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COVID-19
pronunciation assessment
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Oral Presentations

Do L2 experience and metalinguistic knowledge affect the perception of cross-language similarity?

1. *Cebrian, Juli* - Universitat Autònoma de Barcelona
2. *Gorba, Celia* - Universitat Autònoma de Barcelona
3. *Carlet, Angelica* - Universitat Internacional de Catalunya
4. *Gavaldà, Nuria* - Universidad Internacional de La Rioja

Second language (L2) speech learning models often base their predictions about L2 categorization accuracy on the perceived similarity between L1 and L2 sounds (Best and Tyler, 2007). It has been argued that such cross-language mappings may differ depending on the listeners' amount of L2 experience. Specifically, naïve listeners may base their perception mostly on acoustic-phonetic information, whereas experienced listeners' perception may be phonologically driven due to metalinguistic and orthographic knowledge (Chang, 2019). This potential effect of L2 experience on cross-language mappings has received scarce attention and previous results are not consistent (Levy, 2009; Wagner and Baker-Smemoe, 2013; Holliday, 2015). This study compares the perceived similarity between L1 Catalan/Spanish and L2 English vowels by naïve speakers and L2 learners. In addition, the outcome of a longitudinal study examining at the effect of perceptual training on the perception of cross-language similarity is also reported. Results indicate that naïve listeners and L2 learners provide similar judgements overall. However, there are some notable exceptions: whereas naïve listeners assimilate English /ɪ/ predominantly to L1 /e/, followed by L1 /i/, L2 learners show the opposite pattern. Moreover, the longitudinal study revealed that perceptual training resulted in a decrease in assimilation to L1 /e/ and an increase in assimilation to L1 /i/. Thus, cross-language perceived similarity may be affected by L2 experience when phonological awareness (e.g., knowledge of the L2's vowel system) and orthographic information about the target phones (/ɪ/ is typically spelled with <i>, which corresponds to L1 /i/) becomes accessible to learners.

Standardized test performance in the ear of the beholder: University stakeholder perceptions of comprehensibility and academic acceptability

1. *Crowther, Dustin* - University of Hawai'i at Mānoa
2. *Isbell, Daniel* - University of Hawai'i at Mānoa
3. *Nishizawa, Hitoshi* - University of Hawai'i at Mānoa

Though test scores are frequently used to make decisions about test-takers' potential performance within a target language use (TLU) domain (Bachman & Palmer, 2010), little attention has been placed on how linguistic laypersons in the TLU domain (i.e., those likely to engage with test-takers in the real world), perceive actual test task performances (e.g., Schmidgall & Powers, 2020). This study considers the TLU domain of English-medium university study. The speech of 100 L2 English learners, elicited through a high-stakes speaking assessment, was rated for comprehensibility and academic acceptability by 204 university stakeholders (including faculty, staff, undergraduate and graduate students). Where comprehensibility ratings emphasized listeners' perceived effort in understanding each speaker, acceptability ratings targeted speakers' acceptability for undergraduate and graduate study, effectiveness during group work, and suitability for university teaching. Each response was coded for phonological and temporal measures. The correlation between comprehensibility and acceptability was nearly perfect ($r = .98$), indicating that for these stakeholders, comprehensible speech was perceived as acceptable speech. Many-facet Rasch models additionally indicated that acceptability differed as a function of task requirement: the threshold for acceptability was higher for university-level teaching than it was for other academic tasks. Overall, faculty were more lenient in their ratings than were either students or staff. Additional correlations and mixed-effect regression analyses will examine which linguistic/temporal measures influenced listener ratings. Finally, strong Pearson correlations (.74-.89) between listeners' ratings and speakers' official test scores provide positive evidence for the relevance of speaking assessment scores to spoken English in university settings.

Computer-assisted feedback accuracy and segmental pronunciation improvement

- 1. *Silpachai, Alif* - Iowa State University**
- 2. *Neiriznaghadehi, Reza* - Iowa State University**
- 3. *Novotny, Mackenzie* - Iowa State University**
- 4. *Gutierrez-Osuna, Ricardo* - Texas A & M University**
- 5. *Levis, John M.* - Iowa State University**
- 6. *Chukharev-Hudilainen, Evgeny* - Iowa State University**

Corrective feedback (CF) is essential for second language (L2) improvement. For L2 pronunciation, it is unclear whether CF provided by L2 computer-assisted pronunciation training tools must be 100% accurate to promote improvement. This study tested the hypothesis that higher CF accuracy promotes better L2 pronunciation improvement after training. Using a web-based interface, 30 native speakers of Chinese dialects did a pretest, were trained to produce nine sound contrasts in English using a web-based interface, and did an immediate posttest. The study manipulated feedback accuracy using a Wizard of Oz protocol in which human phonetically-trained listeners in a separate room provided CF on the trainees' productions, but the trainees thought that the computer-based system provided the CF. Of the nine sound contrasts, three were presented with 100% accuracy, three with 66% accuracy (one of three responses were changed randomly), and three with 33% accuracy (two of three human feedback responses were changed). The trainees' pre- and posttest productions were rated for accuracy by native speakers of English. The results showed that productions were not significantly better when the trainees received CF with 100% or 66% accuracy, but both resulted in greater improvement compared to 33% CF accuracy. This suggests CF pronunciation tools may not need CF that is 100% accurate to be useful, but particularly poor accuracy will not be useful, perhaps because learners cannot rely on the feedback or won't know what changes they need to improve their production. Implications for the development of L2 pronunciation training software are provided.

Typed transcription as an implicit measure of foreign-accent comprehensibility: An online replication study

- 1. Gallant, Jordan** - McMaster University
- 2. Derwing, Tracey** - University of Alberta
- 3. Munro, Murray** - Simon Fraser University
- 4. Thomson, Ron** - Brock University

Following Munro and Derwing (1995) a substantial body of research has investigated relationships between foreign accent, comprehensibility, and intelligibility. In most studies, listeners are asked to provide scalar judgments for accent and comprehensibility, while intelligibility is assessed using paper-and-pencil transcription tasks. Gallant (2020) has previously demonstrated a relationship between typing latency and comprehensibility at the level of individual words. The current study aims to investigate whether typed transcription can simultaneously capture intelligibility (via typing accuracy) and comprehensibility (via typing latency) for sentence-level stimuli.

In this study, we replicate Derwing and Munro (1997). Our L2 speech stimuli comprised the same 5-10sec (mean=7sec) recordings of 48 L2 English speakers, balanced across Cantonese, Japanese, Polish, and Spanish L1 backgrounds. The speech samples were extracted from extemporaneous descriptions of a cartoon narrative.

Thirty-five native speaker listeners were recruited. In each listening trial, participants heard a single L2 speech sample via headphones and transcribed it immediately following stimulus offset using their keyboard. They then provided either comprehensibility or accentedness ratings for the sample they had just typed using 9-point Likert-type scales. After completing all trials, participants listened to each recording a second time and provided the rating that they had not yet completed (i.e., the rating tasks were counter-balanced).

Linear mixed-effects regression modeling was used to analyze the relationship between comprehensibility and accentedness ratings and measures of typing latency. Significant results suggest that typed transcription latency provides an effective implicit measure of L2 speech comprehensibility.

Effects of technology-based pronunciation feedback on ITA's intelligibility and accentedness

1. *Hirschi, Kevin* - Northern Arizona University
2. *Kang, Okim* - Northern Arizona University
3. *Hansen, John* - University of Texas at Dallas
4. *Looney, Stephen* - Pennsylvania State University

International Teaching Assistants (ITAs) in North American universities are often advanced English speakers, but their idiosyncratic pronunciation tends to hamper their speech intelligibility (Kang & Moran, 2019), which may limit teaching opportunities or result in student complaints (Lindemann & Subtirelu, 2013). With the advancement of technology, however, ITAs can identify their learning needs, track progress, and maximize learning efforts as technology-based pronunciation feedback can provide visual and quantitative reports on their production (Cucchiariini & Strik, 2017; Hincks, 2015). Still, questions remain as to how to embed such feedback within ITAs' pronunciation learning process effectively. Therefore, this presentation reports on three consecutive studies with technology-based suprasegmental feedback: one with delayed feedback only, another with instant feedback in a self-paced learning app, and a third with both delayed and instant feedback in personalized online lessons. Forty-three prospective ITAs received one of the three different approaches to feedback on 5-15 speech events during a period of 2-4 weeks. Four trained raters evaluated speech samples from pre/post tests for suprasegmental accuracy, intelligibility, and accentedness. Their ratings were subjected to linear mixed effect models which indicated several significant gains and overall positive trends for suprasegmental accuracy ($.01 < R^2 < .08$) but smaller, non-significant changes in intelligibility ($R^2 < .01$) and no changes in accentedness. Feedback within personalized online lessons was more effective than other conditions and feedback that more comprehensive but delayed did not impede learning. Findings offer important implications for technology-based pronunciation feedback as well as ITA curriculum development and training.

Listeners' perspectives of phonological features that impact intelligibility, comprehensibility, and accentedness of international teaching assistants

1. Huang, Meichan - Syracuse University

This paper reports the results of a study investigating the prosodic features that listeners reported that they relied on to judge international teaching assistants' (ITAs) intelligibility, comprehensibility, and accentedness. Previous research on the impact of pronunciation features on listeners' intelligibility, comprehensibility, and accentedness judgment tasks has frequently adopted a quantitative approach (e.g. Kang et al., 2012; Saito et al., 2015); however, fewer studies employed qualitative methods such as focus group interviews or think-aloud protocols to understand how listeners arrived at their judgments (e.g. Harb-Hayes & Hacking, 2015; Issacs et al., 2018; Zielinski, 2008).

Speech samples were taken from 2 Mid-west American English speakers, 2 Indian English speakers, and 2 Mandarin Chinese speakers giving 3-minute English lectures. The speakers were pre-screened by phoneticians to ensure they did not exhibit strong regional accents and were comparable with the other speaker from the same L1 background. The six speech samples were first judged by three groups of 30 listeners from American English, Indian, and Mandarin L1 backgrounds using quantitative measures of intelligibility, comprehensibility, and accentedness following Munro and Derwing's (1997) conventions, and then provided their rationale behind their judgments by answering an open-ended question after each rating. For the data analysis, the qualitative results were triangulated with the quantitative results from a correlational study on listeners' measurements of perceptual judgments and speakers' suprasegmental profiles created via auditory and instrumental analysis. The results will bring insights into the understanding of what phonological features listeners consciously rely on when they make judgments, and the implications for the language pedagogy for ITA training will be discussed.

Listeners' attitudes towards different English accents in high-stakes listening tests

- 1. Kang, Okim** - Northern Arizona University
- 2. Maria Kostromintia** - Northern Arizona University
- 3. Yan, Xun** - University of Illinois at Urbana-Champaign
- 4. Thomson, Ron** - Brock University
- 5. Isaacs, Talia** - University College London

There has been a growing interest in social and political aspects of language testing related to fairness and justice and their relationship with validity (Kunnan, 2014). Scholars (e.g., Hamp-Lyons & Davies, 2008) have argued for the adoption of an English as an International Language (EIL) approach over reference to traditionally standard varieties. Because foreign-born English instructors are common around the world (Kang & Moran, 2019), an ecologically valid test of English listening requires learners to understand speakers with varied accents. However, learners' attitudes toward accent varieties can significantly affect their listening performance on the test (Ahn & Moore, 2011). Accordingly, the current study investigated learners' attitudes towards using different English accents in the listening tasks of the Duolingo English Test (DET). One hundred-sixty learners of English from four different first language (L1) backgrounds (Mandarin, Korean, Hindi, Mexican Spanish) took a simulated listening section of the DET and completed accent-related questionnaires. They then provided their opinions about the inclusion of different accents in the DET. The open-ended responses were analyzed thematically using MAXQDA, a qualitative analysis software. Results revealed an intricate interplay of learner L1 backgrounds and their attitudes towards accented speech in a proficiency test. While over half of the participants appeared to be accepting of accent varieties (54%), Chinese participants were more critical (74%) of accent varieties, and Spanish participants were more receptive of them (64%). The study helps understand the fairness of designing EIL tests and offers recommendations for the use of various accents in listening assessment.

The limitations of self-imitation. Effects of self-imitation practice on L2 pronunciation practice with the use of a Golden Speaker Builder - an interactive tool for pronunciation training

1. Kusz, Ewa - University of Rzeszow

English as the world lingua franca has become even more international after March 2020 when the WHO announced that COVID-19 has turned into a global pandemic, and maintained English as the commonest language of global public communication. This, and many other factors which appeared long before the coronavirus outbreak, have a great impact on today's goals of learning and teaching English pronunciation. One increasingly popular method is self-imitation practice, which involves mirroring one's own voice synthesised with that of a native speaker. Golden Speaker Builder (Ding et al. 2019) is a free tool that allows to generate a personalised model voice, which mirrors the learner's voice but with a native accent. Forty-one participants of the study, after resynthesizing their voice with a native one, performed a three-week self-imitation task by repeating some of the sentences they had previously recorded. The participants took a pre-test before the training session, a post-test after three weeks of practice, and a post-delayed test one month after the training session. Additionally, each participant completed two qualitative questionnaires: before and after the exercises, in order to find out their opinion about the tool used. The results show a significant improvement in pronunciation in terms of fluency and comprehensibility, but the feedback from the questionnaire clearly indicates that Golden Speaker Builder cannot replace the personalised feedback received directly from the teacher while pronunciation training.

Are HR Students and Faculty Aware of Accent Bias? A Calgary-Montreal Comparison

- 1. *Le, Thao-Nguyen Nina*** - University of Calgary
- 2. *Bodea, Anamaria*** - University of Calgary
- 3. *Shimada, Masako*** - University of Calgary
- 4. *O'Brien, Mary Grantham*** - University of Calgary
- 5. *Trofimovich, Pavel*** - Concordia University

Immigrants to Canada, many of whom are non-native speakers of English or French, tend to be under-employed (Krahn et al., 2000). While the causes of under-employment are numerous, foreign-skilled workers are often passed over for jobs or promotions because of the belief—held by members of the general public—that sounding like a native speaker is a desired and prized skill (Creese & Wiebe, 2012). What is unclear, however, is whether future Human Resource (HR) specialists (students enrolled in HR programs across Canada) are aware of and receive focused training on accent-based bias.

To address this issue in a cross-Canada comparison, 20 participants (7 students, 3 instructors per location) were recruited from large undergraduate HR programs in Calgary and Montreal, which are comparable in immigrant population but differ in degree of societal bilingualism (Statistics Canada, 2019). Participants engaged in semi-structured interviews targeting their HR background and training, familiarity with accent bias through HR curriculum, and personal experience with accent bias. The interviews were transcribed, then coded thematically, following an iterative process (Gibson & Brown, 2009).

Although most students and instructors were aware of the existence of accent bias, there was little training available to help them navigate linguistic diversity. Consistent with Calgary-Montreal differences in bilingualism, Montreal participants showed greater awareness of linguistic bias in their personal life than Calgary participants, and all expressed a strong desire for focused training on accent bias. Taken together, findings highlight the importance of targeted awareness-raising and instructional interventions for HR students

Exploring Sociopolitical Dimensions of Heritage Language Pronunciation: The Case of Vietnamese Speakers in Montreal

1. *Le, Thao-Nguyen Nina* - University of Calgary

2. *Pavel Trofimovich* - Concordia University

Immigrants feel pressure to integrate into the host society, and so often find it challenging to pass their heritage language (HL) on to next generations. Immigrant children's HL skills, particularly pronunciation, often depend on the family's language patterns, their social networks, and beliefs about how strongly language shapes their identity (De Houwer, 2007; Wong Fillmore, 2000). Another important yet largely overlooked factor is the sociopolitical circumstances that trigger immigration (Perera, 2015), such as whether immigrants relocate due to economic hardship or political turmoil. This study therefore examines whether sociopolitical reasons for immigration (in addition to immigrants' social identity and social networks) predict immigrant children's HL pronunciation skills.

Participants included 76 first- and second-generation Vietnamese Montrealers (38 parent-child pairs) from the first wave of (conflict-driven) Vietnamese immigration (1975-1999). The parents identified their reasons for immigration (economic, political, both), and all participants completed ethnolinguistic questionnaires (capturing the role of language in identity) and social network surveys (measuring size, intimacy, and interconnectedness of HL use). Participants' informal Vietnamese speech (45 second clips) was rated by four native Vietnamese speakers for accentedness, comprehensibility, and fluency ($\alpha = .86-.91$).

As expected, Vietnamese use by both generations was a positive predictor of pronunciation measures, while the first generation's acceptance of Quebecois culture was a negative predictor. For political immigrants, the children's social network intimacy showed negative associations with pronunciation measures while for economic immigrants, the parents' pride in Vietnam revealed positive associations. Findings suggest complex interactions of sociopolitical factors shaping HL pronunciation.

Impact of face masks on second language word identification

1. *Lin, Yu-Jung* - Indiana University

The current study investigated the effects of face masks on the intelligibility of second language (L2) speech. Specifically, we examined whether L2 learners of Mandarin and English identify words in their L2s less accurately when the speakers spoke through masks. Seven Mandarin native speakers whose L2 is English and seven English native speakers whose L2 is Mandarin were asked to identify the words they heard in videos, where English and Mandarin native speakers pronounced monosyllabic words in their native languages with and without surgical masks. The first languages (L1s) of these fourteen subjects, the language of the videos, the mask conditions (with mask vs. without mask), the noise conditions (quiet vs. noisy), and the speaker gender (male vs. female) were included in the experimental design. Preliminary results suggested that L2 word identification was significantly impacted when the background noise was present. Furthermore, the accuracy of L2 word identification in the male-speaker condition was significantly lower than the female-speaker condition when masks were worn. These findings were compared to the L1 perception data to demonstrate how the use of masks may negatively impact L2 perception to a greater degree than L1 perception.

Teaching Mandarin pronunciation in Chinese-English bilingual schools in Canada

1. *Lin, Youran* - University of Alberta
2. *Pollock, Karen* - University of Alberta
3. *MacLeod, Andrea* - University of Alberta
4. *Li, Fangfang* - University of Lethbridge

Background. In a Chinese-English bilingual program in Canada, half of the subject content is delivered in Mandarin, and students are expected to acquire functional Mandarin through immersion [1]. The communicative approach is adopted, where form accuracy is regarded as secondary to message conveyance [2]. However, limited research evidence is available regarding teaching Mandarin pronunciation to school-aged bilingual children. On the other hand, teachers are active policymakers in the classroom [3]. The Chinese teachers are a great resource to learn about pronunciation teaching in bilingual education.

Objectives. This study investigated how Chinese teachers applied pronunciation teaching approaches, how they viewed the teaching outcomes, and what were their challenges and needs.

Methods. Semi-structured interviews were conducted with twelve Chinese teachers across three bilingual schools, who spanned a representative range of language backgrounds and teaching experiences. The interviews were audio-recorded, transcribed, and coded. Themes were identified through conventional content analysis.

Results. Four themes emerged from the interviews: (1) Teachers found it beneficial to incorporate form-focused instruction [4] and the communicative approach; (2) The teaching of Mandarin pronunciation, especially lexical tones, was challenging but progressive; (3) Teaching outcomes were impacted by factors beyond student language background; (4) More resources were needed to facilitate teaching practices.

Implications. This study demonstrated the complexity of teaching the pronunciation of a minority language, whose speech system is quite unique, in bilingual classrooms. It shared de facto evidence of teaching experiences and strategies among bilingual teachers as an inter-language community [5] and identified future directions for research and policy-making.

Keywords: Mandarin, bilingual school, minority language, pronunciation teaching

Reconceptualizing L2 Pronunciation Development as Multi-objective Optimization: In Search of a Pareto Frontier

1. *Liu, Di* - Temple University

2. *Kim, Jihyun* - Hankuk University of Foreign Studies

3. *Reed, Marnie* - Boston University

L2 pronunciation is a complex and dynamic system consisting of multiple sub-systems (Liu & Reed, 2021). Spontaneous use of L2 pronunciation features depends not only on successful uses of individual segmental or suprasegmental features but also on the control of the interconnectivity among numerous features and systems. L2 pronunciation development thus is a multi-objective optimization process in search of a “solution that minimizes or maximizes this single objective while maintaining the physical constraints of the system or process” (Ngatchou, 2005, p. 84).

From a Complexity Theory (Larsen-Freeman, 2017) perspective, this study investigated four Korean L2 English learners’ pronunciation development in an online class over the course of six weeks. A pretest, five weekly tests, and a posttest have been used to document learners’ progress. Each test consists of a segmental assessment, a suprasegmental assessment, and a story telling task eliciting learners’ extemporaneous speech. Analyses focus on the developmental trajectory of L2 pronunciation features (consonants, vowels, connected speech processes, word stress, sentence stress, intonation) for individual learners and the correlation among different features and systems in each test.

L2 pronunciation development is not a single-object problem, and there is no unique solution. The developmental process represents learners’ continuous efforts in searching for a set of trade-off optimal solutions, commonly referred to as the Pareto front (Ngatchou, 2005). This study provides implications on learners’ strategies and challenges in optimizing the Pareto frontier, which is informative to L2 pronunciation instruction and computer modeling of L2 learners’ pronunciation development.

Adventures in Mispronunciation

1. *Martin, Brandon* - Ryerson University

Whenever one endeavors to learn a foreign language invariably that person is bound to mispronounce words and make numerous mistakes. The results that occur when a learner mispronounces or makes mistakes when trying to communicate in a foreign language are various. In some instances the mispronunciation or mistake can be hilarious to an audience. In other instances the mispronunciation or mistake can be interpreted as offensive or rude. A learner's reaction to his/her mispronunciations and mistakes can be just as varied. In some instances the learner can view the mispronunciation or mistake as comical, and take it as a good learning lesson. In other instances a learner can be utterly humiliated or embarrassed by the mispronunciation or mistake, perhaps to the point of ceasing their pursuit of learning and communicating in that particular foreign language. Due to the fact that mispronunciations and mistakes can thus elicit nearly any emotion, it becomes imperative that both the learner and their audience exercise a level of patience and understanding with one another in order to foster a positive learning environment. This presentation will examine and discuss some of the mispronunciations and mistakes that I have made personally or have witnessed in my journey to learn French, Mohawk, and Seneca. In the end, if the goal of a learner is to communicate effectively in their particular foreign language of choice, then they must maintain their resolve to do so despite the results and emotions of their mispronunciations and mistakes.

Cognitive task complexity effects on L2 pronunciation, speaking fluency and comprehensibility

1. Mora, Joan C. - University of Barcelona

Making speaking tasks more cognitively complex by increasing reasoning demands enhances L2 learners' attention to form, leading to the production of lexically and grammatically more complex language, often at the expense of speaking fluency [1]. However, the effects of cognitive task complexity on L2 pronunciation and comprehensibility are still unclear and under-researched [2, 3, 4]. The current study examines cognitive complexity effects on L2 pronunciation (accentedness ratings), speaking fluency (measures of speed, breakdown and repair fluency), and comprehensibility (ease of understanding), as well as potential trade-offs between attention to lexical/grammatical form and pronunciation, in the speech of 82 L1-Spanish/Catalan learners of English. They performed simple and complex versions of a monologic L2 speaking task (*the dinner party*; [5]). They had to come up with a sitting arrangement that would make the dinner party pleasant and successful for 6 characters according to their personalities, jobs and hobbies. Cognitive complexity was operationalized in terms of characters' descriptors (coherent or not) and how many characters sat at each table (2 vs. 3). Simple and complex L1 speaking tasks (*the fire chief*; [6]) provided baseline L1 measures. In addition, we controlled for individual differences in oral proficiency, vocabulary size, and working memory.

Measures of lexico-grammatical complexity, accuracy, fluency, accentedness and comprehensibility are currently under analysis. Based on preliminary pilot data, we hypothesize a detrimental effect of increased cognitive task complexity on speaking fluency and pronunciation accuracy and a trade-off between lexico-grammatical and pronunciation accuracy. Implications for L2 pronunciation teaching and learning will be discussed.

The Impact of Segmental Accuracy on Intelligibility

1. *Na, In Young* - Iowa State University

Intelligibility over nativeness has been argued as a goal for L2 English pronunciation teaching (Levis, 2005). To promote intelligibility in the L2 classroom, it is necessary to identify the phonological factors that make a nonnative speaker's speech intelligible. Previous studies have indicated the negative impact of L2 speakers' segmental (i.e., consonants and vowels) accuracy on listeners' level of actual understanding (i.e., intelligibility). While some segment distinctions have been proposed to hinder more of intelligibility (Catford, 1987; Jenkins, 2002), more empirical research is needed to validate those claims with varied populations of L2 speakers. Therefore, the current study addressed these concerns by analyzing segmental errors produced by Korean learners of English, a group underrepresented in current L2 speech intelligibility. Eight native-English listeners were assigned to complete a minimal-pairs forced-choice task recorded by twenty Korean speakers, and listener-based intelligibility (i.e., rate of accurate word identification across listeners) was examined. The results showed substantial and negative correlations between segmental accuracy and intelligibility. Vowel errors were linked to lower intelligibility overall, but the negative correlation between consonant errors and intelligibility was stronger. This may be because Korean participants generally made a greater number of vowel errors, while consonant errors were less frequent. Some consonant sounds were not substituted/produced erroneously by the speakers yet still posed intelligibility problems to native listeners. The intelligibility issue maybe not actually be the target consonant but the vowel that follows it (e.g., fan). These findings will help make specific pedagogical recommendations for the teaching of English pronunciation.

Keywords: intelligibility, foreign accent, segmental errors, Korean speakers of English

Rethinking pronunciation posttesting

1. Nagle, Charlie - Iowa State University

Pronunciation training studies can shed light on the relationship between speech perception and speech production (Sakai & Moorman, 2018) and can offer insight into the training paradigms and features most likely to promote learning. Recent syntheses that speak to the efficacy of pronunciation instruction (Lee et al., 2015; Sakai & Moorman, 2018; Saito & Plonsky, 2019; Thomson & Derwing, 2015) have noted an absence of delayed posttests, highlighting the need for future work to demonstrate “the durability of instructional treatments” (Lee et al., 2015, p. 363). Methodological decisions about how often and when participants are tested reveal how the field conceptualizes pronunciation learning and directly impact what we know about the short- and long-term effects of training/instruction.

I reexamined the primary studies synthesized in Sakai and Moorman (2018) and Saito and Plonsky (2019), as well as studies published after 2017, Saito and Plonsky’s cutoff. I coded studies for the following posttest characteristics: presence of a delayed posttest, length of time after the immediate posttest, and what tests/tasks were administered. I also coded studies for the number, duration, and spacing of training/instructional sessions and whether training data was analyzed. Results show that delayed posttests are still surprisingly rare. When used, they took place six weeks after posttest on average and included tasks to demonstrate the efficacy of the treatment without considering other potentially relevant learning behaviors, such as motivation for pronunciation and strategy use. Findings are discussed in relation to training and testing characteristics to enhance understanding of the nature and timecourse of pronunciation learning.

Phonetic realisations of English varieties and its multicultural perception in Qatar Airways and Emirates

1. *Sanchez-Mesas, Javier* - Qatar University

2. *Sanchez-Mesas, Laura* - University of Alicante

This paper collects the views and opinions of the Emirates and Qatar Airways' Cabin Crew Communities regarding their role as English as a Second Language (ESL) speakers in the multicultural environments of Dubai (UAE) and Doha (Qatar). In addition, it is analyzed the key role of stereotypes together with the accentism and the ethnocentrism, which arise as intrinsic parts of these two cosmopolitan cities. In territories where foreigners reach up to 90% of the population and in a guild that complies with the same social structure, English becomes the main way of communicating.

The research attempts to answer where the origin of the accent discrimination and the linguistic stigma is in these countries, specifically in this profession. For that task, flight attendants from both companies have been asked questions to ascertain their views on this matter. Even though some of the results hindered the collection of data, the amalgamation between questions about the profile of the worker and about their perceptions regarding English language provided useful variables.

The answers obtained showed that factors such as privileged ethnicities, access to higher education and being an ESL speaker are determinant when projecting negative perceptions and attitudes towards other varieties of English. This proved the idea of English language being an essential tool in a multicultural group that is in need of a linguistic deconstruction. In a nutshell, airlines of the Arabian Peninsula constitute an integral part of the development of these societies due to the lack of labor in many fields. These are the ones that physically bring all these workers expecting they will contribute to their countries. Hiring from diverse, cultural and linguistic backgrounds to live in these societies makes English the main way of communication. However, it is very difficult to ask for a linguistic deconstruction, the avoidance of negative stereotypes and the elimination of inequality when a fast, exponential and capitalistic development takes part.

Keywords: multiculturalism, language attitudes, accentism, cabin crew, Qatar Airways, Emirates.

Mediating Variables in Learning English Word Stress with Technology

1. Sardegna, Veronica - Duquesne University

2. Jarosz, Anna - The University of Łódź

When learners misplace the stress in a word, they distort the rhythm of the word, which may render it unrecognizable by the listener (Cutler, 2012, 2015). Yet, despite its significance for intelligibility (Levis, 2018), EFL teachers rarely devote class time to teaching word stress. This study investigated an alternative to classroom instruction: using YouGlish (www.youglish.com) in support of out-of-class practice of lexical stress. YouGlish is a YouTube-based site with more than 100 million tracks of speeches in different varieties of English.

Participants were 12 Polish EFL high-school students taking a language course at a school in Poland. To facilitate students' learning of academic words, the teacher assigned four worksheets that provided explicit instruction and practice on orthographic word stress rules. To improve their perception and production of English word stress, the students practiced with the worksheets and YouGlish out of class for four weeks. Data were gathered from pre-, post- and delayed tests assessing students' ability to perceive and produce the stress of 20 English polysyllabic words (different from the ones used for practice); a background questionnaire; a Likert-scale questionnaire; and pronunciation trackers eliciting students' perceptions, practice choices, and time spent practicing. The results provided support for the efficacy of the materials in supporting pronunciation learning and highlighted the need to both include and sequence appropriately four instructional components: explicit pronunciation instruction, raised awareness, focus on form, and perceptual input. They also increased our understanding of mediating individual learner variables in pronunciation learning. Pedagogical implications of the findings are discussed.

The effects of peer and teacher feedback on long-term maintenance of gains in L2 pronunciation

1. *Sippel, Lieselotte* - Yale University

2. *Martin, Ines* - U.S. Naval Academy

Previous research that has investigated peer feedback (PF) in the domain of L2 pronunciation has found similar learning gains in PF as in teacher feedback (TF), but gains in PF stemmed from *providing* rather than from *receiving* it (Lundstrom & Baker, 2009; Martin & Sippel, 2021). However, these studies only looked at immediate learning gains. The present study investigated the same feedback-triad, but for long-term gains.

Participants included 94 beginning learners of German. After a general pronunciation training on a segmental and a suprasegmental feature, the Teacher Group received feedback on those two features from a teacher, the Peer Feedback Provider Group gave feedback to peers, and the Peer Feedback Receiver Group received feedback from peers. The Control Group received neither pronunciation training nor feedback. Learners' speech was recorded 1) prior to the treatment, 2) directly after a four-week long treatment, and 3) another eight weeks after the first posttest. These speech productions were rated by native speakers residing in Germany for ease of comprehensibility. The ratings from all groups were compared within and between groups in order to assess the effectiveness of the different feedback conditions.

Results from the immediate posttest replicated Martin and Sippel's (2021) findings in that PF was comparable to TF and that benefits among the PF groups stemmed from providing rather than receiving PF. Importantly, this picture became even more pronounced at the delayed posttest, showing that providing PF leads to more robust learning gains that are better maintained over time than learning gains from TF.

It's not a pronunciation error - it's a new World English variety being born!

1. Skotarek, Dariusz - University of Warsaw

Some pronunciation features diverging from the established norm are not necessarily mistakes - they can be indicators of language change in progress.

In light of Mufwene's (2001:106) language ecology observation that "it is those who speak a language [...] who develop the norms for their communities", the author proposes that English used in Poland can be perceived as a new World English variety; for as McWhorter (2003: 176) noted: "Juxtaposed with other languages, human languages must and will mix".

Polish English has been subject to ample prejudice. Speakers of other varieties often claim that Poles speak an underdeveloped version of the language - especially in terms of pronunciation. This is not the case, for "any variety [...] as long as it is sustained by a group of speakers must, by that very fact, adequately serve their communicative needs; in this sense there is no inadequate, inferior or incorrect variety" (Montgomery 1995: 177).

Importantly, found features of Polish English such as the pronunciation of the voiced velar stop [g] in the final position of words normatively pronounced with a voiced velar nasal [ŋ], as in *doing* or the approximation of the voiced dental fricative [ð] to a voiced alveolar stop [d] in words like *mother* are not merely idiolectic pronunciation quirks, but regular patterns exhibited by the majority of speakers, which can impact intelligibility between interlocutors using different English varieties.

The study begs the question: where is the line between an error in pronunciation and a feature of a new variety being exhibited?

Status and solidarity judgments of immigrant L2 speakers: A pan-Canadian perspective

1. *Taylor Reid, Kym* - Concordia University
2. *Trofimovich, Pavel* - Concordia University
3. *Grantham O'Brien, Mary* - University of Calgary

Nearly a fifth of Canada's population is represented by people from other countries, most of whom speak languages other than English or French. Though there has been some exploration of social attitudes toward these ethnolinguistic groups in Canada (e.g., Berry, 2006; Wilkins-Laflamme, 2018), there have been no pan-Canadian investigations of social attitudes, particularly toward L2 speakers, in major cities where immigrant populations are the most concentrated. Therefore, the goal of this study was to explore listener assessment of Canadian immigrants' status and solidarity in two cities (one East, one West) similar in both general and immigrant population size: Calgary and Montreal.

Native-born residents of both cities (170 in each context) evaluated the speech of eight second language speakers of English (target samples) and two native speakers (baseline samples) who had participated in a mock job interview. The 10 samples (30 seconds) per condition were presented as part of a photo guise match/mismatch experiment in which all ethnicities of the speakers were represented (East Asian, Middle Eastern, South Asian, Southeast Asian, and White), and half of the pictured subjects in each condition appeared wearing religious clothing (headscarf or turban). Baseline groups (n = 10 each) in each city evaluated the speech samples without accompanying images. Listeners were asked to rate the speakers for friendliness, trustworthiness, and intelligence. Findings reveal no effect of suggested ethnicity or religion (represented in images) on ratings but show significant differences in how Canadians judge the status and solidarity of various L2 speaker groups

How Do Pre- and In-Service Teachers' Beliefs about Pronunciation Teaching Relate to Their L2 Speech Assessments?

1. *Tsunemoto, Aki* - Concordia University

2. *Trofimovich, Pavel* - Concordia University

Many teachers hold beliefs about second language (L2) learning which can affect their classroom practice, including teaching and assessment (Borg, 2003). Teachers develop their beliefs through instruction in teacher training programs or through their own language learning, and these beliefs are frequently resistant to change even as teachers accumulate teaching experience (Burri et al., 2017; Uchida & Sugimoto, 2020). Previous research in L2 pronunciation has revealed several links between teachers' personal and professional experience and their beliefs about pronunciation instruction (Nagle et al., 2018). However, little is known about how individual differences in teachers' beliefs and experience profiles relate to their assessments of L2 speech, which was the goal of this study.

Fifty in-service and 50 pre-service Japanese teachers of English completed an online questionnaire targeting their beliefs about L2 pronunciation instruction and recorded their professional and personal experiences related to language teaching and learning. The teachers also evaluated 30-second L2 English clips recorded by 40 Japanese secondary school students describing their preferred future jobs, rating them for comprehensibility, accentedness, and fluency using 1,000-point sliding scales. The data are currently analyzed through multi-faceted Rasch modeling to determine if the teachers' beliefs and experience variables account for their rating severity. Compared to pre-service teachers, in-service teachers appear to hold stronger beliefs about the value of pronunciation instruction and consider natively-like accents to be less important, while also providing more generous evaluations of L2 speech. These findings contribute to a clearer understanding of how teachers' experiences and beliefs inform their speech assessment.

Topics: comprehensibility/intelligibility, oral fluency, speech perception and/or production

Small work, big difference? The impact of short pronunciation lessons on the pronunciation of determiners in French

1. *Violin-Wigent, Anne* - Michigan State University

2. *Kanefsky, Matt* - Michigan State University

Despite scholarly interest in the teaching of pronunciation and students' interest in learning L2 pronunciation (Grim & Sturm 2016 and Sturm, Miyamoto, & Suzuki 2019), there is a dearth of such lessons in introductory levels (Martin 2020). A few studies (Ruellot 2008, Martin 2018, Sturm 2019) underline ways to include such lessons but with variable results. In this context, I explore whether a single short lesson on the pronunciation of three sets of French articles can lead to accurate pronunciation of these articles by the end of the semester.

Students in first semester French at a large Midwestern university are asked to read a short text after a model during week 5 of the semester (pre-test). At that point, they have learned definite and indefinite articles but without a focus on accurate pronunciation in production. During week 8, they learn partitive articles and receive an online pronunciation lesson on making grammatical gender and number contrasts for the three types of articles: for each set, recordings explaining and repeating the differences are followed by a short dictation. Students are then asked to read a short text with the targeted articles. Two delayed post-tests follow during week 11 (without mentions of articles) and week 15 through their final oral assignment. The final assignment from the previous semester will also be used as a control group post-test.

Results are expected to show improvement after the treatment. Students in the treatment group are expected to perform better than those in the control group.

Strategies French learners use to acquire English pronunciation via TV series viewing: a case study

1. *Yibokou, Kossi Seto* - University of Lorraine

Research has shown that many L2 learners acquire linguistic elements (grammar, vocabulary, pronunciation ...) while engaging in informal leisure activities (Sockett, 2014). Kussyk and Sockett (2012) found that French learners of English pick up expressions from television series viewing. Yibokou (2019) has also shed light on the impact that television viewing has on English pronunciation of L2 learners who show many of the American accent characteristics like flapping, rhoticity, nasal vocalization, yod-dropping.

The objective of this preliminary study is to understand how (i.e. the strategies put in place) these learners acquire the phonological markers of the various accents they are exposed to through informal activities.

We asked a group of 18 English learners who are specialists of other disciplines (Lansad) at the University of Lorraine, France, to hold an oral logbook during the first semester of 2021-2022. We then supplemented these data by a monthly interview with five volunteers, from September 2021 to January 2022.

The key results show that the interviewees are exposed to authentic input and are aware that these activities improve their pronunciation. High proficient learners who watch TV series in English only do not need subtitles but seem to learn less than the lower proficient learners who still used subtitles. The results also indicate that none of the learners do not pay full attention to the sound (the pronunciation) but rather to the orthography. Finally, the data show that these learners do not have the opportunity to practice their pronunciation through interactions. Pedagogical implications would be drawn from these results during our presentation.

The use of visual feedback to train L2 lexical tone: Evidence from L2 Mandarin phonetic acquisition

1. *Zhou, Alexis* - Purdue University

2. *Olson, Daniel J.* - Purdue University

In the acquisition of L2 phonetics, lexical tone (e.g. Mandarin) has been proven to be especially difficult for L1 speakers of non-tonal languages (e.g. English), leading to issues in intelligibility, comprehensibility, and accentedness [2, 3, 10, 11, 16, 17]. Beyond traditional methods (e.g. music [9], hand movements [12], web-based platforms [7]), recent studies have shown visual feedback is an effective method for teaching tone [5, 6, 8, 13, 14]. Yet, these studies have focused on training and analysis for monosyllabic/disyllabic words [4, 6, 8, 13, 14], and to date, testing if improvement in tone production at the word level could be extended to the phrasal level has been underexplored. Addressing this gap, this study uses visual feedback to train tone to L1 English learners of Mandarin. Thirty-five L1 English-L2 Mandarin beginning-level learners participated in a visual feedback paradigm with a pretest, intervention (1 per tone [1]), posttest design. Each intervention, following work by [6], included participant recording, comparison with a native speakers' productions, and re-recording. Stimuli at the pretest and posttest included disyllabic words in isolation and embedded in utterances. It was predicted words in isolation would show significant improvement [6], albeit with different outcomes for different tones. Given the complexity of phrases, it was anticipated tones in phrases may show less improvement. The parameters analyzed (e.g., pitch values at five points within each vowel, rising/falling pitch range [15]), were used to compare pretest and posttest pitch heights and shapes of the tones, demonstrating whether participants' productions became more native-like.

Poster Sessions**Towards a Cognitive Phonology Framework: Aspects to Consider for the Teaching of Second Language Pronunciation****1. *Añorga, Angel* - University of Cincinnati**

Cognitive phonology as a sub-field of cognitive linguistics has a lot to offer to those interested in implementing effective second language pronunciation lessons. However, several aspects of cognitive phonology remain unexplored and its effectiveness for the teaching of second language pronunciation continues to be neglected. Cognitive phonology perceives pronunciation as a result of a body of cognitive processes that are essential to attain successful second language pronunciation. This presentation will identify those cognitive processes in a practical way and will include a variety of activities to target second language pronunciation. The proposed second language practice and activities will be presented within the cognitive phonology framework.

L2 allophones: Does similarity matter?

1. *Barkanyi, Zsuzsanna* - Hungarian Academy of Sciences

Adolescent and adult L2 learners partly master target language allophones with experience. However, it is not yet well understood how exactly this knowledge is acquired. In the present exploratory study, we compared the acquisition of two gradient postlexical processes: one that is very similar though not identical to that attested in learners' L1 and another that is completely different and creates novel segments: (i) /s/ voicing and (ii) voiced stop spirantisation in Spanish. The acoustic studies were carried out with 12 and 20 native speakers of Hungarian, university students majoring Spanish (approximately level B2 CEFR) by the present author and Gaál (ms.), respectively, before and after a 12-week Spanish phonetics and phonology module that included awareness raising and active practice. There are two important differences in the attainment of the two subphonemic process: (i) while there is no significant improvement in /s/ voicing, learners produce more target-like spirantized voiced stops after the phonetics course; (ii) in line with Cabrelli (2017) learners produce more target-like spirantisation within the word as compared to across word boundaries, but this is not the case with /s/ voicing. The reasons behind these differences are varied, show intricate interactions and will be discussed in detail in the presentation: transfer from L1, the nature of L2 input, orthography and lexical factors. We hypothesise that the main reason is that /s/ voicing is very similar though not identical to regressive voicing assimilation in L1 while in the case of spirantisation new phonetic categories are formed.

Mining the Czech General Service List for Minimal Pairs

1. *Challis, Kate* - Iowa State University

As a less-commonly taught, morphologically rich language, Czech presents unique challenges for learners. Measures of functional load have been shown to help teachers prioritize instruction of specific phonemes (Brown, 1991; Derwing & Munro, 2012), but this requires a large representative dataset of high frequency lexical items. The purpose of this presentation is to demonstrate how the Czech General Service List (CGSL) can be used as a resource to illustrate important aspects of the phonetics of the Czech language, including segments, contrasts, and syllable structure. Minimal pairs extracted from the CGSL provide evidence about functional load and serve as high priority lexical material to prioritize for Czech learners.

The CGSL is a list of Czech words with high frequency and wide dispersion across a broad range of registers and situational characteristics built by comparing the ranks of the first 10,000 most frequent (as measured by normalized average reduced frequency) lemmemes (lemma + part of speech) from five large corpora representing written and spoken Czech. The CGSL contains 10,000 entries in total and is organized in frequency bands of 1000 words each. Each entry contains all possible forms of the lemma with corresponding phonetic transcriptions, syllable counts, and the probability of encountering the particular form. Czech minimal pairs were then extracted by calculating the levenshtein distance between all the forms on the list. The CGSL and underlying R scripts are freely available to all.

Measuring the extent speech-to-text shadowing aids speaking fluency in EFL learners using MALL

1. *Cvitkovic, Robert* - Teikyo University

The author will discuss the results of an experiment that employed speech-to-text (STT) technology for gamified shadowing activities. The pre-post speaking characteristics of Japanese EFL learners were analyzed. The experiment consisted of short to moderate duration in-app shadowing treatments and non-digital control groups of similar time periods. The treatment was carried out on mobile phones in a customized English learning app. Data was collected on the number of pauses, number of syllables, utterance time, phonation time, and speech rate which allowed the calculation of the speed fluency, and breakdown fluency for participants. The STT technology gave learners customized feedback on each attempt promoting error correction and repetition. Immediate, granular, and global tracking was employed so that users could monitor and compare their progress with their previous scores. We approached our research question in two parts. Part one quantified the breakdown-fluency and speed fluency in low and intermediate-level speakers and characterized their speech patterns. Part two measured the effect of STT technology on speed-fluency and breakdown-fluency at 5 & 20 hours of treatment time against 2 control groups of the same time. This research can help further our understanding of the effects of advanced mobile features such as speech-to-text and voice-recognition embedded in interactive English learning activities by quantifying their effectiveness on speaking fluency in EFL learners.

The Expression of Information Structure Using Prominence: Evidence from the Corpus of Teaching Assistant Classroom Speech

1. *Edalatishams, Idee* - George Mason University

Prominence, characterized by lengthened syllables, higher pitch and volume, and fuller articulation of segmentals, is employed by speakers to signal the status of information as new or given. In instructional contexts, marking new information as prominent and given information as non-prominent can result in facilitating students' comprehension of the topic (Levis et al., 2012; Pickering, 2004). International Teaching Assistants (ITAs) have been found to use prosodic features such as prominence differently from TAs who speak American English as their native language (ATAs), potentially causing problems for comprehensibility of their speech. This study uses data from the Corpus of Teaching Assistant Classroom Speech (CoTACS) to compare the speech produced by 5 ATAs and 10 ITAs from different L1 backgrounds in employing prosodic features to signal information structure. Along with prominence, the role of tone unit markups and pausing in structuring information is also examined. This analysis revealed similarities between the two groups in marking new and contrastive information as prominent, marking given information as non-prominent, and marking tone units that align with syntactic boundaries or stretch beyond one syntactic structure. However, ITAs were also found to misplace prominence, use multiple prominences in a tone unit, and make pauses in the middle of tone units, resulting in unclear information structure. These results will be presented with audio-visual examples from the corpus. Implications will be discussed with regard to teaching English prosody as well as conducting future research on prosody using data from spoken corpora

Phonological Capacities of Jordanian EFL Teachers: Insight on Training Needs and Impact on Instruction

1. *Elkouz, Ahlam* - University of Málaga

The **objective of the study** was to further understand the situation of teaching English pronunciation in Jordanian classrooms as it has a major impact on speaking skills of students and affects their employability in the future. **Several instruments** were used to reach a full understanding of the context of the study. Data gathered through questionnaires, semi-structured interviews with supervisors, national test scores and examination of video-recorded classes, was analyzed and triangulated to reach the findings. The instruments were validated, and their reliability was proved. **Findings** indicated that teachers in the sample were at A2 or B1 phonological capacity according to the CEFR phonological scale. Teachers' limited capacities had a direct impact on the achievement of their students, as 8th graders of the entire country achieved less in speaking tests than in reading and writing. Teachers, therefore indicated need for further capacity building on the teaching of pronunciation.

Key words: Phonology, pronunciation, teachers' training, oral skills, Education in Jordan.

The complex picture of Mandarin Chinese-speaking learners' production of Italian /r-l/ contrast

1. *Feng, Qiang* - University of Padova

2. *Busà, Maria Grazia* - University of Padova

This study investigates the production of Italian /r-l/ contrast by Mandarin Chinese-speaking learners (henceforth Chinese learners). Ten first-year, ten second-year and ten third-year (a total of thirty) Chinese undergraduate students majoring in Italian and ten native Italian-speaking controls took part in a production experiment. The participants were asked to read 6 Italian minimal pairs contrasting in /r-l/ in three different phonetic contexts, that is, 2 in word-initial prevocalic position (#cV), 2 in word-internal intervocalic position (VcV) and 2 in word-internal preconsonantal position (VcC). The tokens produced were used to develop a rating task, in which three native Italian-speaking raters perceptually identified whether they heard /r/ or /l/ or neither of the two phonemes. The agreement between the raters was high. Their ratings showed that the vast majority of the /r-l/ contrast produced by the native Italian controls was realized as intended. By contrast, the productions of the Chinese learners showed a complex picture. As for /r/, in all three contexts, the learners' production never reached the native level but appeared to improve with increasing learning experience. As for /l/, the learners had no difficulty producing it properly in either word-initial or intervocalic position; while in preconsonantal position, a certain portion of the learners' /l/ was misperceived as /r/ by the native raters. Moreover, this portion seemed to become larger when the learners' learning experience increased. These results indicate that different phonetic contexts interact with different learning experiences to affect Chinese learners' production of Italian /r-l/ contrast.

Using foreign-language accent imitation to explore production and perception

1. *Henderson, Alice* - Université Grenoble-Alpes

2. *Rojczyk, Arkadiusz* - University of Silesia

Our talk explores foreign-language (FL) accent imitation as a pronunciation teaching technique. The underlying assumption is that by imitating a foreign speaker of their native language, learners will transfer into the FL phonetic features which they perceive as salient. Extending previous research by Rojczyk (2015), our mixed-methods study compares acoustic measurements, rater assessments and learners' self-evaluations, to address three research questions:

1. Can learners modify their English pronunciation, if they first imitate an “anglo” accent of French?
2. Do learners' views of their pronunciation match acoustic data and rater evaluations?
3. Do learners change attitude when asked to compare their views with external assessments?

The native French-speaking learners were attending a university class in English for Specific Purposes, where pronunciation was integrated via minimal work on articulatory setting (Honikman, 1964; Ashton & Shepherd, 2012; Messum & Young, 2017).

The study's objective is two-fold. First, information about which features learners find salient contributes to research into hierarchies of pronunciation features and stages of acquisition. Second, learners successfully modified their pronunciation and maintained those modifications over a period extending beyond formal classes; such evidence will help teachers to weigh the merits of foreign-language accent imitation and decide whether this “low-tech” technique could work for them.

The effects of listening and mimicking on intermediate L2 Spanish

1. *Jepson, Valerie* - Winthrop University

Even though explicit instruction can improve second language (L2) pronunciation (Saito, K. 2013), instructors often exclude pronunciation instruction from their courses due either to a lack of sufficient time or the necessary training (causing feelings of inadequacy) (Derwing, T. M., and Munro, M. J. 2015). As such, many students do not receive potentially beneficial pronunciation training. Perhaps, a lack of time and/or training does not need to eliminate all potential pronunciation improvement opportunities for L2 learners. Studies have also reported that self-motivated L2 learners can sound more native-like without explicit instruction if they listen to and then mimic native speakers (Foote, J., and McDonough, K. 2017). This exploratory study aims to learn if listening to and mimicking native speakers can positively alter intermediate L2 pronunciation in terms of comprehensibility, fluency, and accentedness.

As part of an intermediate Spanish class, 18 L2 learners were assigned a monologue, recorded by a variety of native Spanish speakers, once a week for 14 weeks. Learners were instructed to listen to the monologue, summarize the ideas and agree or disagree with the information. Aside from requesting the learners to focus on and mimic the speaker's pronunciation, no pronunciation instruction was provided.

Speech samples were extracted from the first, middle and last recording for each learner. Recordings were randomized and rated for comprehensibility, fluency, and accentedness by L1-Spanish raters. Ratings were correlated with the number of L2 recordings completed and other nonlinguistic factors. Preliminary results suggest modest improvement and are discussed in terms of pedagogical effectiveness.

High Variability Pronunciation Training (HVPT): An Investigation of Different Stimulus Talkers and Sound-to-Symbol Associations

1. *Labbé, Kelsey* - Brock University

This presentation describes an exploratory study of pronunciation learning in High Variability Pronunciation Training (HVPT), investigating the effects of utilizing different sound symbols and the sex of stimuli talkers on pronunciation acquisition. Using the web application English Accent Coach, 8 English language learners (ELLs) were assigned to one of four groups, being trained through exposure to either male or female talkers, and were asked to indicate what vowels they heard using either the International Phonetic Alphabet (IPA) or a colour grid, where each colour contained the vowel they were asked to recognize (e.g., 'green' for /i/; 'blue' for /u/, etc.). After hearing each sound stimulus item (male or female), learners responded by clicking on an IPA symbol or colour that represented the sound they believed that they heard and received immediate feedback. Pre- and post-tests are used to investigate the effects of HVPT training on both perception and production. Initial descriptive statistics results show that participants improved in L2 vowel perception and production, regardless of which sound symbol was used as a reference. Furthermore, the data suggest that the sex of the stimulus talker may have a role in pronunciation acquisition (i.e., there exists a relationship between the sex of the talker and learners) for both L2 perception and production. Although this presentation is the first to investigate different sound symbols and the sex of stimulus talker in HVPT, its exploratory nature limits its generalizability. Therefore, future research is needed to best inform practice.

Exploring pronunciation learning in simulated immersive language learning experiences in virtual reality

1. *McCrocklin, Shannon* - Southern Illinois University

2. *Stuckel, Rachel* - Southern Illinois University

3. *Mainake, Eugenie* - Southern Illinois University

Virtual reality (VR), a relatively new technology (Clark, 2014), provides a high sense of presence that may increase learner engagement (Pinto et al., 2019). Research has shown VR may be particularly useful for vocabulary learning in a second language (L2) (Craddock, 2018; Vázquez et al., 2018), but little research has focused on pronunciation. Mondly VR promotes itself as a tool for practicing L2 pronunciation (Mondly, 2021). Kaplan-Rakowski & Wojdyski (2018) assessed learner perceptions of Mondly VR, finding learners reported it is engaging and provides benefits including sense immersion (Kaplan-Rakowski & Wojdyski, 2018).

Using questionnaires and recordings of participant practice, this research study explores participants' (n=37) practice with Mondly VR, including general perceptions, attention to pronunciation, use of supportive tools, and pronunciation improvement. Results showed participants' perceptions were generally positive; they thought it could be useful for learning (particularly in speaking, pronunciation, and listening), but questioned whether they received sufficient feedback. As participants practiced, they frequently needed tips to successfully navigate features and made limited use of support tools. The analysis of pronunciation errors of a subset of participants practicing English (n=10) showed that while some participants did elect to retry utterances following negative feedback, only one showed improvement. Instead, participants were likely to repeat errors or switched to new response options. Findings raise alarms that while participants felt they were practicing pronunciation, they did not interact with Mondly VR in a way that led to noticeable pronunciation improvement.

Online Teaching During COVID-19: Exploring the Relationship of CALL Training and Beliefs about Pronunciation Teaching

1. *McCrocklin, Shannon* - Southern Illinois University
2. *Messemer, Eva* - Southern Illinois University
3. *Stuckel, Rachel* - Southern Illinois University
4. *Humaidan, Abdulsamad* - Southern Illinois University
5. *Mckenzie, Johnston* - Southern Illinois University
6. *Eugenie, Mainake* - Southern Illinois University

As COVID-19 spread in 2020, teachers were thrust online (Herold, 2020). Although studies have explored online teaching practices during COVID-19 (e.g. Doghonadze et al, 2020; Gunawan et al, 2020), more work is needed to understand how training and experience affected teachers' beliefs during the shift online. This study explored teacher beliefs about online language teaching during Spring 2020 as teachers transitioned online. Participants ($n=109$) representing a range of backgrounds completed an online survey about their background and beliefs. Many findings echoed previous works: participants recognized benefits of online education, but also raised concerns (e.g. maintaining student interest and enthusiasm). Participants described teaching online during the pandemic as a distinct experience, most commonly noting being forced online, which participants worried prevented teachers from following best practices.

The study identified a surprising finding, however, when using a three-way ANOVA to explore the impact of CALL training, experience teaching online prior to COVID-19, and experience teaching online during COVID-19 on a ranking task of the comparative difficulty of teaching different language skills online. Most skills (reading, writing, listening, speaking, grammar) were perceived to be easier to teach by those with CALL training as they gained experience teaching online during the pandemic. Pronunciation was distinct in that those with CALL training perceived pronunciation to be more difficult to teach as they gained experience teaching online during the pandemic. This presentation will dive into the findings of this survey and work to engage discussion of the possible causes of this surprising pronunciation finding.

The relationship between shared L1, accent familiarity, and comprehensibility

1. *Miao, Vito* - Northern Arizona University

Scholars encouraged the inclusion of L2 accents in listening tests to better represent the global usership of English. Nonetheless, construct irrelevant variables such as shared L1 may threaten test fairness. Studies have explored the relationship between test scores and shared L1, albeit with mixed findings (Kang et al., 2019). However, shared L1 may not adequately represent accent familiarity which can develop via other channels (Ockey & French, 2016). To investigate this hypothesis, this study seeks to explore a) the relationship of shared L1 and accent familiarity and b) the relationship between shared L1, accent familiarity, and comprehensibility (one index of comprehension), to offer implications for language testing. Results from 302 L2 English listeners (of whom 35% spoke L1 Chinese) suggested that accent familiarity and shared L1 was moderately related but independent constructs ($r = .627$), with shared L1 explaining 39.3% of the variance in accent familiarity. Moreover, 58 of the listeners was assigned to listen to a moderately Chinese-accented and 50 to a heavily Chinese-accented scripted recording. They evaluated the speakers' comprehensibility on a 9-point scale. Multiple regression analyses suggested that in moderately accented speech, only shared L1 predicted comprehensibility ratings ($B = 0.37$, $p = .018$; $sr^2 = 8.4\%$), not accent familiarity. Comparatively, in heavily accented speech, only accent familiarity predicted comprehensibility ratings ($B = 0.31$, $p = .036$; $sr^2 = 5.7\%$), not shared L1. This study disentangles accent familiarity and shared L1 and highlights the need to consider both variables when incorporating L2 accents in high-stake tests.

Keywords: accent familiarity, shared L1, comprehensibility

The acquisition of French [p, t, k]

1. *Ruellot, Viviane* - Western Michigan University

This is a report of a study in progress examining the acquisition of the aspiration of French as a second language (L2) voiceless plosives [p, t, and k] overtime in an academic context with and without explicit instruction, and with and without linguistic immersion via study abroad. Explicit instruction has been found to increase learner awareness and subsequent acquisition of pronunciation (Camus, 2019; Couper, 2011; Derwing et al., 1998; Kennedy et al., 2014). Aspiration of French [p, t, k] is unlikely to impair communication as it does not entail semantic contrast. However, as it is a distinctive marker of a foreign accent (Dansereau, 1995), some learners may wish to eliminate it from their pronunciation. Research on the benefits of linguistic immersion for pronunciation improvement, such as experienced through study abroad programs, has yielded mixed results, mostly attributable to individual differences (Müller, 2018). Yet little is known about the evolution of the acquisition of French pronunciation (Kennedy et al., 2014), in such contexts. This investigation into learning of aspiration of French voiceless plosives seeks to expand our knowledge about the stages of French pronunciation acquisition.

American learners (n = 112) enrolled in beginner, intermediate, and advanced French courses at a Midwest institution recorded their pronunciation of a French narrative and a dialogue containing word-initial [p, t, k]. The target words are currently being extracted and the VOT in word-initial [p, t, k] treated for duration measurement. Results will be discussed in terms of the theoretical and pedagogical implications of the findings.

Corrective feedback on Arabic pronunciation: Teachers' beliefs and practices

1. *Shehata, Asmaa* - University of Mississippi

Pronunciation research has recently focused on investigating the classroom practices and teaching beliefs of instructors of English (Baker, 2014) and other languages as well (Huensch and Thompson, 2017; Shehata, 2017). Yet a few studies have paid attention to teachers' cognitions of pronunciation feedback (Murphy and Baker, 2015). The current study aims to explore Arabic teachers' cognitions of corrective feedback (CF) on pronunciation and their classroom practices. To this end, data were collected from Arabic language teachers using two different tasks: semi-structured interviews (N=10) and classroom observations (N=5). Findings revealed learners' pronunciation errors that teachers corrected, when and how teachers corrected them, and teachers' beliefs about the sources of errors.

Sounds & letters: The effect of phonics training on vowel perception and grapheme identification in L2 French instruction

1. Walton, Stephen - Portland State University

2. Dalola, Amanda - University of South Carolina

In L2 pronunciation instruction, many approaches postulate that accurate production relies on accurate perception of L2 phonemes. In a meta-analysis, Sakai and Moorman (2018) report that perception training, using varied modalities, can have modest, positive effects on production. Dansereau (1995) proposes explicit training in sound-symbol correspondence to teach learners to decode deep orthographies like French. Recent studies have investigated the role of orthography in L2 French perception and production, but few have examined whether phonics training itself is effective. This study examines the efficacy of overt phonics instruction in the context of university-level French instruction.

Bilingual Phonological Acquisition in French Immersion Students

- 1. Weich, Aunya** - University of Alberta
- 2. Macleod, Andrea** - University of Alberta
- 3. Li, Fangfang** - University of Lethbridge

French Immersion schools provide second language programming for students pursuing bilingualism in Canada's two official languages, English and French (Davis et al., 2021). Favorable views and documented benefits associated with bilingual education lend clear support to the FI educational program and can explain the appeal and continuous growth of FI schooling across Canada and in English dominant provinces (Roy & Galieva, 2011). Current research of French Immersion suggests that the education of a minority second language is complex, important to study, but yet to be understood in this context. The present study aims to better understand bilingual speech productions in FI students by identifying and describing children's emerging and accurately produced consonants. To this end, this presentation will focus on establishing reference data for FI students and answer the following research question: What is the overall percentage of consonants correctly produced by children across grade levels and what are the patterns of accuracy for each consonant? A total of 37 students participated in the study from grades 1, 3 and 5. Students completed two French picture naming tasks that contained targeted consonants and probed spontaneous speech productions. Their speech productions were transcribed and analyzed using Phon, and Percentage of Consonants Correct (PCC) was used to calculate accuracy. The results reveal students in grade 1 were able to produce 90.3% accuracy, students in grade 3 produced 91.0% accuracy and students in grade 5 produced 95.8% accuracy. Despite relatively high consonant accuracy, these results reveal developmental data that differs from existing francophone consonant acquisition trends, such as difficulty acquiring the voiced stops as /g/ and /d/ and high variability in word final position across all consonants.

Is PBLL the hidden gem in pronunciation teaching: A systematic review

1. *Zawadzki, Zoe* - Iowa State University

2. *Guskaroska, Agata* - Iowa State University

Project-based language learning (PBLL) can be an effective way to help teach language skills, including speaking and pronunciation, in authentic contexts through collaboration with peers (Slater & Beckett, 2019). This allows not only for incorporation of technology in the classroom but also for speaking and pronunciation instruction to be included in content courses. There has been limited research conducted concerning the integration of speaking skills with PBLL and even less on the integration of pronunciation and PBLL. However, the research that does exist shows promise with positive outcomes and feedback on using PBLL to teach these skills. Therefore, we aim to inform the audience about how PBLL can be used to teach speaking and pronunciation in the classroom.

This poster will outline the results of a systematic review conducted using qualitative methods to explore the integration of pronunciation and speaking skills in current PBLL literature. A thematic analysis was used to analyze the data discovering three main approaches to the inclusion of pronunciation in PBLL: pronunciation as part of grading rubrics, pronunciation improvement through communication practice with peers, and reflective learning through projects related to video creations. Based on these findings, the researchers will suggest recommendations for the L2 classroom along with presenting the benefits of using PBL to teach pronunciation. These recommendations include specific types of projects to implement and how to include various aspects of pronunciation and speaking in these projects.

Awareness of Voicing in Learning Regular Past Tense Simple Forms and English Phonemes /p/ and /v/ among L1 Saudi Arabic Learners

1. *Aldawsari, Abdullah* - The University of Mississippi

The regular past tense of English is realized in different forms based on certain phonological rules dictated by the voicing feature. This teaching tip aims to tackle -ed endings realizations through the awareness of the voicing feature. While English phonemes /b/ and /f/ exist in Arabic, their counterparts /p/ and /v/ are absent. Emphasizing the voicing feature can enhance -ed endings pronunciation coupled with making learners aware of the phonemes /p/ and /v/. The Adam's apple will be used as a technique to make learners aware of the voicing distinction. Minimal pairs will be used to manifest the contrastive nature of voicing (Goodwin, 2014). By adopting an inductive teaching method, building on the noticing hypothesis (Schmidt, 1990), and implementing Celce-Murcia's et al. (2010) framework of pronunciation, learners will recognize the voicing feature, -ed endings' relation to their phonological rules, and English phonemes /p/ and /v/. Learners will be presented with two sets of data representing past simple verbs ending in either a voiced or a voiceless consonant excluding /p/ and /v/ sounds. They will have to figure out the rules themselves. Once they reach their correct conclusions, a set of past simple verbs ending in /p/ and /v/ will be presented. Learners will be asked to pronounce the correct -ed endings based on those two environments. And as a final activity, learners will be presented with past verbs ending in [t] and [d]; they will apply all the principles and rules learned in the teaching tip

Implementing Asynchronous Pronunciation Practice through Flipgrid

1. *Añorga, Angela* - University of Cincinnati

Moving to online teaching has posed several challenges for language instructors and students. Moreover, due to the time constraints of virtual teaching and the pressure to follow through with the required content, the specific teaching of second language pronunciation is at times limited across lesson plans. To ease this challenge, this presentation provides practical applications of asynchronous pronunciation practice through the implementation and use of Flipgrid. Flipgrid is an app and a web-based technology that facilitates instructors to create grids to share different types of video discussions, conversations, and oral language practice asynchronously. The presenter will provide examples that were implemented to promote the development of Spanish pronunciation among first-year college students.

Train your brain: listening strategies to develop learner problem-solving skills in processing aural input

1. Cole-French, William C - MCPHS University

2. Reed, Marnie - Boston University

Listening is a skill L2 learners report wanting to improve. According to Vandergrift and Goh (2012), it is the skill over which learners feel the least control and for which they receive “the least systematic attention from teachers and instructional materials” (p. 4). Listening is also the skill for which teachers have received the least training (Graham, 2017). One priority should be the development of word segmentation skills - identified in learner surveys as a major challenge for second language listening - because it streamlines the recognition of known words in the context of rapid, connected speech. (Carroll, 2004; Altenberg, 2005).

This Teaching Tip connects empirically tested pedagogic materials to a metacognitive approach to segmental instruction designed to increase learner ability to parse authentic, unadapted discourse. There are two key elements. First, a ‘flipped’ tutorial - titled “Train your Brain” and adapted from Reed (2019) – reminds learners to use their knowledge of the grammar and sound systems of English - rather than translation - to resolve difficulties in processing aural input. Second, an in-class exercise using a short self-contained segment within a TED talk (Robinson, 2006) essentially simulates those difficulties and provides students the opportunity to discover the benefit of using those resources in real time. Together, this method provides one application of the ‘flipped’ approach coupled with strategy-based metacognitive instruction as recommended by Goh (2008) to increase learner awareness and skill proficiency necessary to aid word segmentation and promote comprehension of utterance content.

Using a map task to teach Spanish sound-spelling correspondences

1. *Daidone, Danielle* - University of North Carolina Wilmington

Research has shown that English-speaking learners of Spanish struggle with certain sound-spelling correspondences in Spanish, often leading to incorrect pronunciation (Rafat, 2016). Research has also shown that tasks are an effective means of teaching pronunciation (e.g., Mora- Plaza, Mora & Gilabert, 2018). However, not many resources exist for task-based pronunciation teaching in Spanish. In this teaching tip, I will provide participants with the materials for a map task that I have used to teach the pronunciation of orthographic sequences that are difficult for English-speaking learners of Spanish. I will also offer variations for different levels of learners as well as other potential manipulations. In this task, learners are given a map with the streets labeled with minimal pair names such as Calle Guero and Calle Güero. Each student has different locations missing from their map compared to their partner's map, and students must use the street names to ask their partner where places are. Thus, correct pronunciation is essential for completing the task.

Using the Intelligibility Telephone Technique

1. Foote, Jennifer - University of Alberta

When teaching pronunciation, vowels are important because of their high functional load (Catford, 1987). Unfortunately, learners are often unaware of what their specific challenges are in terms of errors that impede intelligibility (Derwing, 2003). There are several techniques available for helping improve perception of vowel sounds, such as high variability phonetic training (Thomson, 2018). However, it is often difficult to give individual learners feedback on their production, especially in large classes, or classes where pronunciation is not the sole focus. The technique presented here, is designed to help learners identify vowels that may be causing them issues with intelligibility. This activity was given to me by a colleague many years ago, and I have modified it over the years to include practice with different phonemes. It can also be used with consonants, and does include some contrasting final consonants in the example demonstrated below.

In this technique, learners are given a paper with 10 words, which differ by only one, or possibly two, phonemes (e.g., hut, hit, heat, hat, hot, had, hid, height, hide, etc.). Each word has a corresponding number form 0-9. The instructor goes over each sound, and then has the students write down imaginary phone numbers. In small groups, the learners take turns sharing their phone numbers, but using the corresponding words rather than the numbers. The activity helps learners identify substitution errors in their speech in a way that is fun and low stakes.

Introducing suprasegmental form and meaning using rising and falling intonation

1. *Levis, John M.* - Iowa State University

Intonation, or the use of voice pitch to express meaning, is ubiquitous in all kinds of speech and communicates many kinds of meaning that may be hard to explain. Intonation can suggest that utterances are looking for a response or asserting a message, that a speaker is favorable or unfavorable toward what is being said, or that a speaker is calling attention to particular words to highlight particular information in speech. But one of the most important uses of intonation is when speakers make the choice between rising and falling final pitch, a difference that occurs in almost every spoken phrase.

This teaching tip presents way to teach the form and meaning differences between rising and falling intonation using short (incomplete) sentences such, as in the following dialogue:

- A: Ready↗
B: Not yet↘
A: Soon↗
B: Five↗ or ↘ (depending on the meaning)

Using short sentences to teach the difference between rising and falling intonation is effective because intonation differences are easier to identify when there are few words in each phrase, and because in short sentences, intonation plays a dominant role in expressing meaning differences. This teaching tip includes perception or listening practice, as well as controlled, guided and communicative activities that build on each other to help learners understand the importance of rising and falling intonation in communicating meaning. .

Creating guided and communicative activities for teaching word stress

1. *Levis, John M.* - Iowa State University

According to Celce-Murcia, Brinton and Goodwin (2010), in order improve pronunciation in careful and spontaneous speech, a full range of activities for production practice should include controlled, guided, and communicative activities. Controlled activities are strongly focused on pronunciation form not meaning, and they typically use reading aloud and repetition. Guided activities have a balance of attention to form and meaning, and serve as a bridge between careful practice and communication. Communicative activities focus on meaningful communication but include tarterd pronunciation features within the activity.

Research shows that most teachers gravitate strongly toward controlled activities because teachers feel more comfortable with activities that give pronunciation a central place (Baker, 2014) and because controlled activities are the most common activities in published materials for all types of pronunciation features (Levis & Sonsaat, 2017). Because of the dominance of controlled activities in published materials, it is important for teachers to know how to exploit useful activities by making them somewhat more meaningful (guided) as well as more fully communicative. This teaching tip presents two controlled word stress activities and ideas for how to expand them to include more meaningful pronunciation-oriented practice.

Using an inductive approach to teach pronunciation

1. *Martin, Ines* - U.S. Naval Academy

2. *Sippel, Lieselotte* - Yale University

Considering the significant role that intelligible pronunciation plays in successful L2 communication, it is important to find new avenues that allow pronunciation instruction to become a regular component in L2 classes. A promising method is an inductive approach to teach pronunciation. This approach encourages learners to detect patterns and work out rules for themselves before practicing the target feature in the L2. The teacher acts as a facilitator, providing materials that guide this discovery process (Conti, 2016). The inductive approach stands in contrast to the more traditional, deductive approach whereby the teacher presents and explains a rule. Research suggests that—while admittedly a little more time-consuming—a major advantage of the inductive approach is that learners are more active in the learning process rather than being passive recipients, which leads to longer maintenance of learning gains (Hird, 2015). Using an inductive approach in SLA is not new; however, in the past, it has primarily been used in grammar instruction, not for teaching pronunciation. The present teaching tip is designed to demonstrate how an inductive approach can also be an effective (Sippel & Martin, 2018) and fun method of teaching pronunciation. That is, for languages such as German and French, early pronunciation training for novice L2 learners is often rule-based, both on the segmental (e.g., final devoicing in German) and on the suprasegmental level (e.g., liaisons in French). Attendees will receive materials demonstrating examples of inductive pronunciation training. Best practices as well as possible pitfalls in using this approach will be discussed

Bridging the Theory to Practice Gap: Incentivizing Teachers to Access the Research and Utilize the Tools

1. Reed, Marnie - Boston University

2. Liu, Di - Temple University

The theory to practice gap has been recognized for half a century (Allen, 1971, Levis, 1999). Professional development funding for traditional delivery mechanisms like conferences is competitive and limited. Practitioner perceptions that research-oriented journals are conceptual but not practical limit their reach and impact. Alternative venues and enticements to access the scholarship are needed.

The field has never been better poised to bring the research to the practitioners. A website, pronunciationforteachers.com, co-created by Levis and Sonsaat-Hegelheimer, provides the platform for research, resources, and teaching tips. The popularity of short-form user videos inspired a series of short YouTube-like videos with embedded links to relevant research.

Segmentals is illustrated with depiction of law school student presentations of Supreme Court profiles, declaring that all but one of the sitting Justices went to either Harvard or jail. The link includes this quote: “The most important sounds are the ones that can change the meaning of words” (Carley & Mees, 2021, p.1).

A common classroom exchange (A: Can I turn in my assignment late? B: You can. A: Thanks!) illustrates suprasegmentals, with a link to Wichmann, 2005, p. 229: “Intonation has the power to...undermine the words spoken”.

The roles of Grammar Sounds and Connected Speech Processes are illustrated by video captures with links to Field (2003), “Mishearing contracted forms leads to misinterpretation” (p. 330) and Alameen & Levis (2015), respectively.

Suggestions on pronunciation teaching practice with these videos will be made, followed by a discussion of potential venues as channels connecting theory and practice.

Phonetic flooding: Immersing L2 Mandarin learners in tone minimal pairs with ambiguous context to force noticing and enhance lexical encoding of tone

- 1. Schaefer, Vance** - The University of Mississippi
- 2. Sung, Han-hsin Sean** - The University of Mississippi
- 3. Zhang, Abner Tian** - The University of Mississippi

Tones have a functional load equivalent to vowels in Mandarin (Surendran, & Levow, 2004). L2 learners can perceive and produce tones with above-average accuracy (Hao, 2012) but still demonstrate difficulties in recognizing words due to toneless word representations in their mental lexicon (Pelzl, Lau, Guo, & Dekeyser, 2020). L2 learners appear to rely on the interpretability of “toneless words” through context: intelligibility of whispered monotone words through semantic or grammatical contexts (Patel, Xu, & Wang, 2010). Consequently, such strategies undermine the need for robust tone representations among learners.

To promote lexical tone encoding, beginning L2 Mandarin learners are completely immersed early on in tone minimal pairs (e.g., hua1 flower : hua4 picture; song1shu3 squirrel : song1shu4 pine tree; mai4to sell : mai3 to buy). Input is flooded with tone minimal pairs of common words with similar frequencies and identical grammatical categories while simultaneously reducing or completely eliminating contextual clues. This approach forces learners to focus on tones to understand meaning where successful accomplishment of tasks hinges on target-like tones (Gatbonton & Segalowitz, 1988), enhancing perception/production (cf., Gordon, 2021). Furthermore, input features high variability phonetic training (e.g., phonetic environment, multiple speakers, Logan, Lively, & Pisoni, 1991) and contextual variation (passages vs words/minimal pairs, Labov, 1972), scaffolded with explicit instruction on differing pitch height, pitch direction, and secondary cues (e.g., length).

The presentation demonstrates phonetic flooding for tones using sample listening activities (e.g., modified children’s games, TPR) and production activities (e.g., games, Information Gaps, oral homework) centered on tone minimal pairs.

Using a baton to conduct pronunciation teaching of long vowels and stress in Arabic as a second language

1. *Sedeek, Yasmine* - The University of Mississippi

This teaching tip shows how Arabic teachers work as conductors in their classroom to teach pronunciation of particularly stress and long vowels. Previous research shows how tools and gadgets are beneficial in teaching pronunciation by raising awareness (Goodwin, 2014). For example, Gilbert (1994) demonstrates how rubber bands and kazoos are used in teaching stress in English. Likewise, Arabic instructors can use a baton as a conductor in teaching stress and long vowels.

In Modern Standard Arabic, stress is predictable on the lexical level, through full form pronunciation and pause form pronunciation (Saloomi & Abdulameer, 2016). The stress placement and distribution in the Arabic words focus on the last syllable. Stress is influenced by the number and kinds of syllables involved in the word-syllable sequences (Rasheed, 2013). On the other hand, Arabic consists of three long vowels / *ا, او, ي* /, and / *ي* /. There are short counterparts of these vowels, pronounced about half as long, represented by diacritical marks: fatHa (◌َ), Damma (◌ُ), kasra (◌ِ) (Alosh & Grandin-Gillette, 2012).

A baton can not only be used in teaching pronunciation for beginners, but it can also be used as a tool for corrective feedback for more advanced Arabic learners. Arabic teacher will use three main baton configurations to teach Arabic stress and long vowels. Teacher will use the baton to draw small, short circles indicating short vowels and long upwards strokes for long vowels. While, tapping with the baton will represent stress.

Phonics for French: OER tools for teaching phoneme contrasts and sound-symbol correspondence

1. *Walton, Stephen* - Portland State University

This presentation will focus on a set of activities for training learners to discern French phoneme categories and acquire sound-symbol correspondences. Using a set of web-based and print materials, participants will sample a lesson using either an electronic device or on paper. After a brief demonstration of two perception tasks, they will try a grapheme identification task called “Cherchez les lettres.” This activity engages L2 French learners in a game-like search for words containing a target sound in a list containing distractors. The task provides reiterative practice in associating regular target graphemes and phonemes, laying a foundation for eventual automaticity in grapheme recognition. Instructors can also extend it to include production practice (word reading) and as a meaningful lexical task, further reinforcing the sound-symbol association.

The materials to be demonstrated are a set of open educational resources (OER) for L2 French phonics instruction using a contrastive method. The intended use is for instructor-led activities in a classroom setting. However, the web materials also lend themselves to individual independent learners, as they are interactive and provide direct feedback. In a 2020 classroom study focusing on oral vowels they were shown to have a positive effect on both learner perception and grapheme identification ability.

The masked speaker: teaching pronunciation during the pandemic

1. *White, Kelsey* - University of California Santa Barbara

The ever-changing status of the COVID-19 pandemic has presented challenges at every level and in all aspects of foreign language instruction. Amidst myriad changes, the teaching of pronunciation, particularly to beginning-level learners, has required special attention and significant adaptations. Not only must instructors ensure that students are able to hear their voice and mimic the movements of their mouth - they must, in return, be able to clearly hear students' utterances and provide individualized feedback. This exchange is crucial to help students improve both their skills and their confidence in their own abilities.

This presentation highlights some of the tools and techniques that have been implemented for teaching and assessing pronunciation on a campus with a mask mandate. Though the presenter teaches German in a university setting, the strategies can be applied to a broad spectrum of languages and levels.