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

Block B: (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-Harv
Individual differences in native English speakers’ pre-existing sensitivity to the Hindi dental-retroflex contrast

Becker & Sturm
Assessment of phonetic similarity 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-Astorizkia & 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 L2 learners

Chen & Tian
The Effects of Netphonological Awareness Training on English Word Stress by Chinese L2 Learners

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

Greehouse & Jeppson
Spanish tongue twisters and beginning students’ pronunciation of /p/ and /r/

Guilbault & Alieou
Investigation of French H hiatus by Arabic Learners

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

Huang
Perceptual judgments of outer region voice of French learners’ pronunciation of non-native vowels

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

Incoglu
Oxile: A web-based high variability phonetic training application for French vowels

Inceoglu, Chen & Lim
The intelligibility of EFL learners: ASR vs native listeners

Kaneko & Yamane
Emotional prosody of love and sorrow: L2 learners’ phonetic representations and auditory perception

Kwon & Kim
Investigation of French Hiatus by Arabic Learners

Lysik
Does cross-linguistic acoustic similarity predict perception of non-native vowels?

Meluzzi & Nicora
Production of Italian dialectal affricates by Irish English learners

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

Miramagi, Terai, Hashizaki, Hara & Xiu
Revisiting comprehensibility and its linguistic components: A generalization study Targeting Japanese learners of English

Pentland
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Poster Sessions (2:00PM - 3:25PM)
Oral Presentation Session II (3:30PM - 5:55PM)

Block A: Research Methods

3:30PM - 3:55PM

Aldred Perception and Production of L2 Arabic Guttural Sounds and the Role of Orthography
Mataricio Attitudes toward an oral recordings project in an online beginning Spanish course
Zhang & Faiz ESL Teacher’s Self-belief in Pronunciation Teaching in Canadian Classrooms
Scott, Linn & Russell Sound-spelling correspondences in L1 instruction: A questionnaire approach

Block D: Teaching

4:00PM - 4:25PM

Bird, Leonard B Pronunciation patterns among L2 learners of different "learn"
Villalobos Investigating changes in Chilean pre-service teachers’ attitudes about pronunciation teaching
Sandhyatane Audio-visual feedback in teaching French as a Second Language
Eginoff, Finlay, Tettel, Rahman & Levits Effect of Task-Type on L2 Speakers’ Oral Production

Block C: Teacher Education and Technology in Pronunciation Teaching

4:30PM - 4:55PM

Eidafshars Persian Intonation as a cohesive device: An exploratory study of teaching assistant speech
Sakach Vietnamese L2 Learners’ Attitudes towards Pronunciation
Zárate-Sandes Can teachers learn to teach L2 pronunciation? Testing the effectiveness of a training module for novice Spanish teachers
Sandoval, Van Woerden, de Vries, Stuckel & Parkes Improving student willingness to communicate through explicit phonological instruction
Takayama & Suzuki Automatic Speech Recognition in Arabic: An Examination of Lexical and Phonological Characteristics

Block B: Block B - Social Dimensions

5:00PM - 5:25PM

Gusakova, Dux Spitz, Kurt, Melody Tan & Godbole “So that again?” An exploratory study of speech perception for English speakers
O’Brien, Tyler & Saeling Disentangling the effects of L2 pronunciation: A conceptual and empirical analysis
Dellami & Saeidi Pronunciation in EFL Classrooms: A Study of the Iranian Teachers’ Attitudes, Practices, and Perceptions
Krokowicz, Martin, Stuckel & Eidafshars Automatic Speech Recognition in Arabic: An Examination of Lexical and Phonological Characteristics
Uchihara, Karas & Thomson High Variability Phonetic Training (HVP): A meta-analysis

Block A: Block A - Learning

5:30PM - 5:55PM

Lee & Lloyd Incidental Learning of Second Language Speech Perception
Izbell & Lee Self-assessment of L2 pronunciation: A conceptual and empirical analysis of Tromphorst et al. (2016)
Kroochiez, Ghanaem, Madaki & Schawer The Use of Customized Videos and TUTOR 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 Jennifer Fute
Room 4 Pronunciation Learning Rachel Hayes-Harb
Room 5 Social Dimensions John Levis
PSLLT 2021 CONFERENCE SCHEDULE
SATURDAY, JUNE 19TH

Oral Presentation Session III (10:00AM - 11:55AM)
Block A - Learning
10:00AM - 10:25AM
Acquisition of prosody for given information by Mandarin-speaking EFL learners
Oakley
Articulatory and acoustic representation of second language vowels
Baran-Lucara
On-line course on EFL pronunciation teaching: The teacher trainers’ voices
Block C - Teacher Cognition
11:00AM - 11:25AM
Pelloton & Lintunen
Connections in fluency across languages: Examining speech fluency in Finnish, Swedish, and English
Liu & Reed
Dynamic mapping between L1 and L2 intonations: An acoustic and eye-tracking study
Yavo, Kang & Ahit
Relationship between Learner Background and Pronunciation Gain on IELTS
Nagle, Thomson, Deng
Drafting, designing, re-writing and reviewing PSLLT abstracts.
Josué
Exploring how EFL teachers' pronunciation beliefs affect their classroom practices
Kochin
Exploring the connection between teacher training and teacher cognitions related to L2 pronunciation instruction
Block D - Teaching
11:30AM - 11:55AM
Salgado
The acquisition of Nawai (Pipil) pre-nasal vowel and prominence in Spanish
Alifashih, Good
Rehman, Levis & Kochen
The impact of functional load and relative errors on listeners' judgments of comprehensibility and acceptability
Kochin
Exploring the connection between teacher training and teacher cognitions related to L2 pronunciation instruction
Hirsch, Kang, Hansen
Conchlañarre & Strik
Mobile-Assisted Pronunciation Training for non-Academic English learners: Learner background, effort, and accuracy
Jones
Engaging word and sentence diversity for testing vowel perception

Social Hour (12:00PM - 12:55PM)
12:00PM - 12:55PM
Sign up in advance for 1 of 5 rooms (not themed)

Teaching Tips (1:00PM - 3:15PM)
Block A (1:00PM - 2:05PM)
Archer
Variation and remediation: 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 natural, as a conversation
de Horas
Learning French pronunciation while learning French vocabulary and grammar
Drickey, Figuerio, Sandoval, Van Woerden & de Vries
Teaching tips: 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 & Cherry
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 Synching to Teach 2nd Language Prosody
Jones
Pronunciation Play: Using Flipppy in Synchronous Learning
Kirkova-Naskova
Reinventing A0B tasks in the classroom
Kochel, Becker, Goodeall, Back & Santos
Managing multiple Rules during Communicative Dialogue Activities in One-on-One Pronunciation Instruction
Levis & Muller Lewis
Simplifying the pronunciation of the ed-ending
Martin
Giving is better than receiving: Teaching pronunciation with peer feedback
McCricklin, Fettig & Markus
Sakati Speech: Integrating a new ASR tool into students’ English pronunciation practice

Block B (2:10PM - 3:15PM)
Heyers
Everyone Ready? Pop the Cork
Mompean & Fouz-González
Using phonetic symbols in pronunciation teaching activities
Ploemen & Stauffer
Inaccurate student speech monitoring and self-reflection with the use of AI
Červinková Pokojeva
Students’ engagement in pronunciation lead-ins
Quaterman
Incorporating practice of thought groups and prominence into presentation preparation
Reed & Lilu
Rimmer
Proling pronunciation preferences
Rocca
Bringing repetition and communication in pronunciation lessons
Schafer & Ochiai
Halkai as mini Japanese pronunciation lessons
Sturm
Online Pronunciation Quizzes Using Speak Everywhere
Tulajka
Udlate.de - a new online pronunciation resource for German teachers of Danish
Uzun & Uzun
Using Glottogama 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
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<th>Block B: Social Dimensions</th>
<th>Block C: Learning Cognition</th>
<th>Block D: Teaching</th>
<th>Block E: Research Methods</th>
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<td>Tekin, Trofimovich &amp; McDonough</td>
<td>An Interactional Take on Comprehensibility: Moving from What L2 Speakers “Say” to What They “Do”</td>
<td>Chung &amp; Cardoso</td>
<td>Variation in the aural input: A voice by any other dialect would sound as sweet?</td>
<td>Riers, Adesope &amp; Sunday</td>
<td>Effective strategies for using CAPT to provide second language pronunciation instruction: Research findings</td>
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<td>Phillips, Apullar, Alt, Derry, Graff &amp; Darcy</td>
<td>Pause for thought (groups): How non-native pausing behavior affects comprehensibility of L2 speech</td>
<td>Featured Speaker</td>
<td>Michael Burtt (University of Wollongong, Australia)</td>
<td>Liu</td>
<td>Adapting to new learning environments: Effective and engaging online pronunciation instruction</td>
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**Conference Closing (5:00 PM - 5:15 PM)**