

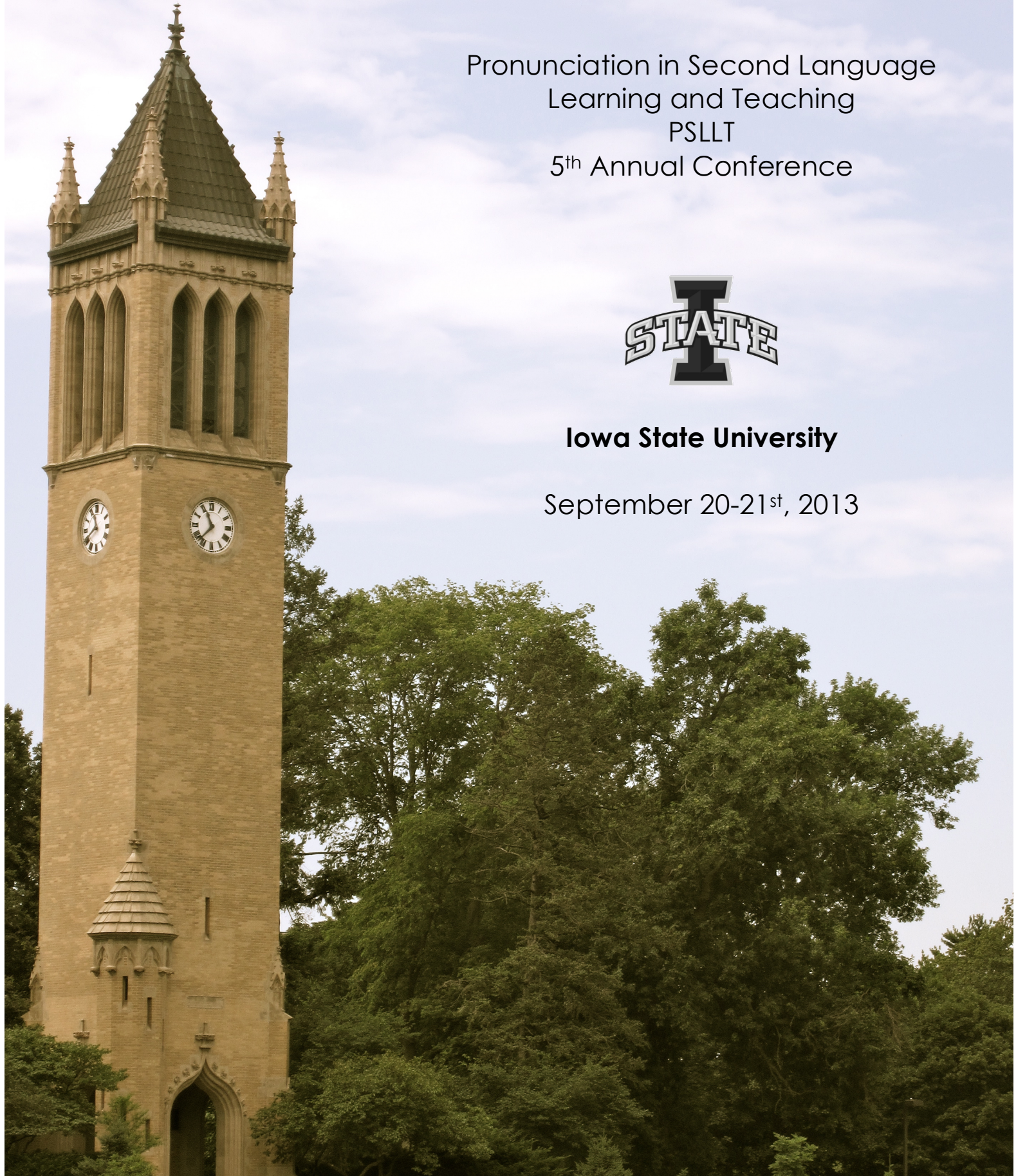
# PRONUNCIATION IN THE LANGUAGE TEACHING CURRICULUM

Pronunciation in Second Language  
Learning and Teaching  
PSLLT  
5<sup>th</sup> Annual Conference



**Iowa State University**

September 20-21<sup>st</sup>, 2013





# Welcome to the 5<sup>th</sup> Annual PSLLT Conference

**Pronunciation in Second Language Learning and Teaching 2013**

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**Pronunciation in the Language Teaching Curriculum**

**September 20-21, 2013**

**Iowa State University  
Memorial Union**

## **Contact Information**

www.pslitconference.com  
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## **Plenary Speaker**

Lynda Yates, Macquarie University  
*Learning how to speak: Pronunciation, pragmatics and practicalities in the classroom and beyond*

## **Conference Organizers**

John Levis, Shannon McCrocklin

## **Conference Volunteers**

Stephanie Link, Sinem Sonsaat, Mandy Qian, Edna Lima

## **Conference Program Design and Layout**

Shannon McCrocklin

## **Funding**

Iowa State LAS Dean's Office  
ISU English Department

## **Reviewers**

John Levis, Ron Thomson, Lucy Pickering, Beth Zielinski, Tracy Derwing, Murray Munro, Jessica Sturm, Kimberly Levelle, Shannon McCrocklin, Stephanie Link, Sinem Sonsaat, Mandy Qian

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## Pre-Conference Workshop

# **Models, metaphors, and the evidence of spontaneous speech: A new relationship for pronunciation and listening**

**Richard Cauldwell, Birmingham, UK**



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

### **Rationale**

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

## Pre-Conference Workshop Timetable

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

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

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

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

## Pre-Conference Workshop Schedule

9:00-10:30	Part 1: Models and Metaphors
10:30-11:00	Break
11:00- 12:30	Part 2: Evidence from Spontaneous Speech
12:30-1:30	Lunch
1:30-3:00	Part 3: High-tech Solutions: Computers, smartphones, tablets, etc
3:00-3:30	Break
3:30-5:00	Part 4: Low-tech Solutions: Teachers and learners

**Friday, September 20<sup>th</sup>**

8:00-8:50am	<b>Registration (Cardinal Room)</b>	
9:00-9:10	<b>Welcome (Cardinal Room)</b>	
9:10-10:10	<b>Plenary Address by Lynda Yates (Cardinal Room)</b>	
10:10-10:30	<b>Break</b>	
	<b>Cardinal Room</b>	<b>Gold Room</b>
10:30-10:55	<b>Zimmerman</b> Teaching the Teachers: How Do Pronunciation Textbooks Aid Inexperienced Teachers' Pedagogy?	<b>Munro</b> What do you know when you "know" an L2 vowel?
11:00-11:25	<b>Sonsaat &amp; Link</b> How do nonnative teachers use pronunciation materials? Implications for materials development	<b>Thomson</b> Does vowel learning in one context generalize to other contexts?
11:30-11:55	<b>Rocammo</b> Learning Pronunciation in Just Ten Minutes a Day: Adapting Pronunciation Training to a Four-Skills German Classroom	<b>Ruellet</b> Introducing French Nasal Vowels at the Beginner Level
12:00-1:50	<b>Working Box Lunch (Provided in Pioneer Room)</b>	
12:30-1:50	<b>Posters: Pioneer Room</b>	
	<p><b>Alameen</b> - Perception and production of Linking in Non-Native Speakers of English</p> <p><b>Alexander</b> -Intonation and Perceived Sincerity in EFL and ESL Learner Apologies</p> <p><b>Barcroft &amp; Sommers</b> – Better L2 Pronunciation Is One of the Many Benefits of Acoustically Varied Input</p> <p><b>Barrett</b> – Laying a Foundation for Rhythm-Based Pronunciation Instruction</p> <p><b>Cárdenas</b>- Scaphoning your Language</p> <p><b>Chibani</b>- Pronunciation Teaching in Algeria: From Stagnation to Progress</p> <p><b>Ling Cai</b> – An efficient method to build up native sounds in Chinese teaching: Multi-sensory and multi-cognitive approaches</p> <p><b>Delicado Cantero &amp; Steed</b> – Fair Dinkum: L2 Spanish in Australia by the book</p> <p><b>Desmeules-Trudel</b>- VISC effects on the perception of Quebec French nasal vowels by Brazilian learners</p> <p><b>Driscoll</b> – Hatsuo Help: a research-based, culturally-sensitive English pronunciation website for Japanese ELLs</p> <p><b>Gonzalez Lopez &amp; Counselman</b>- The production and perception of Spanish voiceless stops by novice learners: shedding light on early L2 category formation</p> <p><b>Halicki</b> – Back Door Phonetic Conditioning: Accent Therapy in Early French Pronunciation Training</p> <p><b>Lan</b> – Detecting L2 speech deviations by a communicative experiment procedure: taking Cantonese speakers' realizations of English [r] as an example</p> <p><b>Link, Sonsaat, &amp; Levis</b> – Confidence in teaching pronunciation: How native and nonnative teachers negotiate the pronunciation classroom</p> <p><b>McCartan</b> – Word stress diagnostic procedure shared through a wiki site</p>	

	<p><b>McCrocklin</b> – Dictation Programs for Pronunciation Learner Empowerment</p> <p><b>Nagle</b> - Acquisition of the voicing contrast in L2 Spanish</p> <p><b>Olson &amp; Offerman</b>- The Effects of Visual Feedback on Learner Pronunciation: Speech analysis software in the L2 classroom</p> <p><b>Pierce</b> – Multi-methodological, cross-disciplinary approaches to pronunciation teaching</p> <p><b>Shoji</b> – Japanese epenthetic vowels: How Japanese speakers pronounce English words</p> <p><b>Taylor de Caballero &amp; Thompson</b>- Coloring Pronunciation Across the Curriculum with the Color Vowel Chart</p> <p><b>Yang</b> – Investigating needs of stakeholders of an oral proficiency test for ITAs to bridge the gaps between ITAs' needs and raters' feedback.</p> <p><b>Zetterholm</b> – Final stops or not? The importance of final consonants for an intelligible accent.</p> <p><b>Zetterholm &amp; Tronnier</b> – Different stress patterns meet: Kurdish L1---speakers learn Swedish</p>	
	<b>Cardinal Room</b>	<b>Gold Room</b>
2:00- 2:25	<p><b>Buss</b> Beliefs and Practices of Brazilian EFL Teachers Regarding Pronunciation</p>	<p><b>Makino</b> Pronunciation Characteristics of Japanese Speakers' English: A Preliminary Corpus-Based Study</p>
2:30-2:55	<p><b>Sardegna</b> Non-Native Teachers' Identity Formation as Qualified Pronunciation Teachers</p>	<p><b>Rato</b> Effects of Perceptual Training on the Perception and Production of English vowels by native speakers of European Portuguese</p>
3:00-3:25	<p><b>Levis, Link, Sonsaat, Barriuso</b> Native and nonnative teachers of pronunciation: Does language background make a difference in learner performance?</p>	<p><b>Sturm</b> Effects of Instruction on Voice Onset Time in word-initial /p/ for L1 American English students: A Preliminary Study</p>
3:30-3:55	<b>Break</b>	
	<b>Cardinal Room</b>	<b>Gold Room</b>
4:00-4:25	<p><b>Munro, Derwing, Thomson, &amp; Elliot</b> Naturalistic L2 Segment Development: Implications for Pedagogy</p>	<p><b>Koreman, Husby, Albertsen, Wik, Øvregaard, &amp; Nefzaoui</b> L1 variation in foreign language teaching: challenges and solutions</p>
4:30-4:55	<p><b>Zielinski</b> Demystifying comprehensibility for the language teaching curriculum</p>	<p><b>Watts, Huensch, Pierce</b> Attainable Targets for L2 Learners: How Proficient L2 Speakers can Bridge the Gap</p>
6:00	<b>Conference Dinner at St. Johns (See Map &amp; Directions on Page 39)</b>	

**Saturday, September 21<sup>st</sup>**

8:30-9:00	<b>Registration (Cardinal Room)</b>	
9:00-10:30	<b>Teaching Tips Round Robin (Cardinal Room)</b>	
10:30-10:55	<b>Break</b>	
	<b>Cardinal Room</b>	<b>Gold Room</b>
11:00-11:25	<b>Violin-Wigent</b> Comparing online vs. face-to-face classes: A case study of a French pronunciation class	<b>Isaacs, Foote, &amp; Trofimovich</b> Drawing on teachers' perceptions to adapt and refine a pedagogically-oriented comprehensibility scale for use on university campuses
11:30-11:55	<b>Foote &amp; Smith</b> Is there an App for that? An investigation of pronunciation teaching apps	<b>Koffi</b> Assessment of the Intelligibility of [ Δ ] in Seven Varieties of L2 Englishes
12:00-12:30	<b>Park &amp; Huffman</b> The Potential of ASR for Non-native English Speakers in Air Traffic Control	<b>Sereno, Lammers, &amp; Jongman</b> Perception of foreign-accented speech
12:30-2:00	<b>Lunch (not provided)</b>	
	<b>Cardinal Room</b>	<b>Gold Room</b>
2:00- 2:25	<b>Zhuang</b> Suprasegmentals and second language teaching: A meta-analysis	<b>Reed</b> Connecting pronunciation to listening: Raising learner and instructor awareness
2:30-2:55	<b>Kang &amp; Chowdhury</b> Prosodic Features in L2 Accented Speech: Human versus Machine	<b>Sakai &amp; Moorman</b> Can perceptual training improve production of L2 phones? A meta-analytic review
3:00-3:25	<b>Staples</b> Prosodic patterns in nurse-patient interactions: a comparison of international and U.S. nurses	<b>Cauldwell</b> Pronunciation and Listening, the need for two separate models of speech
3:30-3:55	<b>Break</b>	
	<b>Cardinal Room</b>	<b>Gold Room</b>
4:00-4:25	<b>Esling</b> The two-part model of the vocal tract: a new articulatory basis for phonetics	<b>McCrocklin &amp; Link</b> What is identity? ESL and Bilinguals' Views on the Role of Accent
4:30-4:55	<b>Keyworth</b> The Acoustic Correlates of Stress-shifting Suffixes in Native and Nonnative English	<b>Shea &amp; Vojtko Rubi</b> Dialect adaptation and L2 Spanish listeners
5:00-5:30	<b>Closing (Cardinal Room)</b>	

**Plenary Address**  
**Lynda Yates, Macquarie University**



Lynda's research interests centre around adult language learning and communication in workplace and further study contexts, focussing in particular on speaking skills, pronunciation and interpersonal pragmatics. In 2009 she was Acting Director of the AMEP Research Centre where she had been a senior researcher since its inception in 2000. After completing an Honours degree in languages (Russian and French), Lynda gained wide experience in adult TESOL in the U.K., France, Armenia and Egypt, and has also consulted to industry. She has been involved in TESOL teacher training for a number of years at a postgraduate and professional development level. ([www.ling.mq.edu.au](http://www.ling.mq.edu.au))

## **Learning how to speak: Pronunciation, pragmatics and practicalities in the classroom and beyond**

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

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