<table>
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<tr>
<th>Pre-Conference Workshop</th>
<th>Collecting Data in L2 Pronunciation Research &amp; Compiling and Annotating Spoken Corpora</th>
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<td>September 12, 2019</td>
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<tr>
<th>PSLLT Conference</th>
<th>Interdisciplinary Intersections in Pronunciation Learning and Teaching</th>
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<td>September 12-14, 2019</td>
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Find this program online at psllt2019nau.wordpress.com or scan the QR code below.
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ABSTRACT BOOK
Download the searchable PDF Abstract book at psllt2019nau.wordpress.com or scan this QR code:

WIFI ACCESS
Select ‘NAUGUEST’ and follow instructions or use the wifi card in your PSLLT folder.

Call NAU ITS at 928-523-1511 or 888-520-7215 for Guest help.
Dear Colleagues,

We are delighted to welcome you to Flagstaff, Arizona for Pronunciation in Second Language Learning and Teaching 2019. It is an honor to host this event, and we hope your time at Northern Arizona University is filled with stimulating and productive experiences.

Please do not hesitate to let any of us know if you need assistance and/or if there are ways in which we can help make your time here enjoyable and successful. You can also direct questions to our volunteers who can be easily spotted by their green ribbons.”

Sincerely,

Okim Kang, Shelley Staples, Alyssa Kermad, Kevin Hirschi, & Kate Yaw

---

**PSLLT 2019 ABSTRACT REVIEW COMMITTEE**

<table>
<thead>
<tr>
<th>Amanda Baker</th>
<th>Talia Isaacs</th>
<th>Carolyn Pytlyk</th>
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<tr>
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<td>Lucy Pickering</td>
<td>Beth Zielinski</td>
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<td>Amanda Huensch</td>
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**PSLLT 2019 CONFERENCE VOLUNTEERS**

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<tr>
<th>Aleksandra Lazoroska</th>
<th>Amir Rouhoullahi</th>
<th>Amanda Black</th>
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<td>Brett Hashimoto</td>
<td>Benjamin Brown</td>
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<td>Daniel Dixon</td>
<td>Fatemah Bordbarjavidi</td>
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<td>Daniela Torres Cirina</td>
<td>Jessica Coronado</td>
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<td>David Puerner</td>
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<td>Mohammedreza Dalman</td>
<td>Tyler True</td>
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<td>Yuhang Hu</td>
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MANY THANKS TO...

NAU SPONSORS

- Office of the President at Northern Arizona University
- Office of the Vice President for Research at Northern Arizona University
- Center for International Education at Northern Arizona University
- Department of English at Northern Arizona University
- Department of Global Languages and Cultures at Northern Arizona University
- The Global Engagement and Language Learning (GELL) Center at Northern Arizona University

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PSLLT 2019 CONFERENCE SCHEDULE

THURSDAY, SEPTEMBER 12

### PSLLT Research in L2 Pronunciation Workshop

<table>
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<tr>
<th>Time</th>
<th>Event</th>
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<tr>
<td>1:00PM - 5:00PM</td>
<td>Check-in &amp; On-site Registration (du Bois Center)</td>
</tr>
<tr>
<td>1:30PM - 3:00PM</td>
<td>Workshop Session I: Conducting L2 Pronunciation Research by Drs. Tracey Derwing and Murray Munro (du Bois Ballroom)</td>
</tr>
<tr>
<td>3:15PM - 4:45PM</td>
<td>Workshop Session II: Building Spoken Corpora by Dr. Eric Friginal (du Bois Ballroom)</td>
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### PSLLT 2019 Welcome Reception

<table>
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<th>Time</th>
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<tr>
<td>6:00PM-8:00PM</td>
<td>Check-in &amp; On-site Registration (du Bois Center) Welcome Reception (du Bois Ballroom)</td>
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<tr>
<td>6:00PM-8:00PM</td>
<td>Technology Showcase (du Bois Ballroom)</td>
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</table>
PSLLT 2019 CONFERENCE SCHEDULE
FRIDAY, SEPTEMBER 13, MORNING

PSLLT 2019 Conference Opening
7:30AM-8:00AM  PSLLT shuttle from hotels to NAU (Route: 7:30 Drury → 7:40 Embassy Suites → 7:50 Doubletree → du Bois Center)
8:00AM-5:00PM  Check-in & On-site Registration (du Bois Center)
8:00AM-8:30AM  Coffee / Breakfast (du Bois Ballroom)
8:30AM-9:00AM  Conference Welcome and PSLLT Overview by John Levis (du Bois Ballroom)
9:00AM-10:00AM Plenary: Corpus analysis of spoken discourse: Research findings, prospects, implications for teaching by Dr. Douglas Biber (du Bois Ballroom)
10:00-10:30 AM  Coffee Break (du Bois Ballroom)

Oral Presentation Session I (10:30AM-12:25PM)

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<tr>
<th>Time</th>
<th>Aspen A</th>
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<tr>
<td>11:00AM-11:25AM</td>
<td>Vonessen, Hayes-Harb The Relationship between Listener Attitudes and the Comprehension of Nonnative-accented Speech</td>
<td>Sturm Pronunciation Instruction: A Longitudinal Study in French</td>
<td>McGregor, Zielinski, Meyers, Liu, &amp; Reed Exploring Teachers' Metalinguistic Knowledge of the English Intonation System</td>
<td>Huang &amp; Tseng How Movie Dubbing Can Facilitate Taiwanese Speakers' English Pronunciation</td>
<td>Rocca, Smith, &amp; Williams Shedding Light on Dark /l/: A Case Study on Teaching English /l/ and /ɹ/</td>
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<tr>
<td>11:30AM-11:55AM</td>
<td>Lee The Roles of Second Language Pronunciation Instruction and Individual Differences in the Acquisition of French Grammatical Gender</td>
<td>Gray &amp; Levis A Pronunciation Researcher and a Corpus Linguist Walk into a Bar</td>
<td>Edalatishams A Discourse-Intonation Corpus of Teaching Assistant Speech: Preliminary Results</td>
<td>Schuller &amp; Heeney Exploring the Impact of On-line Blogging in an EAP Pronunciation Class</td>
<td>Incceoglu &amp; Gnevsheva Ultrasound Imaging in the Foreign Language Classroom: Challenges, Outcomes, and Students’ Perceptions</td>
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</table>

Lunch and Poster Session
12:30PM-2:00PM  Poster Session & Lunch (lunch is provided in du Bois Ballroom)
# PSLLT 2019 CONFERENCE SCHEDULE

**FRIDAY, SEPTEMBER 13, AFTERNOON & EVENING**

## Oral Presentation Session II (2:00PM-3:25PM)

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## Coffee Break

3:25PM-3:45PM Coffee Break (du Bois Ballroom)

## Oral Presentation Session III (3:45PM-5:10PM)

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## Conference Dinner

5:30PM-6:30PM PSSLT shuttle from du Bois Center to Charly’s / Weatherford in downtown Flagstaff
Optional walking tour of downtown Flagstaff

6:30PM-9:00PM Conference Dinner (Charly’s / Weatherford Hotel at 23 N. Leroux St. in downtown Flagstaff)
## PSLLT 2019 CONFERENCE SCHEDULE

### SATURDAY, SEPTEMBER 14

### Roundtable Discussion

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<th>Time</th>
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<td>7:30AM-8:00AM</td>
<td>PSSLT shuttle from hotels to NAU (Route: 7:30 Drury → 7:40 Embassy Suites → 7:50 Doubletree → du Bois Center)</td>
</tr>
<tr>
<td>8:00AM-8:30AM</td>
<td>Check-in &amp; On-site Registration (du Bois Center) Coffee / Breakfast (du Bois Ballroom)</td>
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</table>
| 8:30AM-11:30AM | Roundtable Discussion (du Bois Ballroom)  
|               | 8:30-8:45 Introduction  
|               | 8:45-9:10 Shawn Loewen  
|               | 9:10-9:35 Naoko Taguchi  
|               | 9:35-9:55 *Coffee break*  
|               | 9:55-10:20 Lucy Pickering  
|               | 10:20-10:45 Talia Isaacs  
|               | 10:45-11:00 Summary & Future Direction (Kang & Staples)  
|               | 11:00-11:30 Roundtable Open Discussion |

### Lunch

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| 11:30AM-1:30PM | Lunch (on your own)  
|               | *JSLP Editorial Board Meeting (Aspen A) |

### Oral Presentation Session IV (1:30PM-3:25PM)

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| 1:30PM-1:55PM | Olson & Nielsen  
|             | The Impact of Visual Feedback on Segmental Production: Linking Theoretical and Classroom Approaches | Isbell  
|             | Diagnostic Language Assessment for L2 Pronunciation: A Worked Example   | Cooper, Payne, Hu, Dixon & Kuo  
|             |                                                                         | The Impact of Linguistic Diversity Education on Facilitating Effective Communication from the Perception of Native English Speakers |
| 2:00PM-2:25PM | Nguyen  
|             | Pronunciation Learning Strategies (PLS) of L2 Vietnamese Learners: How Learners Form Their PLS and how PLS Affect Their Pronunciation Achievement | Uddin, Sharmin, & Ghanem  
|             |                                                                         | The Effect of Lexical Appropriateness on Accentedness and Comprehensibility |
| 2:30PM-2:55PM | Saeli  
|             | How do Iranian EFL Learners Engage with Oral Corrective Feedback on Lexical Stress Errors? Effects of Learner Engagement on the Working of Corrective Feedback | Dalman & Kang  
|             |                                                                         | TOEFL iBT Speaking Scores and U.S. Undergraduates' Judgments of Comprehensibility, Accentedness, and Acceptability |
| 3:00PM-3:25PM | Deng, Lin, & Yeung  
|             | Associations between L2 Speech and Music Perception in Mandarin Learners of English | Sardegna & McGregor  
|             |                                                                         | A Pronunciation Awareness Methodology: Curricular Building Blocks for Success |
|             |                                                                         | (presentation cancelled) |

### Teaching Tips and Conference Closing

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<th>Time</th>
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<tr>
<td>3:25PM-3:45PM</td>
<td>Coffee Break (du Bois Ballroom)</td>
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<tr>
<td>3:45PM-5:15PM</td>
<td>Teaching Tips Session (du Bois Ballroom)</td>
</tr>
<tr>
<td>5:15PM-5:45PM</td>
<td>Conference Closing (du Bois Ballroom)</td>
</tr>
</tbody>
</table>
#1 Pronunciation teaching based on active listening (Zetterholm; Emgård; Vahlén)
#2 Segmental patterns and prosodic positions in Japanese speakers’ English (Makino)
#3 Perception of English intonation in Japanese different proficiency levels’ L2 learners of English - From the viewpoint of the humming method and intonation contour depiction (Asano)
#4 Discrimination and categorical mapping of contrasts between Khmer initial consonants by American learners (Sakach)
#5 Automatic speech recognition as a way to develop Taiwanese EFL learners’ pronunciation: Learning outcomes and learners’ perceptions (Chen; Inceoglu; Lim)
#6 Chinese ESL students’ pragmatic difficulties in using English intonation (Cho; Sakach; Nguyen; Wallace)
#7 Pronunciation features and comprehensibility/intelligibility of English as a lingua franca: An initial investigation (Cooke)
#8 Southwestern Mandarin speakers’ production of English word-final /l/ and /n/ (Zhang; Levis)
#9 What did you say?: Using EdPuzzle and talk show interviews for intonation patterns and prominence practice (Lima; Zawadzki)
#10 Information structure in university lectures in English as a foreign language in Argentina (Giménez)
#11 Explicit pronunciation instruction and nonnative-speaking teachers: A case study (Gordon)
#12 Improving pronunciation in spontaneous speech? A comparison of two instructional methods (Hancock; Rocca; Lee; Darcy)
#13 A systematic approach to integrating pronunciation teaching into all classes of the curriculum (Macdonald; Corrigan; Keenan)
#14 An illustrated taxonomy of online CAPT resources (Henrichsen)
#15 Effects of phonological structure on perceived rate of English by Japanese and English speakers (Hirozane)
#16 Enhance pronunciation through task repetition--Bridging laboratory-type and class-interaction speaking tasks in teaching Chinese prosody (Liu)
#17 A meta-analysis of the impact of interventions on improving the second language comprehensibility (Hu; Cooper; Payne; Dixon; Kuo)
#18 Perception of prosodic boundaries by Korean English learners (Im; Ahn)
#19 Trainee teachers’ and in-service teachers’ attitudes towards the importance of phonetic instruction in teaching English as a second/foreign language (Jarosz)
#20 Phonetic features of the English alphabet produced by Japanese learners: A comparison between elementary school children and university students (Joto; Nishio)
#21 Experiences in an L2 pronunciation tutoring project: Using narrative analysis to explore theory-practice connection (Kochem; Guskaroska; Elliott)
#22 The effect of listener background factors on evaluating Korean-accented speech intelligibility (Koo)
#23 ¿Qué se [s]abe [s]abe [sθ]abe sobre el impacto de rasgos sociales en el procesamiento de una segunda lengua? testing L2 dual-route encoding an immersion context (Krac; Ortega-Llebaria)
#24 The relationship between L2 speech comprehensibility and fluency development (Kudo)
#25 Students' perceptions on ITAs' accentedness and teaching effectiveness (Acıkara; Guedež)
#26 The effects of inconsistency of speech stimuli in speech perception research (Moran; Kang; Kermad)
#27 Written vs. video feedback on L2 Spanish learners' self-perception of oral improvement, motivation, and communicative goals (Cuellar; Kermad)
#28 Training intonation and word stress through Praat: Techniques and resources for pronunciation practice (Hirschhi)
#29 Can successful L2 pronunciation facilitate listening comprehension? The role of speech rate and pitch range (Lesnov; Wolhein Nave; Bogorevich)
#30 Are teacher-training materials catching up to the World Englishes movement? (Crabtree)
#31 (this session left intentionally blank)
#32 Descriptive analysis of prosodic properties of pragmatically marked prosody: A case of perception by native Japanese speakers of English (Menjo)
#33 Improving Thai College Students' English Final /-s/ Through Storytelling (Ruengwatthakee)
#34 Developing a pronunciation course for graduate students in an EAP program - Challenges and strategies (Moldawa-Shetty)
#35 Real-time formant visualization for vowel production training: Expert feedback (Lucic Rehman)
#36 Comprehensibility of accented speech and listeners' language learning backgrounds (Nagamine)
#37 Pronunciation in EFL classrooms: A study of the Macedonian teachers’ training, attitudes and practices (Lazoroska; Guskaroska)
#38 Spoken English: Improving pronunciation through an applied drama project (Nfor)
#39 Second-language pronunciation learning post-fossilization: A case study in reading aloud with native-speaker recasts (Nielsen)
#40 Attitudes towards L2 pronunciation instruction: A comparative analysis (Offerman)
#41 From prosodic to syntactic strategies: The role of social variables in L2 pronunciation teaching (Berrios; Ortega-Llebaria)
#42 Pronunciation issues: The case of high proficiency university students (Sánchez-Vázquez)
#43 More, better, and earlier: Developing targeted linguistic strategies to improve speech comprehensibility for English-speaking students of Spanish (Sandovañ; Drickey)
#44 Effects of native language and accent type on L2 production, perception and monitoring of Japanese lexical accent (Takahashi; Hatasa; Hatasa)
#45 The use of intonation for positive feedback in L2 classroom (Torres Cirina)
#46 Technology-enhanced teaching of Spanish vowels in introductory Spanish courses (Trimble)
#47 Factors affecting listeners’ accent ratings of non-native English speech (Vaughn; Baese-Berk)
#48 What EFL teachers believe learners need for intelligible pronunciation: Decisions based on Japanese learners’ interlanguage pronunciation (Yokomoto)

TEACHING TIPS PRESENTATIONS (DU BOIS BALLROOM)

#1 Concentrating on function words (Brinton)
#2 Chopsticks are not only for eating (Chan)
#3 Anglo-Saxon songs to teach English pronunciation for Brazilian students (Delfino)
#4 Practice with excitement intonation contours, using product descriptions (Griner)
#5 A useful schematic for teaching pronunciation with meaning in academic settings (Lange)
#6 Using paired pronunciation activities to reinforce idiomatic expressions and phrasal verbs (Louden)
#7 Teaching contrastive stress for varied speaking levels (G. Levis; Sonsaat; J. Levis)
#8 Pronunciation resources for English as a second language teachers: 10-minute pronunciation lesson plans (Roque)
#9 Teaching suprasegmentals in a digital age: Utilizing tutorial videos to improve perception and production of spoken English (Roulhollahi; Schaefer; Yol)
#10 Using stereotypical accent to improve French accentuation (Ruellot)
#11 What am I doing with my mouth, what does it look like, and how does it feel? The physicality of teaching pronunciation (Runnals)
#12 Teaching tips for Vietnamese pronunciation (Sakach; Nguyen)
#13 Oral diagnostic assessment and accompanying lessons (Sakai)
#14 Children’s stories for prosody practice (Showalter)
#15 Back to the Future: Putting the “Zoom” back into the Zoom Principle (Tanner)
#16 Raising awareness of dialectal differences in Spanish for L2 learners: Perception activities (Zawadzki, Fernandez)
#17 Say Yes: Improv for Improved Pronunciation (Ritter; Porter)
Conference Location: du Bois Center
Obtaining high quality data in L2 pronunciation research requires careful attention to details at multiple levels. Over the years we have conducted a variety of pronunciation studies; we look forward to sharing the benefits of our experience with you. We will limit our focus to the types of research designs and data types that we ourselves are familiar with. In particular, we will explore approaches to measuring the constructs of intelligibility, comprehensibility, accentedness, and fluency, as we have defined these dimensions. We will begin with a consideration of making good speech recordings, followed by the preparation of audio materials for listening tasks. Rating and other judgment tasks will be discussed, as will the effective administration of quasi-experimental listener tasks. We will also touch briefly on data analysis and interpretation. Finally, you will engage in some hands-on activities; please bring a laptop or arrange to share one with a colleague. Sample materials will be provided, including Language Background Questionnaires, PRAAT scripts, and consent forms. On completion of the workshop, participants will have developed skills in designing and executing L2 pronunciation studies. This workshop requires advance reading of the article listed below; it is freely available at the link indicated (copy into your browser). Munro, M. J. & Derwing, T. M. (2015). A prospectus for pronunciation research methods in the 21st century: A point of view. Journal of Second Language Pronunciation, 1, 11-42. https://pdfs.semanticscholar.org/18dd/a7cd2ba769420d4371d4793550db7c17d5a6.pdf?_ga=2.177748711.399224408.1561221168-1986360823.1561221168
This workshop overviews the process of designing, compiling, and annotating spoken corpora, in particular, English-based intercultural workplace interactions in settings such as outsourced call centers (business telephone transactions), pilot-air traffic controller communications (Aviation English radio-telephony), and office interactions with workers who use augmentative and alternative communication (AAC) devices and their interlocutors. I will present a summary of traditional corpus-based approaches to text transcription and annotation, advancements in Multimodal Annotation (e.g., Gu, 2008; the ITACorp Project at Penn State University), and current/future approaches and directions. The annotation of spoken corpora for prosody, for example, the Hong Kong Corpus of Spoken English (HKCSE) (Cheng, Greaves, & Warren, 2008) and more detailed contextual transcriptions and annotations of spoken texts paint a promising future for capturing some socio-phonetic features of speech in orthographic transcripts. Although not necessarily considered corpora in the traditional sense, available databases of speech that are designed to be analyzed phonetically, phonologically, or acoustically point to a possible framework for developing a phonetically-annotated corpus. For example, the Speech Accent Archive (http://accent.gmu.edu) (Weinberger, 2013), currently with over 2,000 speech samples, is an online database of speakers from around the world reading aloud a short paragraph in English. The audio samples are then transcribed phonetically using the International Phonetic Alphabet (IPA), forming a “corpus” of IPA-transcribed texts. By using crowdsourcing techniques, various speakers can also send submissions of their speech patterns and accents digitally. The use of computational tools, dictation and transcription software, qualitative coding programs, and automated sentiment analyzers utilized in customer service will be demoed and discussed.
This talk introduces corpus-based analyses of spoken discourse, comparing and contrasting this research approach to other empirical studies of speech, illustrating the kinds of research findings that are possible through corpus-based analysis, and discussing implications for pronunciation teaching. The talk begins by surveying the research goals and methods of corpus linguistics. The ‘corpus’ is a collection of natural texts that ‘represents’ a target discourse domain. This requirement of ‘representativeness’ is the first consideration that distinguishes corpus linguistics from research carried out in related sub-disciplines.

But perhaps most importantly, research in corpus linguistics is distinguished by analyzing language variation in natural contexts of use, in ways that can be generalized. For example, many corpus-based descriptions have focused on register and dialect variation, comparing and contrasting the patterns of use found in different spoken varieties. But at a more specific linguistic level, a second important contribution for pronunciation research is the application of corpus-based analysis to study variation in the prosodic realization of particular speech acts. Historically, most corpora of spoken English contain texts that have been orthographically transcribed, enabling detailed descriptions of grammar and vocabulary but no analysis of phonetic characteristics. More recently, though, there have been a number of projects to build spoken corpora with prosodic annotations, enabling descriptions of linguistic variation that are directly relevant for pronunciation teaching.

Specific case studies are presented that illustrate the strengths of corpus analysis for pronunciation research and teaching. In conclusion, the talk discusses how the results of such research can inform the teaching of pronunciation, and calls for future research efforts to provide the basis for such innovations in pedagogical practice.
Traditionally, pronunciation has not received as much attention in instructed second language acquisition (ISLA) research as have other areas of language such as grammar and vocabulary (Derwing & Munro, 2005). However, that oversight is quickly being addressed as numerous recent studies have investigated classroom pronunciation learning (e.g., Lee, Jang & Plonsky, 2014). Questions that ISLA researchers are asking include:

- Is instruction effective for pronunciation development?
- If so, are some types of instruction more effective than others?
- Are some elements of pronunciation more amenable to instruction than others?

In general, ISLA researchers respond affirmatively to the first question; instruction can make a difference for second language (L2) learners’ pronunciation. Types of instruction that have been investigated range from explicit instruction, including information about points of articulation and crosslinguistic influences, to implicit instruction through recasts or other types phonological information provided during meaning-focused interaction. In terms of the target of instruction, both segmental (i.e., individual consonants and vowels) and suprasegmental features (e.g., intonation, stress, pitch) have been investigated. Additionally, research has investigated the effects of targeting one phonological feature intensively versus multiple phonological features. One issue that has yet to be explored in detail is the relationship between pronunciation and other aspects of language. For example, when morphosyntactic and phonological features overlap, such as with the pronunciation of the past tense English morpheme –ed, should errors be treated as a phonological or grammatical? What are the implications of each interpretation? Finally, although some research has investigated L2s such as Spanish and Mandarin, the majority of research has examined L2 English.
THE PROSODY-L2 PRAGMATICS INTERSECTION: CAN PROSODY BE AN INDICATOR OF PRAGMATIC COMPETENCE?

Naoko Taguchi
Professor of Japanese and Second Language Acquisition, Department of Modern Languages
Carnegie Mellon University

Second language (L2) pragmatics, a field within SLA, studies L2 learners’ ability to perform a communicative act in a socio-culturally appropriate manner and how that ability develops over time (Taguchi & Roever, 2017). While this definition is relatively uniform, there are different understandings as to what counts as evidence for pragmatic development and how to assess such development. Traditionally, pragmatic competence has been assessed at pragmalinguistic and discourse-level. Researchers have focused on what linguistic forms learners use to convey their intention; whether their linguistic choice is appropriate in a given context; and how they can adapt their linguistic resources to changing discourse and co-construct meaning in interaction. Going beyond the linguistic and discourse-level analysis, I will discuss the potential of prosody as an indicator of L2 pragmatic competence. I will present a survey of a small amount of existing research on L2 learners’ use and understanding of prosody in speech acts and irony. Following this, I will present a portion of a cross-sectional study (Kermad, Kang, & Taguchi, 2017), which compares two ESL groups of different proficiency and a native English speaker group for their use of rising tone in spoken speech acts (requests and opinions). I will illustrate how tone and prominence can differentiate the groups and how the differences compare with those from other indicators of pragmatic competence analyzed in the study (i.e., native speaker ratings of speech acts; types of linguistic forms in speech acts).

THE ROLE OF PROSODY IN INTERNATIONAL COMMUNICATION IN ENGLISH: DATA FROM A CALL CENTER CORPUS

Lucy Pickering, Professor, Department of Literature and Languages, Texas A&M Commerce

Corpus linguistics is a powerful tool for investigating issues in pronunciation teaching and learning. This talk will focus on the context of call center interactions to illustrate the ways in which corpus methods can be used for analysis of and training for pronunciation. Public opinion in the U.S. and the U.K. regarding the perceived “pronunciation problems” of agents based in call centers in Outer Circle English-speaking countries (e.g., India and the Philippines) is typically negative (e.g., Forey & Lockwood, 2007). However, it is often difficult for researchers to pinpoint the specific issues involved as access to sound files of authentic calls is scarce due to their proprietary nature. This paper examines the role of the understanding of prosodic conventions (e.g., the use of intonation and rhythm) in call center interactions recorded in the Philippines as part of a corpus collected by Eric Friginal in 2006 (Friginal, 2009). Analysis suggests that where conflict occurs, it is mirrored in these linguistic features, and this has important implications for models of intelligibility and training for high-stakes interactions.
This presentation centers on trends in second language pronunciation research, teaching, and assessment by highlighting the ways in which pronunciation instructional priorities and assessment targets have shifted over time, social dimensions that, although presented in a different guise, appear to have remained static, and principles in need of clearer conceptualization. The reorientation of the goal in pronunciation teaching and assessment from the traditional focus on accent reduction to the more suitable goal of intelligibility will feed into a discussion of major global constructs often subsumed under the umbrella term of "pronunciation." The talk will overview research and developments related to human judgments of pronunciation, lingua franca communication, and the consequences of machine-driven scoring. Finally, recommendations for advancing an ambitious research agenda will be proposed to disassociate pronunciation assessment from the neglect of the past, bring it in line with the more voluminous work on pronunciation teaching and learning, and propel it to the forefront of developments in our field.
Dear 2019 PSLLT Presenters:

We'd like to encourage you to consider writing up your paper or poster for the next PSLLT proceedings. Your proceedings submission will be due by November 29, 2019. Proceedings will be published in summer 2020. The proceedings are an important part of the conference and are essential in making your work known to a wider audience. The publication of high-quality, innovative papers, posters, and teaching tips helps move the field forward to a worldwide audience.

Guidelines for proceedings submissions

All presenters of papers, posters, and teaching tips are invited to submit a written version of their paper for consideration in the electronic conference proceedings. Proceedings templates are available from the editors. All submissions will be reviewed by outside readers who will make suggestions and recommendations to the authors and the editors.

Manuscripts should:
- follow the Publication Manual of the American Psychological Association, 6th ed. especially for tables, charts, and graphs
- be doubled spaced and include no more than 4000 words (including references, tables, notes, appendices etc.)
- use Times New Roman, 12 point font
- include an abstract of no more than 200 words
- include a biographical statement of the author(s) not to exceed 120 words per author
- include the contact information of the author(s): name, affiliation, address, telephone number, and email address

All proceedings contributions are due by November 29, 2019. Any questions should be directed to the editors at pssltprocceedings@gmail.com
**CALL FOR ABSTRACTS – PSLLT 2020**

**12TH ANNUAL PRONUNCIATION IN SECOND LANGUAGE LEARNING AND TEACHING CONFERENCE**

Conference Theme: Learning and Teaching Pronunciation in Diverse Contexts.

**AUGUST 6-8, 2020 @ BROCK UNIVERSITY, NIAGARA REGION, CANADA**

Plenary Speaker: Ewa Waniek-Klimczak, Professor of English Linguistics, University of Łódź, Poland


The 12th annual PSLLT Conference seeks proposals for L2 pronunciation for all second languages and contexts, but especially for papers that help elucidate variation in learner needs and outcomes across diverse contexts. Together, we are hoping conference papers will reveal the extent to which currently dominant approaches to pronunciation apply across contexts and how lessons from less common contexts of learning may inform these dominant paradigms.

Such papers may be related to:

- Pronunciation learning and teaching in second language contexts, including heritage language contexts
- Pronunciation learning and teaching in foreign language contexts
- Pronunciation learning and teaching in English as a Lingua Franca contexts
- Pronunciation learning and teaching in the classroom, either as a stand-alone class or integrated into the larger curriculum
- Pronunciation in professional contexts (e.g., law, medicine, educational settings)
- Pronunciation learning in naturalistic settings, absent explicit instruction
- Pronunciation learning and teaching in laboratory settings
- Pronunciation learning with technology

The Pronunciation in Second Language Learning and Teaching Conference invites proposals for three main types of presentations: Oral presentations (20 minutes +5 minutes of questions), posters (a dedicated 90-minute poster presentation session), and Teaching Tips (7-minute, evidence-based pedagogical approaches to teaching pronunciation). The Call for Papers opens on January 6, 2020 and Closes on April 1, 2020. Notifications of acceptance will be made by early-May, 2020.
Both undergraduate and graduate students actively participate in empirical research through hands-on experience in the Applied Linguistics Speech Lab (ALSL). Using facilities in the speech lab, students have opportunities to analyze speech production and perception data, observe speech signals, and verify their effects on speech perception. The ALSL is equipped with advanced speech acquisition and processing equipment and software. Find more information on the Speech Lab’s website (see below for complete URL) or contact Dr. Okim Kang (okim.kang@nau.edu).

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