# PSLLT:
# BRIDGING L2 PRONUNCIATION RESEARCH AND TEACHING

John Levis, Iowa State University

The 9th Pronunciation in Second Language Learning and Teaching Conference, held in Salt Lake City, Utah, at the University of Utah, reflected developments in the field that have been evident for some years now. The most obvious development has been the connection of high-quality research conference with strong and vibrant connections to pedagogical questions and needs. The reason for this unusual connection is that pronunciation research is deeply connected to pronunciation teaching, and pronunciation teachers want to know what kinds of practices are evidence-based.

A second development that became obvious was explicit attention to research methodologies. Around 120 conference participants took part in the pre-conference Research Workshops that were generously funded by the University of Utah Vice President for Research. During these workshops, we learned from a variety of scholars about carrying out longitudinal research, increasing reproducibility in research, mixed effects modeling in pronunciation research, corpus linguistics and pronunciation, using ultrasound to visualize speech, and how to use Mechanical Turk for research.

Though not a development except in scope, and ongoing, valuable part of the conference for those who attend is the opportunities to network and interact with scholars one might otherwise not talk to. This can happen at any conference, of course, but the amount of interaction at PSLLT has always been unusual. Established scholars can be seen talking to up-and-coming researchers, those working in English and other visible languages talk to an help those who work in less commonly taught languages, those working in SL and FL contexts hear what the others are doing, those working with low-level learners provide insights to those working with advanced learners, and those who do very little research are able to talk to those doing lots of research, and vice versa. From all kinds of L2 pronunciation contexts, researchers and teachers, graduate students and faculty, those from North American and those from 10-25 countries around the world make connections. A professor, attending for his first time, told me that what most impressed him was that most conferences he goes to have a majority of established faculty members, but that this conference had a majority of younger faculty and graduate students. To me, this means the future is very bright. As established scholars come closer to retirement, the field is becoming younger and more diverse. Pronunciation is no longer an ESL/EFL/ELF question, but is a quickly growing area of interest in foreign language teaching as well, and is closely tied to changes in technology.

PSLLT (pronounced either "P-S-L-L-T" or "Pissalt" with stress on the first syllable) has now been away from its beginnings at Iowa State University five times in nine years, and has become a conference of choice for many researchers and teachers. This conference had 180 participants from all over the world, about 20% higher than previous numbers.

The program included six pre-conference research workshops, a new feature of the conference. The conference program is reproduced below, both as a matter of historical record and to help understand the wider context for the proceedings. After 9 years, we now have well over 250 articles in the proceedings. They reflect the range of paper that are presented each year, with many empirical studies, many teaching oriented papers, and from different languages.

The presentations in bold are those that are included in the proceedings. All presenters are invited to submit to the proceedings after the conference, but a minority ultimately submit their work. Others submit to journals in the field or get busy. All papers go through peer review, and those who revise in accordance with the reviewers' critiques are usually included in the proceedings.

Proceedings reviewers: Isabelle Darcy, Nadine De Moras, Tracey Derwing, Rachel Hayes-Harb, Amanda Huensch, Okim Kang, Edna Lima, Ivana Lučić, Shannon McCrocklin, Collen Meyer, Jessica Miller, Joan Mora, Charles Nagle, Mary Grantham O'Brien, Lucy Pickering, Marnie Reed, Alif Silpachai, Ala Simonchyk, Jessica Sturm, Ron Thomson, Lara Wallace, Germán Zaráte-Sández, Beth Zielinski.

# PRONUNCIATION IN SECOND LANGUAGE LEARNING AND TEACHING (PSLLT) 2017

Bridging L2 Pronunciation Research and Teaching
*SEPTEMBER 1-2, 2017*

# RESEARCH METHODS IN SECOND LANGUAGE PRONUNCIATION WORKSHOP

*AUGUST 31, 2017*



*Image courtesy of the University of Utah*

Dear Colleagues,

We are delighted to welcome you to Salt Lake City for Pronunciation in Second Language Learning and Teaching 2017. It is an honor to host this event, and we hope your time at the University of Utah 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 we can help to make your time here enjoyable and successful.

Sincerely,

The 2017 PSLLT Organizing Committee

Rachel Hayes-Harb, Shannon Barrios, Catherine E. Showalter & Taylor Anne Barriuso

**WORKSHOP AND CONFERENCE SPONSORS**

- **Office of the Vice President for Research at the University of Utah**
- **Department of Linguistics at the University of Utah**
- **Second Language Teaching and Research Center (L2TReC)**
- Book donations from: John Benjamins, Routledge, and de Gruyter Mouton.

**DEPARTMENT OF LINGUISTICS STAFF**

Jessica Darrington                    Shantel de Arraiz

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## Research Methods in L2 Pronunciation Workshop

| | | |
|---|---|---|
| THURSDAY, AUGUST 31, 2017 | | |
| 11:30AM - | Speech Acquisition Lab Open House & Lunch - Lingusitics Department, LNCO 2300 | |
| 11:00AM - | Check-in & On-site Registration - LNCO 2945 | |
| 1:00PM-2:00PM | Workshop Session I | |
| | *CTIHB JewelBox* | *LNCO 2110* |
| | Practical steps for increasing openness and reproducibility in scientific research (Kidwell) | fears about longitudinal pronunciation research: Anxiety reduction through planning (Derwing, Munro) |
| 2:30PM-3:30PM | Workshop Session II | |
| | *CTIHB JewelBox* | *LNCO 2110* |
| | An introduction to fitting and evaluating mixed-effects models in R | Corpus Linguistics and Pronunciation Analysis (Staples, Kang) |
| 3:30PM-4:00PM | Snacks - Linguistics Department, LNCO 2300 | |
| 4:00PM-5:00PM | Workshop Session III | |
| | *CTIHB JewelBox* | *LNCO 2110* |
| | Visualizing speech in a classroom setting using interactive ultrasound | Introduction to using Mechanical Turk for linguistics research |

# PSLLT 2017 Conference

| THURSDAY, AUGUST 31, 2017 | | | | |
|---|---|---|---|---|
| 5:30PM-8:00PM | Check-in & on-site registration; Welcome Reception - Douglas Ballroom West + Patio | | | |
| **FRIDAY, SEPTEMBER 1, 2017** | | | | |
| 8:45AM-10:00AM | Welcome & Keynote - Douglas Ballroom, University Guest House | | | |
| 10:00AM- | Coffee Break - Outside Douglas Ballroom West, University Guest House | | | |
| 9:45AM-5:00PM | Check-in & On-site Registration - East Lobby, Officers' Club | | | |
| 10:30AM- | Oral Session I | | | |
| | *Officers' Club North Room (Session* | *Officers' Club South Room* | *Officers' Club East Room (Session chair: Taylor Anne* | *Officers' Club West* |
| *10:30AM-10:55AM* | The role of L1-to-L2 sound matching relationship and orthographic information | Addressing ethical issues in classroom pronunciation assessment (Foote, | **The non-pronunciation teacher's guide to ESL pronunciation teaching (Cox, Henrichsen)** | Golden Speaker Builder: An interactive online tool for L2 learners to |
| *11:00AM-11:25AM* | Relationship between utterance fluency and cognitive fluency in first and | **Second language comprehensibility ratings: Do ESL and EFL teachers** | Corpus examination of pronunciation features identified in oral instructors' reports (Crabtree, Staples) | Non-native speech and recognition accuracy of two ASR |
| *11:30AM-11:55AM* | The vicissitudes of intelligible segmental | Accent and comprehensibility of English- speaking | From IPA to IPA: Bridging L2 pronunciation research and teaching (Mill | Improving novice learners' L2 |
| *12:00PM-12:25PM* | **"Was that a question?" Perception of utterance- final intonation among L2 learners** | The effect of listener proficiency on comprehension and | Crossing the pronunciation bridge from isolation to integration | **Pronunciation learning through L2-** |
| 12:30PM-2:00PM | Poster Session & Lunch (provided) - Douglas Ballroom, University Guest House | | | |
| 2:00PM-3:25PM | Oral Presentation Session II | | | |
| | *Officers' Club North Room (Session* | *Officers' Club South Room* | *Officers' Club East Room (Session chair: Donna Brinton)* | *Officers' Club West* |
| *2:00PM-2:25PM* | Asymmetric processing of English Intonation: An eye- | The effectiveness of explicit pedagogical intervention in the L2 | New methods for predicting perceptual discriminability of non-native contrasts (Daidone, Lidster, | **Focus on phonetic form and cognitive complexity in the** |
| *2:30PM-2:55PM* | The influence of language experience on L2 | Tweeting about French pronunciation: Phonetic | L2 Japanese vowel production: A closer look at transfer effects from perception training (Hardison, Okuno) | Familiarity and congruence orthographic input |
| *3:00PM-3:25PM* | **It's about time: A longitudinal study on the development of L2 oral** | Teacher cognition of English intonation: Case study analysis of knowledge, beliefs, and thinking that | **Processing indexical and dialectal variation in a second language: Implications for the L2 classroom** | Accurate production in L2: A look behind the scenes |
| 3:25PM-3:45PM | Coffee Break - East and West Lobbies, Officers' Club | | | |
| 3:45PM-5:10PM | Oral Presentation Session III | | | |
| | *Officers' Club North Room (Session* | *Officers' Club South Room* | *Officers' Club East Room (Session chair: Lauren Brocious)* | *Officers' Club West* |
| *3:45PM-4:10PM* | **The role of duration in Japanese speakers' productions of English** | **Training the production of English L2 vowel contrasts through** | An investigation into pronunciation teaching practices in tertiary EFL classrooms in Vietnam (Nguyen, | **Student perceptions of university instructor accent in** |
| *4:15PM-4:40PM* | Accommodating different interlocutors: Nonnative speakers' use of phonetic alignment strategies | Types and sources of knowledge about pronunciation | **Accentedness and acceptability of Japanese English teachers' pronunciation: Ratings by three listener groups (Sugimoto, Uchida)** | Help or hinder? The complicated role of pronunciation |
| *4:45PM-5:10PM* | EFL learners' pronunciation performance in speech tasks with different levels of | **Traditional classroom pronunciation instruction: A** | EFL teachers' diagnostic assessment and pedagogical decisions in the teaching of pronunciation | Fluency and comprehensibility of 1st year and continuing graduate |
| 7:00PM-10:00PM | Conference Dinner - Douglas Ballroom, University Guest House | | | |

| | SATURDAY, SEPTEMBER 2, 2017 | | | |
|---|---|---|---|---|
| 9:00AM- | Check-in & On-site Registration - East Lobby, Officers' Club | | | |
| 9:00AM-10:00AM | Publishing in Second Language Pronunciation (*Journal of Second Language Pronunciation* Editor John Levis) - Officers' Club South Room | | | |
| | Corpora in L2 Pronunciation Research: Preliminary Discussion on Ways Forward (Facilitated by Tracey Derwing and Mary O'Brien) - Officers' Club North Room | | | |
| 10:00AM-11:55AM | Oral Presentation Session IV | | | |
| | *Officers' Club North Room (Session chair:* | *Officers' Club South Room (Session chair:* | *Officers' Club East Room (Session chair: Joshua* | *Officers' Club West Room* |
| *10:00AM-10:25AM* | The effect of vowel length on English as a Lingua Franca (ELF) intelligibility (Huang | Teaching articulatory strategies: The role of | Improving teacher expertise in pronunciation instruction: A study circle model (Echelberger, | The search for an ideal scale length: What we can learn through |
| *10:30AM-10:55AM* | The role of suprasegmental features in L2 listeners' judgment of L2 English: A qualitative approach (Huang) | The development of L2 French learners' pronunciation, fluency, and comprehensibility: An online classroom study (Inceoglu) | **Pronunciation instruction practices of teachers of languages other than English (Huensch)** | Bilingualism in the Peruvian Amazon: Intervocalic stops in Yagua-Spanish and Bora- Spanish |
| *11:00AM-11:25AM* | Examining L1 effects in L2 German lexical stress assignment (O'Brien) | "This is how a gondolier gallops": Pronunciation and unintelligibility in ITA presentations (Levis, Muller Levis) | **Translanguaging in prosody teaching: Beyond monolingual ideologies (Liu)** | Self-evaluations in the acquisition of pronunciation of French as an L2 |
| *11:25AM-11:55AM* | Listener perception of pronunciation and length of speech stimuli: Does length | Learners' attitudes towards visual feedback in pronunciation learning | **The impact of explicit instruction on the pronunciation of French** | A role for acoustic analysis in |
| 12:00PM- | Lunch (on own) / JSLP Editorial Board Meeting | | | |
| 2:00PM- | Teaching Tips Session A - Officers' Club South Room | | | |
| | Table 1 The use of MRI and ultrasound technology in teaching about Spanish (and general) phonetics and pronunciation (Holt)   Table 2 A new comprehensive assessment tool for English pronunciation (Haslam) <br> Table 3 Connecting the dots to L2 proficiency with an assessment template (Miller) <br> Table 4 Integrating pronunciation, speaking, and listening through popular media in ESL classes (Arshavskaya)   Table 5 Classroom mixers for pronunciation and listening (Chan) <br> Table 6 The vowel elevator: A visual-kinesthetic way to | | | |
| 2:55PM-3:45PM | Teaching Tips Session B - Officers' Club South Room | | | |
| | Table 1 From Broadway to the classroom: Using rap, prose and poetry for pronunciation (Martinez)   **Table 2 The Tic Tac trick to teach the American English articulatory setting (McGregor)** <br> Table 3 Stop shouting at me! (Meyers) <br> Table 4 Meaningful feedback on pronunciation: Sneaking around the affective filter (Littlepage) | | | |
| 3:45PM-4:00PM | Conference Closing - Officers' Club South Room | | | |

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# LIST OF POSTERS

#1 French and Spanish pronunciation in CALL Software: Rosetta Stone, Duolingo, Babbel, and Mango Languages (Bajorek)

#2 The efficacy of high variability phonetic training in a non-laboratory setting (Barriuso)

#3 The frustrating case of French nasal vowels: Why our students confuse them and what we can do about it (Becker)

#4 Helping Vietnamese speakers acquire a listener-friendly pronunciation in English (Chan)

#5 Challenging the notion that Japanese English language learners cannot distinguish the /r/ and /l/ Phonemes (Chase, Tanner, Nissen, Hartshorn)

#6 **Empowering adult ELLs' fluency and pronunciation skills through readers theater (Chugg, Tanner)**

#7 Linguistic dimensions of L2 accentedness and comprehensibility vary across speaking tasks (Crowther, Trofimovich, Saito, Isaacs)

#8 **Learners' perspectives on English pronunciation teaching and learning: A preliminary study in the Vietnamese context   (Dao)**

#9 Task-based assessment of academic English pronunciation (Domby)

#10 **Self-correction of second-language pronunciation via online, real-time, visual feedback (Garcia, Kolat, Morgan)**

#11 A snapshot of native and non-native Spanish vowel production across word boundaries (Henderson, Willis, Holt)

#12 **Online resources for learners and teachers of English pronunciation (Henrichsen)**

#13 Prosodic constructions in English dialog: Form, function, learner needs, and teachability (Ward)

#14 An intelligibility-based approach to English vowel pronunciation teaching in Korean context (Kang, Ahn)

#15 Integrating pronunciation teaching into the curriculum for beginner-level adult migrants (Keenan, Corrigan)

#16 Language input and the acquisition of Japanese lexical rhythm (Kinoshita, Sheppard)

#17 The effect of interlanguage speech intelligibility and attitudal benefit on speech perception (Koo)

#18 Pronunciationforteachers.com – A resource for pronunciation teaching and research (Levis, Sonsaat)

#19 ESL learners' experiences using electropalatographic biofeedback to improve pronunciation (Li, Tanner, Nissen, Hartshorn)

#20 Native listeners' assessment of L2 speech comprehensibility: What features matter most in North American English? (Lima)

#21 A comparative study of English and Mandarin discourse prosody (Liu)

#22 Intelligibility of Japanese-accented pronunciation of English: A phonetic analysis based on English read by Japanese database  (Makino)

#23 Online oral practice platform Speak Everywhere for daily pronunciation practice (Miyamoto, Suzuki, Fukada)

#24 The role of prosody in signaling rhetorical organization (Mohammed)

#25 The big, bad [ə] (Mroz)

#26 Acquisition of L2 Japanese rhythm: How does durational variability change over time? (Mukai, Aoki, Daiju)

#27 L2 English production and perception by L1 Tera speakers: The effect of instruction (Musa)

#28 Segment or feature acquisition?: Generalizability of phonetic gains in L2 production (Olson)

#29 Promoting naturalistic L2 language acquisition through digitized contrastive speech training (Penssler-Beyer)

#30 **Stereotypical accent and French pronunciation learning (Ruellot)**

#31 Study abroad benefits in the comprehension of dialectal speech (Schmidt)

#32 The perception of lexical tones by native speakers of Korean with and without Mandarin learning experience (Tsukada, Han)

#33 High variability phonetic training and L2 lexical tones (Silpachai)

#34 **Prominence and information structure in pronunciation teaching materials (Silpachai, Levis)**

#35 **Preservice English teachers' perspectives on learning and teaching pronunciation in Turkey (Uzun, Ay)**

#36 English intonation produced by EFL Spanish speakers before and after Praat training (Valenzuela Farias)

#37 6 Ways to Use YouGlish to increase input and focus pronunciation practice (Wallace)

# RESEARCH METHODS IN
# L2 PRONUNCIATION RESEARCH

## *OVERCOMING YOUR FEARS ABOUT LONGITUDINAL PRONUNCIATION RESEARCH: ANXIETY REDUCTION THROUGH PLANNING*

Presented by Tracey Derwing & Murray Munro

### *Description*
We will draw on our own experiences with a ten-year, largely quantitative study (Derwing & Munro, 2015) and other recent longitudinal work. Participants will consider a research question regarding an aspect of pronunciation learning, and together we will go through the stages necessary to design a longitudinal study. Target sample size and attrition, developing relationships with programs and participants, options for data analysis, and devising tangential studies will all be discussed. Together we will develop a checklist of strategies to guide prospective researchers toward a methodical and practical approach to conducting longitudinal research.

### *Learning outcomes*
To conduct effective longitudinal research, it is important to try to anticipate problems that can arise and to mitigate their effects. Of particular concern are such challenges as a closed subject set, attrition, test focus, testing effects, missing data, and demotivation of participants. Without considering these issues in advance, researchers tread in risky waters indeed. In this workshop, participants will gain an understanding of how to implement the core aspects of a longitudinal study through (a) extensive planning prior to initiation of a project; (b) creating designs that allow for incremental publication, rather than waiting until the end; (c) incorporating flexibility to recognize opportune but previously unanticipated studies; (d) teamwork; and (e) organization and management of data, taking into account changing technological platforms.

### *About the presenters*
Tracey Derwing is Professor Emerita at the University of Alberta and an Adjunct Professor in Linguistics at Simon Fraser University. Her primary interests are factors affecting communicative success for L2 speakers. Murray Munro is a professor of Linguistics at Simon Fraser University. He is an applied phonetician whose interests include L2 pronunciation and forensic linguistics.

## *PRACTICAL STEPS FOR INCREASING OPENNESS AND REPRODUCIBILITY IN SCIENTIFIC RESEARCH*

Presented by Mallory Kidwell

### *Description*
This practical workshop will review laboratory and personal research practices to improve reproducibility and create more rigorous, open, and impactful research. Topics covered in this

workshop will include defining reproducible research, understanding statistical and organizational barriers to reproducibility, and learning how to use the Open Science Framework (https://osf.io/) to manage data and supplementary materials, facilitate  collaborations, contain bias, and extend the reach of your research through private or public laboratory operations. This workshop does not require any specialized knowledge to participate but it will be hands-on, so  please bring a laptop.

### Learning outcomes

By the end of this workshop, participants will be able to (1) distinguish between different types of reproducibility and their barriers, (2) understand the impact of power and bias on reproducibility, (3) set up a research project using the Open Science Framework (OSF), and (4) use the OSF to keep research more organized, reproducible, and extendable.

### About the presenter

Mallory Kidwell is a graduate student in the Clinical Psychology department at the University of Utah. Previously, she held the position of Metascience Project Coordinator at the Center for Open Science, coordinating projects that empirically evaluated reproducibility and the efficacy of open science practices in published scientific literature. Presently, she studies the psychophysiological mechanisms of risky or resilient  behavior among adolescents exposed to trauma.

## AN INTRODUCTION TO FITTING AND EVALUATING MIXED-EFFECTS MODELS IN R

Presented by Charles Nagle

### Description

Mixed-effects modeling is a multidimensional statistical analysis that allows the researcher to partition and explain sources of within- and between-subjects variation by systematically manipulating the fixed and random  effects structures of the model. Mixed-effects models are advantageous over more widely employed ANOVA because they are robust in the face of missing data and do not impose the same restrictions related to independence of observations. This workshop concentrates on fitting mixed-effects models in RStudio using the lme4 package. Participants will be provided with a brief overview of mixed-effects models and two  methodological review articles before the workshop.

### Learning outcomes

By the end of this workshop, participants will be able to (1) describe the advantages of mixed-effects modeling,
(2)   read data into RStudio and examine its structure, and (3) fit and evaluate basic mixed-effects models,  including the unconditional and unconditional linear growth models, using the code provided. Participants will work with a longitudinal data set and an R script containing annotated code for all of the operations to be carried out during the workshop. A list of resources related to

mixed-effects models will also be provided.

### *About the presenter*
Charles Nagle is an Assistant Professor of Spanish in the Department of World Languages and Cultures at Iowa State University. His research examines individual differences and their relationship to pronunciation development over time.

## *CORPUS LINGUISTICS AND PRONUNCIATION ANALYSIS*

Presented by Shelley Staples and Okim Kang

### *Description*
Corpora can help us to understand actual patterns of language use, including pronunciation, in particular contexts and by particular language learners. However, the use of corpora in the analysis of pronunciation features has been limited. At the same time, speech science has made progress toward identifying various pronunciation features that can show second language (L2) learners' progress of language learning or predict their proficiency. It has become common for elements of speech production to be detected by instrument and computer-assisted acoustical analysis (e.g., PRAAT), which characterizes different aspects of pronunciation by examining patterns of speech properties.

### *Learning outcomes*
This workshop will provide an introduction to using corpora for examining pronunciation features, including 1) building corpora of speech samples; 2) using Praat with pronunciation analysis; 3) coding corpus texts for pronunciation features; 4) using a free program to explore the use of coded texts to examine patterns.

### *About the presenters*
Shelley Staples is an Assistant Professor in the English Applied Linguistics Program at University of Arizona. Her research focuses on the use of corpus linguistics for applications to language teaching and language assessment. Okim Kang is an Associate Professor in the Applied Linguistics Program at Northern Arizona University. Her research concerns aspects of L2 pronunciation, speech perception and production, automated speech scoring, oral language proficiency assessment, and language attitudes.

## INTRODUCTION TO USING MECHANICAL TURK FOR LINGUISTICS RESEARCH

Presented by Emily Moeng

### Description
The goal of this workshop is to introduce researchers to Mechanical Turk, with a focus on behavioral experiments that may require auditory stimuli. The workshop is primarily aimed at those with little to no experience with Mechanical Turk. This workshop will also introduce researchers to JsPsych, a JavaScript library for creating web-run human behavior experiments, including those that might require auditory stimuli. JsPsych is particularly well-suited for those who wish to run behavioral experiments through MTurk. Although some web coding experience is suggested, neither web coding nor experience with JavaScript are required.

### Learning outcomes
By the end of this workshop, participants will (1) be equipped with the basic tools and knowledge to run an experiment through Mechanical Turk, (2) have experience with using JsPsych to create web-based behavioral experiments, (3) have an understanding of the limitations of an experiment conducted online and how to best adapt procedures for such an experiment, and (4) have an awareness of some pros and cons on conducting linguistic experiments through Mechanical Turk.

### About the presenter
Emily Moeng is a graduate student in the Linguistics Department at the University of North Carolina at Chapel Hill. She studies phonological acquisition, specifically how acquisition at one level of categorization affects categories at other levels.

## VISUALIZING SPEECH IN A CLASSROOM SETTING USING INTERACTIVE ULTRASOUND IMAGING

Presented by Sonya Bird and Heather Bliss

### Description
This workshop will introduce participants to ultrasound imaging as a tool for teaching and researching pronunciation. We will review technical details and practical issues around ultrasound imaging, including affordability and accessibility. The challenges and benefits of using ultrasound across various contexts will be discussed. We will provide concrete examples of paradigms that can be used concurrently to both teach pronunciation using ultrasound and research its effectiveness. The workshop will include an interactive ultrasound session, in which participants will have the chance to practice their articulation of specific sounds and sound sequences that can pose challenges for learners.

### Learning outcomes
Learning outcomes (i) Participants will learn about the benefits and limitations of using ultrasound

imaging technology as a tool for researching and teaching pronunciation of challenging sounds and sound sequences. (ii) Participants will acquire practical information on issues such as accessibility and affordability of ultrasound, as well as examples of teaching and research methods for different learning settings (e.g., individual learners, small groups, classrooms). (iii) Participants will gain hands-on and practical experience in how to use ultrasound imaging through an interactive session in which they can practice their own articulations using an ultrasound machine. (iv) Participants will gain an appreciation of the value of visualizing speech in teaching and learning the sounds of unfamiliar languages.

***About the presenters***
Sonya Bird is an Associate Professor in the Department of Linguistics at the University of Victoria. She studies the phonetic structures of Indigenous languages of the Pacific Northwest. Heather Bliss is a Banting Postdoctoral Fellow in the Department of Linguistics at the University of Victoria and an Adjunct Professor in the Department of Linguistics at the University of British Columbia. Her work focuses on Indigenous language documentation.

# KEYNOTE ADDRESS



Professor Isabelle Darcy, *Indiana University*

***"A psycholinguist walks into a classroom…": A road-map for bridging research and practice in pronunciation teaching***

Over the last 50 years, our knowledge of how learners acquire the phonology and the pronunciation of a foreign language has made tremendous progress. During the same period, pronunciation teaching has also profoundly transformed itself. Yet there is a general feeling that the two fields are disconnected: that research is not asking the right questions, and that teaching practices are not taking research outcomes into account.

In an attempt to enhance cross-pollination between the fields, I will synthetize psycholinguistic research findings obtained both in and outside my lab - outlining phonological acquisition in L2 learners. I will highlight their relevance for pronunciation teaching and outline concrete ways to implement specific practices suggested by these findings. This is only a first step however, and actual research verifying the success of such implementations in increasing intelligibility is needed. The talk will thus outline a road-map for a research-teaching double agenda.