

PSLLT 2021 CONFERENCE SCHEDULE

FRIDAY, JUNE 18th

All times shown in Eastern Daylight Time (EDT)

PSLLT 2021 Conference Opening (9:30AM - 9:55AM)

9:30AM 9:55AM	Conference Opening - Welcome
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Oral Presentation Session I (10:00AM - 11:55AM)

	Block A - Learning	Block B - Social Dimensions	Block C - Teaching/Learning HVPT	Block D - Teaching	Block E - Learner Cognition
10:00AM-10:25AM	Harada & Hayashi-Takakura Effects of two-way immersion on the learning of geminate stops by Japanese-as-a-foreign language learners		Fouz-Gonzalez & Mompean Foreign language learners' views and attitudes towards the type of label used in perceptual training: phonetic symbols vs. keywords	Chen & Wang Listening before speaking: Teaching L2 learners to pronounce Mandarin tones with a perceptual training approach	Gallardo-del-Puerto & Gómez-Lacabex English-medium instruction and pronunciation: A survey study on Spanish university learners' beliefs
10:30AM-10:55AM	Gorba & Cebrian Perception and production of English and Spanish stops by English learners of Spanish	Tulaja, Heikkola & Saloranta Testing acceptability of L2 speech in an international study on Danish and Finnish L1 raters	Mora, Ortega & Mora-Plaza Individual learning profiles in HVPT: the role of training materials and auditory attention control	Rehman & Flint Real-time visual acoustic feedback for non-native vowel production training	Meritan A longitudinal study of French learners' intelligibility: the impact of self-reflection and integrated pronunciation teaching
11:00AM-11:25AM	Hayes-Harb & Barrios Whose input matters?: The influences of various input sources in adult L2 phonetic learning	Henderson Understanding other accents (UndOA): Easing interactions on international campuses	Frank The role of attention control and auditory processing in training L2 vowel perception and production	Foote Developing a blended EAP pronunciation course: Issues of Implementation and Ethics	Featured Speaker <u>Joshua Gordon</u> (University of Northern Iowa) <i>L2 Pronunciation and Task-Based Instruction: Effects of a Short Classroom Intervention</i>
11:30AM-11:55AM	Fullana An exploratory study of auditory discrimination profiles in English L2	Yibokou & Toffoli What English accent are French students acquiring out there?	Adrian Updates in L2 learners' phonological representations and HVPT: old vs. new word forms	Wallace Preparing Teachers to Teach Pronunciation with Technology	

Plenary (12:30PM - 1:25PM)

12:30PM-1:25PM	Marnie Reed (Boston University): A teacher's view of pronunciation research Presentation video followed by Live Q & A on Zoom
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In Memoriam (1:30PM - 1:35PM)

1:30PM-1:35PM	In Memoriam tribute to Shigehito Menjo by Lucy Pickering
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Poster Sessions (2:00PM - 3:25PM)**Block A (2:00 - 2:25)**

Aldrich & Zhidkova	Development of L2 Spanish Voiced and Voiceless Stop Allophones in L1 Speakers
Barkanyi	Phonological transfer of post-lexical voicing: L1 Hungarian L2 Spanish
Barrios & Hayes-Harb	Individual differences in native English speakers' pre-existing sensitivity to the Hindi dental-retroflex contrast
Becker & Sturm	Assessing variability in pronunciation development: case studies from a complexity perspective
Brannen, Rosales, Wouters & John	The effects of self-assessment activities on accuracy and awareness in ESL pronunciation classes
Campos-Astorkiza & Salgado	Asymmetries in the acquisition of Spanish stop allophones by L1 English learners
Castelo	Combining mobile app use and classroom instruction for a better pronunciation
Chen	TBLT and Corrective Feedback on L2 Chinese Tone Production
Chen & Han	Symmetry and asymmetry across word patterns: Production and perception of English word stress by Chinese ESL learners
Chen & Tian	The Effects of Metaphonological Awareness Training on English Word Stress by Chinese EFL Learners
Dao	The effects of the teacher on L2 pronunciation learning: A mixed method study
Duris	Using acoustic measurement as an estimate of vowel intelligibility
Edensor-Costille	Can L2 perception of regional accents teach us about L2 speech difficulties?
Feng & Busà	The acquisition of Italian consonant length contrasts by L1 Mandarin Chinese learners
Greathouse & Jepson	Spanish tongue twisters and beginning students' pronunciation of /p/ and /r/
Guilbault & Alioua	Investigation of French Hiatus by Arabic Learners
Haslam	Effects of Beliefs about Orthographic Diacritics on Acquisition of L2 Vowels
Huang	Perceptual judgments of outer- and expanding- circles English speakers: An investigation of the interlanguage speech intelligibility benefit
Iino & Wistner	Effects of HVPT with explicit instruction on /l/ and /r/ production for Japanese EFL learners
Inceoglu	Ouïe: A web-based high variability phonetic training application for French vowels

Block B (2:30 - 2:55)

Inceoglu, Chen & Lim	The intelligibility of EFL learners: ASR vs native listeners
Kaneko & Yamane	Emotional prosody of love and sorrow: L1 English, TTS and EFL learners
Kermad & Jimenez	Multilinguistic Identities and Speakers' Perceptions of Listeners' Attitudes
Kodirova & Henrichsen	Experienced teachers' attitudes towards using phonetic symbols in teaching English pronunciation to adult ESL students
Lease & Martocchio	An acoustic analysis of sonorant palatal productions in beginning L2 Spanish
Lialiou & Ghaffarvand Mokari	Does cross-linguistic acoustic similarity predict perception of non-native vowels?
Meluzzi & Nicora	Production of Italian dental affricates by Irish English learners

Meng & Lu	Research into the Acoustic Differences Between Chinese and International English Instructors in an EFL Context
Mikami, Terai, Hashizaki, Hara & Xing	Revisiting comprehensibility and its linguistic components: A generalization study targeting Japanese learners of English
Milenova & Nicolaidis	The acquisition of Modern Greek interdental and alveolar fricatives by beginner Bulgarian learners
Miura & Nagamine	Using synchronous computer-mediated communication to develop L2 learners' oral fluency
Nowacka	Mastering EFL pronunciation in Macedonia and Poland: a quantitative and qualitative questionnaire approach
Offerman & Yelin	How do you say Instagram in Spanish?: Teaching Pronunciation through Social Media
Olson	Visual feedback and duration contrasts in L2 pronunciation: The curious case of vowel duration
Ortega, Mora & Mora-Plaza	The effect of rating others on L2 learners' self-assessments of comprehensibility and accentedness
Ozakin, Xi, Li & Prieto	Thanks or Tanks: Training with Tactile Cues Facilitates the Pronunciation of Non-Native English Interdental Consonants
Pérez-Bernabeu	A Preliminary Study on SFL Teachers' Beliefs, Prior Knowledge and Training Needs Regarding Spanish Pronunciation
Pogson	Design-based principles for second dialect consonant acquisition
Block C (3:00 - 3:25)	
Polushkina	The impact of teaching L2 prosody on developing professional communication skills of Russian-speaking students
Rhone	Attitude of Heritage Speakers of Spanish Towards their own Spanish Accent
Safavi & Kermad	Prosodic Patterns of Refusals: Differences between English Native, Non-Native, and Bilingual Speakers
Silva & Arantes	Learning and bi-directional influences in the intonation of Spanish L2 of Brazilian speakers
Smith	The role of transfer in (not) explaining L1 listeners' perception of prominence in L2 English
Sosa López	The Role of Speaking Anxiety on L2 English Speaking Fluency, Accuracy and Complexity.
Sturm	The Effect of Instruction on Beginning L2 French Learners' Pronunciation
Teló & Kivistö-de Souza	Self- and Other-Perception of Nuclear Stress Assignment in L2 English
Thir	Co(n)textual effects on pronunciation intelligibility in ELF communication: the role of listening proficiency
Travers	"Pronuncifying" Meaning-focused EAL Instruction
Uchida & Sugimoto	Nonnative preservice teachers' evaluation of three English vowel pairs by Japanese speakers
Varela-Garcia	Effective Teaching Methodologies in Spanish Phonetics Learning as L2 in College: Sound Classes on Word List and Sentence Reading Styles
Violin-Wigent	The impact of weekly peer conversations on the development of fluency
Zanchet, Teló & Silveira	Teacher Education and Technology in Pronunciation Teaching: Connecting the Dots
Zetterholm & Abelin	Intelligible pronunciation with and without picture context
Zhu, Minematsu & Nakanishi	Objective and Semi-automatic Measurement of Smoothness of Instantaneous Understanding of L2 English Speech
Živanović	Pronunciation matters - The Status of Pronunciation in the Serbian educational System

Oral Presentation Session II (3:30PM - 5:55PM)

	Block A - Learning	Block B - Social Dimensions	Block C - Teacher Cognition/Learning	Block D - Teaching	Block E - Research Methods
3:30PM-3:55PM	Alblawi Perception and Production of L2 Arabic Guttural Sounds and the Role of Orthography	Martoccio Attitudes toward an oral recordings project in an online beginning Spanish course	Zhang & Faez ESL Teachers' Self-belief in Pronunciation Teaching in Canadian Classrooms	Scott, Lim & Russell Sound-spelling correspondences in FL instruction: Same script, different rules	Chau & Huensch Measuring the Strengths of the Relationships Among Global L2 Speech Dimensions: A Meta-Analysis
4:00PM-4:25PM	Bird, Leonard & Nolan Pronunciation patterns among L2 Hul'q'umi'num' learners		Villablanca Investigating changes in Chilean pre-service and in-service teachers' cognitions about pronunciation teaching	Sandryhaila Audio-visual feedback in teaching French as a Second Language Prosody	Elnegahy, Flinn, Terill, Rehman & Levis Effect of Task-Type on L2 English Speakers' Oral Production
4:30PM-4:55PM	Edalatishams Discourse intonation as a cohesive device: A corpus study of teaching assistant speech	Sakach Vietnamese L2 Learners' Attitudes Towards and Perceptions of Different Varieties of Vietnamese Accents	Zárate-Sández Can teachers learn to teach L2 pronunciation? Testing the effectiveness of a training module for novice Spanish teachers	Sandoval, Van Woerden, de Vries, Drickey & Palacios Figueroa Improving student willingness to communicate through explicit L2 phonological instruction	Takizawa & Suzuki Role of Multi-Word Units in Comprehensibility Development: The Case of L1-Shared Judges
5:00PM-5:25PM	Guskaroska, Dux Speltz, Kurt, Melody Tan & Goodale "Say that again?" An exploratory study of face coverings and speech perception for English speakers	O'Brien, Teló & Trofimovich Disentangling professional competence and foreign accent	Dalman, Rahmati & Saeli Pronunciation in EFL Classrooms: A Study of the Iranian Teachers' Training, Attitudes, and Practices	McCrocklin, Martin, Stuckel & Edalatishams Automatic Speech Recognition Accuracy: An Examination of Lexical and Phonological Characteristics' Effects on Human and Computer Intelligibility	Uchihara, Karas & Thomson High Variability Phonetic Training (HVPT): A meta-analysis
5:30PM-5:55PM	Lee & Lloyd Incidental Learning of Second Language Speech Perception	Lewis The role of lexical stress in English as a lingua franca in Southeast Asia	Isbell & Lee Self-assessment of L2 Korean pronunciation: A conceptual replication and extension of Trofimovich et al. (2016)	Rouhollahi, Ghanem Madaki, Schaefer The Use of Customized Videos and Tutoring Sessions to Improve ITAs' Pronunciation	Gallant Investigating foreign-accented speech and working memory using typed transcription

Social Hour (6:00PM - 6:55PM)

Location	Theme	Host
Room 1	Learner Cognition	Joshua Gordon
Room 2	Research Methods and Theory	Charlie Nagle
Room 3	Teacher Cognition	Amanda Baker
Room 4	Pronunciation Learning	Rachel Hayes-Harb

PSLLT 2021 CONFERENCE SCHEDULE

SATURDAY, JUNE 19th

Saturday, June 19th Opening (9:30AM - 9:55AM)

9:30AM-9:55AM	Welcome to Day 2 of PSLLT 2021
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Oral Presentation Session III (10:00AM - 11:55PM)

	Block A - Learning	Block B - Theory	Block C - Teacher Cognition	Featured Speakers	Block E - Research Methods
10:00AM-10:25AM	Hua Acquisition of prosody for given information by Mandarin-speaking EFL learners	Oakley Articulatory and acoustic representation of second language vowels	Baran-Lucarz On-line course on EFL pronunciation teaching: The teacher trainees' views	Ingrid Mora-Plaza, Joan Mora & Roger Gilabert (University of Barcelona) <i>Task-essentialness for L2 phonological acquisition: A TBPT study</i>	Jones Engaging word and sentence diversity for testing vowel perception
10:30AM-10:55AM	Peltonen & Lintunen Connections in fluency across languages: Examining speech fluency in Finnish, Swedish, and English	Liu & Reed Dynamic mapping between L1 and L2 intonation: An acoustic and eye-tracking study			Nagle Assessing the state of longitudinal pronunciation research
11:00AM-11:25AM	Yaw, Kang & Ahn Relationship between Learner Background and Pronunciation Gain on IELTS	Nagle, Thomson, Derwing How to write and review PSLLT abstracts.	Jarosz Exploring how EFL teachers' pronunciation beliefs affect their classroom practices	Chen, White, Arche & Monks (Grenich) Teaching Mandarin lexical tones to English speakers by tone-intonation analogy	Tergujeff Are L2 Comprehensibility and Accentedness Ratings in Line with Language Proficiency Assessment?
11:30AM-11:55AM	Salgado The acquisition of Nawat (Pipil) pre-pausal vowel glottalization by Salvadoran Spanish L1 speakers	Alnafisah, Goodale, Rehman, Levis & Kochem The impact of functional load and cumulative errors on listeners' judgments of comprehensibility and accentedness	Kochem Exploring the connection between teacher training and teacher cognitions related to L2 pronunciation instruction	Hirschi, Kang, Hansen Cucchiarini & Strik Mobile-Assisted Pronunciation Training for non-Academic English learners: Learner background, effort, and accuracy	Tsunemoto, Lindberg, Trofimovic & McDonough Effects of Nonverbal Cues in L2 Pronunciation Assessment

Social Hour (12:00PM - 12:55PM)

Location	Theme	Host
Room 1	CAPT/HVPT	Johnathan Jones
Room 2	Research Methods	Murray Munro
Room 3	Teacher Cognition	Jennifer Foote

Room 4	Pronunciation Learning	Andrew Lee
Room 5	Social Dimensions	Okim Kang

Teaching Tips (1:00PM - 3:15 PM)

Block A (1:00PM - 2:05PM)

Archer	Variation not deviation: techniques to encourage tolerance of English diversity in the classroom.
Clements	A survey of computer assisted pronunciation training programs for language acquisition
Cole-French & Reed	Metalinguistic prompts for pronunciation teaching: Building corrective feedback into the language classroom
de Moras	Learning French pronunciation while learning French vocabulary and grammar
Drickey, Figueroa, Sandoval, Van Woerden & de Vries	Teaching tip: using goal-based in-class activities to help students discover phonological features of Spanish
Efremova	Subtitles for pronunciation teaching in real time lessons using Google Meet application
Fernandez, Lenz & Chery	Incorporating technology when teaching pronunciation in the L2 Spanish classroom: an interactive resource
Frost	Put prosody first
Haslam	A versatile game for practicing identification and pronunciation of segmentals
Henderson	"It really feels different": Foreign language accent imitation
Imber & Cameron	Using Lip Synching to Teach 2nd Language Prosody
Jones	Pronunciation Play: Using Flippity in Synchronous Learning
Kirkova-Naskova	Reinventing AXB tasks in the classroom
Kochem, Becker, Goodale, Beck & Santos	Managing Multiple Roles during Communicative Dialogue Activities in One-on-One Pronunciation Instruction
Levis & Muller Levis	Simplifying the pronunciation of the -ed ending
Martin	Giving is better than receiving: Teaching pronunciation with peer feedback
McCrocklin, Fettig & Markus	Saluki Speech: Integrating a new ASR tool into students' English pronunciation practice

Block B (2:10PM - 3:15PM)

Meyers	Everyone Ready? Pop the Cork
Mompean & Fouz-González	Using phonetic symbols in pronunciation teaching activities
Ploegman & Stauffer	Enhancing student speech monitoring and self-reflection with the use of AI
Červinková Poesová	Students' engagement in pronunciation lead-ins
Quarterman	Incorporating practice of thought groups and prominence into presentation preparation
Reed & Liiu	Technology-Enhanced L2 Pronunciation Teaching: A Complexity Theory Approach
Rimmer	Polling pronunciation preferences
Rocca	Bridging repetition and communication in pronunciation lessons

Schaefer & Ochiai	Haiku as mini Japanese pronunciation lessons
Sturm	Online Pronunciation Quizzes Using Speak Everywhere
Tulaja	Udtale.de - a new online pronunciation resource for German teachers of Danish
Uzun & Uzun	Using Glottodrama for Teaching Final Intonation in English
Ward	Learning Prosody Through Age-Inappropriate Play
Wallace	Motivating Learners to Move Through Embodied Pronunciation
Young & Messum	Stuttering as a way to reach schwa: how to improve production and comprehension
Zawadzki, Sollier & Coberly	Am I seeing what I'm saying? Using Praat to teach intonation

Break (3:15 PM - 3:25 PM)

Oral Presentation Session IV (3:30 PM - 4:55 PM)

	Block A - Interaction/ Learning	Block B - Social Dimensions	Block C - Learning Cognition	Block D - Teaching	Block E - Research Methods
3:30PM- 3:55PM	Huang The Effects of Peer Feedback on Pronunciation in a Mobile-assisted Second Language Learning Context	Nishizawa Reverse Linguistic Stereotyping in On-Line Processing: Word Recognition of Minimal Pitch-Accent Pairs in Tokyo Japanese	Gluhareva & Munro International EAL students' linguistic self-perception and Willingness to Communicate	Riera, Adesope & Sunday Effective strategies for using CAPT to provide second language pronunciation instruction: Research findings	Crowther & Urada Face-to-face versus online second language speech elicitation: Listeners' perceptions of audio quality
4:00PM- 4:25PM	Tekin, Trofimovich & McDonough An Interactional Take on Comprehensibility: Moving from What L2 Speakers "Say" to What They "Do"	Chung & Cardoso Variation in the aural input: A voice by any other dialect would sound as sweet?	Featured Speaker Michael Burri <i>(University of Wollongong, Australia)</i> <i>Comparing L2 Learners' Perceptions with L2 Teachers' Practices and Cognitions about Pronunciation</i>	Lima Adapting to new learning environments: Effective and engaging online pronunciation instruction	Munro How does elicitation technique affect vowel intelligibility?
4:30PM- 4:55PM	Phillips, Aguilar, Alt, Derry, Graff & Darcy Pause for thought (groups): How non-native pausing behavior affects comprehensibility of L2 speech	Foote Developing a blended EAP pronunciation course: Issues of Implementation and Ethics		Couper Cognitive Linguistics in teaching and evaluating perception of word stress	Levis & Sonsaat Hegleheimer Publishing in L2 Pronunciation: What are the best venues?

Conference Closing (5:00 PM - 5:15 PM)

Conference Closing & Invitation to PSLLT 2022