensive English Program. Follow-up semi-structured interviews were conducted with 4 of these participants. Findings indicate that although the majority of the participants are watching TV/movies in English on a weekly basis, there is no statistically significant correlation between the amount of hours of TV/movies watched and higher test scores of comprehension of intonational meaning. Results further illustrate that learners focus more on paralinguistic features of speech, rather than linguistic features. The implications for a focus on explicit teaching of intonational meaning are discussed.

The acquisition of Japanese rhythm: Is it lexical or rule-based?
Naoko Kinoshita - Waseda University

Many second language learners find the learning of Japanese rhythm difficult (Toda, 2003). As a lack of rhythm knowledge leads to difficulties in communication through listening and speaking, looking up words in dictionaries, and typing kanji on a computer, its learning and teaching is very important. To date, although there have been a number of studies which have attempted to describe the characteristics of learner rhythm, there have been few studies which have attempted to investigate how rhythm is learned. Results of these which can inform the development of effective rhythm instruction. This presentation reports research into the second language acquisition mechanism of Japanese rhythm and then proposes an instruction method which best reflects this mechanism. In Levelt's (1993) speech model, which provides with a production model from the conception of the message, to its formulation, and to its articulation, rhythm is encoded in the lexicon. However there is no indication in this model whether rhythm encoding is lexical based, and remembered individually with each word, or rule based, and hence applied universally. This study investigates whether rhythm acquisition is rule based or lexically based. The rhythmic production of 7 Chinese learners of Japanese on known Japanese words, unknown Japanese words, and non-words was evaluated on a five-point scale twice over a two-year period. Findings demonstrated that there was no significant difference between the average ratings of known, unknown, and non- words ($F_{(2, 14)} = 0.20$, $p = .82$, $\eta2 = 0.001$). Thus, we can conclude that Japanese rhythmic knowledge is rule-based, rather than lexically based. The results also demonstrated a significant tendency to improve over time ($F_{(2, 14)} = 4.60$, $p = .69$, $\eta2 = 0.086$). These results will be discussed with relation to a Levelt's (1993) speech production theory and applied to instructional methods which focus on the development and application of a rule-based rhythmic acoustic representation.

A comparison between native English speakers' and Cantonese ESL learners' English word stress perception
Wience Wingsze Lai - Hong Kong Community College @ The Hong Kong Polytechnic University, and The University of Hong Kong
Ng Manwa Lawrence - The University of Hong Kong

This study aimed to compare perception of English word stress by native English (NS) speakers and Cantonese ESL (CS) learners based on their judgement of similarity between English donor words and Cantonese loanwords in terms of suprasegmental features, and explain the similarities and differences with implication on future directions for ESL suprasegmental training. Particularly, the present research seeks to answer the following research questions: (1) whether less proficient CS' production of English donor words with F0 (or pitch) as the dominant cue for stress production is treated more similar to their production of Cantonese loanwords; and (2) whether English word stress production by CS are perceived differently by themselves and by NS. Forty participants (30 CS and 10 NS) listened to 75 tokens of English donor word-Cantonese loanword pairs produced by 22 CS, including 11 highly proficient (H-CS) and 11 less proficient (L-CS). For each token, participants rated the level of suprasegmental similarity between the word pair on a 7-point Likert scale, with a "1" indicating "most different" and a "7" "most similar". The ratings by both NS and CS and their ratings against H-CS and L-CS were then statistically compared. It was uncovered that both CS and NS rated L-CS's production with greater similarity than H-CS's, consistent with the earlier findings of F0 as the dominant cue for stress production in L-CS. Also, the similarity in H-CS's production was found higher in CS's rating than in NS's. Such difference between their English word stress perception suggests the influence of stress perception on its production and the need to emphasise the neglected acoustic cues in English word stress teaching. Pedagogically, it may inspire ESL teachers or language educators with how L1 interacts with L2, and help develop a more effective teaching regimen in English pronunciation to native speakers of Hong Kong Cantonese who are learners of L2 English. It also serves as a basis for further studies on the acquisition, production and teaching of English connected speech and intonation.

Letting the students speak: Lessons learned to maximize the effectiveness of peer feedback for oral presentations
Lynee Lawson - University of Illinois Urbana-Champaign

While oral presentations are a common activity for communication classes, teachers often struggle with making the most out of the experience for students who are listening as audience members. The typical design of one student speaking and everyone just listening may benefit the presenter but it can leave the audience disengaged, bored, or distracted. Incorporating peer feedback requirements into the presentation activity is one strategy to engage audience members and facilitate further learning. According to Liu and Carliss (2006), "peer feedback is primarily about rich detailed comments but without formal grades" (p. 280). Peer feedback in an oral communication class can

hold students accountable for focused listening and for commenting on phonological, prosodic, or non-verbal elements discussed in class. Audience members benefit from focused listening requirements and presenters benefit from receiving a range of comments far broader than a single teacher could provide. This talk will recount a teacher's recent experience of using peer feedback in her pronunciation class. Research is based from a class comprised of 14 international graduate students who were required to each give 4 short presentations (5 minutes each) throughout a semester in preparation for their teaching assistantships at a large university. Students as audience members were required to answer questions during the presentations and submit their comments to the speakers after the presentations were completed. At the end of the semester, students had the opportunity to comment on their experience of both giving and receiving peer feedback. In this talk, the peer feedback design will be shared in detail along with common themes (both positive and negative) arising from students' comments. Rationale for revisions to the feedback activities along with the teacher's own reflections on incorporating them will be discussed for the benefit of anyone desiring to enhance their classroom experience with peer feedback.

Prosody-syntax mismatches for holding turns: A study of English-speaking Korean L2 learners
Heeju Lee - UCLA
Turn-taking, which enables speakers to participate in and sustain conversation, is an indispensable skill for second language (L2) learners. Over several decades, researchers have unveiled how proficient speakers manage their turns by deciphering when to begin talking and when to stop (Sacks et al. 1974). Yet, L2 learners' turn-taking practices remain understudied, especially the essential role of prosody (i.e., intonation, rhythm) in signaling changes in speakership. This study examines prosody-syntax mismatches used for holding turns. Speakers prosodically pass a syntactic boundary by increasing the pace of the talk (*rush-through*, marked with <), thereby inhibiting the interlocutor's joining in the talk. Data comes from audio-recorded oral proficiency interviews between native Korean speakers and Korean L2 learners. Results suggest that rush-through is a common turn-holding strategy for Korean L2 learners. A speaker strategically realizes a prosodic juncture at a non-syntactic boundary and holds the turn until he/she reaches the completion point of both syntactic and prosodic boundaries. In the following example, Speaker A continues his talk past a possible turn transition place at the syntactic boundary (#) by speeding up the pace of the talk near the end of line 2 to the conjunction 'and' of line 3. He again continues the turn passing a prosodic boundary (@) marked with a pause (.) (line 3). The turn transition takes place (line 4) after both syntactic and prosodic boundaries are realized (line 3). The interlocutor B anticipates further talk from the speaker and does not take the floor because the syntax is incomplete or the prosody continues to the end of line 3.
Example
01 A: Uh, (my daughter's) hair is long and,
02 ☐☐Uh she hasn't cut her hair <for a long time. #
03 ☐So (her hair) is very lo- long and, (.) @ um a little thin.' # @ OK.
04 B: ok
These prosodic strategies are relevant to L2 curriculum development and conversation practice. However, before applying these strategies to teaching and learning, more research analyzing L2 learners' turn-taking system is required.

Towards protocols for English prosody training for Japanese speakers using Praat
Masaki Noguchi, Noriko Yamane, Asami Tsuda, Misuzu Kazama, Bosung Kim, Bryan Gick - University of British Columbia
Studies have found that L2 learners have difficulty in producing prosodic focus marking, because new information focus is manifested differently across languages (Gut & Pillai 2014). Foci are marked prosodically in English (Vergnaud & Zubizarreta 2005) while they are marked morphologically (Kuno, 1973) as well as prosodically (Pierrehumbert & Beckman 1988) in Japanese. Moreover, English foci are flexible in placement, while Japanese counterparts are rigidly aligned to the left-edge of the sentence (Venditti et al., 2008), which makes Japanese speakers' acquisition of English prosody even more difficult. More surprisingly, students who show high scores in prosodic focus identification task as well as in the equivalent perception task do not necessarily show high performance in the production task (Yoshimura et al., 2014), which suggests that specific training is required for production of prosody. The goal of this study is to create protocols for teaching English prosody with Praat, which allows both teachers and students to access to the technological benefit.
The experiment will be conducted with test and control groups consisting of Japanese college EFL learners at A2 level (CEFR). They will be handed text of a short narrative paragraph, given oral instructions about which word they are to place prosodic stress, allowed to listen to the recorded material of a native speaker of English, and allowed to practice the production of the narrative. After the pretest recording, the test group will be given audio and visual feedback of their own prosody pattern with pitch graphs in Praat. There will then be discussions regarding the comparisons of their own prosody to that of a native speaker of English. The control group will be given audio feedback (only) of their own recording, followed by the same discussions. Both groups will participate in the post-test recording.
As a case study, we will implement the proposed protocol, particularly focusing on the production of the expected pitch, vowel length, and rhythmic pattern of a sentence. The proposed protocol has been partially developed in the author's pilot study. The effectiveness of the visual feedback and the language teachers' role will be discussed at the presentation.

Changes to self-correction following explicit pronunciation instruction
Sarah O'Neill, Christine Shea - University of Iowa
Explicit pronunciation instruction can enhance L2 learners' awareness of the characteristics of native speaker speech and their own L2 speech. This explicit awareness can lead L2 learners to identify differences between their speech and that of the native speaker target. Once the learner identifies these disparities, she can engage in self-correction. In the current study we examine the role of self-correction in relation to learner awareness in an L2 Spanish pronunciation course. Subjects were 19 undergraduate students enrolled in a course on Spanish pronunciation and a control group of

14 students completing a Spanish speaking course without pronunciation instruction. All subjects were L1 English, L2 Spanish speakers.

During the pretest, carried out the first week of the semester, subjects recorded themselves pronouncing a word three times. After each recording, they noted how they would like to improve their pronunciation of the word or reflected on whether they had successfully implemented intended improvements. Subjects completed this process for 28 words. They repeated the experiment in the fourteenth week.

We analyzed the students' written notes to determine development in three areas:

      a) Sounds frequently identified for improvement
      b) The metalanguage used to describe pronunciation
      c) Reported improvement or lack of improvement

We compared the development of the experimental and control groups in these areas to determine the effect of instruction on subjects' ability to identify and implement self-correction. We believe this reveals important information regarding learners' awareness of their own pronunciation and self-correction strategies. We discuss changes in behavior for several individual subjects as well as general tendencies within the two groups. In particular, we discuss changes in vowel terminology for the experimental subjects, lack of changes in the treatment of [r] for both groups and the tendency for the experimental group identify dental consonants [t̪] and [d̪] in the post-test. Recordings were subsequently analyzed to determine whether subjects' reports of self-correction were accurate. In sum, this study contributes to previous work on the role of explicit awareness in the field of pronunciation instruction and, importantly, addresses the question of whether 'input' and explicit awareness lead to changes in L2 students' self-correction.

Story retelling and prosodic behavior
Jessica Rohr, Cynthia Kilpatrick - University of Texas at Arlington

This study examines the frequency and duration of pauses in story-retelling tasks in order to determine differences in pause fluency patterns from the original narrative to a later retelling. A large body of work indicates that pauses are shorter and fewer in more proficient second language speech (Anderson-Hsieh & Venkatagiri, 1994; Hanson, Gardner, & Pollard, 1998; Pickering, 1999; Kormos & Denes, 2004; Ullakonoja, 2008). For instance, in a longitudinal study, Ullakonoja (2008) found that study-abroad learners with higher fluency ratings had shorter and less frequent pauses. However, it is unclear whether these higher fluency ratings might also be attributed to increased exposure to the target language over time. Here, we turn to a story re-telling task in order to determine whether different pause behavior at the same acquisitional stage will also show a correlation between pause behavior and fluency ratings. Second language learners of English with various L1s told a story using picture story frames found at http://www.cal.org/caela/esl_resources/Health/healthindex.html. After an additional reading task lasting between three and five minutes, they were briefly shown the original pictures as a reminder, and were then asked to retell the narrative without using the story frames. Both tellings were transcribed and the duration, frequency, and placement of pauses were analyzed. A group of pre-service and practicing ESL teachers later comparatively rated the stories for fluency. Preliminary results indicate that the retelling was completed more quickly than the original narrative, and that pauses were less frequent and shorter in duration in this second retelling. In addition, the second story was rated as more fluent overall. From a classroom perspective, having learners re-tell a story is a pedagogical tool that has the potential to build fluency in L2 learners. One common technique for this is the 4-3-2 speaking fluency task (Maurice, 1983), where students tell the same story multiple times, but are given less time for each re-tell. Our results here indicate that the efficacy of story re-telling may not require setting a shorter time limit, since learners in our study were not given a time limit for completion.

The role of teacher's books in pronunciation teaching: An answer key or a complete guide?
Sinem Sonsaat – Iowa State University

Language teaching materials are quite influential in foreign language classrooms. Therefore, there have been numerous studies evaluating printed and digital materials in both ESL and EFL settings. However, most of these studies have produced an evaluation from a learning perspective, that is, by taking learners' needs and wants into consideration. Research focusing on teachers' needs and wants has not captured the same attention. Studies focusing on materials from a teaching perspective have thereby focused on teachers' overall perceptions. They have reported that teachers take materials either as a useful asset guiding them in their teaching or as an authority making decisions on their behalf, and therefore leaving less room for them to develop professionally (Crawford, 2002; Masuhara, 2011). However, most of these studies have not gone into deeper analysis and looked at what the materials actually provide teachers. For pronunciation, which has been a skill both native and nonnative teachers have expressed being insecure or reluctant to teach because of various reasons, materials carry a great responsibility in providing support for teachers. Teacher's books are looked to for the majority of this support. Therefore, teacher's books of pronunciation teaching materials should go beyond being just 'an answer key', and in addition, guide teachers in their teaching, even train them, regardless of their language background, teaching experience, or the amount of previous training they have had. In this presentation, I share my findings about what native and nonnative pronunciation instructors in an ESL setting expect from teacher's books. I also share the findings of my analysis of the teacher's editions of both stand-alone pronunciation books and four-skills textbooks to see how much teachers' expectations are taken into consideration in them. The focus of this analysis is: Are teacher's books a good resource for guiding teachers or are they simply an answer key with no deeper value?

Intensive pronunciation clinic: Enhancing pronunciation instruction with Speech-Language Pathology Techniques
Jennifer Stenseth, Shannon Guinn-Collins - Portland State University

University IEP faculty and Speech-Language Pathology (SLP) faculty have partnered to create a specialized pronunciation course providing unique opportunities for intermediate to advanced level IEP students. This poster will

provide pronunciation teaching strategies informed by SLP practices, as well as data supporting this collaborative model. ESL instructors and Speech-Language Pathologists approach non-native pronunciation from different perspectives and theoretical understandings (Sikorski, 2005). Combining the background skills and knowledge from these disciplines in a format linking an ESL classroom and a clinical setting is a novel approach to teaching pronunciation. In teaching this pronunciation course, IEP faculty collaborate with SLP faculty and graduate students. Through this partnership, pronunciation students are able to benefit from multiple perspectives and instructional methods, several of which will be shared via this poster. The primary goal of this poster presentation is to provide specific strategies for teaching pronunciation as informed by SLP practices. For example, while ESL teachers have traditionally favored communicative practice over decontextualized drilling of sounds, SLP best practices indicate that students may indeed show improvement through such repetitive practice to improve automaticity, motor memory, and confidence. Furthermore, ESL teachers may benefit from concepts drawn from SLP, such as shaping, which refers to the procedure of breaking down target behaviors into small components and teaching them in an ascending sequence. Each step moves the behaviors in successive approximations toward the target, and each successful approximation is reinforced to change the overall behavior. In addition to teaching strategies, the poster will include information on how the course is organized as a whole, focusing on the collaboration between the course instructor and the SLP graduate students. Finally, the poster will provide pre- and post-test data affirming the effectiveness of the dual instruction, along with feedback from students who report increased intelligibility and confidence in speaking English after finishing the course.

Where does pronunciation stand in the 21st century foreign language classroom? Educators' and learners' views
Jessica Sturm - Purdue University
Frederique Grim - Colorado State University

The communicative approach, most commonly used in the United States, claims that the main goal for learning an L2 is to successfully communicate in the target language. Because communication is the primary goal of today's language teaching (Brandl, 2008; Brown, 2014) we want to learn a language in order to be understood by and understand others without much difficulty. Yet the communicative approach has generally excluded pronunciation instruction through textbooks and instructor training, ostensibly due to the shift away from the types of drills traditionally associated with pronunciation work (repetitive, mechanical, not contextualized in real-life situations). Additionally, instructors feel they have neither the time nor the training to offer pronunciation instruction. It seems evident that pronunciation plays a significant role in effective communication; even the most perfectly grammatical utterance with the most sophisticated vocabulary can be obscured by some level of inaccuracies of pronunciation. Much research has been conducted on the efficacy of pronunciation instruction, most indicating that pedagogical intervention leads to improved pronunciation (Derwing and Munro, 2009; Miller, 2012; Saalfeld, 2011; Sturm, 2013). But what are the actual practices and current views of instructors and learners? In order to understand where educators and learners stand, at this point in time, this study will first present previous research on the role and suggestions of pronunciation instruction, followed by views on the role of pronunciation in language learning from 56 post-secondary L2 instructors and 293 students, gathered through a national survey. The conclusions drawn from the data will be accompanied by suggestions for further research and pedagogical recommendations.

What makes a Bostonian sound Bostonian and a Texan sound Texan?
Jim Talley – Linguistic Computing System

We all, with varying degrees of accuracy, can make judgements with respect dialectal origins of speakers of our native language. Those of us who are more analytically oriented can probably even name a few speech characteristics that we believe typify a dialect. Similarly, some of us (especially those actively involved in teaching ESL) may also be able to name typical characteristics of accents of sub-populations of non-native speakers of English. But, many of those distinguishing characteristics of populations' speech remain nebulously defined – e.g., the persistently fuzzy concept of the syllable- timing vs. stress-timing of languages – and are correspondingly difficult to operationalize in pronunciation teaching. This work discusses the application of a speech analytics- and machine learning-based methodology by which the essential characteristics of a sub-population's speech can be quantified and ordered by their relevance for defining that sub-population's accent. A broad array of segmental and suprasegmental features are automatically derived from the speech of many talkers, who were raised in various (known) dialectal regions of the United States. These features are modeled at different levels, eventually culminating in a classifier trained to identify the dialectal region where each utterance's speaker grew up. Then, we use a variety of methods to do "post-mortem dissection" on the model(s) to determine the specific properties being utilized to perform such classification. The desired result is a set of concrete, automatically-derivable measures of what gives a person's speech the identifiable characteristics of his/her sub-population's accent. This knowledge (and the associated technology) could then be used to support learning of a target accent (or unlearning of an undesirable accent). It should be noted that the current work focuses on distinguishing aspects of regional dialects of American English because of the easy availability of the necessary data, but it is in theory equally applicable to characterization of foreign accents of English, as well as to any other human language, given the proper data upon which to train models.

Is phonemic training using nonce words or real words more effective?
Ron Thomson - Brock University

This presentation will report on a study examining the impact of computer-assisted pronunciation training on the intelligibility of L2 English vowel productions. Two experimental groups from a variety of L1 backgrounds received the same amount of exposure to English vowels using a High Variability Phonetic Training paradigm (Thomson, 2011, 2012), in which target phonemes are presented in a wide range of phonetic contexts and spoken by multiple talkers. In the present study, L2 English learners completed 40 perceptual training sessions over a period of several weeks. The short

(10-15 minute) sessions were completed at the participants' convenience, using a web-based platform (www.englishaccentcoach.com). During each session, learners heard 100-200 single syllable nonce or real words, which contained ten English vowels. After hearing each item, learners were asked to click on the phonetic symbol for the vowel portion of the item they had just heard, and received feedback on the accuracy of their response. While both experimental groups were exposed to the same number of tokens over the study's duration (5900 in total), Experimental Group 1 (n=9) was primarily trained using CV syllables containing the target English vowels (largely nonce words). Within each session, however, only one consonantal context was used (e.g., /g/ + vowels one session, and /k/ + vowels the next session). In a few later sessions, Group 1 was trained using 70 real words (7 for each of the ten vowels), and asked to identify the vowel in each word. Experimental Group 2 (n=12) was primarily trained using the 70 real words, with little exposure to nonce words. Group 3 (n=12), a control group, received no training. Before and after the training sessions, participants in the two experimental and control groups were recorded producing the same 70 real words which they had been exposed to during training. Native speaker listeners then determined to what extent each vowel production was intelligible using a forced choice identification task. Results indicate differential effects of training depending on both experimental condition and the target English vowel.

Comparative acoustic analysis of English vowels between Chilean Spanish speakers and American English production
Maria Gabriela Valenzuela - Universidad Catolica de la Santisima Concepcion, Chile
The purpose of this study is to compare the English vowels produced by Spanish Chilean speakers to the general American production, in order to determine if the results of the Spanish participants are within the acceptable auditory margins to avoid miscommunication in English. The results of this study are important because the participants are preparing to become teachers of English and are learning the language in a foreign context. An intelligible pronunciation is essential to any language, especially if a second language is learned in a foreign context, where the lack of the L2 input affects the learners' language production, as in the Chilean case where Spanish is the dominant language and little English is spoken. Ladefoged (2006) established that different reasons exist for an ESL learner to produce erroneous utterances being one of the main problems the vowels production. In an EFL context these problems are emphasized because of the few opportunities to practice the L2 in real situations and contexts. Fledge (1994) determined that different languages not only differ in the number of vowels but also in the use of them to emphasize meanings. These differences have a big repercussion in how the information is perceived and produced by the non-native speaker, especially if the production of vowels or consonants is beyond the parameters allowed in the target language. The present study replicates the research conducted by Peterson and Barney (1952) in which they analyzed the acoustic vowel sounds of American speakers. The participants were 22 Chilean EFL university students from the English teaching program. They recorded 11 words with /hVd/ structure three times; the average result of the participants´ F1 and F2 production was calculated and used to compare with the vowels measured in Perterson and Barney´s experiment. The results were plotted with the Norm Program, to clearly show the main differences in the average production, and identify whether the vowels were in or off the limits for intelligibility purposes.

Technology use in pronunciation teaching: Current practices and hidden gems
Lara Wallace – Ohio University
Audio and video recordings have been used for decades (Axelson & Madden, 1990; Crumley, 2006; Kozuh, 1993; Sarkasian, 1984; Stenson, Downing, Smith & Smith, 1992) and are easier than ever to incorporate into pronunciation teaching, but what else are pronunciation teachers utilizing in the classroom to enhance student learning? Over 150 practitioners from the TESOL interest sections of SPLIS (Speech, Pronunciation, and Listening), CALL (Computer Assisted Language Learning), and ITA-IS (International Teaching Assistant training) responded to an online survey on technology use in pronunciation teaching in April 2015. Questions included not only what technology they use and for what purposes, but also a self-report on the extent to which they integrated technology in their teaching, and their perceptions of student accessibility to technology. Preliminary findings indicate that teachers are continuing to utilize technology in more and various ways (building off of Crumley, 2006). The results of this survey, including some of the more surprising uses and applications in technology, will be shared in this presentation.

Recognition of final consonants by L2-learners
Elisabeth Zetterholm – Stockholm University
Mechtild Tronnier, – Lund University
Immigrants with Vietnamese as their first language, L1, have been living in Sweden for a couple of decades and Vietnamese L1-speakers are also currently present in the classroom for Swedish as a second language. Those second language speakers (L2-speakers) of Swedish have some foreign accent features, which are related to the differences in phonotactic structure between L1 and L2. In that respect, syllable final consonant clusters are known difficulties for the L2-speakers as they do not occur in Vietnamese, but are permissible in Swedish. Furthermore, some of the single final consonants in Swedish L2 are not produced as expected, in that they either are replaced by sounds representing other phonemes or reduced or deleted. In the suggested contribution, the ability to recognize a syllable final contrast by L2-speakers is investigated. Hereby, L1-Vietnamese subjects are exposed to the sound of Swedish word pairs only differing in the final phoneme. They are asked to identify the target word by choosing one of two pictures, representing the word pairs. The test is computer-based using the built-in loudspeakers and the participants saw the pictures on an answer sheet but did not see the written words. The participants listened to the target word twice, pronounced by two different speakers, one male and one female native speaker. All test words were quite common words but not chosen from a frequency word list and therefore all participants were asked if some of the words were unknown to them. The subjects are all adults and enrolled in different courses of Swedish as a second language. This study addresses the question to what extent L2-production is related to L2- recognition. If the results show a relationship in general one could refer to the transfer theory. It that is the case, an adaptation of the didactic approach in the classroom is suggested.

The importance of aspirated initial stops in English as a Lingua Franca
Elisabeth Zetterholm, Mara Haslam – Stockholm University

The use of English as a Lingua Franca (ELF) is growing with the increasing number of non- native speakers of the language. This growth has led to increased demand from pronunciation teachers and teacher educators for information on what pronunciation features in ELF are likely to lead to greatest intelligibility. Jenkins (2000) presented the Lingua Franca Core (LFC), a research-based syllabus for ELF which is intended to represent the aspects of pronunciation that are necessary for intelligibility in ELF situations. For example, the LFC claims that the fortis-lenis distinction on English syllable-initial stops is necessary for ELF intelligibility. However, as Seidlhofer (2004) has pointed out, the dataset on which the LFC is based is somewhat limited and therefore more research is needed before we can conclude that the LFC is the most complete syllabus for ELF pronunciation teaching. In this study ELF tokens from the Wildcat corpus (VanEngen, et al., 2010) with stressed-syllable-initial stops created by speakers of different L1 backgrounds are presented to non-native speaking listeners in an identification task. Correlation of the identification results with Voice Onset Time (VOT) measurements of the initial stops will show how much the level of aspiration of the initial stops correlates with correct identification of the token. Results will provide clarification of the LFC's claim about the English fortis-lenis distinction. This is the first study in a planned series intended to investigate the recommendations of the LFC to shed light on questions of ELF pronunciation. The results will give teachers of pronunciation more information about which features are most important to prioritize in ELF pronunciation teaching.

Call for Proceedings

We encourage you to write up your paper, poster or teaching tip for the 2015 PSLLT proceedings. Your paper will be due December 15, 2015. The proceedings will be published by summer 2016. 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 the second language pronunciation field. The publication of high-quality, interesting papers helps the field of second language pronunciation to move forward.

<u>Guidelines for proceedings submissions for 2015</u>

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. All submissions will be given to reviewers who will make suggestions and recommendations to the author(s) and the editors. Please follow the template for papers (provided after the conference to all presenters).

Manuscripts should:

- follow the Publication Manual of the American Psychological Association, 6th ed. (2001) especially for tables, charts, and graphs;
- be doubled spaced and include no more than 3000 words (excluding 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; and
- include the contact information of the author(s): name, affiliation, address, telephone number, and email address.

All proceedings contributions are due by December 15, 2015. Any
questions should be directed to John Levis at
pslltconference@gmail.com.

Join us for the 8th PSLLT Conference in Calgary, Alberta, Canada!

The Role of Technology in L2 Pronunciation Research and Teaching
August 12-13, 2016

Next year's conference will feature Professor **Dorothy Chun**, UCSB, Editor of *Language Learning and Technology*. Dorothy will open the conference with a plenary entitled **Visualizations of Pitch Contours in Web-based and Mobile Apps to Improve Pronunciation.** The second day of the conference will open with a **Roundtable on L2 Pronunciation and Technology**, with the following guest speakers: **Catia Cucchiarini**, Senior Researcher, Centre for Language and Speech Technology, Radboud University, Nimegen, The Netherlands; **Jonathan Dalby**, Associate Professor, Department of Audiology and Speech Science, Indiana University-Purdue University, Fort Wayne, Indiana, USA; **Debra Hardison**, Associate Professor, Department of Linguistics and Languages, Michigan State University, East Lansing, Michigan, USA; **Hansjörg Mixdorff,** Professor, Department of Computer Science and Media, Beuth University, Berlin, Germany; and **Ron Thomson**, Associate Professor, Applied Linguistics, Brock University, St. Catherines, Ontario, Canada. **Mary Grantham O'Brien**, Director of the Language Research Centre at the University of Calgary will moderate the Roundtable. This Roundtable is generously sponsored by *Language Learning*.

Call For Papers

The 8th Pronunciation in Second Language Learning and Teaching Conference invites proposals for papers and posters on all topics related to naturalistic pronunciation acquisition and classroom pronunciation learning. We especially welcome proposals for papers on L2 pronunciation and technology. Possible paper topics include the use of technology in research and/or teaching of L2 pronunciation, descriptive and experimental studies, re-examinations of key research findings (e.g., intelligibility, comprehensibility and accentedness) in new languages, and innovative approaches to teacher education.

In addition to papers related to pronunciation and technology, the conference invites proposals for papers or posters on any aspect of pronunciation research, teaching and learning. Papers will be given in English. **Deadline for abstract submission is April 8, 2016**. Notifications of acceptance will be made by May 12.

Abstracts should be given a descriptive title, be double-spaced, have no more than 250 words (including references if included) and should specify the type of format desired:
- Presentation (20 minutes plus questions);
- Poster (a dedicated 90 minute poster session); or
- Presentation/poster (either is ok).

Abstract submission will open on October 18. Abstracts should be sent to http://linguistlist.org/easyabs/PSLLT2016

Organizers: Mary O'Brien, Tracey Derwing, Jennifer Foote, Silvia Rossi.

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LOCAL RESTAURANTS

Delivery & Dine In

Campisi's	Italian, Pizza	1520 Elm St	214-752-0141
Carmine's Pizzeria	Italian, Pizza	2006 San Jacinto	214-520-6000
Ravenna Urban Italian	Italian, Pizza, Seafood	1301 Main St	214-744-9333
Potbelly Sandwich Shop	Sandwiches / Subs	1201 Elm St	214-573-8727
Taco Borracho	Tacos, Mexican	300 North Akard	469-547-2047
Pho Colonial	Vietnamese	1623 Main St	214-748-0746
Jimmy John's	Sandwiches	1414 Elm St	214-741-2970
Jason's Deli	Sandwiches	1409 Main St	214-672-9340

Sit down & enjoy or Call in & pick up (a short walk, drive or public transportation from the UCD)

All Good Café	American	2934 Main St	214-742-5362
Baker's Ribs	BBQ	3033 Main St	214-748-5433
Dallas Chop House	Steakhouse	1717 Main St	214-736-7300
El Fenix	Mexican	1601 McKinney	214-747-1121
Ellen's Southern Kitchen	Comfort	1718 N. Market	469-206-3339
Enchilada's Restaurant	Mexican	1304 Elm St	214-748-8585
Gator's Dallas	Cajun	1714 N. Market	214-748-0243
Hoffbrau Steaks	Steakhouse	311 N. Market	214-742-4663
Iron Cactus Mexican Grill	Mexican	1520 Main St	214- 749-4766
Moe's Southwest	Burritos, Nachos	2121 Main St	469-513-1650
Paradise Bakery & Café	Sandwich Shop	1201 Elm Street	214-761-1662
Pecan Lodge	BBQ	2702 Main St	214-748-8900
Porta Di Roma	Italian	1623 Main St #104	214-752-0855
Press Box Grill	American	1623 Main St #101	214-747-8226
Sol Irlandes Mexican Grill	Mexican	1525 Main St	214-744-9400
The Kitchen Table	American	400 N. Olive St	214-922-8000
Which Wich	Sandwiches	1410 Main St	214-741-9424
Wild Salsa	Mexican	1800 Main St	214-741-9453
Y.O. Ranch Steakhouse	Steak	702 Ross Ave	214-744-3287

Coffee Shops

Peet's Coffee & Tea	Coffee Shop	400 N. Olive St	214-922-8000
Starbucks	Coffee Shop	1700 Pacific Ave	214-969-9031
Stupid Good Coffee	Coffee Shop	1910 Pacific Ave	214-382-3020
Weekend Coffee	Coffee Shop	1511 Commerce	214-261-4545

Restaurants located in the Downtown Dallas Underground Tunnel (Close at 2 PM)

A&W	American	1700 Pacific Ave	214-740-1901
Benny's Bagels	Sandwiches	1700 Pacific Ave	214-382-3020
Taco Bell	Mexican	1700 Pacific Ave	214-740-1901
Pizza Hut	American	1700 Pacific Ave	
Salada	American	1700 Pacific Ave	214-855-9898
Subway	Sandwiches	1700 Pacific Ave	214-965-9499
Sonny Bryan's	BBQ	325 North St. Paul	214-979-0102
SushiYaa	Sushi & Japanese	1700 Pacific Ave	214-220-1200
Noodle Nexus	Asian/Italian	325 North St. Paul	214-871-7222

Convenience Stores

7 Eleven	211 North Ervay	Corner of Elm and Ervay
CVS	1407 Main Street	A few blocks west of UCD