Turning a Corner

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After a year away, the 5th Pronunciation in Second Language Learning and Teaching
Conference returned to Iowa State University on September 19-21, 2013. The theme was
Pronunciation in the Language Teaching Curriculum. The conference drew 125
participants from 18 countries and 15 US states. From the perspective of many at the
conference, it was the best yet in terms of quality and variety of the sessions, and in terms
of opportunities to network. The conference seems to have turned a corner. It is a
conference that many L2 pronunciation researchers now see as essential for learning
about the latest research and for connecting to other researchers in the field. The
conference has grown to include a focus on a wide variety of languages with sessions on
German, Chinese, Spanish, French, Japanese and Swedish, as well as English at last
year's conference. Although English-focused sessions still dominate overall numbers
(perhaps not surprising for a North America based conference), the greater number of
languages considered in the conference is critical for the field, which needs to consider
important questions about L2
pronunciation from the perspective of
many languages.

Lynda Yates (chair of the Department of
Linguistics, Macquarie University,
Australia) gave the plenary address on
Friday morning. The title was **Learning
how to speak: Pronunciation,
pragmatics and practicalities in the
classroom and beyond.** The abstract for
her talk is included below. For the second
year in a row, the plenary talk was not
written in full for the conference
proceedings. This is actually a good thing,
since Lynda's plenary is instead being
published by *Language Teaching*
(Cambridge University Press), one of the
top journals in the field. The confidence of *Language Teaching's* editor, Graeme Porte, in
the growing influence and quality of PSLLT is evident by his asking our plenary speakers
to submit their papers two years in a row. We would loved to have included her talk in
our own proceedings, but their talks (and our conference) will have a much higher profile
in the pages of *Language Teaching*.

Plenary Abstract

It is beyond dispute that learners who want to develop good speaking skills in a language also need to develop good pronunciation, and yet research continues to report that pronunciation still has low visibility in the curriculum and is often treated as something of a poor relation in the classroom. Many teachers are still wary of pronunciation as a specialist area that is somehow separate from the other skills necessary for successful communication - an isolationist tendency that can make its consequent neglect in the curriculum and in teacher training programs only too easy.

In this plenary I go back to basics and focus on what it is that learners need to do outside the classroom with the language they are learning. Drawing on studies that have explored the lives and communicative needs of immigrants and international students, I will illustrate not only the importance of pronunciation in their lives, but also its close interrelationship with other spoken skills. I will then consider the implications for how we approach the teaching of pronunciation proactively as part of developing students' repertoire of speaking skills in the classroom and beyond.

The conference also included a pre-conference workshop, **Models, metaphors, and the evidence of spontaneous speech: A new relationship for pronunciation and listening.** Presented by Richard Cauldwell of speechinaction, the workshop presented a new approach to listening based on the reality and messiness of normal connected speech. Approximately 40 people attended the full-day workshop. The workshop description is reproduced below.

Pre-Conference Workshop

This workshop has the goal of improving the teaching of listening, by identifying and exploiting a new relationship between pronunciation activities and listening goals. New concepts and techniques (both high- and low-tech) will be illustrated. Participants will leave the workshop with new ideas to consider, and activities to use immediately in the classroom. The workshop will begin with thought-provoking theory, and end with the ruthlessly practical: but throughout there will be a constant reference to the evidence of recordings of spontaneous speech, and continual opportunities for suggestions and questions from participants.

Rationale

For pronunciation and speaking, we encourage clear intelligible speech. We present learners with a model of speech which is built around dictionary

pronunciations (citation forms) and rules of connected speech. We can think of the citation forms as greenhouse plants – they are isolated forms preceded and followed by a pause, with their component parts – vowels, consonants, syllables and stresses, all clearly present. The rules of connected speech – linking, elision, sentence stress, etc - can be thought of as guidelines for transplanting and arranging greenhouse plants into orderly pleasing arrangements in a garden. However, the greenhouse forms and the gardening guidelines are not appropriate for teaching listening. This is because the speech that learners encounter outside the classroom is more like jungle vegetation than garden or greenhouse plants, much wilder than the forms they encounter in the classroom. Such speech contains phenomena which are rarely seen in textbooks and words, like vegetation in the jungle, are blended into their neighbours in ways which are not predicted by the rules of connected speech. They are squeezed into bursts of the stream of speech, and it becomes difficult to recognise where one word begins and another ends, or indeed whether word-endings, syllables, or whole words have occurred at all. In class, we need to prepare students for their encounters with jungle listening, while continuing to promote intelligible pronunciation. This workshop will describe and explore ways of working on these separate but related goals.

Workshop Timetable

Part 1: Models and metaphors -The goals of listening and pronunciation are different. We need different models of speech for each goal. We have good models in place for pronunciation, we have inadequate models for teaching listening. We need to distinguish between goals and pronunciation activities can serve the goal of listening.

Part 2: Evidence from spontaneous speech -Words have many different soundshapes, of which the citation form is only one. The soundshapes are formed by interactions between the language and speaker factors: gender, accent, choices of speed, prominence and clarity.

Part 3: High-tech solutions: computers, smartphones, tablets, etc. - Recent developments in technology enable us to examine what happens to words in the stream of speech, to compare how words sound different as speakers and contexts change. We can manipulate and play with the sound substance of speech, in ways which promote faster learning of the listening skill.

Part 4: Low-tech solutions: teachers and learners voices in the classroom -The teacher voice and student voices can together be used in class to create, savour and handle the sound substance of the stream of speech. We will look at a number of activities that can be used and adapted to different teaching contexts.

Sessions

In addition to the plenary and preconference workshop, there were 31 presentations at the conference, with two concurrent sessions Friday and Saturday. In addition, there were 22 posters, 9 Teaching Tips, and a conference dinner open to all participants. As the Teaching Tips presentations were put into action for this first time this year and are less common at scholarly conferences, they need further explanation. Part of the goal of PSLLT is to connect practice, research and theory, and this means that both theory and practice need to be represented in the conference. PSLLT is primarily a research-oriented conference. It has a wide appeal to researchers from many areas and working in many languages. This does not mean, however, that the conference does not appeal to language teachers. Indeed, most participants are language teachers in part of their professional lives. As a result, we started the Teaching Tips Roundtable based on an idea John got from a Speech colleague. At the annual national conference for Speech Communication professionals, she told him that there is a section titled "My Great Idea" for teaching the basic course in speech. Since this started, it has become one of the best-attended sessions of the conference and provides an opportunity for presenters who are more teaching-oriented to show what they do and to connect theory and practice. We stole the idea and tried it at PSLLT. Each presenter sat at a round table with 9 chairs. For 10 minutes, they demonstrated their teaching tip to a full table, giving out a handout and taking questions with any extra time. Then a bell rang and everyone was free to go to another table. Each presenter then had a new table of participants for another 10 minutes. Teaching Tip presenters did this 7 times during the Roundtable session, and participants were able to go to 7 different teaching tips. The session got some of the highest ratings of any during the conference. The schedule and titles of presentations, posters and teaching tips is given below.

Friday, September 20th

8:00-8:50am	**Registration (Cardinal Room)**	
9:00-9:10	**Welcome (Cardinal Room)**	
9:10-10:10	**Plenary Address by Lynda Yates (Cardinal Room)**	
10:10-10:30	**Break**	
	Cardinal Room	**Gold Room**
10:30-10:55	**Erin Zimmerman** Teaching the Teachers: How Do Pronunciation Textbooks Aid Inexperienced Teachers' Pedagogy?	**Murray Munro** What do you know when you "know" an L2 vowel?
11:00-11:25	**Sinem Sonsaat & Stephanie Link** How do nonnative teachers use pronunciation materials? Implications for materials development	**Ron Thomson** Does vowel learning in one context generalize to other contexts?
11:30-11:55	**Ashley Rocammo** Learning Pronunciation in Just Ten Minutes a Day: Adapting	**Ettien Koffi** Assessment of the Intelligibility of [ʌ] in Seven Varieties of L2

	Pronunciation Training to a Four-Skills German Classroom	Englishes
12:00-1:50	**Working Box Lunch (Provided in Pioneer Room)**
12:30-1:50	**Posters: Pioneer Room**

S. Alexander -Intonation and perceived sincerity in EFL and ESL learner apologies

J. Barcroft & M. Sommers – Better L2 pronunciation is one of the many benefits of acoustically varied input

C. Barrett – Laying a foundation for rhythm-based pronunciation instruction

C. Cárdenas- Scaphoning your language

S. Chibani- Pronunciation teaching in Algeria: From stagnation to progress

L. Cai – An efficient method to build up native sounds in Chinese teaching: Multi-sensory and multi-cognitive approaches

M. Delicado Cantero & W. Steed – Fair Dinkum: L2 Spanish in Australia by the book

F. Desmeules-Trudel- VISC effects on the perception of Quebec French nasal vowels by Brazilian learners

N. Driscoll – Hatsuon Help: a research-based, culturally-sensitive English pronunciation website for Japanese ELLs

V. Gonzalez Lopez & D. Counselman- The production and perception of Spanish voiceless stops by novice learners: shedding light on early L2 category formation

S. Halicki – Back door phonetic conditioning: Accent therapy in early French pronunciation training

Y. Lan – Detecting L2 speech deviations by a communicative experiment procedure: taking Cantonese speakers' realizations of English [r] as an example

S. Link, S. Sonsaat, & J. Levis – Confidence in teaching pronunciation: How native and nonnative teachers negotiate the pronunciation classroom

W. McCartan – Word stress diagnostic procedure shared through a wiki site

C. Nagle - Acquisition of the voicing contrast in L2 Spanish

D. Olson & H. Offerman- The effects of visual feedback on learner pronunciation: Speech analysis software in the L2 classroom

L. Pierce – Multi-methodological, cross-disciplinary approaches to pronunciation teaching

S. Shoji – Japanese epenthetic vowels: How Japanese speakers pronounce English words

K. Taylor de Caballero & S. Thompson- Coloring pronunciation across the curriculum with the Color Vowel Chart

	H. Yang – Investigating needs of stakeholders of an oral proficiency test for ITAs to bridge the gaps between ITAs' needs and raters' feedback. **E. Zetterholm –** Final stops or not? The importance of final consonants for an intelligible accent. **E. Zetterholm & M. Tronnier –** Different stress patterns meet: Kurdish L1 speakers learn Swedish	
	Cardinal Room	**Gold Room**
2:00- 2:25	**Larissa Buss** Beliefs and Practices of Brazilian EFL Teachers Regarding Pronunciation	**Takehiko Makino** Pronunciation Characteristics of Japanese Speakers' English: A Preliminary Corpus-Based Study
2:30-2:55	**Veronica Sardegna** Non-Native Teachers' Identity Formation as Qualified Pronunciation Teachers	**John Esling** The two-part model of the vocal tract: a new articulatory basis for phonetics
3:00-3:25	**John Levis, Stephanie Link, Sinem Sonsaat, Taylor Anne Barriuso** Native and nonnative teachers of pronunciation: Does language background make a difference in learner performance?	**Jessica Sturm** Effects of Instruction on Voice Onset Time in word-initial /p/ for L1 American English students: A Preliminary Study
3:30-3:55	**Break**	
	Cardinal Room	**Gold Room**
4:00-4:25	**Shannon McCrocklin –** Dictation Programs for Pronunciation Learner Empowerment	**Jacques Koreman, Olaf Husby, E. Albertsen, P. Wik, A. Øvregaard, & S. Nefzaoui** L1 variation in foreign language teaching: challenges and solutions
4:30-4:55	**Joan Sereno, Larry Lammers, & Allard Jongman** Perception of foreign-accented speech	**Patricia Watts, Amanda Huensch, & Lisa Pierce** Attainable Targets for L2 Learners: How Proficient L2 Speakers can Bridge the Gap
6:00	**Conference Dinner at St. Johns (See Map & Directions on Page 37)**	

Saturday, September 21st

8:30-9:00	**Registration (Cardinal Room)**
9:00-10:30	**Teaching Tips Round Robin (Cardinal Room)**

	C. Keppie - From Mirrors to Mouthwash: Instructional Approaches to Teaching Pronunciation
	G.M. Levis & J. Levis – Using introductions to improve initial intelligibility
	C. Meyers- Intelligible Accented Speakers as Pronunciation Models
	A. Saalfeld - Flipping the phonetics classroom
	M. Reed - The English syllable: Big news, bad news, and why it's important for intelligibility
	M. Richards- Providing individualized homework and accountability for ITAs via Internet and LMS resources
	A. Roccamo - Effective Pronunciation Instruction in Beginner and Intermediate Language Classrooms
	V. Ruellot - Introducing French Nasal Vowels at the Beginner Level
	S. Zhang - Using Tongue Twisters to Supplement CFL students' Pronunciation and Tone Practice
10:30-10:55	**Break**

	Cardinal Room	**Gold Room**
11:00-11:25	**Anne Violin-Wigent** Comparing online vs. face-to-face classes: A case study of a French pronunciation class	**Talia Isaacs, Jennifer Foote, & Pavel Trofimovich** Drawing on teachers' perceptions to adapt and refine a pedagogically-oriented comprehensibility scale for use on university campuses
11:30-11:55	**Jennifer Foote & G. Smith** Is there an App for that? An investigation of pronunciation teaching apps	**Murray Munro, Tracey Derwing, Ron Thomson, & Diane Elliot** Naturalistic L2 Segment Development: Implications for Pedagogy
12:00-12:30	**Moonyoung Park & Sarah Huffman** The Potential of ASR for Non-native English Speakers in Air Traffic Control	**Beth Zielinski** Demystifying comprehensibility for the language teaching curriculum
12:30-2:00	**Lunch (not provided)**	

	Cardinal Room	**Gold Room**
2:00- 2:25	**Yuan Zhuang** Suprasegmentals and second language teaching: A meta-analysis	**Marnie Reed** Connecting pronunciation to listening: Raising learner and instructor awareness
2:30-2:55	~~**Okim Kang & F. Chowdhury**~~ ~~Prosodic Features in L2~~	**Mari Sakai & Christine Moorman** Can perceptual training improve

	Accented Speech: Human versus Machine	production of L2 phones? A meta-analytic review
3:00-3:25	**Shelley Staples** Prosodic patterns in nurse-patient interactions: a comparison of international and U.S. nurses	**Richard Cauldwell** Pronunciation and Listening, the need for two separate models of speech
3:30-3:55	**Break**	
	Cardinal Room	**Gold Room**
4:00-4:25	**Ghinwa Alameen** Perception and production of Linking in Non-Native Speakers of English	**Shannon McCrocklin & Stephanie Link** What is identity? ESL and Bilinguals' Views on the Role of Accent
4:30-4:55	**Paul Keyworth** The Acoustic Correlates of Stress-shifting Suffixes in Native and Nonnative English	**Christina Shea & Jennifer Vojtko Rubi** Dialect adaptation and L2 Spanish listeners
5:00-5:30	**Closing (Cardinal Room)**	

The 5th Annual Proceedings

The PSLLT Proceedings this year features 20 papers. Because L2 pronunciation is becoming a hotter topic and many journals are publishing papers that feature L2 pronunciation, a large number of presenters told us that they were planning to submit their papers to peer-refereed journals, including the new *Journal of Second Language Pronunciation* (John Benjamins), a journal that is a direct outgrowth of the PSLLT conference and its electronic proceedings. This is good news. Established peer-reviewed journals have high impact on the field, and the goal of the proceedings has always been to increase the impact of L2 pronunciation research. This seems to be happening, and we are happy that the proceedings are being joined by a larger number of publications on L2 pronunciation.

Proceedings papers come from the presentations, posters and Teaching Tips. Seven of the proceedings papers are from the Teaching Tips section. There is no clear venue for such papers, and we are especially pleased to make the write-ups from these very popular sessions available to the field.

PRONUNCIATION IN SECOND LANGUAGE LEARNING AND TEACHING
5th Annual Proceedings

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Teaching Tips

Future Conferences
The next three conferences are also scheduled. They will be

6th annual conference - September 2014 University of California at Santa Barbara

7th annual conference – October 2015 at Texas A&M, Dallas, Texas

8th annual conference – August or September, 2016, Calgary, Alberta, Canada

For information, go the conference website at www.psllt.org