

A STEP FURTHER

John Levis (jlevis@iastate.edu), Rania Mohammed (rhani@iastate.edu) Manman Qian (mqian@iastate.edu), Ziwei Zhou (ziweish@iastate.edu)
Iowa State University

The 6th Annual Pronunciation in Second Language Learning and Teaching Conference took place in Santa Barbara, California on the beautiful campus of the University of California Santa Barbara. Over 100 participants from 17 countries attended, and most attended both days of the conference, despite the allure of Pacific Ocean beaches only a short walk away. We thank Dorothy Chun, the conference organizer, for putting together a wonderful conference experience. The conference has developed into a meeting place for researchers and teachers from around the world who are looking at second language pronunciation in relation to many different second languages. Top names in the field, new and upcoming researchers, and classroom teachers all address a topic that is close to their hearts. This has been a goal of the conference from the beginning, and it is increasingly evident in the conference line-up. This year included papers, to name a few, about Karen and Vietnamese speakers learning Swedish, Polish learners of English, Multiple L1s learning Norwegian, Russian and Chinese learners of Italian, English learners of Spanish, French and Chinese, Cantonese learners of French, Americans learning Russian, pronunciation in German textbooks, acquisition of Arabic, French learners studying abroad, Greek, Japanese and Spanish vowels in English.

The plenary speaker, Professor Alene Moyer of the University of Maryland, spoke on “Learner Autonomy in Second Language Phonology: Choice vs. Limits.” Her talk is not included in the proceedings because a leading journal asked her to write it up for them. This has happened several times to our plenary speakers, and it reflects the high quality of the plenary presenters and the growing interest in second language pronunciation. (It’s not bad for conference publicity, either.)



Abstract

Learning a new sound system poses challenges of a social, psychological, and cognitive nature, but the learner’s decisions are key to ultimate attainment. This presentation focuses on two essential concepts: *choice*, or how one wants to sound in the target language; and *limits*, or various challenges to one’s goals vis-à-vis accent. Qualitative and quantitative data underscore the relevance of learner autonomy as a guiding principle from which to explore related constructs such as self-determination, motivation, decision-making and self-concept. We also review several prominent *limits* on phonological attainment to counterbalance and contextualize the aspect of *choice*. Suggestions are given for both teaching and research that prioritize learner autonomy with reference to a complexity perspective.

Over twenty-five people helped review papers submitted for the proceedings. Thank you to Amanda Baker, Richard Cauldwell, Isabelle Darcy, Tracey Derwing, Amanda Huensch, Okim Kang, Ettien Koffi, Shannon McCrocklin, Alison McGregor, Jessica Miller, Rania Mohammed, Murray Munro, Lucy Pickering, Mandy Qian, Marnie Reed, Arkadiusz Rojczyk, Viviane Ruellot, Anita Saalfeld, Veronica Sardegna, Sinem Sonsaat, Jessica Sturm, Ron Thomson, Pavel Trofimovich, Elisabeth Zetterholm, Beth Zielinski and Ziwei Zhou.

A final step further for this set of the proceedings is that we now have an official ISSN identifier (ISSN 2380-9566) for the PSLLT Proceedings. One of the contributors encouraged us to do this, and she was right. It was past time to do it.

Sessions

Besides the plenary, the conference typically has three equally important types of sessions. First are the 20-minute concurrent sessions. This was the first year that part of the conference went to three concurrent sessions, an indication of the greater number of presentations as the conference becomes better known and attracts researchers from a wide variety of contexts.

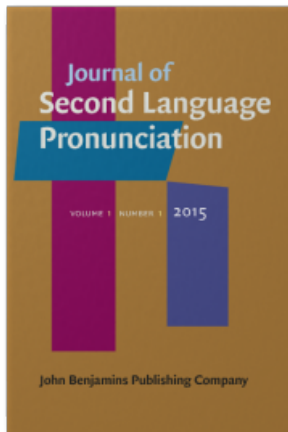
The second type of session is the poster presentations. Posters are given a dedicated time slot and lunch is provided for all participants to encourage excellent attendance. (It works.) The poster sessions are lively, interesting, and could easily take more time than is scheduled. Like oral presentations, poster presentations are often superb in quality. Posters often provide lively interaction with participants as well. In a two-day conference, there are only so many slots for presentations, and poster sessions allow us to provide a wider range of presentations than would otherwise be possible.

The third type of session is the newest, the Teaching Tips Roundtable. On Saturday morning, the second day of the conference, we start with a 90-minute session. Each presenter is given a table to set up, and 8-10 participants join them for a 10-minute demonstration and discussion of an unusual or innovative way to teach pronunciation for some language. After 10 minutes, a bell rings and participants go to another table. During a 90-minute session, presenters meet with different groups 7-8 times, participants get to try out 7-8 new ways to teach pronunciation, and we manage to make concrete connections between theory and practice. This year there were 10 presenters. The Teaching Tips idea comes from a session used by the Speech Communication national conference called "My Great Idea". This was our second year and the popularity of the session for all participants means that it will become a mainstay of the conference. One well-known researcher said many of the technology-oriented teaching tips were far more innovative than her university (known for its use of technology in language learning) had demonstrated.

Other Notable Features

The conference provided a conference dinner, refreshments between sessions, a lunch for the first day, and an opening reception in the tropical gardens of the conference hotel. These pieces are now standard parts of the conference experience and are included with the registration fee.

The conference will also continue to offer freely available, peer-reviewed conference proceedings with their own ISSN number. Because of our desire to provide excellent papers that meet a research-publishing niche just below journals and book chapters but well above the content of newsletters, these proceedings papers are reviewed, revised and proofed carefully before being published. They typically come out before the next conference.



The proceedings are now joined by a new publication that is a direct result of this conference. The new Journal of Second Language Pronunciation, published by John Benjamins, began in 2015 and has now had two issues published. The journal provides an identity to this growing field and a scholarly visibility. The relationship between the Proceedings and the Journal was one that we were uncertain about. We were not sure if the proceedings would have served their purpose, but this year's proceedings are the most robust yet, with nearly 30 papers available. It seems clear that there is plenty of room for pronunciation-related research of all kinds, in conference proceedings, newsletters, book chapters, pedagogically-oriented books, and scholarly journals. We are happy to provide these proceedings as a contribution to an ever-growing field.

The conference line-up

The PSLLT Proceedings serve two purposes. They are a serious publishing venue that reflects the work being done in a wide variety of contexts, providing data, findings, and ideas for studies to other researchers, and they are a record of the conference itself, a kind of history for those who did not attend and receive a conference program (or perhaps lost the program they did receive). As a result, we include the final conference line-up next. (The full program, including abstracts of each session, can be found on the pslit.org website at <http://psllt.org/index.php/psllt/index/manager/files/PSLLT2014programupdated9-3.pdf>)

Thursday, September 4th

7:00 Reception at Pacifica Suites for Conference Attendees

Friday, September 5th

8:00-8:50	Registration (Humanities and Social Sciences Building)		
9:00-9:10	Welcome (McCune Conference Room)		
9:10-10:10	Plenary Address by Alene Moyer (McCune Conference Room, 6020 HSSB (Humanities and Social Sciences Building))		
10:10-10:30	Break		
	ED 1215 - Perception	ED 1217 – Effects of Instruction	ED 1207 – Teaching
10:30-10:55	The Effect of Listening Context On Native Speakers’ Perception of Mandarin Tones (Jiang & Chun)	Contrastive Stress can be learned – But can it be taught at lower levels? (Muller Levis, Levis, & Benner)	Form-focused Pronunciation Activities: To Repeat or Not to Repeat? (Foote & McDonough)
11:00-11:25	The effects of perceptual training on pronunciation (Inceoglu)	Content Effects in Native English-Speaking Students' Adaptation to the Speech of ITAs (Hayes-Harb & Cotsonas)	Music in the pronunciation classroom: Are all approaches created equal? (Barrett)
11:30-11:55	Phonological memory, speech perception and oral fluency (Thomson)	Effecting Change in Pronunciation Practice Behaviors: The Learners’ Journey (Sardegna & McGregor)	What to Target in Second Language German Pronunciation Instruction: Findings from the Classroom (Roccamo)

12:00- 1:50	Box Lunch (Provided in Education 1207)
	Posters: ED 1215 and ED 1217

<p>12:30- 1:50</p>	<p>Poster Titles and Presenters</p> <p>A test of the speech learning model: non-native acquisition of Arabic sounds - Al-Mahmoud</p> <p>Nonnative or Native: Do students in an upper-intermediate EAP course have a preference? - AlShahrani/Chan</p> <p>The acquisition of English L2 prosody by Italian native speakers - Busa/Stella</p> <p>Putting it all together: From pronunciation analysis to pronunciation pedagogy - Crabtree</p> <p>Putting Italian vowels in the mouths of Russian and Chinese speakers - De Meo/Vitale</p> <p>The effects of L1 in the syllabification of French- de Moras</p> <p>The role of pitch contours in teaching vowel length distinctions in Japanese - Deguchi</p> <p>The influence of linguistic stereotyping on grammaticality judgments - Ghanem</p> <p>TV Arabic Speech markers analysis - Heider/Belakova</p> <p>Linguistic factors in the acquisition of connected speech in second language Spanish - Holt</p> <p>The impact of computer-aided pronunciation training on suprasegmental perception and production skills in an ESP program - Jolley/Tanner</p> <p>Pronunciation errors faced by ESL Pahari speakers - Khan Problems of the Pahari EFL Learners: A Case Study of the BS 4 Year Program, University of AJK, Pakistan - Khan/Qadir</p> <p>Learner preferences and the learning of Japanese rhythm - Kinoshita The acquisition of Korean prosody by native English speakers and its role on L2 discourse - Lee</p> <p>When French becomes tonal: Prosodic transfer of L1 Cantonese speakers - Lee/Matthews</p> <p>Acoustic production and perception analysis of Montenegrin English L2 vowels - Lucic</p> <p>Pronunciation features affecting comprehensibility - Margolis</p>
------------------------	---

	<p>general American accents - Nyemer/Tanner</p> <p>Assessing double phonemic boundary among Brazilian Portuguese learners of English - Osbourne</p> <p>Implementation of Pronunciation in Turkish Classes - Ozcelik Evaluating innovative pronunciation training methods in the Austrian EFL classroom - Pfandl-Buchegger/Insam</p> <p>Integration of pronunciation in first-year German textbooks - Pittman</p> <p>Perception of French Accents of Immersion Graduates in British Columbia - Poljak/Munro</p> <p>Feeding the Beast: First Wave Innovation in Pronunciation Teacher Education - Reed</p> <p>Attitudes toward the teaching of L2 pronunciation among high school Spanish teachers - Reeder</p> <p>Pronunciation Issues for Korean Speakers in Linguistic Perspective - Sands</p> <p>Acquisition of word final devoicing by American learners of English - Simonchyk</p> <p>Teaching of pronunciation in EFL teacher training programs in Turkey - Sonsaat</p> <p>Implications of English as a lingua franca for pronunciation teaching in English language teacher education - Thir</p> <p>Assessing assessment: A pronunciation diagnostic case study - Watts/Huensch</p> <p>IPA training to improve comprehensibility of EFL learners - - Yokomoto</p> <p>Swedish Tonal Word Accents - Zetterholm/Tronnier</p> <p>The realization of narrow focus in L2 Chinese - Zhang</p> <p>Examining the effectiveness of teaching English intonation to Brazilian EFL</p>		
	ED 1215 - Technology	ED 1217 - Acquisition	ED 1207 - Teaching
2:00-2:25	Acquisition of L2 Mandarin Chinese Tones with Learner--- Created Tone Visualizations (Chun, Jiang, Meyr, & Yang)	Short-term study abroad: French learners' fluency, comprehensibility and accentedness (French, Gagné, Guay, & Beaulieu)	What's Hot? What's Not? Insights from Pronunciation Practitioners (Brinton & Chan)

2:30-	Expanding CALST: multilingual analysis	Long-term effects of early foreign language	Where we've been and where we're
2:55	of L1-L2 phonotactics for language teaching (Martinez-Paricio, Koreman, Husby, Abrahamsen & Bech)	learning on phonemic discrimination (Harada)	going: 1850-2014 and beyond (Murphy & Baker)
3:00- 3:25	The Potential of ASR for Fostering Pronunciation Learners' Autonomy (McCrocklin)	The Effect of Visual Feedback on VOT Productions by L2 Learners of Spanish (Offerman & Olson)	Relationship between L2 Oral Communication Strategies and Abilities (Hardison)
3:30- 3:55	Break		
	ED 1215 – L1/L2 issues	ED 1217 – Effects of Instruction	ED 1207 - Descriptive
4:00- 4:25	The memory of the mother tongue on the second language articulation of affricates (Insung Ko)	Spoken French in a Phonetics Course: Impressions and Applications (Grim & Miller)	Revisiting the Pronunciation of English by Speakers from Mainland China (Huang & Pickering)
4:30- 4:55	Automatizing the principled identification and extraction of minimal pairs (Qian)	L2 Graduate Students' Development of Speaking in Oral Presentations (Buss & Kennedy)	Mexican & Chicano Spanish intonation: Differences related to Information Structure (Miglio)
5:00- 5:25	The Girlfriend or the Girl's Friend: Karen Speakers' L1 attribute transfer to L2s—a conversational problem. (Zetterholm)	The effects of peer tutoring on speech production and perception outcomes for learners of Spanish (Pak)	The production of word boundary C#V sequences in English by Polish learners (Rojczyk, Schwartz & Balas)
6:00	Conference Dinner		

Saturday, September 6th

8:30-9:00	Registration (ED 1207)	
9:00-10:30	Teaching Tips Round Robin (ED 1215 and 1217)	
	Teaching French Language and Culture Through Phonetics (Colantonio)	
	A communicative approach and dialect exposure enhance pitch accent awareness by learners of Japanese (Schaefer, Darcy)	
	Video voiceovers for helpful enjoyable pronunciation practice (Henrichsen)	
	Introducing a suite of high-interest communicative activities for providing learners' concentrated expository to English Word Stress (Richards)	
	Walk ___ By: Raising learner consciousness about unstressed words (Brinton)	
	Pronunciation workout! (Chan)	
	Using portable mobile technologies for shadowing activities (Foote) Feel the rhythm! Fun and effective pronunciation practice using <i>Audacity</i> and sitcom scenes (Lima)	
	Automatic Speech Recognition: Making it Work for your Pronunciation Class (McCrocklin)	
	The Sandwich Approach: The Secret to Attaining Unconscious Competence (Reed)	
10:30-10:55	Break	
	ED 1215 – Teachers & Students	ED 1217 - Intelligibility
11:00-11:25	Windows of Opportunity for L2 Fluency and Pronunciation Development (Munro & Derwing)	Online pronunciation instruction: Improving speaker comprehensibility and enhancing learning experience (Lima)
11:30-11:55	Can explicit instruction promote the development of French L2 learners' socio-phonetic knowledge? (Beaulieu & French)	Pronunciation Features of Intelligible Speech Among Different Varieties of World Englishes (Kang, Moran,

		Thomson)
12:00-12:30	Do Oral Corrective Feedback Practices Differ Between ESL and EFL Teachers? (Tanner & Bashford)	Impressionistic and Instrumental Account of the Intelligibility of [θ] in L2 English (Koffi)
12:30-2:00	Lunch (not provided)	
	ED 1215 – New approaches	ED 1217 - Teaching
2:00-2:25	Expanding the vowel space: A corpus investigation of native speakers of Greek, Japanese, & Spanish (Sakai)	A NAIL in the Coffin of Stress-Timed Rhythm (Dickerson)
2:30-2:55	The Role of Intonation in the Organization of L2 Academic Discourse (Buss, Cardoso, & Kennedy)	Adult student’s perspectives on the benefits of pronunciation instruction (Henrichsen)
3:00-3:25	Statistical Learning in L2 Phonology: Production of Word-Final Stop Codas in L2 English (Vokic)	The evaluation of the pronunciation component in a large scale ESP curriculum (Sheppard)
3:30-3:55	A comprehensive analysis of word stress of new general service list vocabulary (Richards)	Liaison in L2 French: the effects of instruction (Sturm)
4:00-4:25	Closing (ED 1217)	

The Proceedings

With so many papers, there are multiple ways to organize them, and some papers fit nicely into more than one category. We have divided them into sections: Experimental Studies (8), Technology and L2 Pronunciation (4), Instructional Issues and Approaches (11), and Teaching Tips (5). In each category we have organized them alphabetically. A summary of each paper is included below.

Experimental Studies

In “Acquisition of English L2 prosody by Italian native speakers: Experimental data and pedagogical implications,” Maria Grazia Busà and Antonio Stella investigate Yes-No question intonation patterns in English L2, Italian L1, and English L1. Their study shows that grammatical functions may be communicated by different intonation patterns, and intonation choices are subject to both transfer of L1 categories and the acquisition of L2 phonological categories.

Larissa Buss, Walcir Cardoso, and Sara Kennedy explore the ways in which intonation is used to organize speech (“Discourse intonation in L2 academic presentations: A pilot study”). They look at how four L2 graduate students employed intonation as an organizational device during their first six months in the L2 environment, comparing them to native English-speaking controls. The two intonational features they looked at were *paratones* (extra high pitch at the beginning of a new discourse topic) and *mid-utterance pitch boundaries* (which should indicate the connection between phrases with non-low pitch). Overall, L2 participants marked mid-utterance pitch boundaries adequately, but paratones were considerably less noticeable than the native speakers.

In “Mexican & Chicano Spanish prosody: Differences related to information structure,”

Michael J. Harris, Viola G. Miglio, and Stefan Th. Gries look at how monolingual and bilingual heritage Spanish speakers use intonation in naturalistic language to express given and new information. They expected that bilingual speakers (because of their experience with English) would use pitch more to encode information structure, a hypothesis confirmed by their analysis.

Naoko Kinoshita looks at the effects of different teaching techniques for introducing rhythm to learners of Japanese (“Learner preference and the learning of Japanese rhythm”). Multiple instruction techniques were introduced during Japanese pronunciation classes, which were 1) rhythm marking, 2) clapping, 3) grouping rhythmic patterns, 4) haiku, 5) pronouncing to a beat, 6) visual acoustic analysis (Praat), and 7) shadowing. Students showed strong preferences for particular techniques. In addition, the learners improved their ability to hear minimal pairs differing in rhythmic structures.

In a study of the interaction of French and Cantonese, Jackso Lee and Stephen Matthews (“When French becomes tonal: Prosodic transfer form L1 Cantonese and L2 English”) look at the effect of an L1 tone language (Cantonese) and L2 non-tone language (English) on the acquisition of an L3 non-tone language (French). It appears that syllables of French content words (nouns, verbs,

adjectives, and so forth) all are prosodically similar to the Cantonese high level tone, whereas syllables of French function words (prepositions, determiners, etc.) carry a different Cantonese tone (low level). This study recognizes the potential complications of transfer from different languages to a new language.

In “Are French immersion “accents” unique?” Livia Poljak looks at whether or not a French immersion program resulted in accents that were distinct from native French speakers. Results were significant, but it was not always easy for native French listeners to distinguish the two accents. Longer utterances produce more accurate choices.

Ala Simonchyk and Isabelle Darcy, in “Acquisition of word-final devoicing by American learners of Russian,” investigated word-final devoicing by American learners of Russian. Learners did not fully demonstrate word-final devoicing in Russian even though voiceless consonants are unmarked and occur in English word-finally. This suggests that transfer is not given even when the feature exists in both L1 and L2.

Finally, In “Swedish tonal word accents produced by Vietnamese L1 speakers,” Elisabeth Zetterholm and Mechtild Tronnier look at how speakers of Vietnamese (a tone language) distinguish tonal patterns in L2 Swedish. Although some studies suggest that speakers of tonal languages may have an advantage in learning other tonal languages, others have seen no advantage. Results revealed that one of the two Swedish tonal patterns (which is similar to a Vietnamese tone) was more successfully used than the other (which was not similar).

Technology and L2 Pronunciation

In “Audiovisual and auditory-only perceptual training: Effects on the pronunciation of French nasal vowels,” Solène Inceoglu investigated whether perceptual training on the three French nasal vowels led to improvement in vowel production. The study also looked at whether improvement differed based on treatment. Results showed that both training groups significantly improved, but that the audiovisual training group improved significantly more than the production of the audio-only training group.

The Norwegian research group of Violeta Martínez-Paricio, Jacques Koreman, Olaf Husby, Jardar Eggesbø Abrahamsen, and Øyvind Bech discuss computer-assisted pronunciation training for speakers of multiple L1s learning L2 Norwegian (“Consonant clusters in online L2 teaching: A multilingual approach”). They report on the development of a multilingual database that allows comparison of the phoneme inventories of a large number of languages and a computer-assisted pronunciation training system which uses contrastive analysis to select different pronunciation exercises depending on the native language of the user.

In “Extracting minimal pairs automatically with word frequency and phonetic environment controlled: Introducing a program written in PERL,” Manman Qian reports on the development a

computational tool that automates minimal-pair selection for pronunciation practice, controlling for L1 background, word frequency and syllable environment. Minimal pairs can be generated for English learners from 22 different native language groups.

Shannon McCrocklin writes about the usefulness of commercial speech recognition for pronunciation training in “Automatic speech recognition: Making it work for your pronunciation class.” This paper introduces the benefits of using ASR, explores differences in some readily available technologies, gives ideas for using ASR in a pronunciation class and discusses challenges to using ASR programs.

Instructional Issues and Approaches

In “A sociocultural view of engagement in the music-based pronunciation classroom,”

Catrice Barrett situates her study in the Sociocultural Theory framework that sees language learning as a process of mediated cognition where students’ behaviors are regulated from person to person. Through analyzing students’ engagement in a collaborative rap activity that focused on word stress, she shows that students are able to appropriate linguistic resources to regulate their own learning trajectory to meet specific language objectives, while attending to and resolving discrepancies in language abilities.

“What’s hot, what’s not: Insights from pronunciation practitioners” (Donna Brinton and Marsha Chan) reports on key discussions on pronunciation issues from an online discussion list for pronunciation researchers and practitioners. They summarize several extensive discussions of different topics from the list over the course of a year.

Janay Crabtree, in “Putting it all together: From pronunciation analysis to pronunciation pedagogy,” is concerned with how research on intelligibility, comprehensibility, and accentedness is internalized by TESOL teacher trainees (TTs) and translated into pronunciation classrooms. By having TTs analyze speech samples and write lesson plans, the study finds ambiguous responses from TTs towards features of intelligible, comprehensible, and accented speech. The author concludes by calling for more rigorous and vigorous training of TTs.

In “The role of pitch contours in teaching vowel length distinctions in Japanese,” Masanori Deguchi explores more reliable cues to distinguish vowel length for Japanese learners. Since the traditional “quantitative” distinction of vowel length has posed difficulties for learners of Japanese, the author argues for a focus on a “qualitative” distinction – pitch contour – to serve as a more reliable cue. A new way for teaching students how to distinguish vowel length is also suggested.

Attending to the aged old debate of classifying English as stress-timed language, Wayne Dickerson (“A nail in the coffin of stress-timed rhythm”) proposes an alternative two-peak

profile model to account for the English rhythm patterns. The author argues that rather than standing on three pillars, the two-peak profile is attested by empirical evidence and should be considered as the foundation of learners' spontaneous speech.

Lynn Henrichsen and Christa Stephens, in "Advanced adult ESL students' perspectives on the benefits of pronunciation instruction," investigate students' perceptions and perspectives on the effects of pronunciation instruction. The report confirmed previous studies that students' comprehensibility and accented did not exhibit significant change. However, the qualitative analysis points to the perceived benefits of pronunciation instruction. Specifically, students felt that their awareness, confidence, listening skills, and strategy use generally improved.

In "Revisiting the pronunciation of English by speakers from Mainland China," Meichan Huang and Lucy Pickering look at the English pronunciation difficulties of Chinese learners from an underrepresented area in China. The paper argues that Chinese learners face varied difficulties based on region, and that Chinese learners should not be treated as an undifferentiated group.

Jessica Miller and Frédérique Grim ("Spoken French in a pronunciation course: Impressions and applications") examined how students enrolled in university French pronunciation courses feel about standard and non-standard varieties of French in the second language classroom. Most felt that standard and non-standard varieties were important in the classroom, both for perception and production.

In "Integration of pronunciation in first-year German textbooks," Iulia Pittman looks at how pronunciation is integrated into popular first-year German textbooks used in American colleges. A review of the top ten first-year German textbooks found that only half of the textbooks include any information on pronunciation and only 20% of the textbooks present it in an effective way, a finding that suggests that German pronunciation pedagogy has room for significant improvement.

Veronika Thir revisits issues with ELF pronunciation in teacher training programs, in "Implications of English as a Lingua Franca for pronunciation teaching in teacher education." ELF pronunciation remains a topic of perennial interest but there is little evidence that it has significantly influenced pronunciation teacher training. This paper suggests ways to help future NNS teachers gain the knowledge and skills necessary to make informed decisions for English pronunciation teaching in a globalized world. The paper argues that pronunciation training, theoretical education, and critical reflection are all essential in helping NNS teachers to develop a positive professional identity as English pronunciation teachers.

An approach to practical pronunciation assessment is presented in "Assessing assessment: A principled revision of an in-house pronunciation diagnostic test" (Patricia Watts and Amanda Huensch). The authors report on the process involved to evaluate and revise an existing

pronunciation diagnostic test. Modifications included an added section testing aural perception, changing the free speech section from a self-introduction to an interview, and revising the targeted segmentals based on principled selection criteria.

Teaching Tips

In “Walk __ By: Raising learner consciousness about unstressed words,” Donna Brinton provides a way to help learners hear reduced unstressed elements in English speech.

“Pronunciation Workout!” (Marsha Chan) is just what it sounds like: a physical workout focused on pronunciation and articulation. The teaching tip has many links to videos to provide something of the experience of the live teaching tip.

In “Video voiceovers for helpful, enjoyable, pronunciation practice,” Lynn Henrichsen shows how to use videos from animated film scenes to extend the benefits of rehearsed pronunciation practice and tracking. The teaching tip provides links to videos demonstrating the technique in practice.

Edna Lima (“Feel the rhythm! Fun and effective pronunciation practice using Audacity and sitcom scenes”) demonstrates ways to practice perception and production of rhythm in English using *Audacity* and sitcom scenes. The combination of the two technologies allows the use of authentic-like spoken models and the development of carefully-constructed practice materials.

Finally, in “A communicative approach and dialect exposure enhance pitch accent awareness by learners of Japanese,” Vance Schaeffer and Isabelle Darcy demonstrate a number of traditional and unusual techniques for the teaching of Japanese pronunciation to English speakers.