INTERDISCIPLINARY INTERSECTIONS IN PRONUNCIATION LEARNING AND TEACHING

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As we work to advance the field of L2 pronunciation teaching and learning, we look to interdisciplinary fields that have guided advancements in the teaching of other aspects of language learning. We can see that interdisciplinary fields such as corpus linguistics, pragmatics, instructed SLA, interpersonal communication, and assessment have served to inform and shape major changes in the areas of vocabulary and grammar instruction. However, these interdisciplinary fields have engaged less with pronunciation teaching and learning and thus deserve much more attention. At the same time, since less research in these fields has focused on pronunciation teaching and learning, specialists within L2 pronunciation may be less familiar with advancements in these areas.

Thus, we see the interdisciplinary engagement as needing to happen both ways: First, within the field of L2 pronunciation teaching and learning, applied linguists working in this area need to be familiarized with the new literature in these areas. Second, the experts within these interdisciplinary fields need to be aware of distinctive issues within pronunciation teaching and learning and be encouraged to produce new research in this area. To these ends, we hope that by bringing together core researchers in various disciplines at PSLLT 2019, we could embrace the spirit of interdisciplinarity by informing expert and novice researchers and teachers across fields to be inclusive of each other's work through recognition, practice, or research.

The theme of the conference, held at Northern Arizona University in Flagstaff on September 12-14, 2019, was *Interdisciplinary Intersections in Pronunciation Learning and Teaching*. It featured 62 individual papers and 48 posters, a plenary by Douglas Biber on corpus analysis of spoken discourse, 16 teaching tip presentations, and a roundtable on interdisciplinary intersections in L2 pronunciation, sponsored by *Language Learning*. The roundtable featured the work of Naoko Taguchi, Shawn Loewen, Lucy Pickering, and Talia Isaacs. The conference was preceded by free L2 pronunciation research workshops. They included collecting data in L2 pronunciation research by Tracey Derwing and Murray Munro, and compiling and annotating spoken corpora by Eric Friginal. Additionally, we received generous funding from other sponsors for the technology showcase, including Duolingo and Blue Canoe. Overall, the conference had over 260 attendees from 23 different countries.

The conference was officially kicked off with a plenary speech by Douglas Biber, whose work in corpus linguistics has many implications for pronunciation teaching and learning. Doug Biber focused his plenary on the ways in which corpus linguistics could be used as a method for investigating language use across registers (situational contexts of language use). He then discussed the implications of this methodology for pronunciation research in order to understand

pronunciation learning and apply these findings to pronunciation teaching. More details are found in his paper, entitled '*Corpus Analysis of Spoken Discourse*' in the current proceedings.

A central feature of the conference on the second day was a Roundtable Discussion plenary of four international experts, who discussed their work in various interdisciplinary fields and how it intersected with pronunciation learning and teaching.

The fields included pragmatics, instructed SLA, corpus linguistics, and assessment and testing. The roundtable session started with Naoko Taguchi who discussed inter-twined relationships between pragmatics and L2 pronunciation research. She argued that applied linguistics should go beyond the traditional approach of assessing pragmatic competence at the pragma-linguistic and discourse-level and emphasize the potential of prosody as an indicator of L2 pragmatic competence. Shawn Loewen took the next round for his discussion on the effectiveness of L2 pronunciation instruction and development. He covered a wide range of instructional types including explicit instruction, implicit instruction, and other types of phonological information provided during meaning-focused interaction. He also explored a new area of research that investigates the relationship between pronunciation and other aspects of language use (e.g., the overlap between morphosyntactic and phonological features).

The next presentations dealt with other disciplines of applied linguistics that maintain potential links with L2 pronunciation. Lucy Pickering provided additional insight into the use of corpus linguistics for pronunciation teaching and learning. Her presentation emphasized the role of prosody in international communication in English by using corpus data collected from a Philippine call center. The roundtable ended with Talia Issacs's presentation about pronunciation assessment and language testing. She provided an overview of research and developments related to listeners' judgments of pronunciation, global communication, and automated scoring systems from a perspective of language testing and assessment.

Pronunciation teaching has often been called the "Cinderella of language teaching" (Celce-Murcia et al., 2010, p. 2) and pronunciation teaching remains at the margins in many L2 classrooms (Foote et al., 2011). Teachers cite not only lack of training in pronunciation teaching but also competing demands in the classroom as reasons why pronunciation teaching is neglected. It remains the case that novice instructors may see pronunciation teaching as disconnected from other important areas of second language learning and teaching, such as pragmatics, instructed SLA, and assessment. In addition, they may find the use of new methods, such as those found in corpus linguistics, challenging to integrate into existing classroom practices. Finally, they may be less familiar with perspectives on pronunciation from other fields such as global communication, which may be applied to language for specific purposes settings.

To bridge the gap between these important research areas and pronunciation learning and teaching, much more work needs to be done, starting with additional interdisciplinary research. In fact, part of the reason for this gap is a relative lack of focus on pronunciation learning in fields such as pragmatics, instructed SLA, assessment, and corpus linguistics as listed above. Therefore, at PSLLT 2019, we intentionally tried to discuss the current state of pronunciation teaching and learning in such fields. We aimed bring together core researchers in various disciplines and to

inform and enhance the development of interdisciplinary work between L2 pronunciation and other areas of Applied Linguistics.

The PSLLT Proceedings are now in their 11th year. The current proceedings include various topics of papers, teaching tips and strategies, program reviews (i.e., Blue Canoe and Duolingo), and research workshops. The topics of the papers extend beyond the conference theme, including effect of L1 on L2 pronunciation; intelligibility in global contexts; measurements of speech properties for L2 learners; perception of accentedness, intelligibility and comprehensibility; pronunciation and second language learning; pronunciation and second language teaching; pronunciation and communication in the workplace; technology-related pronunciation learning; and pronunciation and other areas of Applied Linguistics. The Proceedings also include two of the research workshops which contain practical applications and methodological information. Following the tradition of the pre-conference Research Workshops, which first started in Salt Lake City in 2017, the workshops were held on Thursday afternoon on September 12, 2019, before the official opening of the conference. They attracted more than 160 participants, and those two workshop-papers are included here.

Before closing, we would like to give special thanks to Alyssa Kermad and Mohammadreza Dalman who helped organize the conference tirelessly from the beginning to the end. Without their dedicated assistance, the conference would not have been a success. In addition, our sincere gratitude should go to the 45 graduate student volunteers who offered countless hours of help throughout the conference.

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