14th Annual Pronunciation in Second Language Learning and Teaching Conference

September 6–8, 2023 at Purdue University

http://www.purdue.edu/conferences/PSLLT2023

Program and Schedule

Updated 8.14.2023

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Transportation and Parking

Parking for PSLLT is available in the Purdue Grant Street Garage (PGG) at 120 N. Grant Street, West Lafayette, IN 47907. Please see the registration table to have your parking validated.

Transportation around town is available via CityBus of Greater Lafayette, which runs routes around campus, West Lafayette, and Lafayette. See routes here, or download the app: https://gocitybus.com/maps-and-schedules

Welcome to PSLLT 2023!

Dear Colleagues,

We are pleased to welcome you to the 14th Pronunciation in Second Language Learning and Teaching conference, in West Lafayette, Indiana. It is our honor to host this year's PSLLT! It is our hope that this conference will provide you with an outstanding professional environment in which to present your research, gain valuable feedback from other scholars in the field, and allow you to make academic and personal connections.

If there is anything that we can do to facilitate your time here at Purdue University, please don't hesitate to ask any of the organizing committee or our dedicated group of volunteers.

Sincerely,
The PSLLT 2023 Organizing Committee
Jessica L. Sturm, Daniel J. Olson, Atsushi Fukada, and Olga Dmitrieva

Thanks to the Abstract Review Committee

Gemma Archer	Luke Harding	Alison McGregor	Ivana Rehman
Amanda Baker	Rachel Hayes-Harb	Colleen Meyers	Christine Shea
Shannon Becker	Amanda Huensch	Murray Munro	Sinem Sonsaat-Hegelheimer
Walcir Cardoso	Solène Inceoglu	Mary O'Brien	Jessica Sturm
Dustin Crowther	Andrew Lee	Heather Offerman	Ron Thomson
Tracey Derwing	John Levis	Daniel Olson	Germán Zárate-Sández
Olga Dmitrieva	Ines Martin	Marta Ortega-Llebaria	Alexis Zhou
Atsushi Fukada	Alyssa Martoccio	Lucy Pickering	Beth Zielinski

PURDUE UNIVERSITY

Conference Schedule Overview

Wednesday, September 6th

12:00pm – 5:00pm	**Check-in/Registration**	2nd Floor, Stewart Center
	Methodological Workshops	
12:30pm – 1:45pm	*Data Visualization for Linguists* Joseph Casillas	STEW 279
2:15pm – 3:45pm	*Online Pronunciation Practice and Data Collection* Atsushi Fukada	STEW 279
4:00pm – 5:15pm	*Demystifying Open Science for Speech Research: Individual and Team-Based Approaches* Charlie Nagle & Amanda Huensch	STEW 279
6:00pm – 8:00pm	**Welcome Reception**	East and West Faculty Lounges, Purdue Memorial Union

Thursday, September 7th

8:00am – 5:00pm	**Check-in/Registration**	2nd Floor, Stewart Center
8:00am – 5:00pm	**Hospitality/Break Room**	STEW 206
8:45am – 9:00am	**Conference Welcome**	STEW 214 ABCD
9:00am – 10:00am	**Plenary Address**	STEW 214 ABCD
10:00am – 10:30am	**Coffee Break**	STEW 206
10:30am – 12:25pm	**Concurrent Session 1**	See below
12:30pm – 2:00pm	**Lunch and Poster Session**	North and South Ballrooms, Purdue Memorial Union
2:00pm – 3:25pm	**Concurrent Session 2**	See below
3:25pm – 3:45pm	**Coffee Break**	STEW 206
3:45pm – 5:10pm	**Concurrent Session 3**	See below
5:30pm – 9:00pm	**Conference Dinner**	North and South Ballrooms, Purdue Memorial Union

Friday, September 8th		
8:00 am – 5:00pm	**Check-in/Registration**	2nd Floor, Stewart Center
8:00am – 5:00pm	**Hospitality/Break Room**	STEW 206
9:30 am – 11:25 am	**Concurrent Session 4**	See below
11:30 am – 1:30pm	**Lunch (on your own)**	
1:30pm – 3:25pm	**Concurrent Session 5**	See below
3:25pm – 3:45pm	**Coffee Break**	STEW 206
3:45pm – 5:15pm	**Teaching Tips**	STEW 206
5:15pm – 5:45pm	**Conference Closing**	STEW 214 ABCD

Session 1
Thursday, Sept. 7, 10:30am – 12:25pm

	Session 1A (STEW 214)	Session 1B (STEW 218)	Session 1C (STEW 278)	Session 1D (STEW 279)
10:30AM - 10:55AM	**Brian Rocca, Frank Martino & Isabelle Darcy** How misperception affects the structure of the L2 mental lexicon: A re-analysis of Cutler (2005)	**Agata Guskaroska & John Levis** Measuring Knowledge Needed for Pronunciation Teaching and Technology Use: Developing and Validating a Survey	**Shannon Becker** Teaching and researching French nasal vowels: the pros and cons of online training modalities for improving perception and production	**Marta Ortega-Llebaria, Jun Nagao & Leonidas Silva Jr.** Exploring the learnability of L2 rhythmic patterns: the case of Japanese learners of English
11:00AM - 11:25AM	**Miquel Simonet, Bouchra El Harrak & Mourad Abdennebi** Perception of English Stop Voicing Contrasts by L1 Arabic L2 English Experienced Learners	**Chaoqun Zheng & Pavel Trofimovich** Why are teachers reluctant to correct pronunciation errors? Exploring the role of auditory processing ability	**Rosane Silveira & Elisabeth Ann Bunch Oliveira da Rosa** The effect of perception training with synthetic and natural stimuli on the identification of English vowels /ae/ and /ɛ/	**Kendall Aycock** Do you hear that? How L2 Spanish students perceive and produce declarative intonation before and after pedagogical intervention
11:30AM - 11:55AM	**Peng Li, James Emil Flege, Clara Martin & Natalia Kartushina** A longitudinal perception study on the establishment of L2 categories	**Shannon Barrios, Rachel Hayes-Harb and Alayo Tripp** Teachers' social characteristics modulate language learners' pronunciation preferences	**Yuhyeon Seo, Daniel J. Olson & Yi-Fang Cheng** Cross-linguistic interference in second language vowels: Evidence from code-switching	**Marta Ortega-Llebaria & Sebastian Leal-Arenas** Syntactic-Prosodic Interface in Elementary Spanish Learners
12:00PM - 12:25PM		**William Gottard & Rosane Silveira** Automatic Speech Recognition as a Pronunciation Teaching Resource: In-Service Teachers' Perceptions	**Sebnem Kurt, In Young Na, Mahdi Duris, John Levis, Ivana Rehman & Charlie Nagle** Longitudinal Perception and Production Development of Second Language Vowels	**Lucie Drouillet, Charlotte Alazard-Guiu & Corine Astesano** Prosodic training in French as a Foreign Language: Impact on speech rhythm, comprehensibility, and speech segmentation abilities

North and South Ballrooms, Purdue Memorial Union

Eunjin Lee
English listeners' perception of Korean three-way laryngeal contrasts of stop consonants

Ayman Elbarbary and Edna Lima
Make it Authentic and Engaging: Creating Authentic Resources for Language Teaching

Shangyu Jiang and Agata Guskaroska
Regional Variation in Chinese Learners' English Pronunciation Errors: A Synthetic Review

Katrina Rost
Examining Inner Circle Teacher Beliefs on Native-like and Comprehensible Speech in Learners of English

Mahdi Duris, Inyoung Na and Mutleb Alnafisah.
Non-Lexical Words and Prosodic Prominence: The Role of Speaker Background and Register

Laetitia Kokx
Accentedness implications on emergent identity: a cross-sectional study of non-native French speakers

Ammon Hunt, Mark Tanner, Joseph Stanley and Jeff Parker
Using Corpus Data to Empirically Investigate Native English Speakers' Pausing Patterns

Jeanne McGill
The Long and Short of It: L2 Production of Finnish Geminates

Samantha Barlow, Emma Farnsworth, Riley Murray, Zéta Bsharah and Rachel Hayes-Harb
The effects of exposure and explicit stereotypes on veracity judgments of Polish-accented English speech: A close replication and extension of Boduch-Grabka & Lev-Ari (2021)

Rachel Stuckel and Shannon McCrocklin
The effects of correct feedback frequency on ESL pronunciation uptake, repair, and preference

Kossi Seto Yibokou and Grégory Miras
Exploring comprehensibility, intelligibility and accentedness in a French context: Influence of informal learning on pronunciation

Farrah Neumann, Audrey Kittredge and Cassie Freeman
Learning phonetic contrasts from app-based HVPT training

Alexis Zhou and Daniel J. Olson
Analyzing second language tones: A comparative time-series methodology

Kate Challis
ESL Teacher Perceptions of ChatGPT-generated Pronunciation Materials

Kazumi Hatasa, Yukiko Hatasa and Eriko Takahashi
Development of IJP (Introduction to Japanese Pronunciation): Tutorial to improve recognition skills and production skills in Japanese

Isabelle Darcy and Brian Rocca
EVP-Phon: A tool to analyze the L2 English mental lexicon through its phonological network

Maísa Helena Brum
Linguistics is also a science! The English phonetic system in a Brazilian School science fair

Shuhei Kudo
Attitudes toward English pronunciation norms in EMI at a Japanese university: teachers' and students' perspectives

Edna Lima and Lara Wallace
Considering What Pronunciation Teachers Can Do That ChatGPT Cannot

José Alberto Nájera
The effect of Phonological Awareness Raising on the Pronunciation of Mexican Learners of English

Sylvia Page, Jacob Johnson, Emma Farnsworth, Shannon Barrios and Rachel Hayes-Harb
The perception and lexical representation of Hindi dental-retroflex contrasts by English speakers

Paul John, Carol Johnson and Walcir Cardos
Assessing pronunciation feedback from Google Translate ASR: real and nonword output in predictable vs unpredictable contexts

Mi-Hyun Kim and Hyunju Ha
Second Language Learner Autonomy: Learners' Self-Assessment of Pronunciation and their Choice of L2 Sounds for Meaningful Communication

Viviane Ruellot
Overcoming reduction of L2 French unstressed vowels

Session 2
Thursday, Sept. 7, 2:00pm – 3:25pm

	Session 2A (STEW 214)	Session 2B (STEW 218)	Session 2C (STEW 278)
2:00PM - 2:25PM	**Chien-Min Kuo & Olga Dmitrieva** Comprehensibility and the acoustic contrast between tense and lax vowels in the Mandarin-accented English speech	**Anita Greenfield & Suzanne Franks** Teacher Perception of Intelligibility and its Implementation in Pronunciation Teaching	**Jhonatan Carmona Tangarife, Camila Naiquén Bracamonte & Heather Offerman** Pronunciation instruction & implementation in Spanish curriculum: History & current state
2:30PM - 2:55PM	**Masako Shimada** Effects of Japanese Prosody on Comprehensibility: A Comparison of Techniques for Training L2 Japanese Prosody	**Germán Zárate-Sández** What pronunciation errors do instructors address in the L2 Spanish classroom?	**Masatoshi Sato, Kim McDonough, Rachael Lindberg, Sadie Sitges & Pavel Trofimovich** Exploring Chilean pre-service EFL teachers' reactions to lecturers under different face/voice conditions
3:00PM - 3:25PM	**Kevin Hirschi & Okim Kang** How Many and What Kind of Raters are Needed for Intelligibility, Comprehensibility, and Accentedness Research: A G Theory Analysis	**Dustin Crowther & In Ji Sera Chun** The role of pronunciation in LCTL classrooms: The training and practices of US-based instructors	**Ewa Kusz, Zoë Zawadzki & Kate Challis** Meaningless parrot-like practice or an effective technique? Shadowing as a method of L2 pronunciation progress

Session 3
Thursday, Sept. 7, 3:45pm – 5:15pm

	Concurrent Session 3		
	Session 3A (STEW 214)	Session 3B (STEW 218)	Session 3C (STEW 278)
3:45PM - 4:10PM	**In Young Na** Native and Nonnative Listeners' Judgments of Segmental Accuracy and L2 Intelligibility	**Jacquelyn James** K-12 Teachers' Vowel Production	**Mariana Centanin Bertho** The functional load of Brazilian Portuguese phonemes and implications to teaching
4:15PM - 4:40PM	**Jimin Kahng & Abner Tian Zhang** Relationship between connected speech processes and utterance fluency in L1 and L2 read speech	~~Payam Rahmati, Mohammadreza Dalman & Hooman Saeli~~ ~~Iranian Teachers' Cognitions and Practices: Oral Corrective Feedback on Pronunciation Errors~~	**Megan Solon & Stacey Hanson** Sociophonetic development in the classroom: Exploring a task-based intervention
4:45PM - 5:10PM	**Sebastian Leal-Arenas & Amanda Huensch** Eyebrow Raising and Lexical Stress Perception in L2 Spanish	**Cesar Teló, Pavel Trofimovich, Thao-Nguyen Nina Le, Anamaria Bodea & Mary O'Brien** Beyond the resumé: HR students' evaluations of L1 and L2 job candidates' interview performances	

Session 4
Friday, Sept. 8, 9:30am – 11:25am

	Session 4A (STEW 214)	Session 4B (STEW 218)	Session 4C (STEW 278)
9:30 AM - 9:55 AM	**Yu-Fu Chien & I-Ping Wan** Production of Mandarin tones by Thai preschool children	**Katherine Yaw & Okim Kang** Exploring listener individual differences as predictors of cognitive processing and perception of L2-accented speech	**Hunter Brakovec & Isabelle Darcy** Portuguese Vowel Contrasts are More Precisely Lexically Encoded for Learners with Greater Orthographic Awareness
10:00 AM - 10:25 AM	**Tetsuo Harada & Asako Hayashi-Takakura** Cross-sectional comparison of pronunciation skills of children in one-way and two-way immersion programs	**Heather Offerman** The effects of pronunciation instruction on L2 learner perception in Spanish: Does instruction affect perception?	**Maria Jose Torres Centurion & Tania Ferronato** Raising accent awareness in the ESL classroom: An action research study
10:30 AM - 10:55 AM	**Kyoko Hitomi** Pronunciation instruction for Japanese elementary school children in the early stage of English learning: Enhancing FL learners' perception, production, and engagement	**Keiji Iwamoto and Isabelle Darcy** Can tone language speakers generalize their learned sensitivity to pitch in syllables into segments?	**Katsuya Yokomoto, Aki Tsunemoto & Yui Suzukida** Effects of awareness-raising activities on bottom-up processing of world Englishes pronunciations
11:00 AM - 11:25 AM	**Ruth Ihedigbo & Evelyn Mbah** Effect(s) of Peer Phonemic Drills on Edem Igbo Children's Pronunciation of English Words with Alveolar Lateral	**Thao-Nguyen Nina Le, Pavel Trofimovich, Kim McDonough & Masatoshi Sato** How do immigrants perceive each other's heritage language? Examining the perceptions of Canada- and Vietnam-born speakers in a dyadic conversation	

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Session 5
Friday, Sept. 8, 1:30pm – 3:25pm

	Session 5A (STEW 214)	Session 5B (STEW 218)	Session 5C (STEW 278)	Session 5D (STEW 279)
1:30PM - 1:55PM	**John H. G. Scott, Sadi E. Phillips, Ryan Z. J. Lim, Charys B. Russell, Isabelle Darcy & Lisa Süßenbach** Phonetic training for novel category perception and orthographic learning: Relative gains of low- and high-variability for beginners of German	**Asako Takakura & Tetsuo Harada** World Japaneses: Who are Japanese speakers and how we assess their pronunciation	**Santiago Parra** Effects of visual feedback on the voice onset time of Spanish learners of English - An analysis of individual variability	**Anamaria Bodea, Pavel Trofimovich, Kim McDonough & Masatoshi Sato** How much does my partner like me and my pronunciation? Linguistic measures predict L2 speaker perceptions in interaction
2:00PM - 2:25PM	**Ruri Ueda** Exploring how production during perception training affects the perceptual learning of English /l/-/r/ by L1 Japanese learners	**Henry Angulo & Lucia Urena** An Intelligibility-Based Pronunciation Curriculum: The Case of The School of Modern Languages at the University of Costa Rica	**Evelyn Mbah, Ruth Ihedigbo & Comfort Agunwamba** Effects of Peer-editing Strategy on Homophone-induced Spelling Errors among English as a Second Language Students in Enugu State of Nigeria	**Maria Kostromitina & Vito Miao** Listener appropriateness perceptions in L1 and L2 English refusals
2:30PM - 2:55PM	**Alexa Cassio, Edwin Rodriguez, Carolina Vargas & Lauren Schmidt** Perception of Spanish Diphthongs by L2 and Heritage Learners of Spanish	**Ramona Koob & Christine Shea** The Influence of Abstract Phonological Processes on the Acquisition of a Foreign Language – an Example of German, Spanish, and English	**Mutleb Alnafisah & Ivana Rehman** Evaluation of computer-assisted segmental feedback for second language pronunciation training	**Vito Miao, Meghan Moran & Okim Kang** A cognitive dissonance approach to moderating listener perception of L2 English speakers
3:00PM - 3:25PM		**Mutleb Alnafisah, Zoe Zawadzki, Agata Guskaroska, Erik Goodale, John Levis & Charlie Nagle** Immersion and oral language development: The roles of language experience and individual differences	**Solène Inceoglu, Wen-Hsin Chen & Hyojung Lim** Monitoring students' behavior during autonomous ASR-based pronunciation practice	**Rachael Lindberg & Pavel Trofimovich** Outcomes of Perceived Accent Discrimination for L2 French Employees Working in Québec

Methodological Workshops

Data Visualization for Linguists

Dr. Joseph Casillas, Rutgers University

Are you interested in learning how to make memorable and effective data visualizations for your research? In this workshop we will discuss principles of data visualization with a focus on linguistic data. Specifically, we will outline strategies for developing elegant, informative plots by implementing principles from graphic design and the grammar of graphics (Wilkinson, 2012). The workshop will cover how to think about data and the visual communication of data when designing figures using R (R Core Team, 2022) and ggplot2 (Wickham, 2009). This includes general do's and dont's, deciding how to pick the most appropriate plot for your data, as well as best practices for visualizing uncertainty, highlighting/annotating key graphical elements, formatting for publication, and much more. The workshop will combine theory and practice so attendees are encouraged to bring their computers with the latest version of R installed. Prior experience, while helpful, is not necessary.

Online Pronunciation Practice and Data Collection

Dr. Atsushi Fukada, Purdue University

Are you interested in providing large amounts of oral practice asynchronously in your teaching? Are you interested in automatically and remotely collecting students' oral productions for research? Are you interested in publishing a set of online pronunciation exercises? If you answer yes to any of these questions, this workshop is for you. In the workshop, an online system called Speak Everywhere will be introduced with a detailed demonstration.

Demystifying Open Science for Speech Research: Individual and Team-Based Approaches

Dr. Charlie Nagle, University of Texas at Austin
Dr. Amanda Huensch, University of Pittsburgh

The open science movement has gained considerable momentum over the past few years. The IRIS database is over ten years old and recently underwent an interface update, many journals now encourage authors to submit an Open Accessible Summary In Language Studies (OASIS) along with the primary manuscript, and many journals now use a badge system to incentivize researchers to make their research instruments and data publicly available. Despite these initiatives, participating in the open science movement is daunting. According to the United Nationals Educational, Scientific, and Cultural Organization, openness means discoverable, accessible, reusable, and transparent. But how do we translate these attributes into practice? Engaging in open science means thinking about where open objects will be stored and how they will be tagged. It also involves developing the explanations, coding schemes, and data dictionaries that authors will need to use the instruments, tasks, and data we make available to the research community. Speech research also comes with special open science challenges. For instance, do we make the data set available or do we also publish the original data files, which may include recordings, Praat TextGrids, and other speech-specific objects?

In the first part of the workshop, we will discuss best practices for participating in open science, from the planning phase through the publication phase. We will give examples of the materials and data speech researchers have made available and how they have done so. We will also work through a practice set of tasks and data to gain experience with preparing objects for open publication. This first part of the workshop is focused on what individual researchers can do to participate in the open science movement.

In the second part of the workshop, we will discuss a team-based approach to open research. This approach is based on three initiatives: (1) large-scale, multi-site, open data collection, which will reduce the burden on individual researchers, provide equitable access to research data, and generate the data sets needed to advance the state of the art; (2) collaborative task validation, where teams of researchers come together to create, evaluate, and validate multiple versions of research tasks to be used

in future work; and (3) open research synthesis and meta-analysis, where as a field we identify topics of interest and create systems that enable instant and automatic cross-tabulation and publication of research trends.

Featured Speaker

Perceptual pathways to L2 pronunciation development

Dr. Ron Thomson, Brock University

In most second language (L2) learning contexts, pronunciation instruction tends to focus on product over process. This means teaching learners to produce intelligible utterances. Learner success is typically measured using reading tasks, which allow learners to apply explicit knowledge (Thomson & Derwing, 2015). Such tasks may not actually reflect learners' underlying phonological systems and what they are able to do in the real world (Thomson, 2021). A washback effect of these product-oriented assessments may explain why instruction tends to overemphasize articulation practice over developing perceptual accuracy for L2 sounds. In this presentation, I take the position that despite some fundamental differences between first language (L1) and L2 speech learning, both rely upon the same underlying cognitive mechanisms (Flege & Bohn, 2021). After describing the perceptual pathway to L1 pronunciation, I provide evidence for a similar pathway in naturalistic L2 speech learning. I then discuss why explicit instruction is necessary for adult L2 learners, and how it provides an opportunity to re-orient learners' perceptual systems to facilitate the development of more accurate perception of L2 sounds. This, in turn, triggers improvements in L2 production accuracy. While I will especially highlight research on High Variability Pronunciation (Phonetic) Training (HVPT) (Thomson, 2018), I will also provide suggestions for how more traditional approaches to classroom instruction can better incorporate an explicit perceptual focus (e.g., Lee & Lyster, 2016).
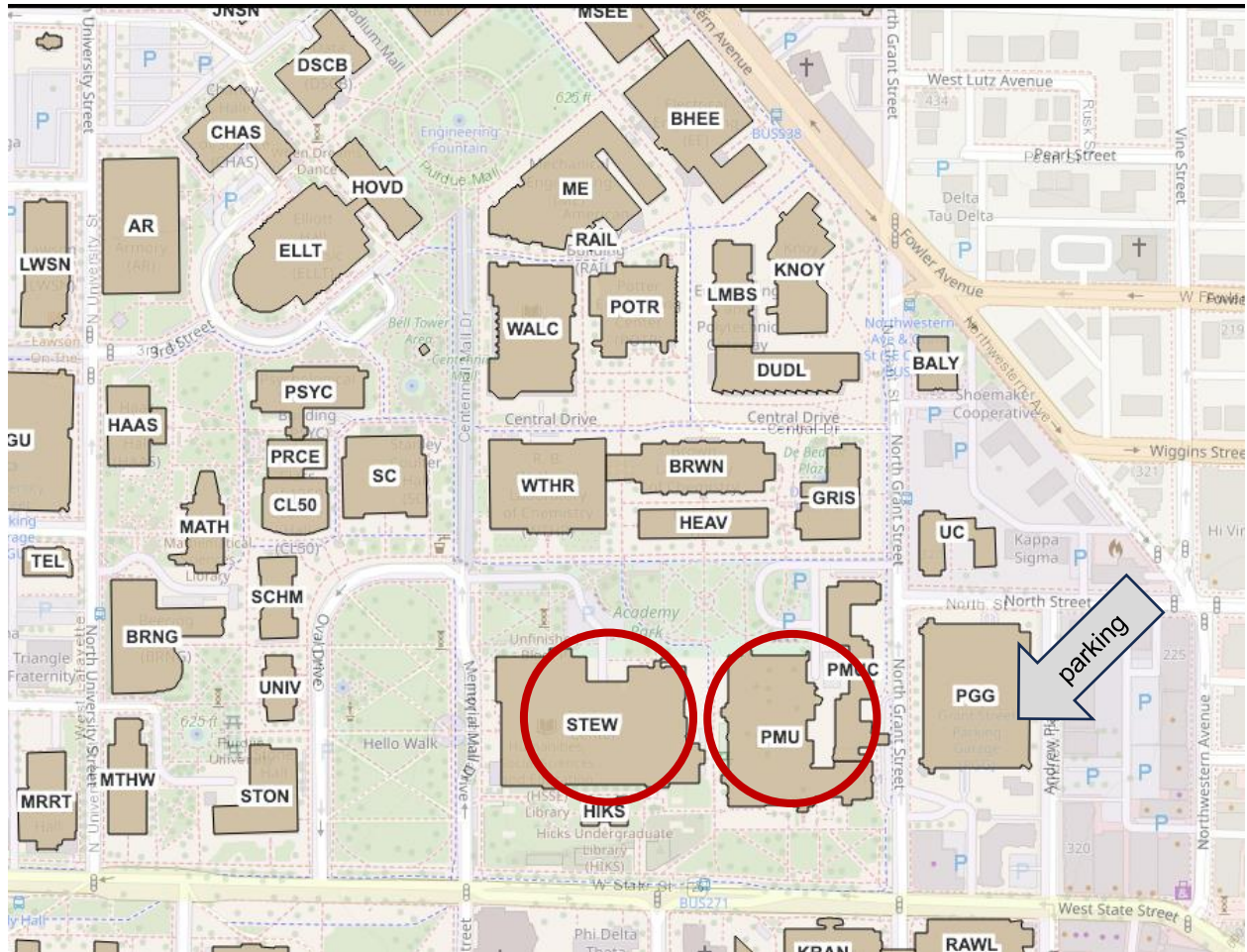
Campus Map

Link to a full campus map: https://www.purdue.edu/campus-map/

Parking available in PGG (Grant Street Garage)- Validated at registration.

Conference events in STEW (Stewart Center) and PMU (Purdue Memorial Union)

PSLLT 2023 Proceedings- Call for Papers

Dear PSLLT 2023 Presenters,

We are happy to announce that will publish a volume of proceedings from this year's Pronunciation in Second Language Learning and Teaching conference. This volume will follow the same tradition as the many successful prior proceedings and represent an important and timely venue for the publication of research on pronunciation. The publication of quality, innovative research helps advance the field in meaningful ways and allows your work to reach a wider audience.

Guidelines for Proceedings Submission
- All presenters at PSLLT 2023 are invited to contribute, including those who have delivered oral presentations, poster presentations, and teaching tips.
- Manuscripts should be formatting according to the American Psychological Association (7th Edition).
- Manuscripts should be a maximum of 4000 words, inclusive of all references, tables, footnotes, biographical statements, and appendices. Title page and abstract do not count towards the maximum word limit.
- Manuscripts should also include a title page, abstract, and biographical statements.
  - Title page: Including title, author(s) name(s) and affiliation(s), mailing address, phone number, and email address
  - Abstract: No more than 200 words
  - Biographical statements (maximum 120 words) should be included for each author.

Submission Deadline
All proceedings contributions are due by December 1, 2023. Details on where/how to submit are forthcoming.

Technology Innovations for Researching and Teaching Pronunciation, Listening, and Speaking

15th Annual

Iowa State University, Ames, IA
September 12-14, 2024 (Tentative)
John Levis & Sinem Sonsaat-Hegelheimer, Organizers

Abstracts that match the theme of the conference will be given preference, but any valuable study or teaching tip on L2 pronunciation for any second language will be fully considered. Abstracts can be up to 300 words, including no more than five references. Abstract submission will begin January 1, 2024.

Certain types of presentations are always part of PSLLT. Presentations are 20-minute oral presentations with 5 minutes for question. Poster presentations take place during a dedicated 90-minute slot. Teaching Tips are evidence-based pedagogical ideas done in a roundtable format in which presenters stay at a table and audiences switch every 10 minutes or so, giving the presenters a chance to present to multiple groups of participants.

Keep updated at https://sites.google.com/view/psllt-conference/