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THE IMPORTANCE OF DEDICATED CONFERENCES TO THE FIELD OF SECOND LANGUAGE PRONUNCIATION

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This is now the seventh year of the PSLLT Proceedings, with now approximately 150 published articles of various sorts, and almost 500 presentations. The conference started at Iowa State University and has also been held at Simon Fraser University in Vancouver, British Columbia, Santa Barbara, California, Dallas, Texas, and this year in Calgary, Alberta. Each year, the conference attracts 100-120 established and new researchers from 15+ countries.

The Pronunciation in Second Language Learning and Teaching conference has not only been relatively successful, more importantly it has provided a meeting place for pronunciation researchers and teachers working on a variety of languages from a wide variety of perspectives. As the number of second language pronunciation conferences increases, the PSLLT conference holds, in our view, a special place in the developing field of second language pronunciation. It is a conference that is not focused on English pronunciation, unlike other similar conferences. It has given birth both to these proceedings and to the new Journal of Second Language Pronunciation. So what is the conference like?

The conference takes part in late summer/early fall, lasts two full days, on a Friday and Saturday. Registration includes the conference, one lunch, snacks and drinks at all breaks, the conference dinner, and a chance to meet and talk with current and future big names in the field. There are a variety of presentation types, from oral talks to a dedicated poster session that does not compete with any other presentations, to a Teaching Tip Roundtable session, periodic special colloquia and sessions, as well as plenary speakers, and a pronunciation book give-aways from publishers at the end of the conference. One of the best things about the small size of the conference is that, unlike many other conferences, there are no barriers between the new and established participants. We asked conference attendees last year to give us feedback about the conference, and these are the themes that emerged from their feedback.

1. **The conference was enjoyable due to many factors.**
 - a. Attendees enjoyed the structure and length of the conference. It was convenient having the poster presentations during lunch, and not during other sessions, so that there was time to experience everything.

“I thought the conference was fantastic! The presentations were well done, the teaching tips were informative, and the food and company was also excellent.”

b. Others liked the diversity of the presentations that were offered.

“I found the variety of pronunciation-focused presentations valuable; in particular, the balance between research-oriented and practitioner-based was great. I have been on the practitioner side for the last 15+ years (and my full-time teaching position doesn't require a research component), so I appreciate seeing what is being empirically investigated these days.”

“Attending presentations which are very different than my research. For example, I found the first presentation about Forensic linguistics extremely interesting and mind opening.”

c. Many enjoyed the opportunity to network and meet new people in and outside of their field.

“I appreciated the opportunity to talk with both junior and senior researchers who have the same research interests that I do.”

“I found the ability to network and talk about research to be the most valuable aspect.”

“Also extremely valuable is the time allotted to networking in the schedule-- not just the reception and meals, but also the scheduled breaks. As a result, there are a few people that I might now collaborate with for future research and presentations.”

d. The intimacy of the conference was a nice change and allowed for more individual interactions.

“The best thing for me is that the conference continues to be intimate, but large enough to be quality. It's great to see how everyone is made a part of the PSLLT community. It really felt like more of a community this year than ever.”

“I was pleasantly surprised as a first-time attendee to see how supportive and down to earth attendees are. Perhaps I was anticipating in-group / out-group tensions, or super-sized egos of well-published people--anyway, I experienced nothing of the sort. This seems to be a fine group of scholars who want the field to advance, and are happy to support each other in doing so.”

“I really appreciated the size of the conference. I feel like I had the chance to talk to many people, especially during the poster session.”

e. Others highly appreciated the quality of the presentations at the conference.

“PSLLT was a high quality conference with a most congenial atmosphere. I think the high point of the conference for me was probably the two speech rhythm presentations on Saturday afternoon. Dr. Munro's research in this area relates directly to my own, and so I was very much

looking forward to his presentation. It did not disappoint. The subsequent presentation by Dr. Dickerson was one of the most succinctly organized I have ever heard. I should say, however, that every presentation I attended was very strong. These two happened to be my favorite because of my own personal interests.”

f. Both experienced and novice researchers got benefits from good feedback on their work. “people’s comments, questions and reactions to my research. It gave me idea for further directions and gave me ideas about what to add to the future articles I intend to write.”

“people sharing their research. I send some articles to people and some people sent me the articles they wrote about a similar topic. This way we can help each other and benefit from each other’s research.”

g. The location of the conference was also an important factor in the satisfactory experiences of many conference attendees.

“I was grateful that our hotel was within close proximity to the conference location.”

2. Some of the best memories of the conference

a. involve the opportunities to interact openly with peers.

“ I think the opportunities that are built in for ease of conversations - this year’s Thursday reception, the provision of the Friday lunch, the Friday dinner, the focal venue space - make it possible that this is where people can confer and set their research agendas for future collaborations and/or projects.”

b. Networking opportunities with former colleagues and experts

“Reconnecting with colleagues and making new connections. Also, on a very personal level, this was the first time I came with my former student, who is on the TT. She was thrilled with the conference and I was so proud to introduce her to everyone.”

c. Everyone loved the atmosphere of the conference and enjoyed the time that was left for open conversation.

“Experts and newbies were mixing and sharing ideas and excitement for what is happening in the field. The ‘big name experts’ did not stick exclusively together; they were open and amenable - even making it a point - to engaging in conversation with those they did not know.”

“I like the atmosphere of this conference: professional, insightful and yet relaxed and friendly.”

“I thoroughly enjoyed the conference. The highlights for me were (a) visiting with past students and seeing how well they were doing professionally and personally, and (b) making some new friends who share an interest in the work I'm doing. The conference has grown in size and also in quality of papers, which bode well the future.”

2. While the conference was well organized, a few small things that could help decrease general confusion.

- a. It would be useful to have the Teaching Tips online, so that they could be used as a reference later on. Also, with the Teaching Tips, it would have been useful to have a brief synopsis of what each tip was, so that individual could be sure to listen for the tips they have the most interest in.
- b. Timing was also an issue; it would be ideal to have more time for questions at the end of presentations.
- c. Suggestions for future conferences:
 - having an ‘Ask the Experts’ forum for seeking suggestions for research proposals (like have those wishing to avail themselves of the experts' advice submit their proposals in advance
 - having “discussion round-tables on specific topics”
 - a PRAAT training workshop the day/afternoon before PSLLT starts (and other useful tools with a steep learning curve)”
 - locating the conference near more affordable and plentiful hotel rooms
 - schedule conferences in the summer
 - more ways to meet and get to know more people during the conference: (1) Before the conference dinner, a reception for at least an hour, with everybody standing, drinking something (if they want) before sitting anywhere and start eating & (2) a small reception with everybody “standing” after the meal; (3) for the lunch of the second day, provide a “recommended place” where the conference participants would meet if they want to.

CONFERENCE SCHEDULE:

Thursday, October 15 th : Opening evening reception: 5-6.30pm. 4 th floor gallery			
Friday, October 16 th			
Time			
8.00-8.50	Registration on 2 nd floor		
8.50-9.00	Welcome in room 315/316		
9.00-10.00	Plenary Address: Ann Wennerstrom, ESL in handcuffs: Pronunciation and forensic linguistics.		
10.00-10.25	Break		
Morning Sessions	Room 315/316	Room 321	Room 307

10.30-10.55	Zielinski, Beth. Wang, Jihong. Pryor, Elizabeth. English use in everyday life: Is it important for the development of comprehensibility and fluency?	Gomes, Maria Lucia. Brazilian English x Brazilian Portuguese: A dynamic approach for the analysis of diphthongs in forensic contexts.	Levis, John. Sonaat, Sinem. Pronunciation in the CLT era.
11.00-11.25	Kang, Okim. Moran, Meghan. Thomson, Ron. Measures of intelligibility in different varieties of English.	Nagle, Charles. Modeling the initial stages of pronunciation development: An investigation of L2 Spanish stops.	Baker, Amanda. Burri, Michael. Acton, William. Haptic instruction and L2 fluency development.
11.30-11.55	Koffi, Ettien. The acoustic phonetics of Eth in seven varieties of L2-accented English: Focus on Intelligibility.	Bouchard, Julie. French Canadian EFL speakers' prosodic orientation in (dis)agreement in French and English.	Zhou, Ziwei. A hip hop-based proposal to EFL pronunciation instruction: Bridging musicality and criticality.
12.00-1.50	Lunch on 2nd floor		

12.00-1.50	<p>Poster Session: Room 317 & 3rd floor lobby</p> <p>Abat, Martina. Coda devoicing in western south Slavic speakers' accented English.</p> <p>Arnold, Erik. Smith, Laura. Baird, Kyle. Lau, Darrel. The effect of language experience on learners' perceptions of German vowels.</p> <p>Becker, Shannon. Improving perception of L2 French nasal vowels through high variability phonetic training.</p> <p>Carreno Galdame, Sofia Laura. Henrichsen, Lynn. Baker-Smemoe, Wendy. Tanner, Mark. A motivational online guide to help second language learners develop, implement and evaluate their individual pronunciation improvement plans.</p> <p>Cha, Jihyeon. Effects of Pitch adjustment on Pronunciation Correction</p> <p>Chan, Queenie. Munro, Murray. Processing time variability in foreign accent comprehension. Crabtree, Janay. In other people's words: Nonnative speakers' imitation of professional speech. Divita, Sam. Using adapted readers' theatre to improve young adult ELs' pronunciation of thought groups.</p> <p>Godfroid, Aline. Ryu, Catherine. Lin, Chin-Hsi. Colorful benefits: The efficacy of dual coding in an online L2 Chinese tone perception study.</p> <p>Gordon, Joshua. L2 pronunciation and classroom discourse: Teacher centered vs learner centered instruction.</p> <p>Huang, Meichan. Pickering Lucy. The pronunciation of English by speakers from a southern province in mainland China.</p> <p>Kermad, Alyssa. A study of NNS' comprehension of intonational meaning, in light of hours of TV/movies watched in English.</p> <p>Kinoshita, Naoko. The acquisition of Japanese rhythm: Is it lexical or rule-based?</p> <p>Lai, Wience Wingsze. Ng, Manwa Lawrence. A comparison between native English speakers' and Cantonese ESL Learners' English word stress perception.</p> <p>Lawson, Lynee. Letting the students speak: Lessons learned to maximize the effectiveness of peer feedback for oral presentations.</p> <p>Lee, Heeju. Prosody-syntax mismatches for holding turns: A study of English speaking Korean L2 learners.</p> <p>Noguchi, Masaki. Yamane, Noriko. Tsuda, Asami. Kazama, Misuzu. Kim, Bosung. Gick, Bryan. Towards protocols for L2 pronunciation training using ultrasound imaging.</p> <p>O'Neill, Sarah. Shea, Christine. Changes to self-correction following explicit pronunciation instruction.</p> <p>Rohr, Jessica. Kilpatrick, Cynthia. Story retelling and prosodic behavior.</p> <p>Sonsaat, Sinem. The role of teachers' books in pronunciation teaching: An Answer key or a complete guide?</p> <p>Stenseth, Jennifer. Guinn-Collins, Shannon. Intensive pronunciation clinic: Enhancing pronunciation instruction with speech language pathology.</p> <p>Sturm, Jessica. Grim, Frederique. Where does pronunciation stand in the 21st century foreign language classroom? Educators' and learners' views.</p> <p>Talley, Jim. What makes a Bostonian sound Bostonian and a Texan sound Texan?</p> <p>Zetterholm, Elisabeth. Tronnier, Mechtild. Recognition of final consonants by L2 learners.</p> <p>Valenzuela, Maria Gabriela. Comparative acoustic analysis of English vowels between Chilean Spanish and speakers of American English.</p> <p>Wallace, Lara. Technology use in pronunciation teaching: Current practices and hidden gems.</p> <p>Zetterholm, Elisabeth. Haslam, Mara. The importance of aspirated initial stops in English as a lingua Franca.</p>
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Afternoon Sessions	Room 315/316	Room 321	Room 307
2.00-2.25	Thomson, Ron. Derwing, Tracey. Is phonemic training using nonce words or real words more effective?	Sardegna, Veronica. McGregor, Alison. Changes in ESL Oral Proficiency after instruction: Read-aloud vs. Extemporaneous speech.	Violin-Wigent, Anne. I want to sound just like that.” Student attitudes towards native and non-native models.
2.20-2.55	Gess, Randall. Exploiting corpus data in L2 pronunciation teaching: The phonology of contemporary French project.	Foote, Jennifer. The impact of shadowing on improving pronunciation in extemporaneous speech.	Sakai, Mari. Production training in the absence of sound.
3.00-3.25	Zielinski, Beth. McGregor, Alison. Reed, Marnie. Meyers, Colleen. In search of a teachable model of intonation: A perceptual, acoustic and interpretive investigation.	White, Donald. Chan, Jason. Mok, Peggy. Lie, Peggy. Mimic Video: A Cinematic method for L2 pronunciation instruction.	No session
3.30-3.55	Break		
4.00-4.25	Munro, Murray. Derwing, Tracey. Halcro, Leeandria. Longitudinal acquisition of rhythm in L2 English.	Ben Abda, Imen. The production of English prosody by native speakers of Tunisian Arabic.	West, Richard. Wallace, Lara. Beyond vowel and consonant charts: Identifying areas for improvement in discourse-level pronunciation.
4.30-4.55	Dickerson, Wayne. A practitioner’s guide to English rhythm.	Isiaka, Lasisi Adeiza. Epira and Yoruba English accents: a sociophonetic study.	O’Brien, Mary. Dressler, Anja. Assessing fluency vs. fluidity in L2 German Speech.
Conference Dinner, Hotel Indigo			

Saturday October 17 th	
8.00-8.50	Registration on 2 nd floor
8.50-8.55	Announcements Room 315/316

9.00-10.30	Teaching Tips Room 321	<p>Chan, Marsha. Improving stress and rhythm with the stress stretch.</p> <p>De Moras, Nadine. Learning L2 pronunciation (French obligatory liaisons) while studying vocabulary.</p> <p>Henrichsen, Lynn. Peer-tutoring pronunciation contrasts: A fun, effective classroom procedure.</p> <p>Meyers, Colleen. The straw technique: Expanding pitch range.</p> <p>Muller Levis, Greta.</p> <p>Levis, John. Intonation bridging activities: Meaningful practice for final intonation.</p> <p>Nibert, Holly. Bringing L2 classroom pronunciation practice in line with CLT.</p> <p>Reed, Marnie. Teaching talk and tell-backs: The declarative to procedural knowledge interface.</p> <p>Richards, Monica. Transforming any text into an individualized segmental exercise via the pronunciation highlighter.</p> <p>Ruellot, Viviane. French pronunciation and vowel tension.</p> <p>Wallace, Lara. Lima, Edna. Five winning activities for SPEAK test preparation.</p> <p>Zhuang Yuan. Staples, Shelley. Using PRAAT to visualize suprasegmentals for language learners.</p>
		<p>Watts, Patricia. Lawson, Lynee. Was that a question? Applying the noticing- the-gap to help speakers recognize and use phonological features.</p> <p>Zhuang Yuan. Staples, Shelley. Using PRAAT to visualize suprasegmentals for language learners.</p>

10.30-10.55	Break		
Morning sessions	Room 315/316	Room 321	Room 307
11.00-11.25	Jiang, Yan. Chun, Dorothy. Individualized intonation training with visualization feedback.	McCrocklin, Shannon, The effectiveness of ASR- based dictation practice for pronunciation improvement.	Hardison, Debra. Communication strategies and oral interaction abilities in ESL learners: Role of interlocutor type.
11.30-11.55	Zárate-Sández, Germán. How is intonation in a second language perceived? The case of pitch alignment in Spanish.	Durham, Kristie, Hayes-Harb, Rachel. Barrios, Shannon. The influence of various visual input types in second languages learners' memory for the phonological forms of newly-learned words.	Crowther, Dustin. Trofimovich, Pavel. Isaacs, Talia. The perception of L2 English speech by nonnative listeners: The effect of L1 background.
12.00-1.25	Lunch		
Afternoon sessions	Room 315/316	Room 321	Room 307
1.30-1.55	Harada, Tetsuo. Factors affecting phonemic discrimination by early and late EFL learners in Japan.	Reed, Marnie. Lacroix, Jennifer. Metacognitive strategy instruction Improves L2 skills in processing aural input.	No session
2.00-2.25	Johnson, David. Kang, Okim. Ghanem, Romy. Language proficiency ratings: Human versus machine.	De Moras, Nadine. Peguret, Muriel. Does an early start and longer practice make perfect?	No session
2:25-2:55	Break		
3.00-3.25	Chan, Marsha. Brinton, Donna. What's hot 2015 – Insights from pronunciation practitioners.	Levis, John. Muller Levis, Greta. Spoken parentheticals in instructional discourse: Implications for ESP pronunciation instruction.	No session
3.30-3.55	Ma, Judy. Henrichsen, Lynn. Cox, Troy. Tanner, Mark. The role of pronunciation in second language speaking test ratings.	Wallace, Lara. Using Google Web Speech as a springboard for identifying potential pronunciation problems.	No session
4.00-5.30	Room 315/316: Update from John Levis on the <i>Journal of Second Language Pronunciation</i> Roundtable discussion/Q&A with members of the board of the journal.		

The Proceedings

This year we have 15 full-length papers, 8 Teaching Tips, and 10 Book, software, app and website reviews. We have divided them into sections: Experimental and Instructional Approaches (7), Technology and L2 Pronunciation (8), Teaching Tips (8), and Reviews (10). The reviews were not part of the conference but were done by graduate students at Iowa State University. A summary of each paper is included below.

Experimental and Instructional Approaches

In “What’s Hot 2015: Insights from Pronunciation Practitioners”, Marsha Chan and Donna Brinton investigate what kinds of topic that international pronunciation specialists elected to discuss over the one-year period from August 2014 to August 2015. They analyzed the e-list discussion strands and threads and showed four hot topics discussed the most: techniques for helping Vietnamese speakers learn English pronunciation; stress shifting in British and American English; the respective merits of differing vowel charts; and the value of contrastive analysis for research and teaching.

Janae Crabtree investigates international graduate students’ enjoyment and perception of improvement due to using TED Talks voiceover as a pronunciation-improvement tool in an academic communication course (“In other people’s words: Nonnative speakers’ imitation of professional speech”). The author found that, even though participants improved their pronunciation and enjoyed the activity, they were not satisfied with their overall oral proficiency. Crabtree explores how perceived ability, raising awareness of learner’s needs, and learner’s identities connect and influence comprehensibility.

In “A practitioner’s guide to English rhythm: a return to confidence”, Wayne Dickerson traces the history and development of the stress-timed rhythm idea and its understanding in the field of TESOL, with intent to make it easier for ESL/EFL instructors to describe and teach English rhythm. He is also cautioning current and future practitioners about using the TESOL’s model of rhythm in order to benefit both ESL/EFL instructors and ESL/EFL learners.

Frédérique Grim and Jessica Sturm argue that tertiary L2 learners hold pronunciation in higher esteem than do educators in “Where does pronunciation stand in the 21st century foreign language classroom? Educators’ and learners’ views.” The authors make recommendations for future studies as for changes in pedagogical practices.

In “The importance of aspirated initial stops in English as a lingua franca,” Mara Haslam and Elisabeth Zetterholm report an experimental study that examines the LFC’s claim on the importance of the fortis-lenis contrast in ELF speech intelligibility. The study provides mixed results that both partially support and refute the claim. The authors then support a more granular approach to the LFC and give implications for further research on this issue.

Jennifer Lacroix, Marnie Reed and Allen Harbaugh, in “Metacognitive strategy instruction improves L2 skill in processing aural input”, investigate the effect of strategy-based instruction on adult learners’ beliefs and skills in aural input processing. A semester-long project showed that strategy-based metacognitive training in connected speech, stress and intonation promotes listening skills awareness, aids word segmentation to facilitate understanding utterance context, and helps detection of marked intonation to facilitate understanding of message meaning.

In “Is phonemic training using nonsense or real words more effective?” Ron Thomson and Tracey Derwing present the results of their exploratory study which sought to determine which method was most effective at teaching English vowels: presenting vowels in “isolated open syllables” or in “real words.” The paper concludes by arguing for a greater focus teaching segmentals as well as devoting more time for practicing producing these sounds.

Technology and L2 Pronunciation

In “The Influence of Various Visual Input Types on L2 Learners’ memory for the phonological forms of newly-learned words”, Kristie Durham, Rachel Hayes-Harb, Shannon Barrios, and Catherine E. Showalter investigated whether the word form learning benefit reported in Showalter and Hayes-Harb (2013) is necessarily orthographic. Text position was found to provide a benefit over other non-orthographic visual information (color), as well as orthographic information (tone marks). The authors suggest that orthography, while a likely contributor to a performance benefit, is not the only beneficial visual information during word learning. The authors also call for studies that investigate the benefit of other types of visual information.

Setting in forensic contexts, Maria Lucia de Castro Gomes presents preliminary results of an experiment using acoustic analysis as a part of a project that is purposed to investigate special characteristics of the pronunciation of Brazilian speakers of English (“Brazilian English x Brazilian Portuguese: A Dynamic Approach for the Analysis of Diphthongs in Forensic Context”). Diphthongs are chosen to examine and compare the recordings of Brazilians and Americans in English and Portuguese in terms of inter-speaker, intra-speaker and inter-language. The author supports the hypothesis that Brazilian speakers of English may have special features that might indicate their origin, and describes the current work of the project.

In “Language Proficiency Ratings: Human vs. Machine,” David Johnson, Okim Kang, and Romy Ghanem presents the development and evaluation of a computer model that automatically scores the English proficiency of unconstrained speech. Their automatic scoring system is reported to outperform other similar systems, and its scoring reliability is as close as inter-rater reliability of human scoring. Based on their results, the authors also imply the most important factors and potential factors for developing and improving such an automated system.

In “The acoustic phonetics of voiced TH in seven varieties of L2-accented English: Focus on intelligibility”, Ettien Koffi analyzed the voiced interdental non-sibilant fricative [ð] produced by 10 native speakers of General American English (GAE) and 67 non-native speakers of English quantitatively and acoustically. The quantitative data shows that GAE talkers produced [ð] more

accurately than L2 talkers, substituted less frequently than L2 talkers. He showed that all the substitutions occurred only in syllable onsets, but not intervocalically. He argues that the substitutions do not compromise intelligibility because the relative functional loads between [ð] and the substitutions are very low, even negligible.

“An exploration of teaching intonation using a TED Talk” (Alison McGregor, Beth Zielinski, Colleen Meyers & Marnie Reed) used a multi-layered approach to investigate a TED Talk. The authors conducted an interpretative, perceptual and acoustic analysis of the monologic speech sample of North American English. The results show an integrated view of language and intonation, and support the idea of contextualized teaching and pedagogical use of TED Talk speech samples.

In “Transforming any text into an individualized segmental exercise via RelateWorldwide’s *Pronunciation Highlighter*,” Monica Richards introduces her online [Pronunciation Highlighter](#), a tool that can transform any text that students find interesting such as textbook dialogues, technical term lists, PowerPoint presentation outlines into individualized segmental practice exercises. The author also suggests ways that students can capitalize on Pronunciation Highlighter output to build new and accurate segmental pronunciation habits.

Jim Talley presents the preliminary findings of a report on a “new data-driven methodology” in “What makes a Bostonian sound Bostonian and a Texan sound Texan?” The author argues that with time and refinement, this methodology could lead to an exhaustive catalog of the acoustic features that define accented speech.

In “Using google web search as a springboard for identifying personal pronunciation problems,” Lara Wallace describes how and why L2 English learners should use automatic speech recognition (ASR) tools in order to improve their intelligibility. The paper includes suggested pedagogical practices as well as both the benefits and limitations of these practices.

Teaching Tips

In Marsha J. Chan’s “The Stress Stretch for Prosodic Improvement in English words and phrases,” she describes how to use the stress stretch with students learning to speak English. The stress stretch allows students to associate a physical movement to the concept of stressed and unstressed syllables to improve their pronunciation. Students stretch in accordance with the lexical stress or prominence of target words.

“French Pronunciation and Vowel Tension” by Viviane Ruellot examines the importance vowel tension plays in the comprehension of French Speakers. This tip emphasizes the role of vowel tension when discriminating between masculine and feminine forms of definite articles of nouns, and with third person singular direct object pronoun.

Lara Wallace and Edna F. Lima collaborated to write the article “Intelligibility: Five Winning Activities for Speak Test Preparation”. Within the article, they present several activities to help International Teaching Assistants be more successful when they take the SPEAK Test. These

activities include fly-swatting fillers, cell phone persuasion, body language for better intonation, audacity and rhythm, and giving directions.

In Nadine de Moras' "Learning L2 Pronunciation While Studying Vocabulary", she describes syllabification in French. The tip focuses on how to help speakers learning how to speak French with liaison rules to help with pronunciation. These liaison errors are critical in that they impede understanding through a lack of differentiation between homonyms and impeding comprehensibility due to the missing connections.

"Peer-tutoring Pronunciation Contrasts: A Fun, Effective Classroom Procedure" by Lynn Henrichsen describes how this peer-tutoring sequence thrives on students different ability levels concerning the ability to discriminate between English segmentals and suprasegmentals. This peer-tutoring procedure places one high ability student with another lower ability student, concerning a specific topic, in the same group so that they may learn from one another in both speaking and listening activities.

Greta Muller Levis and John Levis provide ideas for pronunciation bridging activities to practice English intonation. Bridging activities are between controlled and communicative activities, offering learners a chance to focus on pronunciation form but not completely, while paying attention to meaning, but not at the expense of accuracy. They show four ways to modify dialogues to practice intonation in ways that provide practice demanding attention to both accuracy and fluency.

In Marnie Reed's "Teaching Talk, Tell Backs, and a Declarative to Procedural Knowledge Interface" she describes how to use metacognitive coaching to link explicit and implicit knowledge gaps. English Language Learners often have language gaps that they are not aware of and do not know how to fix, but through provided metalinguistic feedback such as Teaching Talk, student Tell Backs, and Pronunciation Coaching, they can begin to make improvements.

"Providing individualized Homework and Accountability for ITAs via Internet Resources" by Monica Richards describes how it is important to implement the individual feedback on their spoken English that students receive emphasizing fluency, suprasegmental and segmental challenges. She makes the argument that individualized homework is beneficial and easier than ever to utilize through the resources available on the web.

Reviews

A supplement to the Proceedings this year is a set of reviews of pronunciation books, software, websites, and apps. These were written in John's graduate class on Technology and Oral Language class at Iowa State University in Fall 2016. They are included here to provide them a wider venue. I found the types of sites and apps and books chosen by the students interesting, especially because many were not items commonly spoken of in pronunciation circles, and knowing of them might be useful to other readers of the proceedings.