

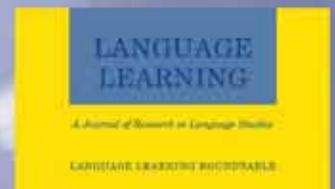
SETTING THE COURSE FOR PRONUNCIATION TEACHING AND ASSESSMENT

PRONUNCIATION IN SECOND
LANGUAGE LEARNING AND TEACHING
(PSLLT)
4TH ANNUAL CONFERENCE



VANCOUVER, BRITISH COLUMBIA
AUGUST 24-25, 2012

SIMON FRASER UNIVERSITY
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Welcome to the PSLLT 4th Annual Conference

Setting the Course for Pronunciation Teaching and Assessment

August 24-25, 2012

Simon Fraser University (Vancouver Campus)
Morris J. Wosk Centre for Dialogue,
580 West Hastings Street
Vancouver, British Columbia

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Plenary Speaker

Pavel Trofimovich - Concordia University
*Teaching second language pronunciation:
From the psycholinguistic lab to the language classroom*

Roundtable on Pronunciation Assessment

John M. Levis - Iowa State University (Moderator)
April Ginther - Purdue University
Luke Harding - Lancaster University
Rebecca Hincks - KTH Royal Institute of Technology
Sara Kennedy - Concordia University
Murray Munro - Simon Fraser University

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Murray J. Munro, Conference Chair
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Conference Program Design & Layout

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Funding

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Simon Fraser University, Department of Linguistics
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Canada

Contributions in Kind

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Tracey Derwing, Jennifer Foote, Okim Kang, Kimberly
LeVelle, John Levis, Greta Muller-Levis, Colleen Meyers,
Marnie Reed, Kazuya Saito, Ron Thomson, Yue Wang,
Mary Zampini, Beth Zielinski

FRIDAY, August 24, 2012

| | | |
|---|--|--|
| 08:15-08:50 | Registration check-in (Atrium) and poster setup (Atrium/APH) | |
| 08:50-09:00 | Welcome (APH): Tom Perry, Chair, Department of Linguistics, Simon Fraser University | |
| 09:00-10:10 | Plenary: Teaching second language pronunciation: From the psycholinguistic lab to the language classroom Pavel Trofimovich, Concordia University (APH); Chair: Tracey Derwing | |
| 10:10-10:35 | Break | |
| Fri. AM | FR1. Pedagogical Research (APH), R. Thomson, Chair | FR2. Curriculum & Teaching (Rm 420) G. Muller Levis, Chair |
| 10:35-11:00 | Foote & McDonough Using auditory priming tasks to target AWL word stress patterns | Sardegna & McGregor Scaffolding students' self-regulated efforts for effective pronunciation practice |
| 11:05-11:30 | Saito Recasts in instructed second language speech learning | Reed Operationalizing curriculum objectives: Integrating and assessing listening and speaking in an IEP |
| 11:35-12:00 | Derwing, Foote & Munro Teaching old dogs new tricks: L2 pronunciation instruction after 19 years of English experience | Edelstein L1 and L2 learners in the college public speaking course |
| Friday PM 12:15 - 2:00 Working Lunch + Poster Session A: Student & Post-doc Posters (Atrium/APH) | | |
| Alsadoon | A01. Perception and production of English vowels | |
| Aly Bailey & Brandl | A02. Pronunciation instruction in the beginning Spanish classroom: A perceptual study | |
| Chang & Weng | A03. Late ESL learners' difficulties of producing lax and tense vowels in English | |
| Chen | A04. Perception of English lexical stress by Chinese native speakers: A critical review | |
| Gordon, Darcy & Ewert | A05. Pronunciation teaching and learning: Effects of explicit phonetic instruction in the L2 classroom | |
| Lege & Tanner | A06. The effect of pause duration on comprehensibility | |
| Ullakonoja, Van Moere, Huhta, Alderson, Haapakangas, & Nieminen | A07. L2 learners' oral reading fluency development during extensive reading intervention | |
| Wang | A08. Prosodic acquisition: tone, stress and intonation | |
| Zhuang | A09. You will speak like an American: ESL learner's pronunciation improvement | |
| Friday PM 12:15 - 2:00 Working Lunch + Poster Session A: Non-student Posters (Atrium/APH) | | |
| De Meo, Pettorino, Vitale, Cutugno & Origlia | A10. Imitation/self-imitation in a computer-assisted prosody training for Chinese learners of L2 Italian | |
| Sturm | A11. Liaison in L2 French: The effects of instruction | |
| Ou | A12. Intelligibility and comprehensibility of English lexical stress and EIL phonological cores | |
| Zetterholm | A13. Teaching Swedish as a foreign language | |
| Fri PM | FR3. Technological Innovations (APH), Y. Wang, Chair | FR4. Teaching & Teacher Training (Rm 420), B. Zielinski, Chair |
| 2:00-2:25 | Chun & Yu Visualization of tone and intonation for teaching and learning Mandarin Chinese | Thomson Teachers' beliefs and practices in pronunciation teaching: Confidently right or confidently wrong? |
| 2:30-2:55 | Richards Optimizing the acquisition of AWL word stress patterns via a principled web-based flashcard pedagogy | LeVelle & Levis Learning to teach pronunciation: Attitudes, images, and identity |
| 3:00-3:25 | Okamura The comparison of L2 speakers' evaluation of and machine evaluation of Japanese learners' English | Kirkova-Naskova, Tergujeff, Frost, Henderson, Kautzsch, Levey, Murphy & Waniek-Klimczak The English pronunciation teaching in Europe survey: Teacher training and assessment |
| 3:30-3:50 | Break | |
| Fri PM | FR5. Studies of Learners (APH), K. Saito, Chair | FR6. Teaching Practices and Teacher Training (Cont.) |
| 3:50 - 4:15 | Wilson & Horiguchi How accurately people follow articulation instructions | Tergujeff English pronunciation teaching practices in Finland |
| 4:20 - 4:45 | McCrocklin & Link Accent and identity: Fear of sounding native? | Costa Kurtz dos Santos Pronunciation in the perspective of trainee teachers: an analysis of curricular training reports |
| 4:50 - 5:15 | O'Brien Successful L2 pronunciation? | Poisson Can a pronunciation approach based on research findings have an impact on learners' performance? |
| 5:30 - | Reception: Segal Centre (Rm 420-430) in the Harbour Centre across the street. | |

SATURDAY, August 25, 2012

| | | |
|--|---|--|
| 08:00-08:30 | Registration check-in (Main Atrium) and poster setup (Atrium/APH) | |
| 08:30-10:45 | PSLLT Roundtable on Pronunciation Assessment (APH), sponsored by <i>Language Learning</i> <i>Panelists: April Ginther, Luke Harding, Sara Kennedy, Rebecca Hincks, Murray Munro</i> <i>Discussants: Sarah Fleming, Beth Zielinski</i> , Moderator/Chair: John Levis. | |
| 10:45-11:15 | Break | |
| Sat. AM | SA1. Assessment (APH), O. Kang, Chair | SA2. Teaching Pronunciation (Rm 420), T. Harada, Chair |
| 11:15-11:40 | Zielinski, Yates & Pryor Assessing pronunciation: How judgements of intelligibility relate to IELTS pronunciation scale scores | Acton, Burri & Baker Preliminaries to haptic-integrated pronunciation instruction |
| 11:45-12:10 | Danforth & St. John The glossary project | Rogan Pronunciation and task-based instruction |
| 12:15-12:40 | Kang Pronunciation features distinguishing examinees | Baker Integrating pronunciation into content-based ESL instruction |
| Saturday PM 1:45 to 3:00 Poster Session B: Non-student Posters (Atrium/APH) | | |
| Eustice | B01. Fledgling phonologists | |
| Fotovatnia & Shahini | B02. Using <i>Pronunciation Power 2</i> to improve Iranian EFL learners' consonant production | |
| Gonzalez Lopez & Counselman | B03. The acquisition of L2 pronunciation of Spanish by novice learners | |
| Harada & Sato | B04. Effects of minimal exposure to English in early childhood on phonemic perception | |
| Kondo | B05. Phonological memory on L2 pronunciation skills | |
| Miller & Szymanski | B06. Improving oral proficiency with technology: A give and take | |
| Muller Levis | B07. Lexical and grammatical features associated with contrastive focus | |
| Munro, Derwing & Saito | B08. English L2 vowel acquisition over seven years | |
| Ou, Yeh & Chuang | B09. Units of analysis, intelligibility evaluation and phonological cores of EIL | |
| Rauber, Kluge, Rato, & Santos | B10. Designing audio, visual and audiovisual perceptual training tasks with TP application software | |
| Rojczyk | B11. Spontaneous phonetic imitation of L2 vowels in a rapid shadowing task | |
| Wallen | B12. Accent modification group: Using a mixed group format to address pronunciation concerns | |
| Watts & Huensch | B13. Integrated speaking, listening, and pronunciation: Are textbooks leading the way? | |
| Sat. PM | SA3. Phonetic Issues (APH), X. Wu, Chair | SA4. L2 Speech Rating and Related Issues (Rm 420), M. Reed, Chair |
| 2:00-2:25 | | Tanner, Landon & Porter How does prosodic error frequency influence NNES' and NES' comprehensibility ratings? |
| 2:30-2:55 | | Fullana Exploring listeners' response times in the assessment of L2 speech |
| 3:00-3:25 | de Moras The role of frequency in the acquisition of L2 pronunciation: the example of the French liaison | Kawase, Hannah & Wang Effects of visual speech information on native listener judgments of L2 speech intelligibility |
| 3:30-3:50 | Break | |
| Sat PM | SA5. Phonetic Issues (Cont.), X. Wu, Chair | SA6. L2 Speech Rating and Related Issues (Cont.), K. Saito, Chair |
| 3:50-4:15 | George The development of /θ/, a variable geographic phonetic feature, during a semester abroad: The role of explicit instruction | Koffi Confusion research as a complement to intelligibility research |
| 4:20-4:45 | Sato Effect of English-medium instruction on the production of VOT by Japanese learners of English | Lima Fundamental considerations in developing an intelligibility test for nonnative teaching assistants |
| 4:50-5:15 | Silveira Pronunciation instruction and syllabic-pattern discrimination | Gomes Understanding Brazilian way of speaking English, in theory and practice |
| 5:15- | CLOSING | |

Plenary Address



Dr. Trofimovich is an Associate Professor in the Department of Education at Concordia University in Montreal. A native of Latvia, he carried out his graduate work in the United States at the University of Illinois, Urbana-Champaign, where he specialized in second language acquisition. Dr. Trofimovich is an internationally-renowned researcher in L2 pronunciation with a prolific publication record. His work has appeared in all the major applied linguistics journals, and he has two recent books to his credit. The issues he explores in his studies are wide-ranging and include phonological acquisition, CALL, musical ability and L2 speech, identity and language learning, speech comprehensibility, and priming methods. In 2010, he and his colleagues were awarded the prestigious Modern Language Journal Paul Pimsleur Award for Research in Foreign Language Education. Apart from being a distinguished researcher and mentor, he is also an engaging and much sought-after speaker.

Pavel Trofimovich

Concordia University

Teaching second language pronunciation: From the psycholinguistic lab to the language classroom

What are some of the most efficient ways of helping non-native speakers improve their ability to speak a second language? I will attempt to answer at least some aspects of this complex question by drawing on my colleagues' and my own recent research with learners of English and French as a second language in Canada, conducted in both psycholinguistic laboratory settings and in second language classroom contexts. More specifically, I will discuss how basic cognitive processes may be relevant to teaching pronunciation in a language classroom, how research can help teachers identify pronunciation teaching targets, and how classroom students differ in their approach to the learning of second language pronunciation. In keeping with the conference focus on assessment, I will also show how research can help teachers develop pronunciation assessment tools. Taken together, these strands of research will paint a complex picture of pronunciation teaching and learning, a challenging and exciting area for researchers, teachers, and learners alike.



Language Learning Roundtable on Pronunciation Assessment

MODERATOR

John Levis, Iowa State University

DISCUSSANTS

Sarah Fleming, Simon Fraser University

Beth Zielinski, Macquarie University

April Ginther (Purdue University)

Measuring Characteristics of Spoken L2 English

The use of computers for the administration of speaking tests has considerably eased the burden associated with the capture and analysis of speech, and reliable assessment of spoken language can be established with the use of human ratings in association with the use of holistic scales. However, fully validating holistic speaking scales requires explication and understanding of the differential contributions of the components of oral performance (e.g., pronunciation, fluency, accuracy, vocabulary) and the interaction among these components at different levels of holistic scales. Praat, a computer program with which you can analyze, synthesize, and manipulate speech, is a tool that allows close analysis of temporal and acoustic components of oral production. While temporal variables associated with fluency (e.g., speech rate, mean syllables per run) are relatively easy to capture, the selection and quantification of variables associated with pronunciation and prosody pose difficult but incredibly interesting challenges. This presentation will discuss findings from completed and ongoing studies that have used Praat to examine the temporal and acoustic properties of L1 Chinese speakers' performance at different levels of the Oral English Proficiency Test, a semi-direct test used to screen prospective international teaching assistants at Purdue University. These studies have examined speech rate, mean length of run, filled and silent pauses, pause placement, vowel quality, vowel length, consonant voicing, stress assignment, and pitch contour. Ongoing efforts are investigating ways to quantify the intelligibility of responses to read-aloud and free response items. Although the use of acoustic analysis software

programs requires training and commitment, their use holds great promise not only for validating holistic speaking scales but also, and more importantly, explicating and understanding the characteristics and development of L2 speaking ability.

Luke Harding (Lancaster University)

Nativeness or Intelligibility: Locating the Construct in Pronunciation Scales

A significant challenge in assessing pronunciation – particularly in English language testing contexts – is the existence of what Levis (2005) calls 'two contradictory principles': the nativeness principle (that learners should achieve a native-like accent in the L2) and the intelligibility principle (that learners' pronunciation should be understandable to a broad range of listeners). The language of many current pronunciation assessment scales demonstrates a shift away from the nativeness principle, with statements in criteria focusing either on intelligibility (e.g., "easily understood"), or on more abstract pronunciation goals (e.g., "correct", "accurate"). However this shift presents several challenges for test developers in gauging the validity and reliability of their pronunciation criteria. First, it raises the question of whether raters still draw on perceptions of nativeness in their judgements of pronunciation, even when native norms are not invoked in scales. Secondly, it raises the question of whether raters from different language backgrounds interpret intelligibility, or abstract terms like "correct", in the same way. This paper will discuss these challenges, drawing on examples from pronunciation rating scales to illustrate key points.

Rebecca Hincks
(Royal Institute of Technology, KTH)

Pronunciation Assessment Using Speech Technology

After decades of research, language technologies finally entered the mass market in the fall of 2011 with the release of the iPhone 4S, whose main innovation was the introduction of Siri, the virtual, speech-directed personal assistant. As we become more comfortable with speech interfaces, we can expect growing trust in their use for pedagogical purposes. Language technologies are, relatively speaking, better at assessing pronunciation than at teaching it. Speech recognition (ASR) can identify deviant phonemes, without being able to easily provide a learner with information about what needs to be adjusted in terms of articulation. My contribution to the round table will report on the research challenges faced by engineers designing pronunciation assessment systems. Current issues include the development of technological alternatives to ASR for assessment, and the relation between computer pronunciation error detection and human ratings of pronunciation. I will also reflect on how individual practitioners in the field could beneficially take advantage of existing language technologies, using as an example my own work giving feedback on pitch variation to Chinese speakers of English.

Sara Kennedy (Concordia University)

All Together Now: Assessing Pronunciation and Communication in Interaction

A significant shift is slowly taking place in the assessment of second language pronunciation. Test rubrics and assessors are no longer solely targeting speakers' use of native-like pronunciation; there is greater emphasis on assessing speakers' ability to communicate their message effectively; in addition, there is a growing trend for speaking assessments to include pair or group speaking tasks (Taylor, 2006). This means that assessing pronunciation and effective communication is no longer straightforward, raising several important questions: Should a rater's understanding of interactive speech always be the default measure of assessment if the rater is not also an interlocutor? Can we identify a common core of second language pronunciation (Jenkins, 2000) which is generally intelligible to any listener? Should pronunciation assessment also target speakers' use of effective strategies for managing problems in understanding, whomever the listener? These questions have implications for key aspects of second language pronunciation assessment, such as how raters and interlocutors are selected and how the target of evaluation is determined. In this presentation, these issues will be discussed with the aim of suggesting a research agenda for the future.

Murray Munro (Simon Fraser University)

Pronunciation Testing and Classroom Research: What should we test and why?

Language testing is carried out for many purposes, including diagnosis of learner difficulties, measurement of classroom learning, and assessment of L2 proficiency. In pronunciation research, 'testing' is also used as a means of evaluating the effectiveness of laboratory training procedures, classroom techniques, and CALL approaches. Implicit in all classroom-based research on pronunciation is the assumption that the dependent variable under study has some sort of relevance to teachers, students, and the students' interlocutors. In particular, when we wish to argue that a particular technique or piece of software 'works,' we assume that it has brought about changes in learners' skills and that we have evaluated those changes in a meaningful way. However, it is not always clear that these assumptions are valid. An examination of the limited set of classroom-based studies of pronunciation indicates that a diverse range of outcome measures have been employed, including perception scores, accent ratings from trained and untrained listeners, segmental and prosodic accuracy scores as assigned by the researchers themselves, and various types of intelligibility and comprehensibility measures. We have yet to see a clear convergence of opinion among researchers about which of these are genuinely useful in terms of their relevance to L2 communicative ability. Resolving this problem requires that classroom researchers work in concert with testing specialists to establish valid procedures for both research and testing purposes.

Poster Abstracts

Abstracts are listed alphabetically by the last name of the first presenter/organiser.

Reem Alsadoon (Simon Fraser University)

Perception and Production of English Vowels by Arabic Speakers: Synthesis of the Problems and Implications for CALL Training

Poster Session A, Friday 12:15–2:00

Quantity language speakers such as Arabs are found to struggle more than other L2 speakers in producing and perceiving English vowels. They have attracted a considerable amount of research on the sources and causes of their difficulties with English vowels. An extensive and thorough synthesis of previous studies revealed that Arabic speakers experience the following problems with learning English vowels: a) failure of adult, advanced speakers to master English vowels even after many years of speaking English, b) L1 interference, c) supra-segmental-related problems, d) orthography-based pronunciation, e) lack of teaching and training in pronunciation. The presentation aims to provide the audience with a thorough synthesis and analysis of the literature on ESL Arabic speakers' difficulty with vowels. It will specify the research gap in the field and draw attention to the beneficial uses of a multi-sensory approach in designing computer-assisted vowel training for ESL Arabic speakers. The presentation will also answer and analyse such questions as why Arabic speakers advance in all areas except in vowels; what the role of interlanguage speech intelligibility benefit (ISIB) in the EFL and ESL contexts is; what kind of training has been done and what kind of training is actually needed; what makes the interference of Arabic as L1 more complicated than the interference of other L1 languages; how the Speech Learning Model (SLM) and contrastive analysis (CA) are valid in accounting for Arabic speakers' problems with vowels; how the orthography of Arabic and English poses a problem for ESL Arabic speakers; and finally, how quantity language speakers deal with suprasegmental features.

Ann Aly Bailey, Anel Brandl (Florida State University)

Pronunciation instruction in the beginning Spanish classroom: A perceptual study

Poster Session A, Friday 12:15–2:00

There is currently no consensus about the types of pronunciation instruction that are beneficial for beginning learners of Spanish. Trofimovich and Gatbonton (2006), and Hurtado and Estrada (2010) found that focus on form and meaning activities had better results in the production of intermediate learners than beginning learners. Hurtado and Estrada (2010), and Arteaga (2000) both suggest that perceptual training could be helpful for beginners, under the assumption of Major (2001), accurate perception must develop before accurate

production in most cases. This study seeks to investigate the effects of two types of pronunciation instruction on the perception of beginning L2 Spanish learners. An explicit group will present learners with phonetic explanations of Spanish sounds. An implicit group will have the sounds demonstrated without formal phonetic explanation. Both groups will complete perception activities that include identification of a segment or correct Spanish pronunciation, or differentiating between two distinct dialects. Three second-semester groups will be included in the experiment: explicit instruction (n = 19), implicit instruction (n = 18), and control (n = 17). Assessments will be online and consist of a pre-test, post-test and delayed post-test that will measure participant accuracy as well as their reaction times on identification tasks. Perception and Production of English Vowels by Arabic Speakers: Synthesis of the Problems and Implications for CALL Training. Preliminary analyses reveal significant improvement from pre-test to immediate post-test for both experimental groups. There is no significant difference between the explicit and implicit experimental groups at the immediate post-test. Further analyses will include results from the delayed post-test, and measure improvement for the ten topics incorporated during the treatment.

Daniel Chang, Calvin Weng (Simon Fraser University)

Late ESL Learners' Difficulties Producing Lax and Tense Vowels in English

Poster Session A, Friday 12:15–2:00

The present research is to analyze the production of English lax and tense vowels by early learners of English and late learners of English. According to Flege, Munro, and McKay's research in 1995, they discovered that Italian speakers who arrived in Canada late tended to have a noticeable foreign accent in English, whereas early Italian arrivals in Canada performed better at English pronunciation tasks. This suggests that maturational factors are highly possible to negatively affect humans' ability to acquire a native-like accent of a target language. That is, older learners of a second language might result in more difficulties in pronouncing native-like sounds in speech. Therefore, given that acoustic cues of vowels varied by the formant frequencies and perceived by speakers, it is likely to conclude that age might be the important factor that prohibits language learners to perceive, distinguish, and produce these formant frequencies correctly. The present paper intends to analyze the speech of six Chinese Canadian English speakers differed by age of arrival in Canada. We created a reading task which contains 135 randomized one-syllable English words, purposefully mixed with lax and tense vowels. Upon analyzing the six Canadian English learners' speech samples, it has been found that the late learners of English are more likely to mispronounce lax and tense vowels in English than the early learners of English. Therefore, the results taken

from the present research have several pedagogical values, which intend to help prospective ESL educators to consider integrating pronunciation teaching in the curriculum design.

Sibo Chen (University of Victoria)

Perception of English Lexical Stress by Chinese

Native Speakers—A Critical Review

Poster Session A, Friday 12:15–2:00

The focus of the present study is the perception of English lexical stress by Chinese native (L1) speakers. Although extensive experimental studies have been done regarding this topic, previous findings have indicated a complicated picture. To what extent Chinese adult learners can acquire the English lexical stress patterns is still under debate, as well as the acoustic cues relied by Chinese native speakers for English lexical stress identification. Furthermore, there is a lack of discussions on pedagogical implication in many previous experimental studies, which limits their applications in real classroom settings. To talk about the current study, the critical review suggests that the major concern of the previous studies (e.g. Archibald, 1993, 1997; Ou 2004, 2010) is how do Chinese native speakers weigh the phonological cues of English lexical stress; however, the undetermined state of Chinese lexical stress system provides a controversial basis for Chinese-English phonological interaction studies, which creates the heated debate of this issue. Furthermore, previous classroom-based studies have not explicitly measured students' improvement in English lexical stress production/perception, which compromises the claim that form focused instruction can be effective in improving Chinese students' English lexical production/perception. Finally, based on these findings, the paper further discusses future directions of research on English lexical stress production/perception by Chinese native speakers, as well as the perspectives of interaction between experimental-based and classroom-based L2 phonetics/phonology research.

Anna De Meo, Massimo Pettorino, Marilisa Vitale (University of Naples “L’Orientale”),

Francesco Cutugno, Antonio Origlia

(University of Naples “Federico II”)

Imitation/self-imitation in Computer-assisted Prosody Training for Chinese Learners of L2 Italian

Poster Session A, Friday 12:15–2:00

Recent studies on second language acquisition, speech synthesis and automatic identification of foreign accent argue for the major role of suprasegmental features in the perception of non-native speech. During the last two decades relationship between pronunciation improvement and student/teacher's voice similarity has also been investigated, showing that the better the match between the learners' and native speakers' voices in terms of f_0 and articulation rate, the more positive the impact on pronunciation training. This study aims at investigating the effects of the self-imitation strategy on the acquisition of L2

suprasegmental patterns, comparing results with those achieved with traditional imitation exercises. Attention has been paid to foreign accent reduction, intelligibility improvement and communication effectiveness. For this purpose, the prosodic transplantation technique and a computer-assisted learning pathway have been used. The study was conducted on a homogeneous group of 26 male and female Chinese speakers of L2 Italian, all having a high-intermediate level of competence of Italian language. The corpus used for the pronunciation training, consisting of 4 speech acts (order, granting, request and threat), has been recorded by all students and by 6 native Italian speakers. The items necessary for the self-imitation training have been obtained through the prosodic transplantation, i.e. transferring suprasegmental features from native speakers' voices to the L2 ones. Chinese students practiced imitation and self-imitation divided into two different groups and recorded all the utterances again after a controlled training. Self-imitation has been evaluated confronting pre- and post-training performances of both groups. Results will be discussed in details.

Nicole Eustice (University of Oregon)

Fledgling Phonologists

Poster Session B, Saturday 1:45–3:00

Motivating learners to higher order thinking has become part of the curricula from K-12 through graduate school. Nonetheless, contention remains about what critical thinking (CT) entails and whether or not a program explicitly teaching such thinking skills is appropriate. The paper begins by defining CT, and then explaining its role in adult L2 pronunciation teaching and learning. Although some research enthusiastically endorses reflection and autonomy in language acquisition (Dixon, 2011), there is often no clear model for teachers to follow, and so a CT program falls out of the syllabus in favor of elements required for a test or included in a given set of materials. The paper goes on to argue that such reflection and autonomy are integral to the practice of CT and proposes methods to systematically include it with the goal of improving pronunciation, thinking skills, and learner autonomy. Specifically, the paper presents an overview of various frameworks widely researched in SLA phonology and how they may be adapted to help students learn to analyze their own progress in pronunciation. It is as fledgling linguists that language learners may begin to take control of their learning process and expedite improvement. The teacher's role in facilitating the process is highlighted, focusing on classroom assessment, as well as methods by which students may proceed autonomously, including self- and peer-assessment. The role of technology and hybrid courses is also addressed for the richness these can bring in the form of collaborative analysis and assessment.

Zahra Fotovatnia; Ahmad Shahini
(Islamic Azad University)

Using Pronunciation Power 2 to Improve Iranian EFL learners' Consonant Production

Poster Session B, Saturday 1:45–3:00

Appropriate computer assisted software provides a native-like, authentic language learning environment as well as immediate feedback on students' performance (Neri, Cucchiarini, and Strik, 2001). Considering the difficulty learners have in learning segmental aspects of language, especially the sounds that are absent in their native language, this research aimed to find how the use of a computer-based language program (Pronunciation Power 2) could improve the Iranian EFL learners' production of *w*, *ð*, and *θ* sounds. In fact, this study was intended to find if there was any significant difference between the effects of applying the intuitive-imitative approach vs. using Pronunciation Power 2 in teaching the aforementioned consonants to Iranian students. Finally, the present study sought to elicit the learners' attitudes, generally towards using the computer, and specifically using this program, for pronunciation learning. Sixty pre-intermediate students, aged between 15 to 22 years old, were randomly assigned to control and experimental groups (each 30). They took one pronunciation test before and after the treatment to measure their probable improvement in pronunciation of the target sounds as well as an attitudinal questionnaire. The results showed the superiority of applying the software over the intuitive-imitative approach. Regarding the questionnaire, students considered the software as a very effective tool and they felt more at ease when practicing pronunciation with the program than with a teacher. The findings of this study may prompt teachers to apply more recent technologies as teaching supplementary aids or even teaching resources to make improvements in their teaching practices.

Veronica Gonzalez Lopez
(Denison University), **David Counselman**
(Ohio Wesleyan University)

The acquisition of L2 pronunciation of Spanish by novice learners

Poster Session B, Saturday 1:45–3:00

This study reports quantitative results on the acquisition of Spanish L2 voiceless stops /ptk/ by novice learners. While many studies focus on the end state of L2 pronunciation in early and late bilinguals (Baker et al. 2008; Bullock et al. 2006; de Leeuw et al. 2010; Flege 1987, 1995, 2003; Flege and Eefting 1987; Flege et al. 1999; Major 1987; Sancier and Fowler 1997; Yavas 1996, 2002; Yeni-Komshian et al. 2000), few studies examine the early/intermediate stages of L2 pronunciation and the emergence of L2 phonetic categories (González López 2012; Zampini 1994, 1998; Zampini and Green 2001). It is hypothesized here that explicit training on articulatory phonetics will lead to increased production accuracy of L2 phones even for beginning learners. This experiment examines the /ptk/

productions of two groups of L1 English second-semester Spanish students. The target group (N=15) received explicit training in articulatory phonetics while the control group (N=15) did not. Training consisted of instruction on the articulators' movements in producing Spanish /ptk/ and how these movements differ in English and Spanish, as well as perception and production exercises. Voiceless stop productions were recorded at the beginning and end of a 14-week semester by having each participant produce 60 counterbalanced /ptk/ tokens in English and Spanish. The stimuli were measured using Praat® (Boersma and Weenink 2006) and analyzed with SPSS. Preliminary results suggest a more accurate voiceless stop production by the target group, falling in line with our prediction above.

Joshua Gordon, Isabelle Darcy, Doreen Ewert
(Indiana University)

Pronunciation Teaching and Learning: Effects of Explicit Phonetic Instruction in the L2 Classroom

Poster Session A, Friday 12:15–2:00

This classroom-based study investigated how explicit instruction influences the acquisition of L2 phonological features, and how their production contributes to comprehensible speech in L2 learners. Three groups of ESL learners (n=30) received pronunciation instruction during three weeks (25 mins/day, 3 days/week) using the same teaching sequence in a communicative methodology (Celce-Murcia, Brinton, & Goodwin, 1996; Hinkel, 2006). Groups differed in the type of explicit instruction received: two "explicit" experimental groups received explicit instruction either on suprasegmental or segmental features. The same contents were presented orally to the third "non-explicit" group without explicit instruction. Pretest and posttest recordings indicated that only the "explicit" group trained on suprasegmentals improved its comprehensibility scores significantly from pretest to posttest. An analysis of classroom-treatment recordings demonstrated that explicit phonetic instruction that makes learners notice L2 features (i.e., explicit presentation of contents, guided analysis and practice, and corrective feedback) can be beneficial for L2 learners in the development of comprehensible speech. The results also corroborate a major role of prosody in enhanced comprehensibility (e.g., Derwing, Munro, & Wiebe, 1998; Munro, 1995), and a call for more explicit phonetic instruction within a communicative methodology (e.g., Celce-Murcia et al., 1996).

Akiko Kondo (Nara National College of Technology)

Effects of Phonological Memory on L2 Pronunciation Skills

Poster Session B, Saturday 1:45–3:00

Numerous researches have indicated that language learning aptitudes have great influence on second or foreign language acquisition. In particular, L2 oral skills are strongly affected by individual difference. Some learners are able to produce or

and recognize L2 sounds that do not exist in their L1 with less effort, while others need more efforts to produce or recognize the L2 sounds. Among various individual factors that have been claimed to influence learning of second/foreign language, the role of phonological memory, which refers to the ability to recognize and remember phonological elements and their order of occurrence, has been gaining attention as a contributing factor to L2 learning. The relationship between phonological memory and specific L2 skills, such as vocabulary (Service & Kohonen, 1995), reading (Harrington & Sawyer, 1992), listening (Tsuchihira, 2007), and grammar (Miyake & Friedman, 1998) has been investigated. However, there are few studies that examined the relationship between phonological memory and L2 pronunciation skills. Furthermore, most studies deal with phonological verbal memory, but do not with non-verbal memory or musical memory. Thus, this study investigates the extent of influence of phonological memory (both verbal and non-verbal phonological memory) on L2 pronunciation skills. The participants of this study are 40 Japanese university students majoring in English. Their phonological memory and L2 skills are examined by the computer-based instruments designed by the presenter and the data is analyzed by regression analysis. The result shows that both phonological memories have significant effects on L2 pronunciation skills.

Tetsuo Harada (Waseda University)

Effects of Minimal Exposure to English in Early Childhood on Phonemic Perception

Poster Session B, Saturday 1:45–3:00

Previous studies indicated no age effects of early second language (L2) learning in a minimal input situation (a few hours' classroom contact per week) on L2 speech perception, whereas Lin et al. (2004) found that only under noise condition did it better affect L2 phonemic perception. This study investigated the controversial issue of whether or not a younger starting age in a situation of minimal exposure to English as a foreign language is advantageous for L2 phonemic perception with and without noise. Ten native speakers of English and two groups of Japanese university students participated in a phonemic discrimination test: one group started studying English for a few hours a week between ages of three and eight (early learners), and the other began to study in junior high school at the age of twelve or thirteen (late learners). The selected target phonemes were tense vs. lax vowels ([i, ɪ], [u, ʊ]) and word-initial approximants ([l, r, w]). Each pair of monosyllabic words (e.g., *beat, bit*) was tested as six different tri-word trials (e.g., AAB) with and without noise. Results showed that although the early and late learners did not significantly differ in the discrimination test given without any noise, the former outperformed the latter under noise condition ($p < .05$). The findings support the hypothesis that early learners are likely to establish more robust phonemic categories than late learners, and may imply the early starters' acquisition of "efficient high-level processing" of L2 sounds (Mayo and Florentine, 1997).

Ryan Lege, Mark Tanner (Brigham Young University)

The Effect of Pause Duration on Comprehensibility

Poster Session A, Friday 12:15–2:00

In 2005, Derwing and Munro called for more empirical research in an effort to better understand how suprasegmentals influence learners' speech. They cite Hahn's (2004) research into primary stress and its impact on listener comprehension as precisely the type of work needed to confirm or refute approaches advocated by pronunciation specialists who emphasize suprasegmental instruction. At the end of Hahn's 2004 article, she states, "Because the relationship between suprasegmentals and intelligibility is so complex, it is helpful to isolate particular suprasegmental features for analysis" (p. 201). The purpose of this research was to isolate pausing as a discourse feature in order to study its influence on native speaker comprehension of non-native speech. While some research has been done to investigate the influence that frequency of hesitation in discourse has on intelligibility (Fayer and Krasinski, 1987, 1995; Tanner, Landon, and Porter, 2010), no research has really investigated the influence of pause duration on comprehensibility. Using a research design similar to Hahn (2004), an analysis was conducted that investigated the effect of three levels of pause duration in non-native speaker oral discourse on native English speakers' comprehensibility. Over 100 native English speakers were randomly assigned to listen to one of the three passages and then complete a variety of comprehension tasks. This paper will present the results of this study and discuss the implications of the findings for pronunciation teaching and learning.

Jessica Miller, Laura Szymanski (University of Wisconsin-Eau Claire)

Improving Oral Proficiency with Technology: A Give and Take

Poster Session B, Saturday 1:45–3:00

Including technology may be an efficient strategy to improve oral proficiency (Chinnery 2006, Chun & Hardison 2008) by exposing learners to more authentic input through podcasts for example (Goodwin-Jones 2005, McCarty 2005, Young 2007). When they create their own, they can produce substantial output (Lord 2008, Onsrud 2009). By providing varied types of input as well as language practice, technology seems to be an asset for second language acquisition. But does technology necessarily help improve oral proficiency? This study examines the role of technology during conversational activities designed to develop spontaneous L2 oral proficiency, including pronunciation. Data were gathered in a university French conversation course, in which students practiced spontaneous speech in multiple ways, both with and without technology. They produced podcasts and took part in recorded conversations, for instance. They also engaged in presentations, debates, and conversations without recording devices. Preliminary results suggest that students gained from creating their own podcasts. Surveys

indicated perceived improvement in speech comprehensibility and in phonological self-awareness thanks to unlimited access to audio files for self and peer monitoring. In addition, participants described feeling less anxious for recorded activities than for public speaking, leading to improved intelligibility. Yet, learners reported the awkwardness and inauthenticity of recorded exercises. Technology as a teaching tool is therefore a give and take: it facilitates learning by increasing the amount of input, hence enabling intake, but hinders by making learners produce output – however meaningful – in artificial situations.

Greta Muller Levis (Iowa State University)

Lexical and Grammatical Features Associated with Contrastive Focus

Poster Session B, Saturday 1:45–3:00

Sentence focus (also called prominence) in English is an important conveyor of meaning. Hahn (2004) found that discourse that was otherwise the same, but had either no focus or focus on unexpected places in a phrase, was less comprehensible than discourse with appropriate focus. One particular focus feature is contrastive focus, where words that are being compared in some way are emphasized strongly. Non-native speakers of English can learn to recognize this type of focus (Pennington and Ellis, 2000) and produce it (Levis and Levis, 2011). Levis and Levis also suggested that the prosody of contrastive focus needed to occur together with certain lexical or grammatical features. While the prosodic features of contrastive focus often seem to work together with lexico-grammatical structures to bring out the relationships of ideas, it is not completely clear what these structures are. This study examined authentic discourse uses of contrastive focus found in popular online videos such as TED talks and talk show interviews. Common lexical items and grammatical constructions that were associated with contrastive focus were identified and checked against a spoken corpus to determine the most common expressions and structures associated with contrastive focus. Findings will be presented along with implications for pedagogical materials and instruction.

Murray Munro (Simon Fraser University),

Tracey M Derwing (University of Alberta),

Kazuya Saito (Simon Fraser University)

English L2 Vowel Acquisition over Seven Years

Poster Session B, Saturday 1:45–3:00

Although cross-sectional research designs have been used extensively to evaluate L2 phonetic learning over time, longitudinal studies of L2 speech phenomena are rare. As a result, it is difficult to draw strong conclusions about the effects of language experience on L2 phonetic acquisition. This investigation of adult Slavic (Russian and Ukrainian) and Mandarin speakers tracks their English vowel productions during seven years of residence in an English-speaking area. At the outset of the study, all participants had limited English oral proficiency. Recordings of a variety of English vowels produced in controlled phonetic contexts were obtained at the

beginning and end of the seven-year interval, and at an intermediate point. Vowel intelligibility was assessed through listener judgments in a blind identification task, and vowel accuracy was evaluated through acoustic measurements. While the data support the proposal that adults remain open to phonetic learning, they also indicate a considerable slowing of the acquisition process before the end of the first year.

Shu-chen Ou (National Sun Yat-sen University)

Intelligibility and Comprehensibility of English Lexical Stress and EIL Phonological Cores

Poster Session B, Saturday 1:45–3:00

Since the long-accepted view that the goal of learning English as an international language (EIL) is to achieve native speakers' norms has been challenged by Jenkins (2000), McKay (2003) and others, one of the important issues that follow is to re-conceptualize new norms for both teaching and learning English. In the context of English as an International Language, intelligibility is regarded as the most important consideration to decide what to teach and learn. Proposals along this line motivate some researchers to distinguish the pronunciation components that can impede intelligibility from those that do not. According to her detailed analyses on the interaction data between non-native speakers, Jenkins (2002) suggests a list of phonological core features that need to be instructed and learned and the other list that can be ignored. Among these, it is suggested English word stress placement is not core because little communication breakdown is made from the data she

collected. This study reports some data collected by the author to show that the misplacement of word stress with the combining effect of segmental errors (e.g., consonant deletion) can cause serious intelligibility problems. In addition, this study argues that not only intelligibility, but comprehensibility, the degree of difficulty in understanding the linguistic message, should be taken into consideration too. The reason is that plenty of psycholinguistic evidence has shown that both native and non-native listeners are sensitive to acoustic features of a sound as soon as it is received. The communication breakdown may be caused if certain linguistic information is difficult to process. This study reports how the English word stress (e.g., *pérmít* vs. *perμίt*) produced by Taiwan EFL learners, half of whom had trained in native-like word stress placement and the other half had not, was perceived by native and non-native speakers of English. The result indicates that while there is no intelligibility distinction in the two oral data sets, there is significant comprehensibility distinction. That is, both native and non-native speakers reacted faster to the oral data produced by the trained EFL learners because their oral data are easier to process.

Shu-chen Ou, Ruby Yeh, Zhih-lin Chuang
(National Sun Yat-sen University)

Units of Analysis, Intelligibility Evaluation and Phonological Cores of EIL

Poster Session B, Saturday 1:45–3:00

This study investigates how the units of analysis affect the intelligibility evaluation of English pronunciation of non-native speakers (NNSs). With the rapid growth of NNSs of English over the past few decades, intelligibility, rather than native-like pronunciation, has come to be regarded as the most important consideration in determining the phonological cores of English as an international language (EIL). In most previous studies, utterance, either long or short, is usually taken as the unit of analysis for intelligibility evaluation. For instance, if a listener can understand the following sentence “I think they are in a garden.” even if the /θ/ is substituted as /s/, it is counted as intelligible speech. It is clear, however, that the intelligibility is made via context. The utterance-based intelligibility evaluation may underestimate the importance of certain pronunciation features. This study, therefore, compares the intelligibility evaluations using word and utterance as the units of analysis based on original data collected from 8 pairs of NNSs who communicated in an information exchange task containing English words with various phonological contrasts of vowels, consonants and lexical stress. The utterance-based evaluation was done by means of dictation (e.g., whether an NNS correctly writes down “I think...” even if s/he hears “I sink...”). The word-based evaluation was done in an additional step; that is, the target words (e.g., [sɪŋk]) were segmented from the recording (e.g., [ai sɪŋk ðe ...]) and then were played to another NNS to dictate (i.e., think). The results show that some phonological features such as the substitution of interdental fricatives and the misplacement of word stress caused intelligibility problems (43% incorrect) in the word-based evaluation while they did not in the utterance-based evaluation (12% incorrect), and the difference is statistically significant ($\chi^2 = 22.57, p < 0.01$). The finding suggests that the selection of the unit of analysis has an effect on the intelligibility evaluation of NNSs’ speech.

Andreia Rauber (Catholic University of Pelota)

Designing Audio, Visual, and Audiovisual Perceptual Training Tasks with TP Application Software

Poster Session B, Saturday 1:45–3:00

Many studies have shown that perceptual training has positive effects on the modification of sound perceptual patterns (e.g., McClaskey, Pisoni, & Carrell, 1983; Lively *et al.*, 1994) and on the improvement of pronunciation accuracy (e.g., Rochet, 1995; Bradlow *et al.*, 1997, 1999; Yamada *et al.*, 1999; Wang, Jongman, & Sereno, 2003; Lamchaber *et al.*, 2005; Nobre-Oliveira, 2007). However, software to design perceptual training tasks and tests with immediate feedback are

scarce (e.g., Alvin). If the testing involves audiovisual stimuli, computational resources are even more limited. To facilitate computer-assisted-pronunciation teaching which focuses on the perceptual training of segments, we created TP, which in Portuguese means *Teste/Treinamento de Percepção* (Perception Test/Training), a free application software that is user-friendly and runs in all Windows versions. In this talk, we will show how to set perceptual tasks/tests using TP and give examples of tasks/tests we used to train/test the perception of English vowels and nasals by native speakers of Brazilian Portuguese. To improve the perception of English vowels we used audio-only tasks/tests; however, to improve the perception of English nasals in word-final position we used both audiovisual and audio-only tasks/tests. In the two studies, the results showed that the pronunciation of the target sounds improved after perceptual training tasks with immediate feedback. In the specific case of English nasals, students trained with audiovisual stimuli had even better results than those who received audio-only training.

Arkadiusz Rojczyk (University of Silesia)

Spontaneous Phonetic Imitation of L2 Vowels in a Rapid Shadowing Task

Poster Session B, Saturday 1:45–3:00

Imitative tendency for speech starts young and persists into adulthood. Recent research has demonstrated that talkers who are asked to repeat recorded words sampled from another talker converge on multiple acoustic features with the sample talker relative to their baseline utterances (Babel 2012; Honorof *et al.* 2011; Pardo *et al.* 2012). It points to the fact that even sound categories in the native language are labile and that speakers are able to manipulate subphonemic properties in their utterances. Such observed imitative tendencies importantly influence our understanding of how learners produce and acquire L2 speech sounds. Along this line of reasoning, we predict that production of L2 vowels does not have to be necessarily shaped by already existing L1 categories, but can, at least in a precisely controlled shadowing task, be driven by imitative tendencies. In the current study we tested phonetic imitation of the vowel /æ/ by Polish learners of English. This vowel has been found to be one of the most difficult vowels in English to acquire for Polish learners, because it can be equally accommodated by two Polish low vowels /e/ and /a/. Fifteen Polish adult learners of English completed the task consisting of two blocks. In the first block participants read orthographic representations of the words to establish their baseline productions. In the test block participants shadowed recorded model words presented binaurally. F1 and F2 frequencies of /æ/ were measured for both blocks and the Euclidean distance was calculated to compute the convergence to the model talker in the shadowing block compared to the pre-task block. The results reveal that talkers substantially converge with the model speaker in the F1x2 space in a shadowing task. These results are another demonstration that immediate imitation can overcome the interference of L1 categories in L2 speech and that the ability to produce native-like sounds in L2 speech is not completely lost in adulthood.

Jessica Sturm (Purdue University)***Liaison in L2 French: The effects of instruction*****Poster Session A, Friday 12:15–2:00**

Pronunciation instruction has been traditionally neglected in the L2 classroom, although there is a significant recent surge in and call for early intervention and experimental studies. The present research is part of a larger study examining the effects of instruction on advanced learners' acquisition of French phonology; this paper will focus on the acquisition of liaison, or the linking of a (latent) consonant-final word with a following vowel-initial word. Learners (N = 22) were enrolled in either a phonetics and pronunciation course (N = 11) or another advanced French course (N = 11) and were recorded reading a text aloud at the beginning and end of the semester. A group of native speakers of French (N = 11) were also recorded for comparison purposes. Results indicate an effect for instruction, particularly on the reduction of forbidden liaisons pronounced, and are interpreted in light of Schmidt's (1990; 1992; 1993; 1994; 1995; 2001) and Robinson's (1995; 2003) work on attention and awareness in L2 learning.

**Riikka Ullakonoja (University of Jyväskylä),
Alistair VanMoere (Pearson Assessment), Ari
Huhta (University of Jyväskylä), Charles J
Alderson (Lancaster University), Eeva-Leena
Haapakangas and Lea Nieminen (University
of Jyväskylä)**

***L2 learners' oral reading fluency development during
extensive reading intervention***

Poster Session A, Friday 12:15–2:00

The assessment of pupils' L2 oral performance has become

increasingly popular in Finnish primary schools, where the recent changes in the national curriculum have put more emphasis on oral skills during the first years of L2 learning. The aim of this paper is thus, firstly, to investigate whether extensive reading can be used as a tool of improving oral reading and secondly test two different ways of evaluating oral reading fluency. The participants of the study were 11 year-old native speakers of Finnish, who studied English in a ordinary Finnish primary school as their first foreign language. The testing took place during their third year of studying English. The pupils (n=60) completed a reading task consisting of three one-minute passages (2 passages at the 600 word level, 1 passage at the 1200 word level) both in the pre- and post-tests. Half of the pupils (from two different schools) participated in a 8 week extensive reading intervention, which also included exercises on vocabulary learning strategies. The other half (likewise from two different schools) acted as controls and continued their ordinary English lessons. The reading task was administered with a Pearson ORF Assessment system through mobile phones. A research assistant administered the one-on-one testing with

each pupil. The performances were scored automatically by machine and later by American and Finnish human expert raters. The rating focused on accuracy, speed (WCMP), fluency and pronunciation. To summarize, the aim of the paper is to report on the findings from two aspects: development during the intervention as well as comparison of human vs. machine ratings in order to evaluate the ORF assessment system.

Stacey Wallen (Georgia State University)

***Accent Modification Group: Using a Mixed Group
Format to Address Pronunciation Concerns***

Poster Session B, Saturday 1:45–3:00

Accent modification services have historically been provided by a number of professionals that come from various backgrounds, including speech-communication, ESL, and communication sciences and disorders. Service delivery models range from "classroom models" to "individual instruction". These models can have both positive and negative impacts on ELL outcomes. As with learning other aspects of language, learning how to pronounce sounds adheres to the major principles of language learning: input, output, and feedback. Traditional ESL classrooms provide opportunities for input, output, and feedback. However, depending on the instructor's background, differences exist in the type and amount of feedback provided. Optimal feedback is individual to each person and should be adjusted based on the needs of the individual. This paper will describe the Accent Modification Group experience at Georgia State University Speech Language and Hearing Clinic. The group, a collaborative effort between the Communication Disorders program and the Intensive English Program (IEP) in the Department of Applied Linguistics at Georgia State University, provides supplemental pronunciation services to English Language Learners (ELLs) in a group setting one time a week. The "mixed" group therapy format (which includes direct instruction, visual biofeedback, and conversational practice) will be described, as well as feedback from clients and student clinicians regarding the improvements made. Ways to improve the experience will also be discussed.

Liyuan Wang (Purdue University)

Prosodic Acquisition: Tone, Stress and Intonation

Poster Session A, Friday 12:15–2:00

Focusing on pitch-related prosodic factors including tone, stress and intonation, this study intends to investigate L2 prosodic acquisition. Pitch or intonation of L2 speakers should be considered as an important correlates of prosodic acquisition and in need of further investigation, especially since most of the current L2 prosodic studies are not necessarily pitch-related (Speech recordings have been collected from English learners of French (ELoF); Native French Speakers, (NFS); Mandarin Learners of English, (MLoE); Native English Speakers, (NES). Using PRAAT as the software for analysis, the recordings have been transcribed under the scheme of ToBI for phonological analysis to investigate L2 learners' acquisition of stress and intonation. Acoustic parameters including pitch contour,

average fundamental frequency (f_0 , in Hz), average intensity (in dB), and points of inflection will also be measured. It is hypothesized that ELoF group should demonstrate more variable patterns in pitch because of the freedom of stress placement in their native language; while MLoE group produces less variable pitch patterns. Initial results have shown that the assignment of pitch accents demonstrates a salient difference in the placement of L^* and H^* by ELoFs and NFSs. In addition, English intonation patterns produced by the MLoEs do not demonstrate any significant prosodic differences as those produced by NESs in terms of pitch contour. The results of this research bring to light a thorough evaluation on the role of transfer in L2 prosodic acquisition, which is a rather under-represented subject in the field of second language phonology.

Patricia Watts, Amanda Huensch (University of Illinois)

Integrated Pronunciation Instruction: Are Textbooks Leading the Way?

Poster Session B, Saturday 1:45–3:00

The call for integrated teaching of listening, speaking, and pronunciation is based on the premise that a natural interdependence of these skills exists both in daily life and the development of oral proficiency (Murphy, 1991). The claim has a sound theoretical foundation and makes sense intuitively, yet widespread adoption has been slowed by a number of concerns, such as achieving an appropriate balance among the skills, the need for teacher expertise in teaching pronunciation, and uncertainty about how to address diverse pronunciation needs of learners from different language backgrounds and levels of intelligibility. Factors such as these complicate the task of syllabus design and materials development. Despite these challenges, a small number of textbooks have begun to integrate pronunciation with other skills. Currently, a widespread review of these textbooks would be useful to document the specifics of how integration is being achieved and determine whether these attempts are effectively addressing the aforementioned concerns. To that end, the presenters offer a comprehensive review of integrative skills textbooks that include pronunciation instruction. Following a description of each book, the presenters provide a critique using the following questions: What is the rationale for the selection of pronunciation content? Does the pronunciation content correspond with findings from research on intelligibility? How is a pronunciation focus integrated into listening and speaking assignments? What guidelines or rubrics are given to assess pronunciation performance? Are resources provided to aid inexperienced pronunciation teachers? In light of their findings, the presenters discuss implications for future materials development and research.

Elisabeth Zetterholm (Linnaeus University)

Teaching Swedish as a Foreign Language

Poster Session A, Friday 12:15–2:00

The new patterns of global migration affect Sweden in a similar way to many other countries and that makes it important to discuss how teaching of pronunciation in Swedish can be more effective. Understandable pronunciation is important in communication in every language and something worth striving for. In Swedish there are, in particular, some fronted rounded vowels, for example the in-rounded [ɨ] and the out-rounded [y], as well as some consonant clusters that often cause problems for L2 learners of Swedish. The rounded vowels seem to cause difficulty regardless of the speaker's mother tongue. To overcome the difficulties with the consonant clusters speakers use different strategies, for example some speakers use epenthesis (inserting of a vowel) and other speakers remove some of the consonants (reduction). Speakers of the South East Asian languages have difficulties with the distinction between [l] and [r]. This non-Swedish pronunciation makes it harder to understand the speaker. The rhythm and prosody of the Swedish language, where meaning is heavily dependent on stress patterns, vowel quantity and word accents, is often a problem for L2 learners. Earlier research has shown that word stress pattern plays a particularly significant role in avoiding misunderstandings. There are rules concerning the word stress pattern depending on the morphology. It is important to know this when learning Swedish. Native speakers of Swedish use many reductions depending on coarticulation, but L2 learners often have a more distinctive pronunciation which is an obvious marker of foreign accent in Swedish.

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- 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
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DUE DEC 1, 2012

Pronunciation in the Language Teaching Curriculum

PSLLT 5th Annual Conference

September 20-21, 2013

Iowa State University

Ames, Iowa USA

Plenary Speaker: Lynda Yates, Macquarie University

Pronunciation, once a mainstay of language teaching and language teacher education, has long been ignored or relegated to elective status in the classroom. Even though research has established that pronunciation plays a central role in speech intelligibility (e.g., Brodkey, 1972; Fayer & Krasinski, 1987; Smith & Rafiqzad, 1979), and teachers and learners believe in its value (MacDonald, 2002), pronunciation is rarely incorporated into instructional objectives, and when it is taught is usually done so in an ad hoc fashion. In regard to teacher education, Murphy (1997) found that TESL teacher preparation programs that included coursework in phonetics and phonology could greatly benefit by focusing on applied approaches to phonology, including practical training in teaching pronunciation. However, pronunciation teacher education has not changed much since that time, and there is still a great need for training in the teaching of pronunciation in language teacher education.

The 5th Pronunciation in Second Language Learning and Teaching Conference invites proposals for papers and posters on all topics related to re-establishing a significant role for pronunciation in language teaching curricula. Possible paper topics include descriptive and experimental studies, discussions of instructional approaches that emphasize intelligibility and that connect pronunciation to other language skills, case studies of ways in which pronunciation is included in language teaching, Studies of pronunciation in language teaching texts, choices of targets for instruction, and innovative approaches to teacher education.

In addition to papers related to the place of pronunciation in the language teaching curriculum, the conference invites proposals for papers or posters on any aspect of pronunciation research, teaching and learning. Papers will be given in English, but papers addressing the teaching and learning of pronunciation for any language are encouraged.

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Oral Papers

Abstracts are listed alphabetically by the last name of the first presenter/organiser.

Bill Acton (Trinity Western University), Mike Burri (British Columbia Institute of Technology), Amanda Baker (University of Wollongong)

Preliminaries to Haptic-Integrated Pronunciation Instruction

Saturday, 11:15–11:40 am, rm. 420

This paper reports on aspects of a haptic-based (movement plus touch) system for anchoring typical targets of pronunciation instruction: syllables, stress, rhythm, intonation, and prominence. Research in the last decade into various applications of haptics has been extensive, especially in the military and in the fields of robotics, prosthetics, virtual reality training systems, and hand-held computers (e.g., the new HD iPad.) The use of haptic integration procedures in part serves to more systematically coordinate all sensory modalities involved in a targeted task. In virtual reality systems, haptic feedback guides the learner in appropriate movement and developing a realistic “feel” for the object of the virtual simulation. The recent addition of systematic touch to typical kinesthetic procedures used in pronunciation teaching offers the promise of a substantial improvement in ensuring that instruction “sticks.” An initial version of the system described was developed for relatively untrained instructors. That method begins with a simple, haptic-integrated process for getting pronunciation, meaning, and usage from the dictionary and then later applies the same basic procedures to general classroom instruction. Most of the techniques involved application of movement and touch (much like that used in sign language or interpretative dance) under carefully specified conditions across the visual field. In informal field testing, this application of haptic procedures to general pronunciation instruction seems to enhance efficiency in anchoring words and sounds and in facilitating both recall and integration of targeted material in spontaneous speech.

Amanda Baker (University of Wollongong)

Integrating Pronunciation into Content-Based ESL Instruction

Saturday, 12:15–12:40, rm. 420

The last decade has witnessed increased growth in pronunciation instruction into ESL curriculum due, at least in part, to continued advocacy from not only pronunciation specialists (Levis & Grant, 2003), but also ESL students (Kang, 2010), for whom intelligible pronunciation is an important goal. At the same time, the growth of content/task-based instruction within Intensive or Academic English programs has become considerably more prevalent, thus leading to the question of how pronunciation pedagogy can be

successfully integrated into content-based ESL instruction. This paper examines the teaching practices of three ESL teachers who integrate pronunciation instruction into intermediate-level, content/task-based ESL courses in an Intensive English program. These practices are analysed according to five categories of pronunciation instruction: Initial Language Awareness; Controlled Practice; Guided Practice, Fluency Development and Free Practice. The fourth category, fluency development, is defined based on the work of Nation and Newton (2009) who list, among several criteria, pressure to perform at greater speeds or at least “more smoothly” as central to improving learner fluency. Based on classroom observations, interviews with teachers and student questionnaires, the degree to which the teachers integrate pronunciation according to each of these five categories is investigated. Findings demonstrate that systematic integration of pronunciation instruction into content-based curriculum can be problematic in general and that specific focus on fluency development seems to receive relatively little attention in the classroom. This presentation will provide suggestions for enhancing systematic pronunciation integration and increasing pronunciation fluency development into curriculum.

Dorothy Chun, Hsiao-jung Yu (University of California, Santa Barbara)

Visualization of Tone and Intonation for Teaching and Learning Mandarin Chinese

Friday, 2:00–2:25 pm, Asia Pacific Hall

Although accurate pronunciation of tones in Mandarin Chinese is critical and research shows that intonation is important for comprehensibility (Munro & Derwing, 1999), pronunciation teaching is not always emphasized in L2 classrooms. Computer-based programs for practice outside of class can be useful (Chun, 1998; Levis and Pickering, 2004; Yu, 2003), and studies have shown that visualization of pitch contours is helpful for improving pronunciation (Hardison, 2004; Molholt & Hwu, 2008). This paper reports on a study using speech analysis software that allows L2 Chinese learners first to hear a native speaker of Mandarin say words and sentences while seeing a visual display of the native speaker’s pitch curves, then to record themselves reading the same words and sentences, and later to compare their own pitch contours to those of the native speaker. Students in first-year Chinese were recorded reading words and sentences before and after a series of computer-based training sessions. Native speakers rated the words for accuracy of tones and the sentences for comprehensibility and naturalness. Results indicate that some of the students improved in their pronunciation of mono- and disyllabic word tones, in particular, the 3rd tone, which is notoriously difficult (Chen, 1997; Leather, 1990; Sun, 1997), while others improved in sentence intonation. Students indicated in a post-study survey that seeing the pitch curves helped them improve both their word tones and their sentence pronunciation. As in most Computer

Assisted Language Learning studies, we seek to determine which specific features in CALL are helpful for particular learners.

Larissa Costa Kurtzdos Santos (Concordia University)

Pronunciation in the Perspective of Trainee Teachers: An Analysis of Curricular Training Reports

Friday, 4:20–4:45, rm. 420

This presentation aims to show the results of a qualitative analysis of curricular training reports written by undergraduate English students at a Brazilian university. The work involved reading the reports and selecting passages in which the students approach pronunciation and display their views on the teaching and learning of phonetic and phonological aspects of the language. These excerpts were then re-read critically in light of the literature (e.g. Derwing & Munro, 2005; Celce-Murcia, Brinton & Goodwin, 2010; Zimmer, Silveira & Alves, 2009). The main conclusion of the analysis was that the trainees demonstrated very little knowledge of phonetic and phonological phenomena. This was made clear not only by the superficiality of their discussions, but also by the predominance of simplistic and inaccurate generalizations about these processes. Besides lacking knowledge of the metalanguage, most of the trainees were unable to explain common pronunciation mistakes made by Brazilian learners of English. They simply attributed all errors to 'the influence of Portuguese'. Finally, it was possible to notice that pronunciation was taught mainly through *listen and repeat* activities. Such results suggest that the trainees were not adequately prepared to distinguish and teach phonetic and phonological aspects of English, which might point to a flaw in the education of these future professionals.

Catherine Danforth, Jennifer St. John (University of Ottawa)

The Glossary Project

Saturday, 11:45 – 12:10, Asia Pacific Hall

The Glossary Project has been used as an assessment tool in our dedicated English pronunciation course at the university level for over a decade. Students choose a set of 50- 60 words or phrases which they feel represent a personal area of difficulty in the pronunciation of English. Most often these are key words or phrases in frequent use in their own academic contexts and therefore represent items where clear production and comprehensibility are of great importance. For each key word, each student submits the word's phonetic transcription, an audio recording of the word used in context and a self-assessment reflection statement on reasons for the pronunciation difficulty. This individualized project encourages each student to self-assess and reflect on the source of particular pronunciation problems, a strategy which they can continue to employ with any new or other items that they may encounter. In conjunction with the Glossary Project, twice during the course an extemporaneous segment of speech is recorded by each student, transcribed and analysed by the student.

Feedback on each student's production is given by the instructor with the goal of further developing the students' self-awareness skills. This task gives students the opportunity to examine their speech patterns in the context of an extended piece of discourse and is seen as an extension of the Glossary Project.

Nadine de Moras (Brescia University College, UWO)

The role of Frequency in the Acquisition of L2 Pronunciation: the Example of the French Liaison

Saturday, 3:00 –3:25, Asia Pacific Hall

L2 language teaching within the communicative approach is more efficient if it is accompanied by form-focused teaching (Swain, 1988). This is even more the case with the teaching of L2 pronunciation (Lauret, 2007). Numerous studies have shown that whatever the approaches adopted and the tools used (Leather, 1990; Elliott, 1994; etc.) L2 learners improved their pronunciation to a greater extent than students who did not receive any training in pronunciation. According to the Usage Based Model (UBM), frequency (of items and constructions) is a central component in the acquisition of a L1 (Ellis, 2002; Tomasello, 2000, 2003) and a L2 (Eskildsen, 2009). Yet, one question germane to pronunciation teaching remains: which feature is the most important in a phonetics course (Isaacs, 2009)? The purpose of this research is to determine which component plays the most important role in the students' progress in their acquisition of the French liaison. 20 Francophones and 37 Anglophones read the text we designed with 56 compulsory liaisons. Francophones produced 95.6 % and Anglophone students of intermediate level, 60.7 %. Using *Goldvarb* software for our analysis, we tested the effects of repetitions, corrections and explanations, focusing on one of each procedure in different groups. All groups improved their performance after the phonetic training, but the group whose progress was the most significant, was the group in which the focus was on repetitions. Thus, our study suggests that repetitions are more important than corrections or explanations in the acquisition by Anglophone students of the French liaison.

Tracey Derwing (University of Alberta), Jenifer Foote (Concordia University), Murray Munro (Simon Fraser University)

Teaching Old Dogs New Tricks: L2 Pronunciation Instruction after 19 years of English Experience

Friday, 11:35–12:00, Asia Pacific Hall

We outline the results of a pronunciation teaching intervention with Vietnamese speakers who had lived in an English-speaking country for an average of 19 years and who were employed in a window factory. Pre- and post- perception and production tasks were designed. A needs assessment resulted in the development of a curriculum covering language relevant to the participants' workplace and focusing on aspects of their speech that interfered with intelligibility. Instruction took place three times a week for 30 –minute sessions (for a total of 17 hours).

The participants were also assigned listening and speaking homework, using a mini-recorder or a course-specific wiki. The results of the perception talks (cloze and sentence dictation) showed significant improvement after instruction. Two production tasks were used: a picture narrative and a safety talk (an authentic task that the participants performed regularly at work). Randomly ordered excerpts from the pre- and post-production tasks were played to native listeners, who rated them for comprehensibility, accentedness, and fluency. Despite the speakers' extended time in an English-speaking environment, the listeners found the post-test speech samples significantly more comprehensible. To our knowledge, this is the first study of pronunciation instruction following such long-term exposure to English. The practical and theoretical implications of these findings will be addressed, along with the challenges of conducting pronunciation classes in the workplace.

Cathryn Edelstein (Emerson College)

L1 and L2 Learners in the College Public Speaking Course

Friday, 11:35–12:00, fm. 420

Most colleges in the United States offer public speaking courses, and many encourage or require their students to take this course. Embedded within this course are concepts and theories of ethical public discourse, knowledge and execution of terms related to public speaking along with research and critical examination of historical speeches. The course is usually robust and offers students a broad look at how to create and deliver speeches. At most colleges, L1 and L2 learners find themselves in the same public speaking classes. This creates both an opportunity and a challenge for teachers and students. Having taught both segregated L2 classes and combined L1 and L2 classes in public speaking, I have made many observations that are worth noting. This paper will examine these observations in the following areas; grammar, fluency, pronunciation, intonation, comprehension, and group work. I will address the challenges, the benefits, and offer ideas on how best to provide a public speaking course that addresses the needs of both L1 and L2 learners.

Jennifer A Foote, Kim McDonough (Concordia University)

Using auditory priming tasks to target AWL word stress patterns

Friday, 10:35–11:00, Asia Pacific Hall

Recently, researchers have suggested that collaborative tasks might be useful for L2 learning because peer interaction creates opportunities for priming (McDonough & Trofimovich, 2008). Priming is a cognitive phenomenon in which prior language exposure influences subsequent language processing. Although researchers have investigated the occurrence of structural priming during peer interaction (McDonough & Chaitmongkol, 2010), studies have not yet explored whether

collaborative tasks can elicit auditory (phonological) priming in L2 classrooms. Auditory priming, which is the tendency for speakers to process a spoken word more quickly or accurately if they have previously heard it, occurs with little awareness or conscious effort (Schacter & Church, 1992). Auditory priming may be an implicit mechanism for pronunciation practice. This study explored the impact of auditory priming activities on learners' pronunciation of Academic Word List (AWL) word stress patterns. As part of a larger study, 42 university-level ESL learners carried out four information exchange activities over a 12-week period that complemented the content of their course. Eighty types/160 tokens of AWL words with 3-2 (e.g., *condition, establish*) and 4-2 (e.g., *consistently, capacity*) stress patterns were embedded in the activities. The participants did not receive explicit information about word stress, and there was no pronunciation instruction in their ESL course. Audio recordings of the learners' interaction were analyzed for evidence of auditory priming. Results indicated that auditory priming occurred during the collaborative tasks, and revealed variation in the magnitude of priming across the tasks. Implications for the use of auditory priming in pronunciation tasks are discussed.

Natalia Fullana (Universitat de Barcelona)

Exploring listeners' response times in the assessment of L2 speech

Saturday, 2:30–2:55, rm. 420

Much research into second language (L2) speech acquisition often involves asking native speakers of the target language to rate L2 learners' production for degree of accentedness, comprehensibility, intelligibility, and/or fluency. Additionally, several studies have investigated the effects of listener factors on the evaluation of nonnative speech. The available findings indicate that range effects influence listener judgements (Flege & Fletcher, 1992), although factors such as familiarity with foreign-accented speech or with the learners' first language, and expertise in assessing learners' production have yielded divergent results (Bongaerts et al., 1997; Major, 2007; Munro et al., 2006; Thompson, 1991). Furthermore, individual variation among listeners has been reported to affect listener ratings. In order to account for this variability recent research has considered individual differences in raters' phonological memory and musical ability (Isaacs & Trofimovich, 2011). This study aimed to explore the role of listeners' response times (RTs) as a possible source of listener variation in the evaluation of L2 speech. Seven native English listeners assigned accent ratings and identified English vowels as produced by 14 native English speakers and 232 Catalan/Spanish learners of English. Results showed that listeners' RTs exhibited a high degree of intra- and inter-rater variability. For some listeners longer RTs were sometimes moderately correlated with increasingly accented scores or mispronunciations, whereas an inverse correlation was observed for the same or different listeners as a function of the vowel being assessed. Implications of these findings for classroom settings will be discussed.

Angela George (University of Minnesota)

The Development of /θ/, a Variable Geographic Phonetic Feature, During a Semester Abroad: The Role of Explicit Instruction

Saturday, 3:50–4:15, Asia Pacific Hall

Some studies show study abroad to positively impact second language (L2) pronunciation (e.g., Stevens 2001) in L2 learners of Spanish who are native-- speakers of English, while others demonstrate no effect of study abroad (e.g., Díaz-- Campos 2004). One study, in which participants read sentences aloud, showed that eight out of nine high school learners of Spanish used more target--like productions of /θ/, the interdental fricative, after a 6--week study abroad program (Henriksen, Geeslin, & Willis 2010). The current study differs from previous work as it examines a group of university--level adult learners of Spanish who are native speakers of English and the effect of explicit instruction on their development of /θ/, a salient dialectal feature to North--Central Spanish, where the learners were studying abroad. A control group of ten students and an experimental group of fourteen students completed a pretest and posttest where they performed three tasks designed to elicit spontaneous, along with more carefully read, speech. After the pretest the experimental group received explicit instruction on when North-Central Spaniards use /θ/, while the control group did not. Surprisingly, the experimental group decreased their /θ/ use on all three tasks from the beginning to the end of the semester, while the control group increased their /θ/ use over time on all three tasks. This difference; however, was not statistically significant, showing that instruction alone is not sufficient and that other factors, like attitude toward this particular variety of Spanish, may play a role.

Maria Lucia Gomes (Universidade Tecnológica Federal do Paraná)

Understanding the Brazilian Way of Speaking English in Theory and Practice

Saturday, 4:50–5:15, rm. 420

Regardless of the theoretical concept adopted for acquisition of a foreign language, a fact that is accepted in most theories is that there are special features in the speech of the learners defined by their mother tongue. Brazilian speakers of English usually present some characteristics in their speech that are common to Brazilians in general during the acquisition and some speakers will keep those features for a lifetime. Theories based on behaviorist, innatist, interactionist or, more recently, probabilistic concepts try to explain the processes in the acquisition. Each of them will give a greater or lesser importance of mother tongue in the process. One area where the influence of first language in the acquisition of a second language is most evident is phonology. To better understand the aspects that make Brazilians' speech characteristic, we have joined a study group, formed by researchers, professors, and under-graduate students, to study phonetics, phonology and pronunciation

teaching, with a theoretical focus on usage-based phonology (Bybee, 2001 and 2010) and exemplar model (Pierrehumbert, 2000, 2001, 2003). The group has had interesting experience using Praat (Boersma and Weenink), a software for acoustic analysis of speech data. The objective of this talk is demonstrating the basis for the formation of the group and showing how the participants have been using their own speech data, recorded in our laboratory, to understand the acquisition of English phonology by Brazilians. With the experience, group members have improved their own pronunciation and developed educational activities to use in teaching pronunciation.

Okim Kang (Northern Arizona University)

Pronunciation Features Distinguishing Examinees' Performances at Different Proficiency Levels

Saturday, 12:15–12:40, Asia Pacific Hall

In the context of language assessment, pronunciation has proved to be the most problematic and consequently has not been widely investigated because of its subjective evaluative judgments (Brown, Iwashita, & McNamara, 2005) or the involvement of specific phonetic software (Brown, 2006). Nevertheless, some pronunciation features (e.g., speech rate, total pause time, or the use of target-like syllables) have been recently identified as they have an impact on the overall speaking assessment scores (Iwashita, Brown, McNamara, & O'hagan, 2008). There is also empirical evidence that suprasegmental features alone account for about 50% of the variance in untrained raters' assessments of oral proficiency (Kang, Rubin, & Pickering, 2010). What is still unknown, however, is the distinctive features of pronunciation that can differentiate learner's language proficiency. The current study has investigated salient pronunciation features that can distinguish Common European Framework of References (CEFR) speaking levels (B1-C2) in Cambridge ESOL General English Examinations. Speech samples of a hundred twenty candidates, 1-2 minute long, taken from Individual Long Turn sections, were analyzed acoustically for measures of speech rate, pauses, stress, and intonation. Candidates' L1s included Spanish, Italian, Russian, Chinese, and Korean. Both the Computerized Speech Laboratory and the PRAAT computer programs were for analyses. Results demonstrated that there were distinctive differences in pronunciation features across CEFR speaking levels particularly with the following: length of pauses, speech rate, number of stressed words, overall pitch range, and high rising tone choice. The findings offer several implications for pronunciation pedagogy, test design, enhanced scoring criteria, and rater development.

Saya Kawase, Beverly Hannah, Yue Wang
(Simon Fraser University)

Effects of visual speech information on native listener judgments of L2 speech intelligibility and accent

Saturday, 3:00–3:25, rm. 420

The proposed study will examine how visual information in second language (L2) speech will affect perceptual accuracy (i.e., intelligibility) as well as perceived degree of foreign accent. Native Canadian English listeners will perceive 40 English sentences produced by native speakers of Japanese and native speakers of Canadian English as controls. They will be asked to transcribe the sentences and rate perceived degree of foreign accent under audiovisual (AV) and audio-only (AO) conditions. One task is designed to assess L2 speech intelligibility and accentedness while they are asked to look at the articulatory movements on the center of the screen and hear the stimulus sentences over the headphones (the AV condition), and the other task is designed to judge them while they perceive the stimuli only over the headphones (the AO condition). Our ongoing study shows that while visual speech information is generally facilitative in the native perception of L2 phonemes, the effect of visual information may also be inhibitory. Namely, the enhanced weighing on L2 productions could negatively affect native listener judgments when the articulatory configurations were incorrect, however, a questions still remains how the visual cues affect listener perception in a sentence-level. Furthermore, perceived degree of foreign accent may be affected by having additional visual cues. The importance to consider visual information to determine successful L2 production will also be discussed.

Anastazija Kirkova-Naskova (Ss Cyril and Methodius University),

Elina Tergujeff (University of Jyväskylä),

Dan Frost (Université de Savoie),

Alice Henderson (Université de Savoie),

Alexander Kautzsch (University of Regensburg),

David Levey (University of Cádiz),

Deirdre Murphy (Trinity College Dublin),

Ewa Waniek-Klimczak (University of Łódź)

The English Pronunciation Teaching in Europe Survey: Teacher training and assessment

Friday, 3:00 –3:25, rm. 420

The English Pronunciation Teaching in Europe Survey (EPTiES) is a collaborative effort by a group of European researchers interested in the state of English pronunciation teaching in Europe. Given the lack of research-based information on the topic (cf. e.g. Foote et al. 2011, Macdonald

2002), ten teachers designed an extensive online survey, which attracted participants from all over Europe. The participants are EFL/ESL teachers from various teaching contexts. For this paper, responses from seven European countries are analyzed (n=630). In keeping with the theme of the conference, this paper concentrates on those parts of the survey that deal with teacher training and pronunciation assessment. We present preliminary findings about the contents of teacher training received by the respondents and their overall evaluation of it. In addition, we look into the respondents' pronunciation assessment methods.

Ettien Koffi (St. Cloud State University)

Confusion Research as a Complement to Intelligibility Research

Saturday, 3:50–4:15, rm. 420

The concept of intelligibility that Munro and Derwing have championed for nearly two decades is bringing about a paradigm shift in L2 pronunciation teaching and research. It is also generating both enthusiasm and scrutiny. For instance, even though Dauer (2005:548) agrees that intelligibility is a laudable goal in pronunciation instruction, she contends that intelligibility is “difficult to define and measure.” Levis (2010:56-69) reports that a panel of experts did not come to a consensus on the factors that contribute to unintelligibility. It is, therefore, not an accident that one of the themes of the 2012 conference deals ways of assessing intelligibility reliably. For this reason, I propose to apply Miller and Nicely's (1955) seminal (and subsequent) work on confusion research to intelligibility research as a way of operationalizing, predicting, and ranking English speech sounds and their potential for interference with intelligibility in nonnative speech. Confusion research has contributed significantly to both speech science and speech recognition research. However, it is only now that its insights are trickling down into mainstream phonetic and phonology textbooks. Ladefoged (2006) and (2012), and Johnson (2012) have included a chapter on confusion in the latest editions of their popular phonetic textbooks. I contend in this paper that confusion research can complement intelligibility research nicely because it provides principled answers to many of the issues that intelligibility researchers are confronted with. For this paper, I will limit my contribution only to a few consonants.

Kimberly LeVelle, John Levis (Iowa State University)

Learning to teach pronunciation: Attitudes, images, and identity

Friday, 2:30–2:55, rm. 420

Students learning foreign languages rank pronunciation as one of the most valued skills to be learned. Teachers consistently report that they believe in the importance of pronunciation instruction, but they also report that they feel they lack the skills necessary to teach pronunciation (Burgess & Spencer, 2000; MacDonald, 2002; Breitung, Derwing,

& Rossiter, 2002). Perhaps as a result of this conflict, pronunciation teaching is often neglected throughout applied linguistics, including in TESL/TEFL training programs (Derwing, 2010; Gilbert 2010). Clearly, lack of preparation in teaching pronunciation is connected somehow to lack of confidence in teaching it. What is not clear is how teachers' beliefs about teaching pronunciation can change during a graduate level course devoted to pronunciation teaching. This study examines the reflective writings of pre-service teachers as they participate in a class on teaching oral skills (pronunciation, listening and speaking). We examine how the teachers' attitudes towards pronunciation change over time, whether their confidence in their own abilities increases during the course, and whether teachers, both native and non-native speakers of English, can imagine themselves in the role of a pronunciation teacher. We also examine how a pronunciation teaching practicum component at the end of the course affected their perceptions. The presentation includes suggestions for changes to TESL/TEFL programs to increase awareness and confidence in ESL/EFL teachers.

Edna Lima (Iowa State University)

Fundamental Considerations in Developing an Intelligibility Test for Nonnative Teaching Assistants

Saturday, 4:20–4:45, rm. 420

“The foreign TA problem” (Bailey, 1984) has been a debated issue for decades. Research on how undergraduate students react to ITAs has shown that students' negative perceptions of ITAs is often related to stereotyped expectations rather than to linguistic reality (Gill, 1994; Kang & Rubin, 2009). However, there are “numerous instances in which ITAs possess such marginal oral proficiency in English that it undermines their instructional competence” (Kang & Rubin, in press). Intelligibility, the extent to which an utterance is understood (Munro & Derwing, 1995), seems to play a major role on how undergraduate students react to ITAs. In response to these issues, a new performance test to assess the intelligibility of non-native teaching assistants is under development. The purpose of the test is to assess ITAs' performance on tasks that are relevant in the Target Language Use (TLU) Domain rather than abstract knowledge demonstration (McNamara, 1996). That is, the test is relevant to and representative of the kinds of tasks that ITAs will perform once they assume teaching responsibilities at American universities. This presentation will address four major considerations in the development of the test: 1) operationalization of the construct of intelligibility; 2) task description; 3) the development of an interpretive argument to provide justification for the interpretation of scores; and 4) the laying out of a validity argument to analyze the plausibility of theoretical evidence and empirical data that provide support for the claims of the interpretive argument.

Shannon McCrocklin, Stephanie Link (Iowa State University)

Accent and Identity: Fear of Sounding Native?

Friday, 4:20–4:45, Asia Pacific Hall

Many researchers and theorists have proposed a connection between accent and identity (Guy, 1988; Ochs, 1993; Setter and Jenkins, 2005; Pierce, 1995; Weedon 1987). Some, however, have gone beyond this, indicating that students fear obtaining a native speaker accent. “To speak an L2 like a native is to take a drastic step into the unknown, accompanied by the unconscious fear of no return...” (Daniels, 1995). Yet, this comment may strike many teachers and researchers as surprising because as Sobkowiak points out, “in my whole teaching career I have not met a [student] who would not like to sound like a native, or who would fear to step on this ‘road of no return’” (2005). With little research into this topic, however, it is difficult to know whether fear exists and to what extent it may be impacting students' desires to work on improving their English pronunciation. This mixed-methods research study takes initial steps not only toward an exploration of fear among learners, but also examines the impact of such fear, if fear does exist, on language learning goals. Participants (n=52), non-native English speaking undergraduates at a large Midwestern university who had been on campus for more than one semester, took a survey of 23 Likert scale questions about their attitudes towards obtaining a native-like accent. Selected individuals also participated in a semi-structured interview to further discuss their experiences interacting with others and their perceptions of accent and identity. Findings from this study provide insights into the possible misconceptions and assumptions that underscore our work as educators and researchers and can hopefully be used to inform future teaching in the field of pronunciation.

Mary O'Brien (University of Calgary)

Successful L2 Pronunciation?

Friday, 4:50–5:15, Asia Pacific Hall

How success is determined in L2 pronunciation research depends on the task and level of analysis. Research using listener judgments equates comprehensible L2 speech with successful communication (Derwing & Munro, 2009). The goal of this paper is to determine whether the semi-spontaneous speech of L2 German speakers whose performance on a sentence-reading task was deemed successful also perform successfully on a task reflecting the classroom situation: comprehensibility judgments as assigned by fellow L2 German speakers. Data for the current study were 20 seconds of the German productions of the “suitcase narrative” produced by 24 L2 speakers (12 advanced, 12 intermediate) and by 24 native speakers. Twenty-four L2 German listeners rated the speech samples on nine-point scales for comprehensibility, accentedness and fluency. Speech samples were analyzed acoustically for 12 features that were then correlated with the ratings. Results indicate that the speech produced by most speakers was deemed to be comprehensible and that the L2 listeners estimated L2 learner and native speech to be equally

comprehensible, accented and fluent, in spite of significant acoustic differences. That listeners assigned similar accentedness and fluency ratings to native and L2 German speakers calls into question the listeners' comprehensibility judgments. One reason for the apparent deviation from previous studies may be that previous studies involve L2 listeners who are immersed in the target language. Implications for foreign language classrooms include a need for more varied target language input and classroom practice that extends beyond the level of the sentence.

Akiko Okamura (Takasaki City University of Economics)

The comparison of L2 speakers' evaluation of and machine evaluation of Japanese learners' English

Friday, 3:00–3:25, Asia Pacific Hall

English becoming a lingua franca for communication between L2 speakers, it seems necessary to investigate how L2 speakers evaluate other L2 speakers. This study compares the evaluation of Japanese speakers' English by Swedish students and the computer based on L1 speakers' evaluation. For this purpose, Japanese speakers took a computer based English speaking test, Versant. It is a 17 minute-speaking test over the phone to evaluate learners' sentence organization, vocabulary, pronunciation, and fluency through five types of questions, such as reading aloud sentences and retelling the narrative, with two open-ended questions at the end for the identification of the speaker. As the last open-ended questions were recorded, this part was used for evaluation by Swedish students. A selection was made to have four Japanese speakers who had similar total scores but were good at different criteria i.e. organization, vocabulary, pronunciation, and fluency. 21 Stockholm university students ranked them according to comprehensibility and pronunciation, and gave comments on the pronunciation. The results show that the higher the pronunciation scores, the higher the ranking by the comprehensibility. However, by the pronunciation, those with strength in two criteria tended to obtain higher ranking. The learner, who was strong only in the pronunciation was not ranked high. Instead, the one not strong in the pronunciation but strong in two other criteria obtained higher ranking. L2 speakers did identify the criterion of the pronunciation not in the same way as the machine, which suggests some pedagogical issues for teaching pronunciation.

Diane Poisson (Laval University)

Can a pronunciation approach based on research findings have an impact on learners' performance?

Friday, 4:50–5:15, rm. 420

The presenter answers sharing some of the empirical findings that guided her practical classroom pronunciation intervention and how she integrated them to her pronunciation approach. Most English speakers reproduce in French L2 the English stress pattern (Guilbault & Beaudoin, 2009). This pronunciation intervention that focuses

on prosody (Derwing, Munro & Wiebe, 97; 98; Derwing & Rossiter, 2003; Kang, Ruben & Pickering, 2010) starts with an explanation of the English vs French prosodic system (Schmidt, 1990; Venkatagiri & Levis, 2007). Follows an extensive perceptual training (Zielinski, 2008) using the core program where rules of connected speech and resyllabification are gradually presented (Saunders, 2007). Chorus repetition (Gilbert, 2009) is done aiming that the learners' production converges to the targeted one (Reed & Michaud, 2011). Oral practice in communicative activities with L1 speakers is favored in Quebec French-speaking environment (Tremblay, 2009). Prosody-centered training improved both suprasegmental and segmental production (Missaglia, 1999). Although this presentation deals with the teaching of French pronunciation, the principles presented apply to the teaching of other L2 or FL. Knowledge of French language is not required to attend, since demonstration will deal with aspects of language such as fluency or fluidity, therefore accessible regardless of FL2 proficiency.

Marnie Reed (Boston University)

Operationalizing Curriculum Objectives: Integrating and Assessing Listening and Speaking in an IEP

Friday, 11:15 –11:40, rm. 420

This paper reports on initial-stage collaboration with a university-based Intensive English Program designed to convert their newly-developed curricular objectives to measurable, observable learner outcomes, and to integrate listening and speaking into their core curriculum. The curricular objectives, developed by a committee of veteran integrated-skills instructors for their English for Academic Purposes program, were intended to provide guidelines for an 8-level IEP serving undergraduate- or graduate school-bound students. A sample of student learner outcomes, taken from the Level 8 Listening Skills, states that "when listening to unadapted language delivered at a natural pace" students would "understand academic and professional conversations." However, no mechanisms were developed for initial diagnostic or semester-end assessment purposes, and no mention is made of the requisite knowledge of phonotactics/ connected speech features, segmental or suprasegmental skills for "understanding" either the communicated content or the communicative intent of said conversations. Further, pronunciation is not addressed systematically in students' core classes; instead, two dedicated Speaking, Listening, and Pronunciation electives are available for the two intermediate and two advanced level students. This paper reports collaboration efforts to integrate speaking and listening into the core curriculum despite documented teacher reluctance to "add" pronunciation goals, teacher disagreement on production and perception priorities, consistent with Derwing and Foote (2011), and uncertainty in selecting and sequencing pronunciation features, consistent with Derwing, Munro, and Wiebe (1998). Collaboration in the pronunciation electives has focused on identifying "authentic listening/oral interaction materials" (Vandergrift and Goh, 2012), and developing listening and speaking diagnostic and assessment instruments and rubrics.

Monica Richards (Iowa State University)

Optimizing the Acquisition of AWL Word stress Patterns via a Principled Web-based Audio Flashcard Pedagogy

Friday, 2:30–2:55, Asia Pacific Hall

While English word stress is clearly patterned and word stress errors are highly detrimental to intelligibility and comprehensibility (Celce-Murcia, et al., 1996), researchers disagree which stress patterns merit instruction since classroom time is limited and patterns cover widely varying numbers of words and are prone to widely varying percentages of exceptions. Moving word stress instruction largely out of the classroom and into self-study Web environments has potential to increase the number of easily teachable patterns. This presentation therefore proposes supplementing classroom word stress instruction with a principled Web-based audio flashcard pedagogy. This pedagogy is rooted in emergentist SLA, which posits that learning is exemplar- rather than rule-based and therefore that input frequency is key to learners' largely subconscious abstraction of language rules (e.g. those governing word stress). Because adult learners are vulnerable to blocking high-frequency/low-salience input data (such as stress patterns), emergentism also emphasizes *conscious* pattern-noticing (Ellis & Larsen-Freeman, 2006). The suggested pedagogy therefore instantiates input frequency and promotes noticing by providing, for each word stress pattern in the Academic Word List (AWL) (Coxhead, 2000), a concentrated flood of all exemplars exhibiting the pattern. It requires learners to pronounce each AWL exemplar aloud upon encountering its written form on the "front" of a Web flashcard before checking themselves against its word stress as presented via audiorecording on the "back." The pedagogy also applies L2 vocabulary acquisition and memory research findings by using a flashcard review schedule requiring learners to repeatedly pronounce each exemplar at progressively increasing time intervals (Nation, 2001).

Colleen Rogan (ELSA Net)

Pronunciation and Task-based Instruction

Saturday, 11:45–12:10, rm. 420

In this interactive workshop, teachers will learn how to integrate pronunciation practice with CLB-based language outcomes, content, and assessment strategies. Participants will take away strategies and ideas to make their pronunciation teaching more interactive, integrated and dynamic and learn how to situate current theory in pronunciation teaching within a Task-based Approach to language instruction. This workshop will provide strategies and ideas that can be put into practice immediately as well as theoretical grounding to make the learning last.

Kazuya Saito (Simon Fraser University)

Recasts in Instructed Second Language speech Learning: The case of teaching the perception and production of English /ɪ/ to adult Japanese learners

Friday, 11:05–11:30, Asia Pacific Hall

The current study investigated the role recasts in the form-focused instruction (FFI) on the development of second language (L2) speech perception and production of /ɪ/ by Japanese learners in English-as-a-foreign-language settings. Forty-five learners were randomly assigned to three groups—FFI-recast (n = 17), FFI-only (n = 18) and Control (n = 10)—and exposed to four hours of communicatively-oriented lessons. Whereas a range of FFI activities were embedded into the treatment in order for the experimental groups to notice and practice the target linguistic feature of /ɪ/ with their primary focus on meaning, an instructor provided recasts only to the FFI-recast group in response to their unclear or mispronunciation of /ɪ/. Perception was measured using a two-alternative forced choice identification task, while pronunciation performance was elicited using controlled and spontaneous production tests and assessed by 10 naïve native-speaking listeners on a 9-point scale. According to the statistical comparisons, whereas the FFI-only group attained development particularly under trained lexical conditions, the FFI-recast group demonstrated similar but generalizable gain both in trained and untrained lexical contexts. The results indicate that (a) FFI itself impacts various domains of L2 speech learning (perception → controlled production → spontaneous production) and (b) recasts promote learners' attentional shift from lexical units as a whole towards phonetic aspects of L2 speech (i.e., vocabulary → sound learning).

**Veronica Sardegna, Alison McGregor
(University of Texas at Austin)**

Scaffolding Students' Self-Regulated Efforts for Effective Pronunciation Practice

Friday, 10:35–11:00, rm. 420

Despite the importance given to self-directed learning for pronunciation improvement, little is known about how teachers can assist learners for successful self-regulated learning. This study attempts to fill this gap. While attending a 15-week ITA course that empowered them with strategies to improve their English stress, intonation, and linking, 15 students reported and reflected on their use of strategies and practice at home through weekly trackers, and self-assessed their pronunciation progress through questionnaires. To evaluate the effectiveness of student-centered instruction combined with teacher scaffolding, students' scores in pre-and post-read-aloud tests were triangulated with teacher feedback, and students' strategy usage and self-assessments. To determine to what extent the teacher scaffolded students' pronunciation progress, the researchers (a) identified students' goals, and the activities and strategies they selected to employ during their practice at home, and (b) analyzed what motivated their selection of goals, activities, and strategies.

Findings indicate that the combination of teacher scaffolding, feedback, and strategy training as well as students' enhanced self-assessments and reflections promote students' self-regulated efforts being linked to appropriate goals, strategies, and learning outcomes. When these course components are intentionally incorporated into the course curriculum, students become aware of and motivated to work on their pronunciation challenges; adopt appropriate goals and strategies; and increase their sense of self-efficacy and, ultimately, their pronunciation accuracy. The results provide evidence for the critical role of teacher scaffolding, and the importance of developing students' strategy use and self-reflective practice for pronunciation improvement.

Keiko Sato (Waseda University)

Effect of English-medium instruction on the production of VOT by Japanese learners of English

Saturday, 4:20–4:45, Asia Pacific Hall

Although, some studies have revealed that exposure to second language (L2) in an instructional setting could facilitate learners' acquisition of L2 phonetic learning (Harada, 2006; 2007), very limited studies have conducted examining how the exposure to L2 in a classroom setting affects the acquisition of L2 speech by late L2 learners. This study investigated effects of intensive and massive exposure to English-medium instruction in which massive exposure to academic English is provided by using English for educational instruction (Hellekøer, 2010) on the acquisition of voice onset time (VOT) of English and Japanese voiceless stops by Japanese learners of English. The data were collected from 11 Japanese learners of English as a foreign language (EFL) receiving English-medium instruction for the last 19 weeks at a university level, 11 Japanese EFL learners in regular EFL courses at the same university, and 11 native English speakers. Results show that the Japanese learners of English in English-medium instruction made a clear distinction between English and Japanese VOT. However, their productions of English VOT value did not reach those of native English speakers except for /k/, nor their production of Japanese VOT values did not differ from those of the Japanese learners at regular EFL course. Those findings may imply that massive and intensive exposure to English in English-medium instruction may contribute to the establishment of a new phonetic category by the learners but it was not sufficient enough to modify their Japanese category and/or approximate their English production to those of native English speakers.

Rosane Silveira (Universidade Federal de Santa Catarina)

Pronunciation Instruction and Syllabic-Pattern Discrimination

Saturday, 4:50–5:15, Asia Pacific Hall

The present research is an investigation of the role played by pronunciation instruction in the discrimination of English CVC and CVCV syllabic patterns in word-final position. The participants of this study were two groups of Brazilian

learners (beginners): the control group (10 students), and the experimental group (12 students). Both groups were given a discrimination pretest and posttest, between which the experimental group received instruction based on a pronunciation manual with activities focused on the English syllable and word-final consonants, whereas the control group received no such instruction. The pre and posttests consisted of an oddity discrimination test, in which the participants had to discriminate between the CVC and CVCV syllabic patterns. The posttest results showed somewhat greater improvement for the experimental group than for the control group, but this difference was not statistically significant.

Mark Tanner, Melissa Landon, Jonathan Porter (Brigham Young University)

How Does Prosodic Error Frequency Influence NNEs' and NESs' Comprehensibility Ratings?

Saturday, 2:00–2:25, rm. 420

As English continues to become a language of wider communication throughout the world (Jenkins, 2000), conversations and negotiations in English are occurring frequently between native English speakers (NESs) and non-native English speakers (NNEs). Questions can be asked then to what degree linguistic features in the discourse may significantly influence NESs' and NNEs' comprehensibility of NNEs' speech. Comprehensibility research over the past decade (Derwing and Rossiter, 2003; Derwing and Munro, 2009) has shown the benefits of instruction focused on global issues (including stress, pitch, and pausing) in helping NNEs make significant improvements in their levels of perceived comprehensibility. Communicative pronunciation teaching materials during this same time period (Grant, 2001; Miller, 2006) have also focused on improving NNEs' intelligibility by enhancing their use of suprasegmentals. What previous comprehensibility studies have not identified though is how the frequency of suprasegmental errors might influence the comprehensibility ratings that listeners give to speech samples produced by NNEs. A research study was conducted with over 160 NNE and NES raters who listened to speech samples of ESL learners with differing frequencies of prosodic errors in word stress, pausing, and sentence final pitch. Results showed that prosodic error frequency had a significant impact on the comprehensibility ratings given by both NNE and NES listeners. Implications of the findings will be discussed as they apply to pronunciation teaching and learning.

Elina Tergujeff (University of Jyväskylä)

English pronunciation teaching practices in Finland

Friday, 3:50–4:15, rm. 420

The Finnish educational system has become known and praised due to Finland's continued success in the OECD's Programme for International Students Assessment (PISA). Language studies have traditionally been highly valued in Finland, and plenty of resources are invested in language education. For language studies, the national curricula for primary and

secondary education have a strong emphasis on spoken language and oral skills, but there has been speculation about a lack of specific pronunciation teaching (Lintunen 2004). This paper presents preliminary results of a mixed methods study, which aims at offering a cross-section to present English pronunciation teaching practices in Finland. The study looks at school teaching at primary, lower secondary and upper secondary level. Methods employed in this study are (1) textbook analysis, (2) teacher survey, (3) learner interviews, and (4) classroom observations. Conclusions shall be made about themes that come up frequently in the four data sets, e.g. the role of phonetic training and the overall orientation (narrow vs. broad) of English pronunciation teaching (cf. Derwing et al. 1998).

Ron Thomson (Brock University)

ESL Teachers' Beliefs and Practices in Pronunciation Teaching: Confidently Right or Confidently Wrong?

Friday, 2:00–2:25, rm. 420

While a few studies have examined the nature of pronunciation instruction offered by English as a Second Language (ESL) programs (Breitkreutz, Derwing & Rossiter, 2001; Fraser, 2006; MacDonald, 2002; Foote, Holtby & Derwing, 2011), none have empirically investigated the ability of ESL instructors to actually discriminate between appropriate vs. inappropriate beliefs and practices in pronunciation teaching. In this study, 50 ESL instructors were asked to evaluate over 100 statements about pronunciation teaching, based on techniques and activities found in promotional materials for accent reduction programs. Participants were asked to indicate how strongly they agreed or disagreed with each statement, using a 5-point scale. Comparing mean judgment scores against the opinions of pronunciation researchers, results indicate that ESL instructors often lack knowledge regarding effective pronunciation teaching practice. Implications for ESL instructor training programs will be discussed, with reference to their role in promoting ethical practice in the field.

Ian Wilson, Naoya Horiguchi (University of Aizu)

How Accurately People Follow Articulation

Instructions

Friday, 3:50–4:15, Asia Pacific Hall

In an analytic-linguistic approach to teaching segmental pronunciation and articulatory setting, teachers rely on phonetic training and give explicit instructions on placement and movements of the tongue. Teachers assume that learners do exactly as instructed. Since it is impossible to see tongue movement during speech without special equipment, this assumption has never been validated. In this study, we used ultrasound to non-invasively record subjects' tongue movements as they followed a variety of instructions that were displayed to them in their native language. Subjects were ten Japanese male undergraduates and one Canadian phonetician and each did three randomized trials. In each trial, they were instructed to relax

and then move their whole tongue either 0.5 or 1.5 cm in one of six directions: up, down, forward, back, up and back, or down and back. Magnitude and direction of movement of the tongue's centre of gravity was calculated for each instruction. For magnitude of movement, results showed subjects did not consistently make a larger movement for the 1.5 cm instruction compared to the 0.5 cm instruction, and that the phonetician was no better than the phonetically untrained subjects. As for direction of tongue movement, all eleven subjects were able to move the tongue directly upwards, but when asked to move the tongue forward, they moved it up and forward. The phonetically untrained subjects moved the tongue down-and-back, for all four other instructions. However, the phonetician differentiated the up-and-back movement from the other three. Implications for pronunciation teaching will be discussed.

Beth Zielinski, Lynda Yates (Macquarie University) Elizabeth Pryor (The University of Melbourne)

Assessing Pronunciation: How Judgements of Intelligibility Relate to IELTS Pronunciation Scale Scores

Saturday 11:15–11:40, Asia Pacific Hall

In this paper we report on an investigation of pronunciation assessment using the International English Language Testing System (IELTS). The revised Pronunciation scale in the IELTS Speaking Test (2008) represented a move away from global judgements of intelligibility towards the assessment of specific pronunciation features. However, it is generally accepted that the notion of intelligibility is central to pronunciation assessment and teaching. Furthermore, despite the changes to the IELTS Pronunciation scale, examiners themselves reported that intelligibility was still the feature of spoken English they considered most important when awarding a pronunciation score (Yates et al., 2011). The investigation we report on here involved 26 examiners who assessed 12 IELTS Speaking Test excerpts in two different ways: (a) by assigning a score using the IELTS Pronunciation scale, and (b) by rating intelligibility using a nine-point Likert scale. The candidates featured in the excerpts were from two different language backgrounds (6 Punjabi and 6 Arabic) and had been awarded Pronunciation band scores of 5, 6 or 7 in a previous test. Our focus in this paper is the relationship between the scores awarded by the examiners on the IELTS Pronunciation scale and their judgements of intelligibility. Such an exploration provides us with insight into what aspects of pronunciation an IELTS Pronunciation score does and does not reflect, and a further understanding of how pronunciation can best be assessed.

Restaurant suggestions for lunch on Saturday

Afro Canadian

324 Cambie St.
East African
\$10–\$20

Canadian Maple Delights Gourmet Bistro & Shoppe

385 Water St.
Bistro
\$10–\$20

Classic Pizza

589 W Pender St.
Pizza
\$10 or Less

D & S Bubble Tea Co.

509 Dunsmuir St.
Bubble tea
\$10 or Less

Gorilla Food

1-436 Richards St.
Vegetarian/Organic / Raw
\$10 or Less

Harbour Centre Food Court

1 floor below the conference site
Various
\$10 or Less

Imperial Chinese Seafood

Restaurant
355 Burrard St.
\$10–\$30

Kitanoya Guu with Otokamae

375 Water St. #105
Japanese tapas bar
\$10–\$20

Malones Bar & Grill Downtown

525 Seymour St.
Pub / Brewery
\$10–\$20

Meat & Bread

370 Cambie Street
sandwiches
\$10–\$20

Nuba

207 W Hastings Street
Modern Lebanese
\$10–\$20

The Old Spaghetti Factory

53 Water St.
Pasta/Italian cuisine
\$10–\$20

Rogue

1-601 W Cordova St.
(in waterfront station)
Canadian
\$20–\$30

Trees Organic Coffee

450 Granville St.
Café Bakery
\$10 or Less

Sendai Sushi

2-601 W Hastings St
Japanese/Sushi
\$10–\$20

Sitar

8 Powell St. North
Indian curries, tandoori,
Mughlai, vegetarian
\$10–\$20

Steam Works Brewing Co.

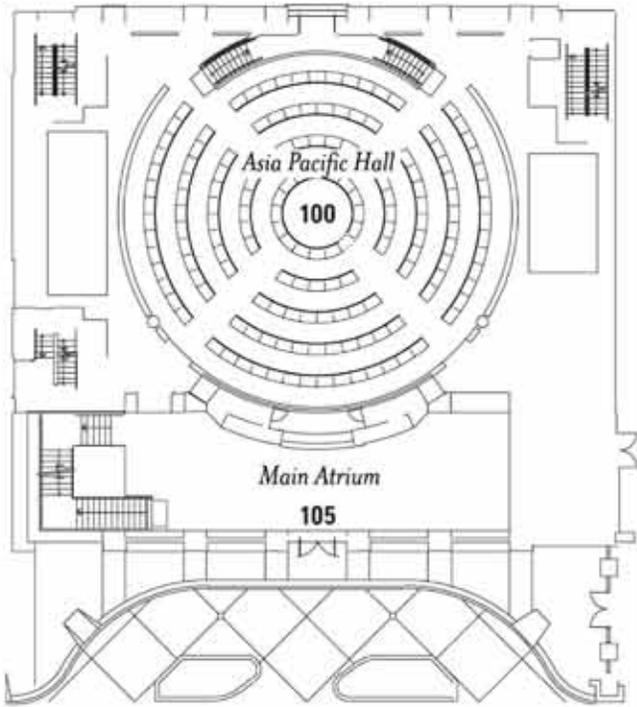
375 Water St.
West Coast pub food
\$10–\$20

Subway Sandwiches & Salads

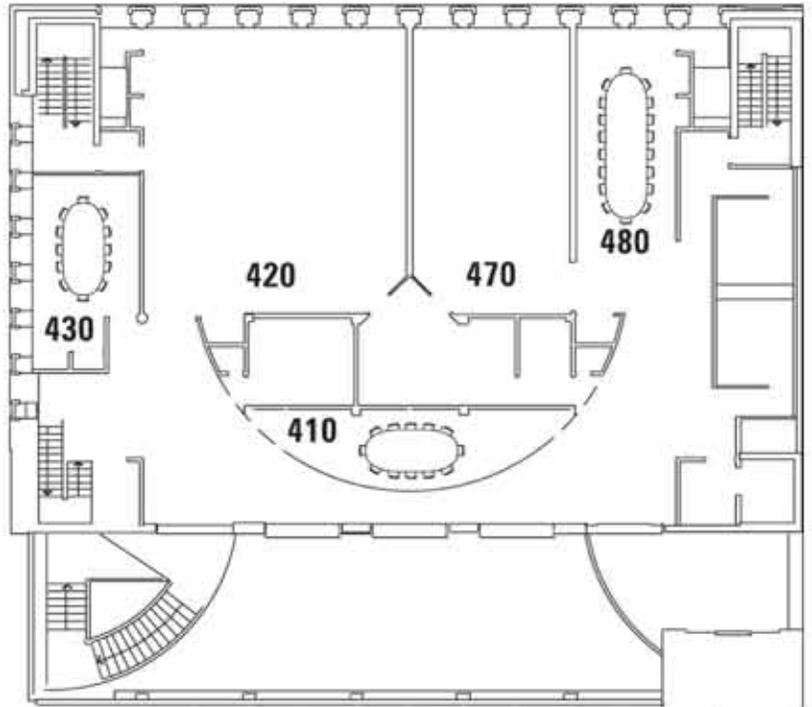
34-601 W Cordova St. (in water-
front station)
Sandwiches/Soups
Less than \$10

La Taqueria Taco Shop Ltd

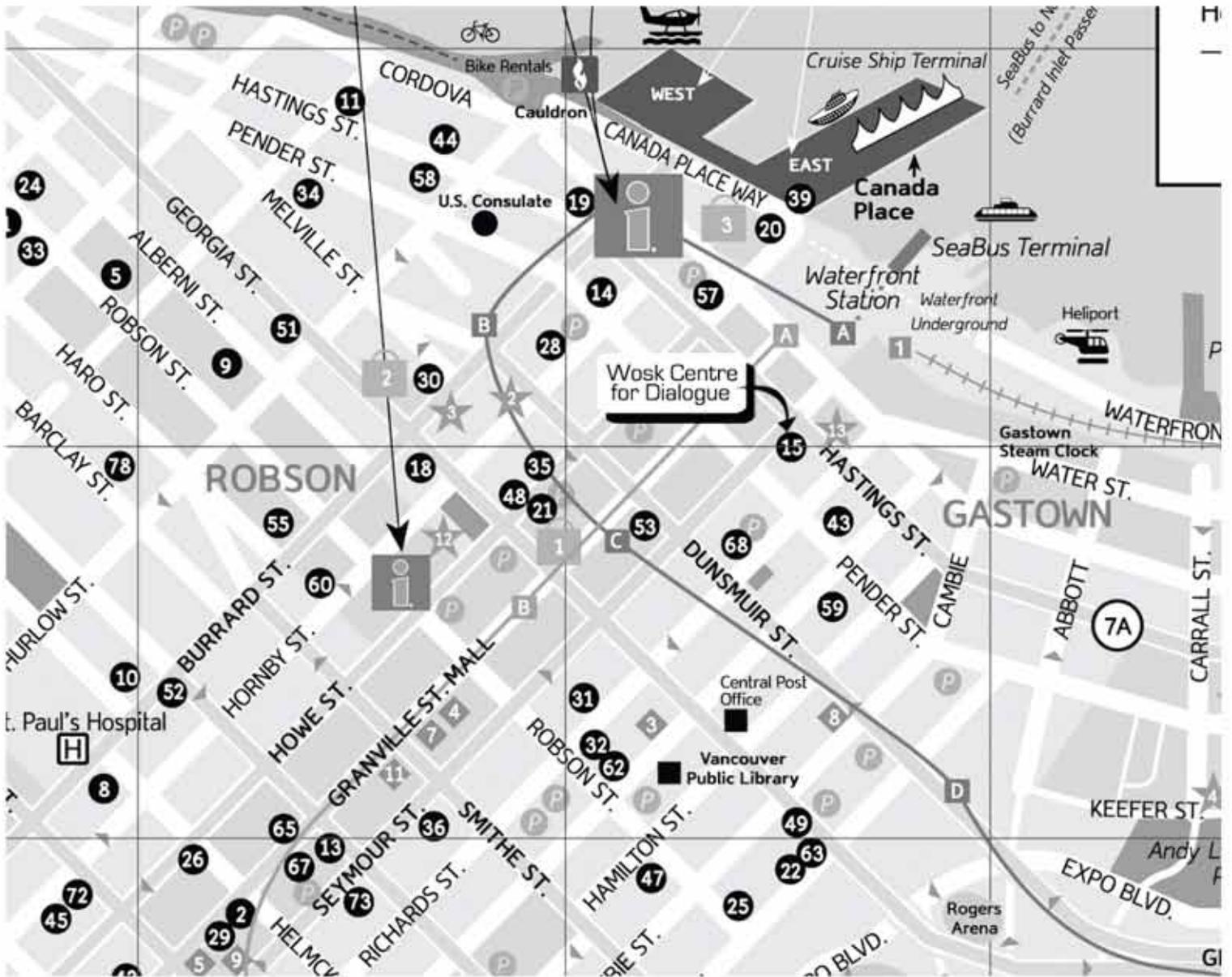
322 Hastings St.
Mexican
\$10 or Less



First Floor – Morris J Wosk Centre for Dialogue



4th Floor – Morris J Wosk Centre for Dialogue



| Time | Friday August 24 th , 2012 Morris J. Wosk Centre for Dialogue 580 West Hastings Street | |
|--------------|---|---|
| 8:15 8:50 | Registration Check-In and Poster Session A Setup | |
| 8:50 9:00 | Welcome Tom Perry, Chair, SFU Department of Linguistics Location: Asia Pacific Hall (APH) | |
| 9:00 10:10 | Plenary: Pavel Trofimovich Location: Asia Pacific Hall (APH) Session Chair: Tracey Derwing | |
| 10:10 10:35 | Break | |
| 10:35 12:00 | FR1: Pedagogical Research Room: APH Session Chair: R. Thomson 10:35 11:00 : Foote & McDonough 11:05 11:30 : Saito 11:35 12:00 : Derwing et al | FR2: Curriculum & Teaching Practices Room: 420 Session Chair: G. Muller Levis 10:35 11:00 : Sardegna & McGregor 11:05 11:30 : Reed 11:35 12:00 : Edelstein |
| 12:15 2:00 | Working Lunch (provided) + Poster Session A Location: 1 st Floor Atrium & APH | |
| 2:00 3:25 | FR3: Technological Innovations Room: APH Session Chair: Y. Wang 2:00 2:25 : Chun & Yu 2:30 2:55 : Richards 3:00 3:25 : Okamura | FR4: Teaching Practices & Teacher Training Room: 420 Session Chair: B. Zielinski 2:00 2:25 : Thomson 2:30 2:55 : LeVelle & Levis 3:00 3:25 : Kirknova-Naskova et al |
| 3:30 3:50 | Break | |
| 3:50 5:15 | FR5: Studies of Learners Room: APH Session Chair: K. Saito 3:50 4:15 : Wilson & Horiguchi 4:20 4:45 : McCrocklin & Link 4:50 5:15 : O'Brien | FR6: Teaching Practices & Teacher Training Room: 420 Session Chair: B. Zielinski 3:50 4:15 : Tengujeff 4:20 4:45 : Costa Kurtz dos Santos 4:50 5:15 : Poisson |
| 5:30 evening | Reception Location: Segal Centre @ SFU Harbour Centre, 515 Hastings Street, Rooms 1420-1430 | |
| Time | Saturday August 25 th , 2012 Morris J. Wosk Centre for Dialogue 580 West Hastings Street | |
| 8:00 8:30 | Registration Check-In and Poster Session B Setup | |
| 8:30 10:45 | PSLLT Roundtable on Pronunciation Assessment Location: Asia Pacific Hall (APH) Moderator/Chair: John Levis | |
| 10:45 11:15 | Break | |
| 11:15 12:40 | SA1: Assessment Room: APH Session Chair: O. Kang 11:15 11:40 : Zielinski et al 11:45 12:10 : Danforth & St. John 12:15 12:40 : Kang | SA2: Teaching Pronunciation Room: 420 Session Chair: T. Harada 11:15 11:40 : Acton et al 11:45 12:10 : Rogan 12:15 12:40 : Baker |
| 12:40 1:30 | Lunch Break (on your own) | |
| 1:45 3:30 | Poster Session B Location: 1 st Floor Atrium & APH | |
| 2:00 3:25 | SA3: Phonetic Issues Room: APH Session Chair: X. Wu 2:00 2:25 : n/a 2:30 2:55 : n/a 3:00 3:25 : de Moras | SA4: Speech Rating & Related Issues Room: 420 Session Chair: M. Reed 2:00 2:25 : Tanner et al 2:30 2:55 : Fullana 3:00 3:25 : Kawase et al |
| 3:30 3:50 | Break | |
| 3:50 5:15 | SA5: Phonetic Issues Room: APH Session Chair: X. Wu 3:50 4:15 : George 4:20 4:45 : Sato 4:50 5:15 : Silveira | SA6: Speech Rating & Related Issues Room: 420 Session Chair: K. Saito 3:50 4:15 : Koffi 4:20 4:45 : Lima 4:50 5:15 : Gomes |
| 5:15 6:00 | Closing Location: Asia Pacific Hall (APH) | |