Poster Sessions (2:00PM - 3:25PM)

Block A (2:00 - 2:25)

Aldrich & Zhdanova
Development of L2 Spanish Voiced and Voiceless Stop Allomorphs in L1 Speakers

Baranyi
Phonological transfer of post-lexical voicing: L1 Hungarian L2 Spanish

Barries & Hayes-Harb
Individual differences in native English speakers’ pre-existing sensitivity to the Hindi language influence on English

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 L2 pronunciation classes

Campos-Astorkiza & Salgado
Asymmetries in the acquisition of Spanish stop allomorphs 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 vowel production and the role of training

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 & Busá
The acquisition of Italian consonant length contrasts by L1 Mandarin Chinese learners

Greathouse & Jeppson
Spanish tongue twisters and beginning students’ pronunciation of /t/ and /θ/.

Guillatt & Aidou
Investigation of French Mistsa by Arabic Learners

Haslam
Effects of Beliefs about Orthographic Diacritics on Acquisition of L2 Vowels

Huang
Perceptual judgments of native and non-native Chinese speakers: An investigation of the language speech intelligibility benefit

Iino & Wittner
Effects of HVPT with explicit instruction on /l/ and /r/ production for Japanese EFL learners

Incogneo
Dile: A web-based high variability phonetic training application for French vowels

Ingo Urken (University of Northern Iowa)
L2 Instruction and Task-Based Learning: Effects of a Short Classroom Intervention

Ingo Urken, Chen & Lim
The intelligibility of EFL learners: AQR vs native listeners

Kaneko & Yano
Emotional prosody of love and sorrow: L1 English, TTS and EFL learners

Keramdjian & Jimenez
Multilingual Identities and Speakers’ Perceptions of Listeners’ Attitudes

Kodirov & Henrichsen
Experienced teachers’ attitudes towards using phonetic symbols in teaching English pronunciation to adult ESL learners

Kupke
Explicit instruction and the development of English word-initial voiceless stops by Brazilian learners from Salvador, Brazil

Lease & Martoccio
An acoustic analysis of sonorant palatal productions in beginning L2 Spanish

Lialous & Chaffarvand-Mokari
Does cross-linguistic acoustic similarity predict perception of non-native vowels?

Meluzin & Nicora
Production of Italian dental affricates by Irish English learners

Meng & Lu
A Preliminary Research into the Acoustic Differences Between Chinese and Foreign English in an EFL College Classroom Context

Mirjam Kamkari & Reza Sadri
Revisiting comprehensibility and its linguistic components: A generalization study targeting Japanese learners of English

Poster Sessions (3:25PM - 4:50PM)

Block B (3:20 - 3:45)

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Poster Sessions (4:50PM - 6:15PM)

Block C (4:20 - 4:45)

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Poster Sessions (6:15PM - 7:40PM)

Block D (5:30 - 6:15)

Kupke
Explicit instruction and the development of English word-initial voiceless stops by Brazilian learners from Salvador, Brazil

Lease & Martoccio
An acoustic analysis of sonorant palatal productions in beginning L2 Spanish

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Poster Sessions (7:40PM - 9:00PM)

Block E (6:40 - 7:25)

Kupke
Explicit instruction and the development of English word-initial voiceless stops by Brazilian learners from Salvador, Brazil

Lease & Martoccio
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Poster Sessions (9:00PM - 10:15PM)

Block F (7:30 - 8:15)

Kupke
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Lease & Martoccio
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Saturday, June 19th Opening (9:00AM - 9:55AM)
Welcome to Day 2 of PSLLT 2021

Oral Presentation Session III (10:00AM - 11:55PM)

Black A - Learning

10:00AM - 10:25AM
Hu & Acquisition of prosody for given information by Mandarin-speaking EFL learners

Black B - Theory

10:30AM - 10:55AM
Peltsonen & Luken Connections in fluency across languages: Examining speech, fluency in Finnish, Swedish, and English

Block C - Teacher Cognition

11:00AM - 11:25AM
Baran-Lucara On-line course on L2 pronunciation teaching: The teacher trainers’ views.

Featured Speakers

Imbola-Moya Plaza, Joel Mora & Roger Egnor
(University of Barcelona) Task essentialsity for L2 phonological acquisition: A TBPT study

Block D - Teaching

11:30AM - 11:55AM
Nagle Assessing the state of longitudinal pronunciation research

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

Location Theme Host

Room 1 CAPT/HPT Jonathan 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 - 3:15PM)

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

Archriver Variation not deviation: techniques to encourage tolerance of English diversity in the classroom

Clément A survey of computer assisted pronunciation training programs for language acquisition

Cole-French & Reed Metaphorical 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

Eflerova 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 segments

Henderson “It really feels different”: Foreign language accent imitation

Imber & Cameron Using Lip Syncing to Teach 2nd Language Prosody

Jones Pronunciation Play: Using Pippyn to Simultaneously Learn

Kirkova-Naskova Reinventing AJB tasks in the classroom

Kocher, Becker, Godolle, Beck & Sauer Instruction Managing Multiple Roles during Communicative Dialogue Activities in One-on-One Classrooms

Levis & Muller Levis Simplifying the pronunciation of the -ed ending

Martin Giving is better than receiving: Teaching pronunciation with peer feedback

McCracklin, Fettig & Markus Salmon’s speech: Integrating a new AJB tool into students’ English pronunciation practice

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

Meyers Everyone Ready! Pop the Cork

Monpean & Fouz-González Using phonetic symbols in pronunciation teaching activities

Ploegman & Saatser Enhancing student speech monitoring and self-reflection with the use of AI

Červinková Poevá Students’ engagement in pronunciation lead-ins

Quarterman Incorporating practice of thought groups and prominence into presentation preparation


Rimmer Polling pronunciation preferences

Rocca Bridging repetition and communication in pronunciation lessons

Schafer & Ochiai Hallu as mini Japanese pronunciation lessons

Sturm Online Pronunciation Quizzes Using Speak Everywhere

PSLLT 2021 CONFERENCE SCHEDULE
SATURDAY, JUNE 19th

Social Dimensions Teacher Cognition Research Methods CAPT/HVPT

Location Theme Host

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Room 2 Research Methods Murray Munro

Room 3 Teacher Cognition Jennifer Foote

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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

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)

<table>
<thead>
<tr>
<th>Block A: Interaction/ Learning</th>
<th>Block B: Social Dimensions</th>
<th>Block C: Learning Cognition</th>
<th>Block D: Teaching</th>
<th>Block E: Research Methods</th>
</tr>
</thead>
</table>
| 3:30 PM - 3:55 PM
Huang
The Effects of Peer Feedback on Pronunciation in a Mobile-assisted Second Language Learning Context
| Nishizawa
Reverse Linguistic Stereotyping in Online 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 & Urrada
Face-to-face versus online second language speech elicitation: Listeners’ perceptions of audio quality

3:40 PM - 4:25 PM
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 Burr
(University of Wollongong, Australia)
Comparing L2 Learners’ Perceptions with L2 Teachers’ Practices and Cognitions about Pronunciation
| Lima
Adapting to new learning environments: Effective and engaging online pronunciation instruction
| Mutiro
How does elicitation technique affect vowel intelligibility?

4:30 PM - 4:55 PM
Phillips, Aguilar, Alt, Derry, Graff & Darcy
Pause for thought (groups): How non-native pausing behavior affects comprehensibility of L2 speech
| Michael Burri
Comparing L2 Learners’ Perceptions with L2 Teachers’ Practices and Cognitions about Pronunciation
| Cooper
Cognitive Linguistics in teaching and evaluating perception of word stress
| Levi & Sosaat Hegleheimer
Publishing in L2 Pronunciation: What are the best venues?

Conference Closing (5:00 PM - 5:15 PM)
Conference Closing & Invitation to PSLLT 2022