PSLLT 2025 CONFERENCE

16th Pronunciation in Second Language Learning and Teaching Conference

Pronunciation for the real world

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Montréal, Québec, Canada

CONCORDIA UNIVERSITY

16th Pronunciation in Second Language Learning and Teaching Conference

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Welcome from the conference organizers

We are delighted to welcome you to the 16th annual Pronunciation in Second Language Learning and Teaching (PSLLT) conference at Concordia University. This year's conference continues the tradition of this influential event established 15 years ago—an international forum to promote the teaching, learning, and use of second and additional languages. The conference has become a vital venue for scholars and practitioners to explore issues around second language speaking and pronunciation across domains such as education, immigration, and the workplace. It has traditionally attracted academic participants from diverse fields such as education, bilingualism, psychology, and speech science and has provided professional development opportunities to many practitioners, including language teachers and assessment specialists, policy makers, materials designers, and employees from government and grassroots organizations.

For the first time in the conference's 15-year history, it is taking place in Québec. Montréal is a fitting choice, especially in light of this year's conference theme: Pronunciation for the Real World. Deeply rooted in Indigenous and Francophone heritage, Montréal is a multilingual, multicultural hub—a vibrant meeting ground where issues of language (including French, English, Kanien'kéha/Mohawk, and hundreds of heritage languages) infuse the daily lives of residents, migrants, refugees, international students, and visitors. The city's linguistic and cultural environment has stimulated exceptional research in language learning, including in the teaching and learning of pronunciation, across all four major universities in the city: Concordia University, McGill University, Université de Montréal, Université du Québec à Montréal. We hope you experience the city's vibrant linguistic diversity firsthand.

This year's conference brings together over 200 scholars and students interested in second language pronunciation, featuring three engaging plenary speeches, two preconference workshops, 70 oral presentations, 28 poster presentations, and 12 teaching tip presentations, in addition to various opportunities to network with colleagues on the sidelines of the conference. We very much look forward to a most fruitful and stimulating conference.

Again, we are delighted to be able to welcome you to Concordia and wish you a terrific conference experience and a pleasant stay in Montréal. The city offers countless opportunities for fun and relaxation, and we hope you take the time to explore all it has to offer.

Pavel Trofimovich, Conference Chair
Anamaria Bodea, PhD student, Applied Linguistics
Thao-Nguyen Nina Le, PhD student, Applied Linguistics
Ryuichi Suzuki, PhD student, Applied Linguistics
Cesar Teló, PhD student, Applied Linguistics

Mot de bienvenue des organisateurs du congrès

Nous sommes ravis de vous accueillir au 16e congrès annuel sur la prononciation dans l'apprentissage et l'enseignement des langues secondes (PSLLT) à l'Université Concordia. Le congrès de cette année poursuit la tradition de cet événement influent établi il y a 15 ans : un forum international visant à promouvoir l'enseignement, l'apprentissage, et l'utilisation des langues secondes et supplémentaires. Le congrès est devenu un lieu essentiel permettant aux chercheurs et aux praticiens d'explorer les questions liées à l'expression et à la prononciation d'une langue seconde dans des domaines tels que l'éducation, l'immigration, et le milieu de travail. Il attire traditionnellement des participants universitaires issus de divers domaines tels que l'éducation, le bilinguisme, la psychologie et les sciences de la parole et offre des opportunités de perfectionnement professionnel à de nombreux praticiens, notamment des professeurs de langues et des spécialistes de l'évaluation, des responsables des politiques, des concepteurs de matériaux et des employés du gouvernement et d'organisations communautaires.

Pour la première fois en 15 ans d'histoire, le congrès a lieu au Québec. Montréal est un choix tout à fait approprié, surtout à la lumière du thème du congrès de cette année : La prononciation pour le monde réel. Profondément enraciné dans le patrimoine autochtone et francophone, Montréal est un pôle multilingue et multiculturel, un lieu de rencontre dynamique où les enjeux linguistiques (dont ceux du français, l'anglais, du kanien'kéha/mohawk et des centaines de langues patrimoniales) imprègnent la vie quotidienne des résidents, des migrants, des réfugiés, des étudiants internationaux, et des visiteurs. L'environnement linguistique et culturel de la ville a stimulé des recherches exceptionnelles sur l'apprentissage des langues, notamment sur l'enseignement et l'apprentissage de la prononciation, dans les quatre grandes universités de la ville : Université Concordia, Université McGill, Université de Montréal, Université du Québec à Montréal. Nous espérons que vous découvrirez vous-mêmes la vibrante diversité linguistique de la ville.

Le congrès de cette année rassemble plus de 200 chercheurs et étudiants intéressés par la prononciation d'une langue seconde, avec trois discours plénières captivants, deux ateliers précongrès, 70 présentations orales, 28 présentations par affiches et 12 présentations de conseils pédagogiques, en plus de diverses opportunités de réseautage avec des collègues en marge du congrès. Nous attendons avec impatience un congrès des plus fructueux et stimulants.

Encore une fois, nous sommes ravis de pouvoir vous accueillir à Concordia et vous souhaitons une belle expérience de congrès et un agréable séjour à Montréal. La ville offre d'innombrables possibilités de divertissement et de détente, et nous espérons que vous prendrez le temps d'explorer tout ce qu'elle a à offrir.

Pavel Trofimovich, président du congrès
Anamaria Bodea, doctorante en linguistique appliquée
Thao-Nguyen Nina Le, doctorante en linguistique appliquée
Ryuichi Suzuki, doctorant en linguistique appliquée
Cesar Teló, doctorant en linguistique appliquée

Plenary Speakers

Suzie Beaulieu

La recherche sur la prononciation en français L2 : quand les enjeux sociaux s'invitent dans l'agenda scientifique

La recherche scientifique ne se développe jamais dans le vide : elle est traversée par des préoccupations sociales bien concrètes. À partir du cas du français, je montrerai comment ces enjeux peuvent façonner la manière dont nous pensons et étudions la prononciation en langue seconde.

Scientific research never develops in a vacuum: It is informed by concrete social concerns. Using the case of French, I will show how these issues can shape the way we think about and study second language pronunciation.

Suzie Beaulieu is a teacher educator and researcher at Université Laval (Québec City, Canada). Her research focuses on the acquisition of French as an additional language in adult populations, with a particular emphasis on the skills needed for successful integration into French-speaking communities of practice. Specifically, she investigates linguistic attitudes toward French Lx users, the development of oral skills among (low) literate adult learners, and the explicit teaching of Québec French sociolinguistic and pragmatic norms. Suzie Beaulieu is a teacher educator and researcher at Université Laval (Québec City, Canada). Her research focuses on the acquisition of French as an additional language in adult populations, with a particular emphasis on the skills needed for successful integration into French-speaking communities of practice. Specifically, she investigates linguistic attitudes toward French Lx users, the development of oral skills among (low) literate adult learners, and the explicit teaching of Québec French sociolinguistic and pragmatic norms.

Charlie Nagle

Building the (research) world we want to live in

Both researchers and teachers want to know how to improve pronunciation efficiently and effectively, but the evidence is difficult to piece together. Part of the problem is how we go about doing research. In this talk, I use high variability phonetic training to illustrate how big-team speech science can provide more concrete and generalizable answers on pronunciation training, and I present a model for how to do it: Pronunciation Research Accelerator.

Les chercheurs et les enseignants veulent savoir comment améliorer la prononciation de manière efficace et efficiente, mais les preuves sont difficiles à rassembler. Une partie du problème réside dans la manière dont nous effectuons la recherche. J'utilise l'entraînement phonétique à haute variabilité pour illustrer comment la science de la parole en grande équipe peut fournir des réponses plus concrètes et généralisables sur l'entraînement à la prononciation, et je présente un modèle expliquant comment procéder : l'accélérateur de recherche sur la prononciation.

Charlie Nagle is a quantitative researcher working in the areas of language learning, speech perception and production, and listener-based evaluations of speech. He is especially interested in longitudinal research methodology and multivariate statistical techniques including multilevel modeling and structural equation modeling. He is currently researching crosslinguistic influence in perception and production and how training paradigms and procedures for second language speech learning can be optimized. He is also interested in individual differences in motivation, behavior, and learning, and the complex relationships that emerge among those constructs over time. His work has been published in venues such as Language Learning, Studies in Second Language Acquisition, and The Modern Language Journal, and his research has been supported by the Fulbright Program and the National Science Foundation. He also maintains a database and cross-tabulation of longitudinal second language pronunciation studies.

Ron Thomson, Tracey Derwing and Michael Karas with
Juli Cebrian, Dustin Crowther, Jonás Fouz–González, Amanda Huensch, Solene Inceoglu, Johnathan Jones, Okim Kang, John Levis, Ines Martin, Joan C. Mora, Charlie Nagle, Takumi Uchihara, Lynda Yates, and **Beth Zielinski**

Blue sky thinking about the future of pronunciation!

This PSLLT conference hosted a unique event in which accomplished pronunciation scholars from around the world were invited to offer their views on the best directions forward for both pronunciation teaching and research for the next decade. A day-long session was held in which the participants blue-skied their thoughts on the future (blue sky thinking is a brainstorming approach that encourages exploring ideas without immediate limitations or practical constraints). Their recommendations included the most pressing research going forward, the best paths for both explicit teaching and autonomous pronunciation practice, and ways to enhance learning opportunities for language teachers still unable to access the training they know they need. Participants responded to the following questions sent in advance: What do you see as the most important accomplishments so far in second language pronunciation research? What do you see as the most important accomplishments so far in pronunciation teaching? In an ideal world, with all the money needed available, all the time you need, and access to participants, what pronunciation research project would you like to do? What role can AI play in pronunciation teaching and research? How can pronunciation instruction be made more engaging? Please contact a teacher who includes pronunciation in their classes. Ask them what they would like to know from researchers. What are the primary obstacles for teachers in terms of integrating pronunciation into the classroom? How can these obstacles be addressed?

Each individual or pairs of individuals were also assigned topics in their own areas of research upon which to focus (e.g., assessment; technology; classroom-based instruction) which they summarized for the other participants. The results of this event will be summarized in a single document to be submitted to an applied linguistics journal. Representatives of the group will present the outcomes of the Blue Sky event to the attendees of the PSLLT conference.

Featured Workshops

Addressing the neglected role of the listener: Training both L1 and L2 speakers on listening for global communication

Stephanie Lindemann

Speakers' pronunciation can have a powerful effect on both how well they are understood and how they are perceived, but the nature and the degree of that effect also depends on their listeners. In this workshop, we will explore some of the evidence of the importance of the listener's role and ways to address it in different venues, including creating opportunities to address L1 listeners' as well as L2 listeners' attitudes and skills relating to comprehension of speakers from a wide variety of linguistic backgrounds. The workshop will include some presentation, but workshop participants will engage in small-group brainstorming and discussion. The main aim of the hands-on tasks will be to discuss how to incorporate and apply workshop concepts and principles to participants' own contexts for teaching or pedagogical research.

Phrasal prosody in L2 English

Radek Skarnitzl

Prosodic aspects of speech like melodic and rhythmic patterning are known to be essential for the comprehensibility and intelligibility of second language speakers. The central unit of prosody is the prosodic phrase (also called the thought group in teaching materials), and the teaching of phrase-level prosody is therefore of great relevance. In this professional-development workshop, targeting in-service and pre-service ESL/EFL teachers and emerging researchers, I will introduce the nature of the prosodic phrase and highlight its role in fluent speech. Specifics of English phrasal prosody – as compared to several other languages – will be highlighted.

For decades, pronunciation experts have been discussing the role of a suitable model for pronunciation teaching. Research shows that using the learner's own voice for modelling yields better and longer-lasting results of pronunciation training. Using the learner's own voice also avoids the practical and social issues of finding appropriate pronunciation models. Therefore, a key practical part of the workshop will focus on modelling phrasal prosody using learners' manipulated voices, so learners can then use their own "improved" voice as a model. Workshop participants will have ample opportunity to practice performing prosody manipulations in Praat, where these are implemented in an easy-to-understand manner.

If pronunciation teaching is to be successful, it needs to be integrated into language lessons. In the final portion of the workshop, I will demonstrate how work on phrasal prosody can be integrated with ordinary elements of a language lesson – and how work on phrasal prosody is in fact much more than just phrasal prosody, encompassing multiple sound patterns of English. Workshop participants should also be able to apply workshop concepts to the teaching and researching of other second languages.

Abstract Reviewers

A word of thanks

We received 145 proposals for consideration. Decisions were reached after an expert review process involving 58 peer reviewers and the conference organizing committee, with each submission evaluated by two external experts. We are grateful to the following individuals for their time and expertise reviewing conference proposals:

Amanda Baker
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DJ Kaiser
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John Levis
Ryan Lidster
Di Liu
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Jessica Sturm
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Anne Violin-Wigent
Beth Zielinski
Germán Zárate-Sández
Kristýna Červinková Poesová
Šárka Šimáčková

Oral Presentations

Effects of mobile-assisted HVPT and ASR-based articulation practice for elementary EFL learners: Impacts on perception, production, and phonological working memory

KyungA Lee and Hyunkee Ahn

This study examines the effects of mobile-assisted high variability phonetic training (HVPT) combined with production training on young EFL learners' perception and production of English vowels (/iy, ɪ, ey, ɛ, æ, ʌ, ɑ/) and their phonological working memory (PWM). Although prior research has demonstrated the effectiveness of HVPT, most studies have been conducted with motivated adult learners in highly controlled laboratory environments, limiting applicability to real-world classroom contexts, particularly with children. To address this gap, 24 native Korean elementary students (mean age = 8.5) participated in 14 mobile-assisted training sessions over three weeks. The training utilized automatic speech recognition and immediate corrective feedback. Participants were grouped based on listening proficiency to explore differential training effects. Perception was measured using a forced-choice identification task. Logistic mixed-effects regression analyses revealed significant improvements from pretest to immediate and delayed posttests ($p < .001$), with notable gains in /eɪ/ phoneme and for the /ɪ/–/ɛ/ contrast (posttest *OR* = 29.36; delayed-posttest *OR* = 7.42). Production gains were observed in both elicited imitation and spontaneous free speaking tasks, with significant and sustained improvements ($\chi^2(2) = 29.63$, $p < .001$; $\chi^2(2) = 22.70$, $p < .001$). The lower-proficiency group showed greater delayed-posttest improvement in imitation tasks. PWM was assessed via nonword repetition and digit span tasks. Significant gains were found in nonword repetition ($p < .001$), while digit span scores improved at the immediate posttest ($p = .022$) but were not maintained. Qualitative data from surveys and interviews highlighted participants' engagement and their reflections on the learning experience and perceived needs. These findings underscore the potential of mobile-assisted HVPT in promoting L2 phonological development and cognitive engagement among young learners, offering pedagogical implications for integrating technology-driven pronunciation instruction in authentic L2 educational contexts.

Efficiency without compromise: Refining high variability pronunciation training through trial count and talker variability

Shelby Bruun, Charlie Nagle, and Germán Zárate-Sández

High variability pronunciation training (HVPT) supports L2 speech sound learning by exposing learners to phonetically variable input, primarily through multiple talkers and diverse phonetic contexts, and providing trial-level corrective feedback (Thomson, 2018). While extensive research has demonstrated HVPT's effectiveness in promoting robust perceptual gains, relatively little is known about how distinct sources of variability (e.g., number of talkers; Zhang et al., 2021) and overall training intensity shape learning outcomes. In this talk, we present perceptual learning data from three different learner groups (semesters 1, 2, and 3) of at-home HVPT, each iteration systematically manipulated with the goal of maximizing training efficiency and learner retention without sacrificing learning gains.

The training was embedded into the curriculum of first-semester Spanish courses at two large U.S. universities. Across the three semesters, learners were randomly assigned to either a 2-talker or 6-talker condition and completed six HVPT sessions over three weeks (two sessions per week), targeting the Spanish /p–b/ contrast. In semester 1, sessions included 120 trials; in semester 2, trial count was halved to 60. In semester 3, the 60-trial format was retained, but talker presentation was modified from blocked to interleaved. We measured perceptual learning in a pre-post-delayed design. Preliminary analyses of semesters 1 and 2 data indicate that all experimental groups significantly outperformed controls and exhibited durable gains at delayed posttest. We observed no significant loss of learning gains from the 120-trail to 60-trail formats, suggesting that comparable learning could be achieved in a more time-efficient format. Analyses of semester 3 data, which examine the effects of talker presentation, are currently underway and will be presented at the conference. These findings offer practical insights into how HVPT can be streamlined for instructional use and contribute to the ongoing discussion around balancing variability, efficiency, and learning outcomes in pronunciation training.

How much training is enough? A time-course analysis of a 10-session audiovisual HVPT for L2 English vowels

Cristina Aliaga García

A review of the last 35 years of phonetic training research reveals that high-variability phonetic training (HVPT) effectively enhances L2 vowel perception and/or production (Thomson, 2018). Training with full vowel sets leads to better outcomes than subsets (Nishi & Kewley-Port, 2008), and audiovisual HVPT outperforms auditory-only approaches (Hazan et al., 2006). However, optimal training duration remains underexplored (Barriuso, 2018), with studies ranging from 3 to 40 sessions. This study explores the time-course of perceptual learning in a 10-session audiovisual HVPT designed to improve the identification of English monophthongs.

Thirty-two advanced Spanish/Catalan EFL learners (M_{age} = 22.3) completed ten one-hour sessions over five weeks. Each session involved identifying vowels in CVC tokens produced by two unfamiliar British English speakers. Learners received audiovisual feedback on categorization errors across front, low and back vowel subsets. To map learning trajectories, session-level accuracy and derived measures were analyzed: overall slope (S01–S10, reflecting general improvement) and segmented slopes (S01–S05 and S06–S10, capturing early vs. late change), predicted accuracy at S01 and S10, intercepts (log-odds of baseline performance), and session location of minimum and maximum accuracy. Results showed significant accuracy gains across sessions, with performance peaking at S07. Linear mixed-effects modeling and repeated measures ANOVA confirmed a plateau or decline afterwards. Correlation analysis showed that slope (rate of improvement) was a stronger predictor of final performance than initial accuracy. Cluster analysis of slopes revealed four learner profiles: (1) Early High Performers (initial gains, later plateau), (2) Late Improvers (delayed, substantial improvement), (3) Persistent Strugglers (minimal gains throughout), and (4) Consistent High Achievers (steady improvement throughout). Profiles varied across vowel sets: front vowels had more high achievers (45%), while low and back vowels showed more persistent strugglers (13%–16%). Findings suggest that seven sessions may be optimal, although variability in learning rates highlights the need for adaptive training protocols.

Advancing accuracy without fluency trade-offs: Using the PFIAP model to teach contrastive nuclear stress placement to B1-level EFL high-school students

Eliana Berardo and Pedro Luis Luchini

Recent shifts in L2 pronunciation teaching have moved from accent reduction toward intelligibility as the central instructional goal (Derwing & Munro, 2015; Saito, 2021). A key prosodic feature supporting intelligibility is contrastive nuclear stress (CNS) (Levis, 2023). Spanish-speaking learners often struggle with this feature due to L1 influence (Trofimovich & Isaacs, 2012). Trofimovich (2021) highlights the value of explicit instruction in helping learners develop prosodic control. This study examines the impact of the PFIAP pedagogical model (Luchini, 2023, 2024) on teaching CNS, guiding learners from awareness to communicative use, and its influence on fluency.

Participants were 36 Argentinean high-school students (experimental, *n* = 18; control, *n* = 18) taking a B1-level EFL course. The experimental group received one week of PFIAP-based instruction using picture comparison tasks. Formulaic expressions (e.g., "In the first picture") were introduced to scaffold fluency and elicit CNS (Rossiter et al., 2010). Pre- and post-test speech samples were analyzed for accuracy (CNS placement) and fluency (pause behavior: average length and number) using paired t-tests and Wilcoxon tests. A comparison of accuracy measures revealed a significant improvement, while no significant differences in fluency were observed. However, the length of disruptive pauses showed a marginally significant reduction, pointing to a possible improvement. No significant correlations were found between posttest accuracy and fluency measures.

Contrary to predictions grounded in Cognitive Load Theory and Skehan's (2009) Trade-Off Hypothesis, learners improved in accuracy without a loss in fluency. This outcome aligns with Robinson's (2001) Cognition Hypothesis, which posits that pedagogically structured task complexity can facilitate simultaneous gains across CAF dimensions. The inclusion of formulaic scaffolding may have further supported this dual development, offering a novel contribution to the field by showing that gains in accuracy need not come at the expense of fluency when instruction is guided by a cognitively sensitive model.

Acquisition du Schwa par des apprenants de français L2 dans le nord-ouest de l'Ontario

Isabelle Lemée

En français, soit le schwa est réalisé avec une articulation proche de [œ] (ou [ø]), soit il est absent de la forme phonétique, par exemple seconde [sœgɔd]/[sgɔd]. Peu de travaux se sont concentrés sur le comportement du schwa dans l'acquisition du français langue seconde par des apprenants anglophones. Dans notre étude, nous analysons l'usage variable du schwa par des apprenants avancés du français L2 venant de la région du Nord-Ouest de l'Ontario où le français est en situation minoritaire. Il existe très peu de recherches sociolinguistiques sur cette variable et son usage par des locuteurs L2. Notre corpus comprend 23 apprenants de français langue seconde au niveau universitaire. Les apprenants sont issus des programme d'immersion et de français cadre. Les données ont été collectées de deux manières : a) des entretiens oraux de dix locuteurs anglophones de français L2 ; b) la lecture d'un texte par 23 locuteurs anglophones de français L2. Notre recherche analyse le maintien et l'élision du schwa dans les deux activités proposées. Nous cherchons à contribuer à la connaissance du comportement linguistique des locuteurs L2 en lien avec le cas instable et donc exigeant du schwa. Notre étude est quantitative et transversale. Nous avons utilisé le logiciel Goldvarb 2001 (Robinson et al., 2001) qui permet d'effectuer des analyses multivariées. Nos résultats montrent que l'influence de l'éducation de français immersif ou de français cadre ne s'est pas avérée pertinente à l'usage du schwa. Les locuteurs L2 ont des difficultés à acquérir l'omission du schwa au même niveau que les locuteurs natifs. Cela remet en question la capacité des apprenants à s'engager dans la variation dans de tels contextes. Le schwa est une caractéristique véritablement variable de leur répertoire sociolinguistique.

English prosody instruction in support of academic listening comprehension: Students' views and outcomes

Veronica G. Sardegna and Anna Jarosz

Second language (L2) listening is widely regarded as important because good listening skills allow learners to acquire language through exposure to oral input and to communicate successfully in the L2 (Kissling, 2018). It is also considered very challenging because it requires significant cognitive effort from L2 learners (Siegel, 2024). Yet, L2 listening classroom instruction generally involves answering listening comprehension questions after listening to the same text multiple times—that is, it mainly focuses on the product of listening (Vandergrift, 2004). Such an approach does not really prepare students for the real-time listening they will encounter in college and beyond. In this presentation, we offer research evidence in favor of an alternative approach to L2 listening. This approach is grounded on the proposition that listening instruction needs to focus on the process of listening (Vandergrift & Goh, 2012). In process-oriented approaches, students are guided to discern communicative intent through an analysis of the speaker's choice of prosodic features in real-time communication (Reed & Jones, 2022).

Through a six-week-long intervention, 15 Polish EFL high school students received information and targeted practice on how English speakers structure their academic talks and signal important information through prosodic markers. Scaffolded learning through academic TED Talks raised their awareness of how these markers worked together with discourse markers, gestures, and contextual information to aid listening comprehension. Prior to the intervention, data were gathered on students' academic listening challenges, and then students' opinions on the effectiveness of the intervention were elicited at the end. The students also completed pre- and post-instruction listening assessments. The results show that the approach was effective in increasing students' confidence and ability to listen to academic texts in real-time. The presentation will describe the process-oriented approach, discuss the findings, and offer pedagogical recommendations for teaching how to listen to academic talks.

Individual differences as moderators of students' attitudes toward the foreign language accent imitation technique and its effectiveness

Małgorzata Baran-Łucarz and Alice Henderson

Foreign language (FL) accent imitation in one's mother tongue (FLAIT) can raise awareness of phonological and articulatory differences between the two languages, and reduce accentedness (e.g., Henderson & Rojczyk, 2023; Rojczyk, 2015). However, clear reluctance towards this technique of some students indicates that it may not be equally effective for all individuals. This paper reports results of a mix-methods study conducted among 50 English majors, with a pre-test/post-test design and use of experimental and control groups. While the former practised aspiration with the application of FLAIT, the latter read dialogues in English, with frequent instances of aspiration. The same procedure was followed for practising /t/ and /d/, however, the control and experimental groups were reversed. After two weeks of training each aspect, recordings of dialogues read by the participants were sent to and judged by two phoneticians, who focused on the accuracy of the practised aspects. Additionally, students' personality, field dependence/field independence (FD/FI) and L2 pronunciation grit (L2PG) were verified with the use of IPIP-BFM-50 (Struś et al., 2014), Group Embedded Figures Test (Witkin et al., 1971) and L2 Pronunciation Grit Scale (Baran-Łucarz, 2025), respectively. Finally, students assessed their level of anxiety and enjoyment when practising with the FLAIT in the classroom and at home, shared written reflections on its perceived efficacy and possible suggestions on modifying its use to make it more enjoyable and successful. The paper answers the following questions: 1) Was there a significant difference between the accuracy of the practised aspects in the control and experimental groups? 2) How did the selected IDs moderate the effectiveness of (FLAIT)? 3) How was FLAIT perceived by students representing different personalities, levels of FD/FI and L2PG? The reported results are complemented with pedagogical implications focusing on ways of tailoring the FLAIT to learners' profiles, and suggestions for further research.

Foreign accent imitation: Getting into L2 gear?

Alice Henderson, Joan C. Mora, Vincent Chanethom, and Arkadiusz Rojczyk

L2 speech learning models suggest that learners' ability to develop L2 phonetic categories depends on perceiving differences between L2 sounds and their closest L1 counterparts. Accent imitation may facilitate this and reflect implicit cross-language phonological awareness. Previous research has examined L2 voice onset time (VOT) and pedagogical applications through accent imitation (e.g., Henderson & Rojczyk, 2015; Mora et al., 2014). However, VOT in L2-English speech and English-accented L1 has not been systematically compared across L1 French, Spanish, and Polish learners using the same stimuli and tasks, which is the focus of our study.

We tested 60 learners (20 per L1 group, male and female) in a reading experiment, with The Three Little Pigs read three times: first in their L1, then L2 English, and finally while imitating an Anglophone speaking their L1 (accent imitation). Approximately 30 words were analyzed, containing /p-t-k/ in mono- and disyllabic words (10 per consonant) in word-initial or stressed syllables. We are currently performing acoustic analyses of normalized VOT and conducting within-group (across reading conditions) and between-group (across L1s) comparisons using linear mixed-effects models. Degree of accuracy in imitation (measured as the degree to which learners' VOT on their L2 English was reflected in their English-accented L1) is assumed to indicate learners' awareness of cross language differences in VOT.

Based on prior research, we hypothesized that learners would produce more target-like VOT during accent imitation. We also predicted a positive correlation between VOT in L2 English and English-accented L1. We discuss our results in light of previous studies and implications for L2 pronunciation teaching.

Maintaining EFL learners' oral proficiency during summer breaks: The role of shadowing, task focus, and input difficulty

Noriko Nakanishi and Nobuaki Minematsu

This study addresses the attrition of EFL oral proficiency during extended academic breaks in low-exposure environments such as Japan. Previous research (e.g., Kramer et al., 2021; Tracy-Ventura et al., 2025) highlights the importance of continued language use to prevent such regression. In response, from 2021 to 2024, we implemented a Daily Shadowing Program for CEFR A1–A2 Japanese university students to help maintain oral proficiency over the summer. Shadowing—immediate oral repetition of heard speech—is known to enhance L2 oral performance (Hamada, 2016; Kadota, 2019), though its effectiveness likely depends on factors such as learner proficiency, task type, and material difficulty. The program began with general shadowing tasks (2021), with additional task types added yearly, targeting comprehension and prosody (2022), connected speech (2023), and segmentals (2024). Although task variety increased annually, the daily workload was consistently adjusted to remain around one hour. Audio materials also varied: slightly above learners' level (2021), elementary (2022, 2024), or gradually more challenging (2023). To evaluate the program's effects, we compared pre- and post-summer Versant Speaking Test scores (Overall, Fluency, Pronunciation, Sentence Mastery, Vocabulary) for training participants (N = 12–31/year) and matched control groups. Non-parametric analyses revealed that the summer breaks consistently had negative impacts on the control group. In contrast, most training group scores improved or were maintained, except Fluency and Pronunciation in 2024, when multiple training targets were combined, and Sentence Mastery and Vocabulary in 2022 and 2024, when elementary materials were used. These findings confirm: (1) consistent with previous research, a lack of English exposure during long academic breaks leads to a decline in proficiency; (2) structured shadowing programs can play a meaningful role in mitigating this attrition; and (3) such programs should clearly define task goals to avoid cognitive overload and use audio materials that are appropriately aligned with learners' proficiency levels.

Pronunciation for the real world: A scoping review of L2 English research (1996–2020)

Linda D. Terrier, Saandia Ali, and Marie Garnier

The domain of L2 English pronunciation experienced a major turning point with the publication of Munro and Derwing's seminal paper, "Foreign accent, comprehensibility, and intelligibility in the speech of second language learners" (1995). The study showed that foreign-accented English is not necessarily unintelligible and can, in fact, be understood by native English listeners. This was the first study to prioritize real-world communication (intelligibility) over the theoretical goal of native-likeness. To better understand the shift from nativeness to intelligibility (Levis, 2005), we conducted a scoping review (ScR) of L2 English pronunciation research from 1996—the year after Munro and Derwing's paper—to 2020, when our review began. Our corpus comprises 463 empirical studies published in 35 prominent journals in SLA, SLLT, and phonetics and phonology. For PSLLT 2025, we mined this corpus to examine how pronunciation research has dealt with the "real world." We focused on three indicators: (1) participant characteristics (speakers and listeners) and their alignment with real-world EIL contexts; (2) references to the "real world" in the articles; and (3) factors contributing to intelligibility, a key goal in real-world communication. We used both manual coding with corpus-linguistic tools. We will briefly present our methodology before reporting findings. Only a few studies relied on real-world interaction data. Preliminary results on the rest of the corpus suggest that participant profiles remain narrow, confirming Plonsky's (2023) observations. Most studies involve non-native speaker to native listener interactions, which do not reflect common real-world EIL communication. Nonetheless, intelligibility has emerged as a key concern within L2 pronunciation research. Among the many factors investigated, two stand out for real-world oriented classroom practices: accent familiarity and word stress.

AI prediction and human perception: Content words matter more than function words in L2 intelligibility, comprehensibility, and accentedness

Kevin Hirschi and Okim Kang

Many approaches to teaching second language (L2) English pronunciation focus on prominence and phonemic accuracy of content words for development of intelligibility and comprehensibility (Levis & Silpachai, 2018). However, as learners and researchers increasingly turn to Automatic Speech Recognition (ASR) for instantaneous evaluation or feedback, ASR transcription provides little pedagogical information in terms of clues about which words are more important than others. To lay the groundwork for a differential focus on content and function words in ASR-based L2 speech applications, this study investigated the extent to which the development and exploratory use of a bespoke word-level intelligibility-centric ASR system could predict listener perceptions of L2 speech constructs. Eighty-four L2 learners produced 160 recordings of spontaneous speech which were analyzed by the system at the word level with two ASR models (an off-the-shelf model and a customized fine-tuned model), speech rate, pauses, and prominence. Thirty trained listeners rated the recordings for intelligibility, comprehensibility, and accentedness. Regression models found that intelligibility was predicted by content word accuracy with the customized fine-tuned ASR model ($p < .001$, $R^2 = .19$), and articulation rate ($p = .008$, $R^2 = .03$). Comprehensibility was also predicted by content words with the fine-tuned ASR model ($p < .001$, $R^2 = .18$) and the off-the-shelf ASR system ($p = .037$, $R^2 = .11$), as well as a faster articulation rate ($p = .032$, $R^2 = .04$). Accentedness, on the other hand, was weakly related to ASR model scores and suprasegmental features ($.021 < p < .033$, $R^2 < .06$). The results support refining ASR for L2 intelligibility with a focus on content words over function words. They also provide a blueprint for multi-stage automated analyses of features related to listener perceptions of intelligibility and comprehensibility. Implications are extended to pronunciation training with and without technology, and caution against the use of off-the-shelf ASR for L2 intelligibility.

Rethinking the multilingual advantage in accent perception: A mixed-effects analysis of comprehensibility and intelligibility

Francesca G. Grixoni and Alexander J. Holmberg

As English grows as a global language (Jenkins, 2007), it is important to understand how listeners with different language backgrounds process different accents. Prior research suggests that multilingual experience may enhance listeners' ability to comprehend diverse accents (Saito & Shintani, 2016), yet findings are mixed (Bent & Bradlow, 2003; Cutler et al., 2004). Monolingual (28) and multilingual (24) U.S. undergraduates rated five English varieties—general American, regional British, Ghanaian English, general British, and regional American (Texas)—for comprehensibility on a 9-point numerical scale (1= *very difficult to understand*; 9= *very easy to understand*) and intelligibility based on a transcription task. Participants also reported how frequently they encountered each variety in their daily lives (*never*, *rarely*, *sometimes*, *often*, *always*), allowing us to examine whether prior exposure influenced performance. Linear mixed effects models assessed the effects of language background and accent. For comprehensibility, there was no significant difference between the multilingual and monolingual groups (p = .90), though accent itself had a marginal effect (p =.05): General American was rated more comprehensible than regional British (Bradlow & Bent, 2008). For intelligibility, there was a significant interaction between language background and accent (p = .01), indicating that multilingual listeners performed worse than monolinguals on certain accents—contrary to claims of a multilingual comprehension advantage (Saito & Shintani, 2016). These results challenge assumptions that multilingualism alone enhances listening comprehension. Instead, they suggest that exposure to diverse accents and contexts may play a greater role (Boduch-Grabka & Lev-Ari, 2021). Language teaching practices should increase students' exposure to global English varieties to prepare them for real-world communication and promote positive attitudes toward linguistic diversity (Miao et al., 2025). Integrating diverse accents into language education can foster more inclusive and equitable communication in multilingual settings.

Native speaker perspectives on pronunciation teaching: A phenomenological study

Rizgar Qasim Mahmood

This qualitative study examines how native English-speaking teachers perceive their role in teaching pronunciation, compared to non-native teachers, within English as a Second Language (ESL) contexts. Drawing on frameworks of intelligibility (Derwing & Munro, 1997) and native-speakerism (Holliday, 2006), the study addresses the following research question: (1) How do native-speaking teachers perceive the importance and challenges of pronunciation instruction? (2) How do they perceive the comparative contributions of native and non-native teachers to pronunciation pedagogy? Conducted at a language college in Sydney, Australia, the study involved structured interviews with ten in-service native English-speaking teachers. A phenomenological approach was adopted to explore participants' lived experiences and beliefs. Findings reveal a strong consensus on the essential role of pronunciation in ensuring intelligibility, while highlighting significant challenges such as addressing diverse phonetic backgrounds and managing limited instructional time. Teachers employed a range of strategies, from explicit phonetic instruction to integrative pronunciation practice, though they differed in their views on the effectiveness of various approaches. Importantly, participants expressed nuanced understandings of the contributions of native and non-native teachers, challenging simplistic assumptions about linguistic authority. These findings underscore the need for teacher education programs to include comprehensive, theory-informed pronunciation training and for curricula to allocate greater emphasis to systematic pronunciation instruction. The study contributes to broader discussions in English language teaching regarding equitable and effective pronunciation pedagogy in increasingly multilingual classrooms.

Learner views on pronunciation development: Insights from focus group research

Jennifer Foote and Ron I. Thomson

For the past quarter of a century interest pronunciation has been growing both in terms of second language (L2) pronunciation research (e.g., Levis, 2019) and in terms of products and materials available to L2 speakers who wish to improve their pronunciation. Throughout this time, many studies have investigated instructor beliefs and cognitions relating to pronunciation instruction (e.g., Baker, 2011; Buss, 2016; Foote et al., 2011). However, less is understood about what L2 learners' themselves think about second language pronunciation development. A number of scholars (e.g., Munro & Derwing, 2009; Thomson, 2014) have expressed concerns over products and services offering unsound pronunciation training to L2 speakers. The current study investigates learners' beliefs about pronunciation development, whether they are aware of materials available to improve their pronunciation, and whether they are able to critically evaluate those materials.

Twenty-seven language learners from three different language programs participated in one of four focus groups. They were asked questions about pronunciation development including their thoughts on intelligibility and accentedness. Participants were also asked about which materials they used outside of class. Finally, online materials such as videos and apps were shown to the participants, who offered their views on whether they would use such materials and why. Results indicated that most participants thought pronunciation was important, and those who didn't felt that already had intelligible pronunciation. Most, but not all, participants were positive about how L2 accents are perceived in Canada. Finally, learners were frequently unaware of effective materials that are available and often had difficulty making judgments about the soundness of techniques and information from online sources.

“I was so immersed in it” – connecting accentedness to using language for meaningful purposes: A case study of a French learner

Laëtitia Kokx

Research in the growing field of pronunciation acquisition has often considered numerous individual differences (IDs) in examining which factors may predict accentedness. However, these personal factors have usually been viewed as fixed and “in isolation from social context” (Hansen Edwards et al., 2021). Including individual and social elements may offer a clearer understanding of why students with similar backgrounds can have different degrees of accent when speaking the language they are learning. By exploring two IDs from a socially-oriented lens, this case study investigates the relationship between one French language learner’s (Gabriel) accentedness and 1) length of instruction and 2) use of and exposure to French.

Drawing on data collected as part of a larger linguistic ethnography research project, I examine the influence between these IDs and Gabriel’s accentedness by encompassing his broader learning experiences and social interactions in French. He was enrolled in a second-year French class and received a total of two years of formal college-based instruction. To ensure a multi-perspective analysis, I collected data from different sources, including an online ethnographic survey and a journal documenting Gabriel’s interactions in French outside of the classroom, and I interviewed him. Ten expert raters measured his accentedness on a 9-point scale. The results support previous research suggesting that the length of instruction is not always directly linked to accentedness. However, findings suggest that interactions with peers in the target language throughout the overall learning journey, engagement in frequent and meaningful interactions and activities in French, and more systematic use of French within the classroom play a significant role in shaping accentedness. At a broader level, this study recalls the necessity of conducting qualitative ethnographic research that encompasses specific life experiences to gain an understanding of how social dynamics can “better reflect the complexity of accent” (Levis & Moyer, 2014, p. 282).

The role of timing in high variability phonetic training: Assessing two potential windows of maximal opportunity

Charlie Nagle, José A. Mompeán González, and Jonás Fouz-González

Research on L2 sound perception training has explored different paradigms, with high variability phonetic training (HVPT) being among the most popular. Its effectiveness is well documented (e.g., Thomson, 2018; Uchihara et al., 2024). However, most studies focus on relatively short-term gains (1–3 months) without examining how the timing of HVPT implementation may influence its effectiveness. This study examined the impact of administering HVPT at two potentially relevant windows of maximal opportunity (WMOs) during an English Studies degree in Spain: the onset of intensive L2 exposure (OIE) and enrollment in an L2 pronunciation-related course (PC). The participants (L1 Spanish) were randomly assigned to two groups. One group (G1, 14 participants) completed training at the beginning of year 1 (coinciding with OIE), whereas the other (G2, 16 participants) completed training in year 2, while taking a PC with explicit instruction. Training involved four 30-minute, multitalker HVPT sessions (identification tasks with feedback), one per week, targeting eight challenging English vowels (/iː ɪ æ ʌ ɜː e ɒ ɔː/) in 24 monosyllabic CVC nonwords per vowel. Perception was measured through identification tasks at four testing times (before and after HVPT, in years 1 and 2). Participants' perception of the target sounds improved regardless of when it was administered. Moreover, students also improved outside of training, suggesting that the beginning of intensive exposure in an L2 language program is a WMO with a positive impact on learners' perception of L2 sounds.

Does inter-session spacing in HVPT matter for L2 vowel learning?

Zdenka Aksenovová, Joan C. Mora, and Raquel Serrano

High-variability phonetic training (HVPT) effectively improves learners' perception and production of challenging L2 sound contrasts by exposing them to highly variable stimuli (multiple phonetic environments and talkers) across several sessions with trial-by-trial feedback (Thomson, 2018). Research on HVPT has investigated training design features such as low versus high variability in training stimuli (Brekelmans et al., 2022), blocked versus interleaved talker distribution (Perrachione et al., 2011), the use of discrimination versus identification training tasks (Cebrian et al., 2024) and words versus nonwords as training stimuli (Mora et al., 2022). However, no studies have examined how inter-session spacing affects pronunciation learning within the HVPT paradigm. Given the evidence that practice distribution impacts L2 learning outcomes and processes, especially for vocabulary and grammar (Kim & Webb, 2023; Serrano, 2022), investigating its effects on pronunciation learning in HVPT is a crucial next step.

The current study focused on a challenging English vowel contrast (/æ/–/ʌ/) for L1-Spanish/Catalan EFL learners. Participants followed three HVPT sessions and were randomly assigned to two spacing conditions: short (1 day; n = 40) or long (1 week; n = 38). HVPT combined AX discrimination and 2AFC identification in two training blocks exposing participants to 10 minimal pair words and four different voices (two female, two male) in every session (320 trials, 20 minutes) on which they received feedback for accuracy and response latency. HVPT perceptual gains in sensitivity to the /æ/–/ʌ/ contrast were assessed through a 2AFC identification test containing trained and untrained items, and a lexical decision test. A delayed word repetition task was used to measure gains in production. The study included a pretest and two posttests (1 day and 21 days after the training). These data, currently under analysis, will shed light on the effect of inter-session spacing in HVPT. Implications for pronunciation training and pedagogy will be discussed.

Training L2 learners to distinguish L2 and L1 vowels: A new HVPT approach

Juli Cebrian, Celia Gorba, Ingrid Mora-Plaza, Núria Gavaldà, and Susan Cortés

L2 learners need to be able to distinguish between native (L1) and target language categories in order to establish target-like second/foreign language (L2) categories. This ability may improve with target language exposure and L2 use (e.g. Flege, 1995). High variability phonetic training (HVPT) has generally been found to improve L2 perception and production (Thomson, 2018). However, few studies have examined the effect of HVPT on the ability to discern native from target language sounds. To address this issue, we conducted a study that examined the effect of HVPT on cross-linguistic perceived similarity between L1 and L2 vowels. Forty-five L1 Catalan L2 English speakers underwent L2 vowel identification and discrimination training. Post-training results revealed no significant changes in cross-linguistic perceived similarity. Given these results, we designed a second study currently in progress involving the same population (*N* = 55), aimed at assessing the efficacy of a vowel identification training regime specifically intended to draw learners' attention to L1-L2 vowel differences and similarities. Thus, the use of a training regime involving L2 stimuli only (Group 1) is compared to a regime that includes both L1 and L2 stimuli (Groups 2 and 3). Feedback, provided after every trial, either simply indicated the right answer (Groups 1 and 2) or additionally directed listeners' attention to the degree of similarity between L1 and L2 sounds (Group 3). Training stimuli involved nonwords that are possible sequences in both languages (e.g., /fVpi/). Before and after training participants were tested on cross-linguistic perception, vowel identification and vowel production in nonwords and real words. The results will be discussed in light of the expected greater efficacy, following current L2 speech models' claims, of a training method that focuses directly on the ability to discern L1 from L2 sounds, and the applied and theoretical implications of this novel approach.

Modeling speech perception longitudinally using the interrupted time-series design in L2 speech studies

Yongzhi (Vito) Miao and Okim Kang

The field of second language speech has been growing, and many scholars are interested in issues related to study design (Nagle, 2022) and research methods (Nagle, 2024). In a similar vein, this paper reports a case study using the interrupted time-series design to model speech perception longitudinally, investigating the effect of a two-week social psychology and accent familiarity training on listener perception of Global Englishes speakers in China (n = 73) and the United States (n = 74). Rated categories included listener perception of accentedness, comprehensibility, and linguistic stereotyping (Munro & Derwing, 1995; Zahn & Hopper, 1985).

The interrupted time-series design assumes only one intervention group (with no control group), multiple pretests, and multiple posttests. The presence of multiple pretests allows researchers to observe whether the target variables change as a function of time, without interventions, thus serving as within-subject control measures. The addition of multiple posttests provides insights into the longevity of the findings. This design is argued as one of the most robust quasi-experimental designs when randomized trials are not feasible (Hudson et al., 2019).

This paper, after briefly reporting the findings, discusses the strengths, limitations, and words of cautions of the interrupted time-series design. One of the biggest strengths, for example, is ethical considerations. Specifically, traditionally, the recruitment of an intervention group and a control group would mean that both groups would not receive the same treatment, leading to questions to the equal learning opportunities and fair assessment for the students. The interrupted time-series design, with only one group, addresses this concern whilst still providing some control measures. Issues such as spacing (gaps between tests) will be discussed. Implications for their applications in second language speech studies will be provided.

Long-term development of L2 Japanese pronunciation: Effects of training on accuracy, perceived comprehensibility, and intelligibility

Tomoko Okuno

Numerous studies have examined the effectiveness of second language (L2) pronunciation instruction and training in enhancing both segmental and suprasegmental features to improve comprehensibility, intelligibility, perceived foreign accent, and fluency. However, findings have been inconsistent. According to Flege and Bohn's (2021) Revised Speech Learning Model (SLM-r), while L2 learners can acquire segmental features, the mechanisms underlying the acquisition of suprasegmental features remain less understood. This study investigated the effectiveness of L2 Japanese pronunciation training, implemented over two semesters of Japanese language instruction, in improving learners' pronunciation accuracy, perceived comprehensibility, and intelligibility, with the aim of informing effective pedagogical approaches.

A pretest-posttest control group design was employed. Participants were 36 native English-speaking learners enrolled in two consecutive semesters of beginning-level intensive Japanese courses at a U.S. university. They were divided into a treatment group, which received pronunciation training, and a control group. The treatment group participated in 14 pronunciation training sessions targeting both segmental and suprasegmental features, including intonation at the word and sentence levels. Training activities included listening to audio models, practicing pronunciation, and recording short phrases, narratives, or dialogues outside of class. Each participant received 10 minutes of individualized feedback per session. Pretest and posttest data were collected through recorded short narratives administered before the first and after the final training sessions.

Participants' speech samples were analyzed for improvements in pronunciation accuracy, perceived comprehensibility, and intelligibility. Nineteen native Japanese college students rated the speech samples for comprehensibility and intelligibility. Error and acoustic analyses were conducted to assess pronunciation accuracy. Results indicated significant improvements across all three dimensions. The study discusses factors influencing comprehensibility and intelligibility ratings, their interrelationship, and the implications for integrating suprasegmental training within the SLM-r framework. Practical suggestions for incorporating pronunciation instruction into L2 pedagogy are also provided.

Exposure, motivation, and context of learning on L2 Spanish vowel development in Midwestern university learners

Annika B. Wallander, Avery Kayne Puskas, and Rajiv Rao

Goodale et al. (2024) found that Spanish language-house learners produced more target-like /bdg/, though both groups showed similar results by the study's end. Ward et al. (2025) showed greater VOT gains for /ptk/ among motivated Spanish-house students than classroom-only peers. In continuation, we explore vowel development in the same L1English/L2 Spanish learners (L1E/L2S). Spanish has a relatively stable tense 5-vowel system (/ieaou/) that maintains quality regardless of stress. However, American English has between double and triple the vowels of Spanish, clustering more centrally in the vowel space with systematic unstressed vowel reduction. This difference can contribute to challenges for L1E/L2S. While advanced learners often improve, beginners typically make limited gains, highlighting experience and learning context as pivotal in L2 vowel development. This study addresses the role of exposure, motivation, and context of learning in Spanish vowel acquisition through a comparison of two L1E/L2S groups enrolled in intermediate Spanish courses. The experimental group included five L1E/L2S students who lived in a Spanish-themed language house; the control group included five students not residing in the house. All participants completed a LEAP-Q background and a motivation questionnaire. Productions were recorded at ten time points across an academic year and vowels in stressed contexts in two-syllable words were analyzed in Praat. First and second formant values (F1 and F2) and duration were measured using a Praat script. Preliminary results from the ongoing analysis (5,500 tokens) shows the experimental group's vowel space more closely resembles the triangular shape of L1 Spanish speakers, suggesting that increased motivation and exposure in the Spanish-themed language house positively influenced L1E/L2S vowel development. Learner individual differences will be further explored to provide deeper insights into vowel development, with future analyses focusing specifically on vowels produced in unstressed contexts.

Using Google Voice Typing in pronunciation instruction and assessment: Why task design matters

Carol Johnson and Walcir Cardoso

Research on dictation-based automatic speech recognition (D-ASR) tools, such as Google Voice Typing (GVT), highlights their great potential for teaching and assessing pronunciation (e.g., Inceoglu et al., 2020; Johnson et al., 2024). However, user perception studies often mention learner frustration with transcriptions that do not reflect accurate pronunciation (e.g., Mroz, 2018), a problem that may originate from vocabulary-related variables causing D-ASR to mis-transcribe correctly produced utterances. Two studies examining the accuracy of Google's ASR (Ashwell & Elam, 2017; Cámara-Arenas et al., 2023) found low-frequency vocabulary and unusual collocations can significantly reduce transcription accuracy.

To address these limitations, this study examined the impact of (1) word frequency, (2) unusual collocations (e.g., round square tool), and (3) phonologically ambiguous items (e.g., two cans vs. toucans) on GVT transcription accuracy. Four highly proficient speakers of English (two L1 speakers, two English-French bilinguals) recorded 60 sentences targeting these features. The recordings were transcribed by both GVT and eight human raters and evaluated for transcription accuracy (GVT) and intelligibility (raters), two complementary measures of pronunciation. A repeated measures ANOVA compared D-ASR and human accuracy at the sentence level, while chi-square tests examined accuracy across the three targeted language features. Findings show that lower-frequency vocabulary and phonologically ambiguous phrases led to higher rates of mistranscription in GVT, while sentences containing names, proper nouns, or unusual collocations were generally transcribed accurately. Transcription accuracy among human raters was lower than that of GVT and showed greater variability across scorers. Consistent with aspects of Ashwell and Elam (2017) and Cámara-Arenas et al. (2023), these findings highlight how the three examined features create transcription difficulties for both humans and D-ASR, even with highly proficient speakers. These findings suggest the need for more deliberate task design in teaching and assessment contexts to help promote more accurate feedback and equitable scoring.

Évaluation de la compréhensibilité en français Lx par des juges non experts : Réflexions sur les défis méthodologiques

Kathleen Borgia

Dans les quinze dernières années, les recherches, principalement menées en anglais Lx, ont identifié des aspects du discours considérés dans l'évaluation de la compréhensibilité (voir Isaacs & Trofimovich, 2012; Saito et al., 2016). Cependant, peu d'études se sont penchées sur les facteurs linguistiques pris en compte par des locuteurs L1 non experts, et des données corrélatives brossent principalement le portrait actuel de la compréhensibilité. Ces tendances s'expliquent notamment par la complexité de l'interprétation des commentaires, souvent limités à quelques aspects prosodiques du discours, produits des locuteurs naïfs agissant comme juges (voir Isaacs & Thomson, 2013). Pour pallier cette difficulté, mieux comprendre le métalangage qu'utilisent les juges non experts pour commenter la parole Lx est capital. La présente étude exploratoire vise à combler cette lacune en examinant comment des locuteurs naïfs (N = 5) perçoivent et décrivent la prononciation des locuteurs Lx du français. Nous avons exposé les participants à dix extraits de parole Lx présentant un phénomène segmental ou suprasegmental susceptibles de nuire à la compréhensibilité et n'appartenant pas à leur variété maternelle. Invités à prendre le rôle d'un coach dialectal, les participants ont exprimé librement leurs perceptions de chaque extrait. Une analyse thématique de leurs commentaires révèle des moyens discursifs limités pour expliquer les écarts perçus, malgré le contexte d'apparence propice à la tâche d'évaluation. Devant ce constat, nous proposerons donc une discussion sur les conditions de participation des juges non experts et des défis méthodologiques que pose leur recrutement dans les études qualitatives sur la compréhensibilité en français.

Comparison of comprehensibility and ACTFL AAPPL ratings of interviews with two-way Japanese dual language immersion students

Tetsuo Harada

The oral proficiency of students in dual language immersion (DLI) programs—where a balanced number of students from both majority and minority language groups are enrolled in the same class and at least 50% of content instruction is delivered in a minority language—is well documented using standardized speaking proficiency tests (e.g., ACTFL, CAL, STAMP) (Padilla et al., 2013; Ruiz-Funes, 2020; Watzinger-Tharp et al., 2018). However, little research has been conducted on the intelligibility and comprehensibility of DLI students' speech. This study compares DLI children's comprehensibility with their scores on the ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL). Seventy-one children in a Japanese English DLI program in the U.S. (27 English-home language [EHL] learners and 44 Japanese-home language [JHL] learners) participated in AAPPL oral interviews. AAPPL scores follow the ACTFL Proficiency Guidelines and range across 10 levels from N-1 (Novice Low) to A-1 (Advanced Low). Additionally, 10 Japanese-dominant bilinguals will rate 20- to 30-second excerpts from each interview for comprehensibility using a 9-point scale (1 = *hard to understand*, 9 = *easy to understand*; Trofimovich & Isaacs, 2012). Results show that 65% of EHL learners attained I-2 (Intermediate Mid), while 75% of JHL children reached I-3 to I-5 (Intermediate Mid to High), aligning with findings from Mandarin immersion programs (e.g., Fortune & Ju, 2017). AAPPL scores will be converted to numerical values (1 = N-1 to 10 = A-1) and compared with comprehensibility ratings using Pearson's product-moment correlation coefficient. It is hypothesized that while AAPPL scores will correlate with comprehensibility ratings for the JHL group, they may not for the EHL group due to greater variability in the latter's speech. Further theoretical discussion will be presented.

Exploring relationships among L2 Spanish proficiency, comprehensibility, accentedness, and segmental accuracy during study abroad

Leah Metzger and Alfonso Morales-Front

Study abroad (SA) is intuitively appealing for L2 pronunciation development because of the ample opportunity for meaningful input and interaction. However, when empirically tested, the effects of SA on pronunciation development are variable and moderated by a wide array of factors. Among these factors is participants' overall L2 proficiency, with lower proficiency favoring greater effects (e.g., Avello & Lara, 2014). Nevertheless, the general relationship between overall L2 proficiency and pronunciation ability remains unclear. Existing research suggest that pronunciation-focused interventions are effective regardless of proficiency level (e.g., Camus, 2016; Kissling, 2012). Proficiency level may also moderate the relationship between certain global measures of pronunciation (e.g., Huensch & Nagle, 2021, 2023). This suggests that the relationship between proficiency and pronunciation may depend on the dimension of pronunciation in question.

This study further explores this issue within the context of short-term SA. We address the following question: What is the relationship between initial proficiency and multiple measures of pronunciation development during short-term SA?

34 advanced, L1 English-L2 Spanish participants of a six-week SA program in Ecuador completed elicited imitation tasks (EITs) and recorded oral diaries throughout the course of the program. Their development in pronunciation was measured at different levels: First, at a global level, a group of native, nonnative and heritage raters evaluated the oral diaries for comprehensibility and degree of foreign accent. Then, at the segmental level, we measured changes in voice onset time and lenition patterns of word-initial, oral stops. We selected a multivariate linear mixed-effects model to explore the relationship between EIT score and these pronunciation measures.

This study contributes to a more nuanced understanding of the relationship between L2 proficiency and pronunciation development by using multiple measures of pronunciation development. It also sheds light on how such a relationship may impact the efficacy of SA on pronunciation.

Exploring comprehensibility among FL listeners: Evidence from learners' cognitive processing and scalar judgments of regionally-accented Italian speech

Katherine Yaw and Tania Ferronato

Foreign language (FL) classrooms aim to prepare learners for real-world communication in their target language. Spoken FL communication imposes real-time cognitive demands on learners, including the effort required to process regional speech varieties (i.e., comprehensibility; Munro & Derwing, 2020). Impacted by both learner- and speaker-specific factors, comprehensibility is typically measured through self-reported scales that serve as a proxy for psycholinguistic processing measures. Although some comprehensibility research has included both perceptual rating and cognitive processing measures (e.g., Ludwig & Mora with EFL learners), the psycholinguistic dimension remains underexplored, particularly in the context of a highly regionalized spoken language like Italian (Gili Fivela et al., 2015).

Building on a previous investigation, the present study 1) explored the impact of speaker regional accent and listener background factors (i.e., accent familiarity, contact with Italian speakers, heritage learner status, L1) on Italian as a FL (IFL) learners' accuracy and cognitive processing of regionally-accented speech, and 2) compared these psycholinguistic findings to perceptual comprehensibility ratings. Forty-five intermediate-level university IFL learners completed a background questionnaire and three separate listening activities with audio files produced by six regionally-accented L1 Italian speakers. Activities included animacy judgment (i.e., identification of words as living or non-living; 140 trials), Likert-type comprehensibility rating (16 20-second audio files), and semantic differential comprehensibility ratings (12 30-second audio files). Psycholinguistic data were analyzed using mixed effects models; processing patterns were then correlated to scalar ratings. Preliminary analyses of the animacy judgment task revealed no statistically significant effect of regional accent on listener processing patterns (i.e., accuracy rates and RTs), in contrast to our previous results demonstrating an effect of speaker regional accent on scalar comprehensibility ratings. Findings of this study offer methodological implications for construct definition and measurement of comprehensibility, along with pedagogical implications for incorporating regional variation into oral communication training in the FL classroom.

Laboured intelligibility: How international teaching assistants work to be understood

Vijay Ramjattan

In North American English-medium universities, international teaching assistants (ITAs), many of whom are positioned as "nonnative English speakers," are criticized for their "foreign accents," which are the alleged source of student misunderstanding of course material (e.g., Fitch & Morgan, 2003; Subtirelu, 2017). While much of this criticism is the result of racist and xenophobic perceptions of ITAs rather than genuine misunderstanding, ITAs are nevertheless responsible for addressing their alleged lack of intelligibility on account of working in neoliberal universities that position them as service providers who must cater to the needs of student-customers (Kim, 2020). Intelligibility is thus a goal that ITAs must labour toward as neoliberal service providers.

To explore this laboured intelligibility, this paper draws on semi-structured interviews with and journal writing from 14 ITAs working in various Canadian universities. A critical thematic analysis (Lawless & Chen, 2019) of these data revealed that the extent to which these ITAs worked to be understood depended on the purpose of communication, the social identities of their interlocutors, and the disciplinary context in which they were situated. These findings highlight that intelligibility should not be conceptualized as a static trait of ITAs, but rather something that must be constantly negotiated within certain communicative contexts. In terms of their implications for ITA workplace learning, the findings also demonstrate that ITAs should not be taught how to homogenize their accents to a "native-English-speaker" norm but critically explore how intelligibility is something to be made with a listening audience.

Linguistic justice and the ethics of pronunciation models

Rias van den Doel

Pronunciation instructors and researchers must take concerns about linguistic justice seriously and formulate conscientious responses to them. This presentation discusses why this is crucial, as all branches of English Language Teaching (ELT) have been argued to perpetuate linguistic inequalities by adhering to the language norms of privileged groups. When these practices disadvantage non-native speakers or non-Whites, they are described as native-speakerist or as intrinsically racist. Pronunciation training, in particular, has faced such censure, and is even criticized for harming learners' self-image.

Researchers have already amply responded to charges of native-speakerism in pronunciation teaching by adjusting targets to reflect learners' L2 accents and emphasizing distinctions between nativeness and intelligibility. Less often, it is argued that pronunciation instruction can also shield learners from acceptability judgments, particularly from other non-natives. Clearly, if empowering non-native speakers is a key goal, it is their needs and perceptions that should guide pronunciation model choices. Nevertheless, this could potentially result in specific local non-native pronunciation norms being prioritised at the expense of others.

Another key issue is the role of ELT in perpetuating language norms associated with the spread of English through colonialism and economic dominance. However, rather than generalizing about the moral implications of teaching high-prestige pronunciation models, it is imperative to differentiate between contexts. For example, the experience of non-native speaker immigrants facing racialised accent discrimination in majority English-speaking countries differs from that of privileged language learners in Europe and elsewhere. Solidarity among non-native groups may be limited, and some non-native speakers may even hold racialised views of an ideal native speaker, erasing the presence of non-White speakers of high-prestige accents. These and other contextual differences suggest that the default portrayal of non-native speakers as oppressed by supremacist native-speaker norms may be much less relevant to some pronunciation teachers' practices and experiences than to others.

Stereotyped voices in the workplace: The roles of comprehensibility, perceived gayness, and job type in employability evaluations

Cesar Teló and Mary Grantham O'Brien

Many people experience unfair treatment because of how they speak. This prejudice, called accent bias, is especially concerning in the workplace, affecting speakers of second languages, regional accents, and stigmatized varieties (Spence et al., 2024). Accent bias stems from several processes (Dragojevic et al., 2024), including social categorization (stereotyping speakers into groups) and processing dysfluency (struggling to understand speakers). However, apart from initial work (Fasoli et al., 2023a, 2023b), it is unclear how these processes account for how listeners react to people who have intersecting identities. We therefore examined professional consequences of accent bias for speakers with multiple pronunciation-signaled stigmatized identities.

We recruited 192 listeners to evaluate eight men in simulated interviews for jobs considered stereotypically gay (flight attendant, fashion designer) or heterosexual (school principal, bus driver) and involving high (e.g., flight attendant) or low (e.g., fashion designer) communication demands. The speakers were first- and second-language (Hispanic) speakers of English who were pre-rated as sounding stereotypically gay or heterosexual. Listeners evaluated each speaker's audio response to the question "What makes you a good candidate for this job?" for employability (*not at all–very much employable*), comprehensibility (processing dysfluency, *hard–easy to understand*), and perceived gayness (social categorization, *exclusively straight–gay*).

We fit a mixed-effects model controlling for job prestige, with random intercepts for speakers and listeners, and by-listener random slopes for comprehensibility and perceived gayness. Employability was predicted by three-way interactions among comprehensibility, perceived gayness, and job type. In both straight-typed and high-communication jobs, comprehensibility had a stronger impact on employability for straight-sounding men (slopes = 2.96–2.98) than for gay-sounding men (slopes = 1.72–1.89), meaning that being easier to understand benefited straight-sounding men more in these contexts. We discuss the nuanced bias at the intersection of a speaker's voice-signaled sexual orientation and language identity.

Empirically validating different measures of listener attitude and stereotyping: Exploratory approach

Okim Kang and Yongzhi (Vito) Miao

Research on second language (L2) speech often deals with attitude/stereotyping of accented speech varieties by L1 and L2 speakers (Lindemann et al., 2014) in various manners. However, scholars have operationalized attitude/stereotyping differently. There is no empirically validated method to determine the effectiveness or appropriateness of such measures suited for specific target contexts of research or/and educational interest. Therefore, the current study seeks to explore: (1) factors underlying different measures of listener attitude/stereotyping; and (2) relationships between attitude/stereotyping measures and listener perception of the speakers' accent in academic contexts. The study involves two separate phrases. In Phase I, 75 U.S. undergraduate students participate in comprehensive questionnaires, including five commonly-practiced attitude/stereotyping measures: (a) race-based approach (without audio/visual stimuli; Babel & Russell, 2015); (b) language-based approach (without audio/visual stimuli; Zahn & Hopper, 1985); (c) audio-based approach on linguistic stereotyping (Lambert et al., 1960); (d) visual-based approach (with visual stimuli), where participants evaluated one's personal traits after seeing a face shot (Greenwald et al., 1998); and (e) audio-visual-based approach based on reverse linguistic stereotyping (RLS) (Kang & Rubin, 2009). A series of composite variables are created for different measures, before an exploratory factor analysis is performed. Results suggest a bifactorial solution regardless of different traits in five different measures: (1) RLS measures and (2) non-RLS measures, meaning that RLS measures and non-RLS measures probe different underlying factors of listener attitude/stereotyping. In Phase II, 50 undergraduate students respond to refined questionnaires, including their perception of the speakers' acceptability as a classmate/instructor. Linear mixed-effects models confirm the most appropriate measure (e.g., RLS as a direct measure) to predict the outcome variable, i.e., acceptability of the speaker as an instructor or classmate. Findings make practical recommendations of attitude and stereotyping tools for educational use in L2 speech and help create an inclusive environment in higher education.

Le positionnement des immigrants arrivés à l'adolescence face aux croyances par rapport à l'accent

Marie-Elen Archambault

La recherche sur la prononciation en langue seconde (Lx) a longtemps considéré les perspectives du locuteur natif (L1) à l'égard d'accents perçus comme étrangers, au niveau de la compréhensibilité (Derwing & Munro, 1997) ou d'attitudes langagières (Beaulieu et al., 2022). Cependant peu se sont attardées à la perspective du locuteur Lx sur son propre accent. À cet égard, Gluszek & Dovidio (2010) examinent les expériences des locuteurs Lx (N = anglais), arrivés à l'âge adulte, aux États-Unis. Leurs résultats révèlent que l'accent Lx est significativement associé à un sentiment d'appartenance moindre causé par une perception de difficultés communicationnelles et une anticipation à subir de la discrimination linguistique (Gluszek & Dovidio, 2010).

Or, peu de recherches ont été menées sur les croyances à l'égard de la prononciation en français québécois chez les immigrants arrivés à l'adolescence, malgré leur exposition prolongée à cette variété et leur socialisation dans des institutions francophones.

Cette communication présente une étude de cas qualitative portant sur deux immigrants arrivés à l'adolescence et ayant appris le français après leur arrivée au Québec. À l'aide d'entretiens semi-dirigés et d'une analyse thématique (Braun & Clarke, 2006), des positionnements nuancés ont été relevés : une volonté d'intégration se démarquant par l'adoption de traits phonétiques locaux et une coexistence de tensions entre authenticité perçue et attentes normatives. Cette étude contribue à éclairer les effets identitaires liés à la prononciation et souligne l'importance d'inclure la voix des locuteurs Lx dans l'étude des accents.

The effect of two eight-week interventions on changing L1 Japanese students' beliefs and perceptions about Global Englishes (speakers)

Natsuno Funada, Yongzhi (Vito) Miao, and Greg Dalziel

English is a global language (Eberhard et al., 2022), yet listeners often have negative attitudes towards Global Englishes (GE) and GE speakers (Lindemann et al., 2014). This prompted intervention studies on changing people's perceptions of GE varieties (Miao et al., 2025). Similarly, this study implemented two eight-week interventions seeking to change Japanese students' beliefs about GE and their perceptions of GE speakers. A total of 49 students were recruited from two intact undergraduate classes in a university in Japan. One of them received an eight-week GE intervention, including seven awareness-raising activities from previous studies (e.g., Galloway, 2017; Kang et al., 2015), while the other received an eight-week intervention focused on discussions and reflections related to intercultural communication (IC). A pretest, immediate posttest, and a delayed posttest (two weeks after) were administered using validated instruments to probe one's (1) GE orientation (Funada et al., 2020; 2024), including beliefs about native speaker norms, desire for English as a lingua franca communication, beliefs about GE-informed language teaching, beliefs about traditional language teaching focused on native English varieties, and confidence in completing GE-mediated activities, and (2) perception of GE speakers (Munro & Derwing, 1995; Zahn & Hopper, 1985) based on 10 GE-accented audio files, including rating categories such as accentedness, comprehensibility, and linguistic stereotyping.

A series of linear mixed-effects models were performed. On the GE orientation side, both interventions did not change students' beliefs, except for their confidence in completing GE-mediated activates which increased significantly and longitudinally for both groups in similar magnitude. On the speech perception side, both groups found GE speakers to be less accented during both posttests. The GE-intervention group additionally perceived GE speakers to be more comprehensible overtime, but not the IC discussion group. Both groups demonstrated reduced linguistic stereotyping against GE speakers, sustained during the delayed posttest.

Investigating the interaction between attitudes towards accents and pronunciation anxiety and motivation in L2 young learners

Pedro Humánez-Berral, Esther Gómez-Lacabex, and Francisco Gallardo-del-Puerto

Attitudes towards English accent and pronunciation have been found to be rather versatile (Sung, 2016) and even ambivalent as learners of English can sometimes show both a tolerance to non-native accents but at the same time a wish to sound as native as possible (Gómez-Lacabex & Roothooft, 2023). The present study investigated the attitudes towards accent of a group of 311 primary education learners, aged 7–10, and its relation to motivation and anxiety learning profiles. Participants completed an ad-hoc 14-item survey on attitudes towards native and Spanish accented English, revised by a panel of experts. It comprised three factors, as revealed by an exploratory factor analysis: negative communicative effects of Spanish-accented English, tolerance of Spanish-accented English, and preference for native-accented English. In addition, the learners also completed two further surveys: a 13-item pronunciation anxiety survey adapted from a short version of the FLCAS (Horwitz et al, 1986), and a 38-item motivation survey including extrinsic and extrinsic motivation (Ryan & Deci, 2017), as well as Ideal L2 self, Ought-to self and learning experience (Dörnyei, 2009, 2019). The data were analyed using descriptive statistics, Pearson correlation to analyze the relation between motivation and anxiety and accent attitudes and a one-way ANOVA test compared low, average and high motivated and anxious learners' levels of accent attitudes. Results revealed moderate perceived negative effects of Spanish-accented speech, moderate preference for native accents, and high tolerance for Spanish accent in English. Further correlation and ANOVA analyses indicated that highly motivated learners showed a significantly higher preference for native accents, while highly anxious learners were significantly more concerned with negative communicative effects of non-native English accent. This study will discuss the implications of the relation between accent attitudes and affective profiles in pronunciation learning.

Individual differences in learning L2 phonology: Are declarative and procedural memory more important than we knew?

Elizabeth M. Kissling, Jennifer Cabrelli, Phillip Hamrick, and Kara Morgan-Short

Individual differences (IDs) play key roles across various aspects of second language (L2) phonological learning. While IDs in declarative memory (DM) and procedural memory (PM) have been shown to impact several other aspects of L2 learning, their effects on L2 phonological development are under-researched (Morgan-Short et al., 2022), particularly in contrast with other cognitive, sociopsychological, and experience-related IDs (Mora, 2022).

In an ongoing study, we addressed this gap by examining several IDs that impacted the L2 phonological learning of English speakers studying Spanish over two semesters of college language courses. Over seven sessions, participants completed assessments of DM (Continuous Visual Memory Test) and PM (Serial Reaction Time Test) along with several other important cognitive IDs: inhibitory control, working memory, domain-general auditory processing tasks, and phonological short-term memory. Motivation, anxiety, and language use were also measured (via monthly questionnaires), and learners' proficiency was assessed via an elicited imitation task. Phonological learning was assessed at four time points with both an ABX perception task and a 2-Alternative Forced Choice task. The perception tasks targeted spirant /d/ and diphthong /ei/ in two phonetic contexts: within words (phonological knowledge hypothesized to be stored in the lexicon in DM) and between words (hypothesized to require rule-based phonological knowledge supported by PM).

The phonological learning data were analyzed with logistic mixed effects models in the R package buildmer(). The only significant predictors of accuracy in the most parsimonious model were DM and PM. DM significantly predicted learning consistently over both forms and contexts, with DM apparent from the 1st session (βs > .480; ps < .05). A more restricted role for PM arose later in the study (βs > .740; ps < .05). Neither DM or PM appeared to play a selective role for lexicalized vs. rule-based phonological learning as predicted.

Development of Brazilian Portuguese (L3) vowels by an Argentinean learner (L1 Spanish): A longitudinal case study using Bayesian GAMMs

Ronaldo Mangueira Lima Junior and Ubiratã Alves

The effects of L2 pronunciation instruction remain an important discussion issue, especially due to the complex and dynamic nature of phonological development. Following the tenets of Complex, Dynamic Systems Theory (De Bot et al., 2007), this study investigates the impact of explicit instruction on the acquisition of Brazilian Portuguese (BP) mid vowels by an Argentinean learner (L1: Spanish, L2: English, L3: BP) over the course of a year. The participant engaged in 24 biweekly sentence-reading sessions, during which production data were collected for BP and Spanish. Between sessions 10 and 15, targeted instruction on the pronunciation of BP mid vowels ([e–ɛ] and [o–ɔ]) was provided.

To assess instructional effects, we compared the participants' BP vowel productions to his Spanish baselines in terms of Mahalanobis distances (based on F1, F2, and duration values). In order to analyze possible developmental trajectories, we fit the distances to Bayesian generalized additive mixed models (GAMMs). This approach allowed us to capture both individual variation and non-linear changes over time.

Results showed that vowel development was not uniform: the back mid vowels ([o–ɔ]) exhibited the most notable changes, particularly after the instructional period. These findings highlight the potential of pronunciation instruction to shape L2 phonological development, especially in areas of contrast not present in the learner's L1.

Methodologically, the combined use of Mahalanobis distances and Bayesian GAMMs proved powerful for tracking phonological shifts and evaluating pedagogical interventions. For language instructors and researchers, this study underscores the importance of explicit instruction and offers a model for assessing its effectiveness over time.

From flat to expressive: How novice instructors' pitch range develops in the L2 classroom

Germán Zárate-Sández

Pitch range variation plays a key role in how speakers are perceived by listeners, with wider pitch ranges often associated with greater liveliness (Traunmüller & Eriksson, 1995) and charisma (Yang et al., 2020). In second language (L2) teaching, such prosodic variation may enhance the comprehensibility and engagement of teachers' speech, potentially improving learners' access to input. However, little is known about how novice L2 instructors use and develop prosodic range over time, or how these trajectories differ based on their background and characteristics. This study examined if and how the pitch range of novice Spanish instructors changes during their first semester of teaching and how these patterns differ based on whether they are native speakers of the language. Participants were 11 female instructors (six native speakers, five highly proficient nonnative speakers) assigned to teach introductory Spanish at a U.S. university. Audio recordings were collected during regular classroom instruction at three points across the semester. From these, 953 absolute interrogative utterances—contexts where pitch excursions are typically more pronounced—were extracted for acoustic analysis. Pitch range was operationalized as the F0 span (maximum–minimum in Hertz). Preliminary within-subject analyses showed increases in pitch range for all participants, with individual gains ranging from 21% to 56%. At the beginning of the semester, nonnative instructors exhibited significantly narrower pitch ranges than their native counterparts. However, by semester's end, group differences were no longer statistically significant. These shifts may relate to factors such as growing confidence and classroom enjoyment, to be further explored through ongoing analysis of qualitative data. Findings highlight the dynamic nature of novice instructors' prosodic behavior and suggest that pitch range may be a malleable feature of teacher talk (Ellis, 1985). Results have implications for pronunciation instruction and teacher training, particularly in preparing instructors for classroom communication.

Investigating the use of ChatGPT for assessing L2 oral fluency of accented speech

Yuna Bae and Okim Kang

Oral fluency has been an important part of second language (L2) speech, often linked to speaking proficiency or accent (Huhta et al., 2019). Observable fluency features include temporal patterns, pausing, hesitations, and repairs (Skehan, 2009). The advent of generative AI tools like ChatGPT, particularly with its voice-chat capabilities, has enhanced accessibility for L2 learners and teachers. While prior research has explored ChatGPT's effectiveness in assessing L2 writing (Pfau et al., 2023), its application to L2 speech is underexplored. This study examines ChatGPT's feasibility as an oral fluency assessment tool, guided by two questions: (1) To what extent do L2 oral fluency ratings by ChatGPT and human expert raters vary? (2) How consistent are ChatGPT's fluency ratings?

The study used 40 one-minute speech samples from Cambridge English Language Assessment, with 10 samples representing each CEFR level (B1 to C2). Each sample was rated by seven human experts and two ChatGPT 4.0 accounts using the same prompt and a 9-point Likert scale rubric. Fluency was rated across four dimensions: overall, speed, breakdown, and repair. Excellent interrater reliability was observed among human experts. To answer RQ1, a linear mixed-effects model (LMEM) was conducted with rater type (ChatGPT vs. human) as a fixed effect and speaker and rater variability as random effects. For RQ2, ChatGPT's inter- and intra-rater reliability were assessed using ICC and LMEM analyses.

Results showed no significant difference between ChatGPT and human ratings, with rater type accounting for only 0.3%–6% of variance. While ChatGPT's ratings were moderately consistent (ICC = 0.65), intra-rater reliability across accounts was relatively low. Account type (ChatGPT 1 vs. ChatGPT 2) explained 32% of the variance in speed and repair fluency, 19.7% in overall fluency, and 5.8% in breakdown fluency. These findings highlight ChatGPT's potential as an L2 speaking assessment tool, while raising concerns about its reliability.

Aligning automated pronunciation assessment with pronunciation constructs

Danwei Cai, Ben Naismith, and Masha Kostromitina

Automated speech evaluation systems have increasingly become indispensable tools within language testing, driven by the need for efficient assessment of second language (L2) pronunciation skills at scale (Evanini & Zechner, 2019). However, many existing automated speech evaluation systems suffer from opacity in how they operationalize pronunciation and how they align with findings of L2 pronunciation learning research. This study explores whether a state-of-the-art machine learning model can be developed to accurately predict construct-aligned human ratings of L2 pronunciation. To that end, we developed a pronunciation scoring system built on a hierarchical deep neural network-based, which was trained on a dataset of 2,624 speaking samples rated by expert human raters. The human ratings were based on CEFR-aligned rubrics encompassing key pronunciation constructs including overall phonological control, sound articulation, and prosodic features, with emphasis on intelligibility rather than native-like pronunciation standards (Jenkins, 2006; Levis, 2020). Our model processes speaking samples at multiple linguistic levels taking into account segmental features (e.g., phoneme articulation, vowel duration) and suprasegmental elements (e.g., intonation patterns, pause distribution). Results demonstrated that the model achieved strong correlations with human CEFR-aligned ratings (Spearman's ρ = 0.82), approaching human-human interrater agreement (ρ = 0.86), and outperformed all baseline comparison systems and commercial tools. When comparing model performance across CEFR levels, it showed particularly strong discrimination between common adjacent bands at the B1–B2 and B2–C1 transitions compared to other models. The model showed high correlations with university stakeholders' judgments of comprehensibility (r = 0.67) and academic acceptability (r = 0.70), suggesting that its measurement of (supra)segmental features captured pronunciation aspects relevant to real-world communicative contexts. This study advances the field by demonstrating that state-of-the-art machine learning pronunciation scoring models can be successfully aligned with L2-speaking proficiency constructs. This offers opportunities for more valid pronunciation assessment for high-stakes language testing.

Mapping pronunciation and fluency measures to CLB levels: Refining our understanding of spoken performance standards

Johnathan Jones, Scott Mackie, and Leda Lampropoulou

Language frameworks such as the Canadian Language Benchmarks (CLB) play a critical role in shaping high-stakes assessment tasks and curriculum design for second language (L2) learners. Despite their widespread use, little research has examined the relationship between CLB proficiency levels and key speech dimensions such as fluency, intelligibility, and comprehensibility (Tavakoli et al., 2020). The current study addresses this gap by mapping these features to CLB levels 4–10, proficiency levels with direct implications for Canadian visa and immigration outcomes. Using 22 publicly available oral performance exemplars from the Centre for Canadian Language Benchmarks (CCLB), the study identifies speech measures characteristic of each level and validates these findings against an independent set of 40 expert-rated speech samples.

A bespoke, automated pipeline was developed to process the audio recordings, combining an automatic speech recognition model for transcription, the large language model, GPT-4 (Achiem et al., 2023), for conversational turn segmentation, and custom scripts for extracting fluency measures. Spearman correlations examined the relationships between CLB levels and the speech indices, while MANOVAs with post hoc analyses tested for statistically significant differences across levels.

Comparisons across the two datasets provide insights into the consistency of speech feature indices across proficiency levels inform the generalisability of provided exemplars. Findings offer empirical grounding for the interpretation of CLB levels and support the development of evidence-based materials for L2 teaching and assessment.

The effectiveness of text shadowing on intermediate-level adult ELLs' pronunciation

Mishelle Kehoe-Seamons and Mark Tanner

Shadowing is a technique that has been shown to significantly improve English language learners' (ELLs) oral fluency and comprehensibility (Foote et al., 2017; Martinsen et al., 2017). Previous research has focused its attention on advanced-level ELLs (Foote et al., 2017) and beginning-level ELLs (Lu, 2021), but research is needed to clarify the impact of shadowing on intermediate-level language learners, especially when several previous studies have not included a control group within its research design. A quasi-experimental study was conducted with control and treatment groups over the course of ten weeks in a university intensive English program. Speech samples from pre- and post-tests were rated by naïve native English-speaking raters for fluency, comprehensibility, accentedness, and their quality of imitative speech was assessed on nine-point Likert scales as has been done in other pronunciation studies (Derwing & Munro, 2013). A repeated-measures ANOVA showed that all participants improved significantly from the pre-test to post-test in fluency and comprehensibility, while reducing their accentedness, regardless of group designation. There was, however, no significance between the two groups in their fluency, comprehensibility, and accentedness ratings. Positive qualitative feedback regarding shadowing from treatment group participants emphasized the value these participants gave to this dynamic activity in an oral communication curriculum.

What are learners' perceptions of imitating an L2 accent in their L1? Exploring usefulness, engagement, enjoyment and difficulty

Mireia Ortega, Ingrid Mora-Plaza, Cristina Aliaga García, and Joan C. Mora

Pronunciation teaching faces the challenge of prioritizing comprehensible speech over native-like accuracy while maintaining motivation and communicative relevance. One innovative approach to enhance L2 comprehensibility and crosslinguistic phonological awareness (Henderson & Rojczyk, 2023) is L2 accent imitation in the L1 (L2AIL1), where learners mimic an L2 accent while speaking their L1 (e.g., Spanish speakers mimicking an English accent while speaking Spanish). This method offers a low-anxiety context for practicing L2-specific phonological features while communicating, unconstrained by L2 proficiency. Additionally, the accuracy of such imitations serves as an indicator of learners' implicit phonological knowledge (Mora et al., 2014). However, research on the benefits of L2AIL1 is limited, and learner perceptions and classroom experiences of communicative L2AIL1 training remain underexplored. This mixed-methods study investigates learners' perceptions of L2AIL1 in terms of usefulness, engagement, enjoyment, and difficulty, and how these relate to imitation success. Intermediate EFL learners (N = 50) took part in four 40-minute training sessions. Participants were assigned to either an L2AIL1 group or a control L2 imitation group (L2I). Each session focused on one English pronunciation feature that is challenging for Spanish learners: (1) aspiration in voiceless stops (/p, t, k/), (2) the fricative /v/, (3) the diphthong /əʊ/, and (4) vowel reduction. Sessions combined focused listening comprehension, controlled dialogue reading, and a dyadic communicative task requiring use of target features for completion. After each session, learners assessed their task performance on difficulty, anxiety, confidence, enjoyment, and engagement. A questionnaire with open-ended questions captured learners' overall impressions and perceived value at the end of training. Preliminary results suggest learners found the L2AIL1 method more novel, engaging and confidence-boosting than L2I training, reporting gains in phonological awareness. These findings underscore the potential of L2AIL1 as a complementary technique for L2 pronunciation instruction, promoting learners' awareness of L2 phonological features through a stress-reducing approach.

Speaker–listener pronunciation variation and its influence on real-time listening fluency: A mutual shadowing study among World Englishes speakers

Akari Fujiwara, Nobuaki Minematsu, Noriko Nakanishi, and Daisuke Saito

English is now spoken as a lingua franca, exhibiting a wide diversity of pronunciations collectively referred to as World Englishes (WE). While variation in speaking behaviors across WE has been widely studied, how such variation affects listeners' real-time processing during listening remains underexplored. When two WE speakers engage in spoken interaction, how do phonetic and prosodic gaps between their pronunciations hinder communication? Using the framework of mutual shadowing (Tomita, 2024), this study investigates how these two types of gaps are associated with listening disfluency (LD). We analyzed a dataset originally collected by Tomita (2024), in which 28 Asian and Western speakers participated. Each speaker read aloud a different passage lasting approximately 30 seconds. One week later, the participants shadowed all 28 recordings without access to the written texts, and subsequently read the passages aloud. For each speaker–listener pair, we measured three aspects: listening disfluency (LD), phonetic gap (PhG), and prosodic gaps (PrGs), including pitch, intensity, and duration. LD was quantified by comparing each listener's shadowing performance with their own read-aloud version of the same passage (Zhu, 2021). PhG was calculated by comparing the phonetic features between the speaker and the listener reading the same passage. PrGs were similarly computed based on differences in prosodic features (Shoda, 2023). Correlation analyses revealed a general trend: the more closely a speaker's phonetic and durational (rhythmic) features resembled those of the listener, the more fluently the listener was able to shadow the speech, indicating lower LD. To further explore listener-specific perceptual tendencies, we analyzed individual participants' LD scores. Interestingly, a few non-native participants were able to shadow all recordings with high fluency, regardless of PhG and PrGs observed in the stimuli. Given their limited experience living outside their home countries, we call them "super listeners." Additional findings will be presented at the conference.

An open-source online tool for intelligibility-oriented analysis of L2 English speech fluency and rhythm

Sylvain Coulange, Mariko Sugahara, Noriko Nakanishi, Tsuneo Kato, Monica Masperi, and Solange Rossato

While current L2 pronunciation teaching emphasizes speaker intelligibility in real-world communication, most automated training tools still rely on read speech and native-speaker models to assess learners' skills. Yet, it is crucial to provide learners with feedback on how comprehensible their English is, rather than how closely it matches native norms. For instance, the position of hesitation markers and the accuracy of lexical stress have a well-known impact on comprehensibility.

In previous work, we developed a pipeline that combines state-of-the-art speech processing technologies to evaluate fluency and rhythm in spontaneous L2 English speech. Raw audio input is first pre-processed using open-source speech recognition (Whisper), transcription-to-signal alignment (Wav2vec2.0, Montreal Forced Aligner), and syntactic parsing (Spacy, Berkeley Neural Parser). The pipeline then provides annotations of pause placement relative to syntactic boundaries, as well as syllabic prominences to capture lexical stress and reduction phenomena. This tool has been applied in various research contexts but has so far required local installation and technical expertise, limiting its accessibility.

We introduce a prototype of an online interface designed to make this resource more widely available to teachers, examiners, and researchers. The platform allows users to run the pipeline, explore local annotations through an interactive visualization interface, and compute fluency and rhythmic scores at the speaker and recording levels. Data are temporarily stored on a secure server and can be deleted by users at any time. Output files from each processing step are both downloadable and viewable through the platform.

As with the original scripts, the interface is completely open-source and freely available for research and teaching. Its modular architecture facilitates the integration of new processing tools and models, encouraging community contributions and further development. This presentation will showcase the first release of the interface and discuss its potential applications in both research and instructional settings.

Training ears and tongues with AI: Scalable and customizable English courseware for the EMI Transition

Nobuaki Minematsu

The author's affiliation will adopt English as a Medium of Instruction (EMI) in 2026. To support this transition, we developed original, web-based, on-demand, and elective courseware to strengthen undergraduate students' aural and oral English skills. The instructional design of the courseware focused on staged skill development, from receptive mimicry to generative conversation, across two months during a semester break. Students engaged in approximately 30 minutes of daily practice, created using our authoring system, which integrates speech and AI technologies. The effectiveness of the courseware was evaluated using a commercial assessment test.

The first month targeted perception and production through shadowing and overlapping, respectively. For shadowing, learners practiced with World Englishes audio, receiving visualized feedback and automatically generated scores on listening disfluency. For overlapping, only General American English was used; both segmental and prosodic gaps from the model were visualized and scored. These features allowed students to monitor their performance and compare it with that of their peers.

The second month focused on conversational fluency. Students completed interactive speaking tasks using ChatGPT's voice mode, with prompts crafted by instructors to shape the AI's responses. In the final week, each student selected a TED Talk, listened to it, and conducted a simulated interview with ChatGPT roleplaying the speaker. Transcripts were automatically generated and assessed by ChatGPT using multiple metrics, with feedback returned to the learners.

The progression from receptive mimicry to generative conversation was designed to gradually shift control from system to learner, fostering autonomy. The multimodal feedback (visual, auditory, numeric, and textual) enhanced learners' awareness of their performance.

Among the enrolled students, 18 voluntarily took the Versant Speaking Test before and after the course. Fifteen students with >80% attendance showed significant gains in their scores ($\mu\_pre = 53.4$, $\mu\_post = 56.7$, $p < 0.05$), while those with lower attendance showed declines.

Speech recognition technology as a source of confirmative and corrective feedback on second language pronunciation

Paul John, Carol Johnson, and Walcir Cardoso

Our study investigated using Google Translate (GT) automatic speech recognition (ASR) to generate L2 pronunciation feedback. We focused on Quebec francophone problems with English /θ/–/h/, which are subject to variable *th*-substitution (*thank→tank*), *h*-deletion (*hate→ate*) and hypercorrect *h*-insertion (*air→hair*) (Authors, 2022). Incorrectly pronounced *thank-hate-air* transcribed by GT ASR as *tank-ate-hair* highlights learners' errors of *th*-substitution, *h*-deletion and *h*-insertion respectively (corrective feedback). Correctly pronounced *thank-hate-air* transcribed as *thank-hate-air* confirms targetlike pronunciation (confirmative feedback). Questions remain, however, concerning ASR transcription accuracy (Cámara-Arenas et al., 2023), leading to uncertainty over GT ASR's ability to provide such feedback. To address this issue, the study proceeded in two phases. Twenty-eight Quebec francophones read aloud 240 correctly~incorrectly pronounced *th*-initial, *h*-initial and vowel-initial target items in i) predictable (*I don't know who to thank/tank*) and ii) unpredictable (*I would like to say thank/tank*) sentence contexts, with mispronunciations constituting real words (*thank→tank*) or nonwords (*thief→tief*). Results: Since ASR systems use both phonetic and contextual cues in determining transcriptions (Ashwell & Elam, 2017), predictable contexts as expected showed lower transcription accuracy for mispronunciations (often transcribed as though correctly pronounced) than unpredictable contexts (47.50% vs 62.25%). Nonetheless, aided by contextual cues, predictable contexts showed higher transcription accuracy for correct pronunciations than unpredictable contexts (88.33% vs 62.25%). Contextual cues both hinder GT ASR corrective feedback and promote confirmative feedback. Additionally, GT ASR proved incapable of accurately transcribing nonword mispronunciations, except when an unforeseen real-word match existed (e.g., *oil→hoil* transcribed as 'Hoyle'). Chi-square tests confirmed the significance of differences between predictable~unpredictable contexts and real~nonword output ($p < .001$). Pedagogical implications include that, to generate ASR feedback, pronunciation activities should target mispronunciations yielding real-word output. Moreover, an ideal design likely involves sentences wherein both correct and incorrect pronunciations are contextually plausible/predictable (*I thrust/trust my mighty sword!*), which should maximize both confirmative and corrective feedback.

The efficacy of high variability phonetic training for L2 speech perception in EFL contexts: A meta-analytic approach

Seyeon Choe, Hyoyoung Park, and Hyunkee Ahn

This meta-analysis investigates the effectiveness of high variability phonetic training (HVPT) in improving English speech perception among learners of English as a Foreign Language (EFL). Despite well-established distinctions between EFL and ESL learning contexts, previous meta-analyses (e.g., Mahdi & Mohsen, 2024) have not systematically differentiated between them. Furthermore, limited attention has been given to perceptual outcomes and moderating variables specific to HVPT in EFL contexts.

This study addresses two research questions: (1) To what extent does HVPT improve English speech perception in EFL learners? (2) What moderating factors influence the effectiveness of HVPT in these settings? A systematic review of HVPT in EFL contexts identified 1,142 studies via Publish or Perish, of which seven met the inclusion criteria. These studies yielded 57 effect sizes (42 post-test, 15 delayed post-test), analyzed using fixed- and random-effects models.

Results indicate a moderate, statistically significant effect of HVPT: SMD = 0.5316 (95% CI: [0.4177, 0.6456], $p < .0001$, fixed-effects); SMD = 0.5451 (95% CI: [0.3451, 0.7451], $p < .0001$, random-effects). However, the wide prediction interval (−0.4783 to 1.5685) and moderate heterogeneity ($I^2 = 62.1\%$) indicate notable variability across studies.

Subgroup analyses reveal that mixed-task training (identification + discrimination) yields the strongest effects (SMD = 0.81). Training with five or more talkers significantly enhances learning outcomes. Identification-based assessments are more sensitive than discrimination-based ones. Nonword training tends to produce greater gains than word-based training, suggesting sublexical learning benefits. Retention effects surpass generalization, indicating limited transfer beyond trained stimuli.

These findings affirm HVPT's moderate efficacy in EFL instruction and underscore the importance of integrated task design and variable input in L2 phonetic training.

The interaction between explicit instruction and high variability phonetic training: A systematic review

Sarah Schaech and Amanda Huensch

High variability phonetic training (HVPT) has been shown to be effective in improving learners' perceptions of L2 phonetic categories (Cebrian & Cartlet, 2014; Logan et al., 1991) for a variety of phonological features at segmental and suprasegmental levels (Grenon et al., 2019; Wiener et al., 2020). Both individual studies and meta-analyses/reviews have explored potential moderators that impact training effectiveness (e.g., number of talkers, length of treatment, amount/type of feedback). However, under-investigated is whether and how much explicit information/instruction (EI) is provided along with training. This is a critical oversight given that explicit information and/or phonetic instruction have been repeatedly shown to positively impact pronunciation learning (e.g., Lee et al., 2015; Thomson & Derwing, 2015), and evidence shows that EI + HVPT might result in better performance compared to HVPT alone (Wiener et al., 2020).

Thus, the current study conducted a systematic review of the methods in the existing L2 pronunciation HVPT literature to determine (a) how often EI is paired with HVPT, (b) the characteristics of the EI, and (c) which characteristics appear most beneficial for perceptual gains. To answer these questions, a search of the HVPT literature was conducted using reference sections of HVPT reviews (e.g., Bariusso & Hayes-Harb, 2018; Thomson, 2018; Uchihara et al., 2024;) and relevant databases (e.g., LLBA). Studies were coded for inclusion of EI and its characteristics (e.g., articulatory vs. acoustic information, classroom lesson vs. written instructions, L1 comparison vs. L2 information only). This review provides a report on the frequency of EI in previous HVPT study designs, the ways in which it has been implemented, and a synthesis of the results of these studies. These findings add transparency to this growing body of literature while highlighting the need for diversifying HVPT methods in order to determine which are most effective for L2 pronunciation training.

High-variability phonetic training (HVPT): A meta-analysis

Takumi Uchihara, Michael Karas, and Ron Thomson

In this presentation, we showcase the updated results of two meta-analyses focusing on high variability phonetic training (HVPT), a widely recognized L2 perceptual training paradigm (Thomson, 2018). The primary goal of the current meta-analyses was to establish the effectiveness of HVPT for improving L2 speech perception (Study 1) and production (Study 2). We also aimed to determine under which circumstances the effectiveness of HVPT can be maximized by examining variables related to learners and training features. To achieve these goals, after completing a comprehensive literature search with inclusion and exclusion criteria, we identified and partitioned primary studies according to within- and between-participant designs. From this, the current analysis was based on perception data from 96 and 32 studies (within- and between-participant designs, respectively) and production data from 42 and 17 studies.

Descriptive results demonstrated that trainees showed 12–14% gains in perception and 5–11% gains in production outcomes. The analyses of mean effect sizes indicated relatively larger effects for perception learning (g = 0.67–0.92) compared to the effects for production learning (g = 0.49–0.66). We confirmed long-term retention of perception gains and generalization of learning to untrained stimuli, whereas no such strong support was found for production retention and generalization. The effectiveness of HVPT was moderated by several variables related to learner profiles (e.g., age of learning, learning context), training features (e.g., training time, number of talkers, response labels), and test formats (e.g., identification vs. discrimination). Based on these findings, we discuss practical implications for L2 speech learning as well as future directions in HVPT research.

Individualized tutoring for workplace intelligibility: A case-study of an L1 Mandarin learner of English

Ching-Hsuan Wu

Motivated by the real-life situation of Yan, described as almost unintelligible by his colleagues and clients in a US-based chemistry company, this study investigated the pedagogical potential of individualized pronunciation instruction (PI) on an ESL user's spontaneous workplace speech intelligibility.

Research shows that while PI can yield positive results for learners' spontaneous speech production, PI is most productive when the treatment targets specific pronunciation characteristics subsequently assessed using controlled tasks (e.g., Saito, 2011). However, in reality, classroom instruction rarely affords a clinical instructional environment. More research is needed on effectiveness of classroom PI beyond a controlled environment to enhance global intelligibility.

This case study follows the experience of Yan, a 45-year-old Mandarin L1 speaker who had been living in the USA for 19 years and became an engineer after receiving his Ph.D. in the US. The ESL tutor was Parker, a 23-year-old English L1 speaker who majored in Chinese in the US with limited experience in PI. Yan hired Parker because she was approachable and articulate. Their 36 one-hour Zoom instructional sessions over 4 months were recorded and analyzed. In this single-subject design, Yan underwent all treatments and served as his own control, allowing for a stable baseline before administering the intervention (Statake et al., 2008). Impressionistic judgments of Yan's global intelligibility were assessed by 30 raters from 24 sample speeches collected at the four measurements one each month.

The quantitative results, analyzed using a one-way repeated ANOVA, did not show statistical gain. Nevertheless, the coded interview qualitative data indicated a perceived positive change in Yan's spontaneous intelligibility. Observations of the recorded instructional sessions and measurements also revealed sporadic improvement. The relatively short intervention and Parker's limited PI experience might have also played a role in the study findings. Implications for future work on workplace intelligibility training will be discussed.

Comprehensibility and accentedness in L2 spoken vocabulary development: Effects of retrieval practice versus imitation

Dustin Crowther and Xuehong (Stella) He

Compared with written vocabulary, spoken vocabulary has remained understudied in second language (L2) research (Uchihara et al., 2023). Previous studies have investigated retrieval practice (e.g., orally recalling a Japanese word for its English meaning) and imitation/reproduction (e.g., orally repeating an English word after hearing its pronunciation) for developing L2 spoken vocabulary but found mixed results (Kang et al., 2013 vs. Krishnan et al., 2017). While written and spoken forms of L2 words are often studied together, the extent to which spelling-sound consistency may affect developing phonological knowledge is limited (Welby et al., 2022). Few L2 studies have considered the effects of spelling-sound consistency, or analyzed spoken-word production beyond accuracy or holistic sound quality. This study explores the effects of retrieval practice and imitation on L2 spoken-vocabulary development as measured by accentedness, and comprehensibility.

Sixty-five Japanese learners of English were assigned to either a Retrieval-Group (n = 32) or Imitation-Group (n = 33) to study 30 English words that differed in spelling-to-sound consistency but were matched for other lexical properties. Each group began with one presentation cycle, followed by eight cycles of oral retrieval practice or imitation. Learning was assessed by spoken pre/post-tests of productive recall. Using a sparse rating design, the pronunciation of correctly recalled responses were rated for accentedness and comprehensibility by 47 English native-listeners.

Many-facet Rasch models will be used to produce aggregate accentedness and comprehensibility scores per word. Regression-based analyses, making use of aggregate scores, will provide insight on the extent that retrieval practice and/or imitation support learners in developing their abilities to produce comprehensible, even if not nativelike, oral productions of each target word. The moderating effect of spelling-to-sound consistency of target words on measures of production will additionally be considered. Both theoretical and pedagogical implications will be discussed in light of our findings.

Story of intelligibility and fluency in an ordinarily extraordinary hyper-connected L2 student abroad

Aurore Mroz and Julia A. Gorham

With the rise in ubiquitous mobile technology that allows newer generations of L2 learners to maintain contact with everyone everywhere all at once, the long-standing myth of immersion during study abroad (SA) has shattered (Durbidge, 2019; Hofer et al., 2016; Kinginger, 2019), sparking a need for renewed approaches to research that fully account for smartphone usage (Howard, 2019; Kinginger, 2019). Scholars have mostly assumed that hyper-connectivity is detrimental to students' SA success by tethering them to their home language and culture, limiting engagement and socialization in the target language and culture (Allen & Dupuy, 2013; Compiegne, 2021; Hofer et al., 2016; Iwasaki, 2019; Zimmerman, 2020). However, this assumption deserves further scrutiny, as smartphones might in some ways play a beneficial role as mediators in students' learning. To do so, scholars urge focusing on individual differences, championing process-oriented mixed methods studies aimed at determining why "certain students thrive while others founder" (Kinginger, 2011, p. 58).

This longitudinal mixed-methods case study aimed to explain why a seemingly ordinary hyper-connected French language learner (Nancy) achieved extraordinary outcomes after 15 weeks in Paris, compared to fifteen Generation Z peers also enrolled in the program. Framed by Complex Dynamic Systems Theory and social pedagogies, the study adopted a retrodictive approach to "explain after by before" and retrace Nancy's complex, non-linear trajectories of success. Adapting to new realities of students going abroad with their smartphones in hand, multiple measures of success (intelligibility, fluency, proficiency, intercultural, social, psychological, emotional) were triangulated with reports on smartphone usage, rich interviews, and background data to provide dense time-series and narrative illustrations of changes. Findings revealed the importance of Nancy's agency to take advantage of the affordances of her study abroad environment through the butterfly effect arising from her initial conditions, judicious smartphone usage, and quality of L1 and L2 interactions.

Adapting multilingual pronunciation training to real-world challenges

Jacques Koreman

There is a real need for pronunciation research and teaching materials for other languages than English (Levis, 2021), e.g. to support refugees and other migrants in their new home country.

This is the impetus for the Computer-Assisted Listening and Speaking Tutor (CALST), a platform that can be used to provide online pronunciation training for *any* language without technical know-how. So far, we have implemented English, Greek, Italian, Spanish, Catalan, and Norwegian. CALST targets beginning learners, offering them easy-to-use listening, speaking, and writing exercises. Many exercises focus on single sounds, but others address consonant clusters, word stress, and lexical tones. CALST also presents phonetic information for interested learners.

A set of principles for developing teaching material has emerged from our work: 1) Sound inventories should be based on a phonological *surface analysis*. 2) Sounds must be defined with *phonetic detail* (as in Maddieson, 1984). 3) Exercises should reflect *allophonic variation* (Flege, 1995; Flege & Bohn, 2021) as well as "close friends." 4) Unusual letter-to-sound correspondences should be addressed in exercises, since these can cause pronunciation and perception errors (Bassetti et al., 2020, 2021). These principles will be explained in more detail.

For most languages, CALST can implement the accepted standard pronunciation. No such standard exists for Norwegian, and Norwegians speak their dialect in all social settings. In practical communication situations, this poses a genuine challenge to learners, who must understand all variants while they can choose one of the implemented variants as the target for their own pronunciation.

CALST has the advantage that it adapts exercise selection to the learner's actual needs, based on a comparison with their native language in L1-L2map. CALST offers exercises for any sound difference, irrespective of its functional load or importance (cf. Jenkins, 2000). Learners and teachers can select exercises depending on the targeted skill level.

A MOOC for pronunciation teaching and research in the real world

Laura Rupp, Alice Henderson, Chloe Simon, Olivier Glain, and Adam Wilson

How can we get access to the lived experiences of learners of English pronunciation across diverse social domains around the world? And what are these lived experiences? Our poster explores these questions in the context of English Pronunciation in Global World (EPGW), a Massive Open and Online Course (Rupp, 2019). EPGW gives us access to the lived experience of learners of English pronunciation across diverse social domains by creating an environment where learners across the world can share their perspectives in an online community (Jitparnsaiwattana et al. 2022). Over 132,000 users from 191 countries have used it, as well as communities without access to such courses, e.g. NGO Sakhi Girls. Our work also involves a qualitative thematic analysis (e.g., Naeem et al., 2023) of the users' replies to the prompt "formulate concrete pronunciation goals for yourself." Our corpus of 593 replies reveals their experiences, attitudes and beliefs, and the way these influence the learning process. We analysed a selection of quotations, selected keywords to design a coding system from which we determined recurrent themes. The replies expose linguistic representations (Petitjean, 2008) such as a "neutral" accent, which are closely linked to language ideologies (Kroskrity, 2004), and are observable through explicit comments or other forms of "epilinguistic discourse" (Canut, 1998). We found the ideology of native-speakerism interacts with the intelligibility principle. We further mobilized such concepts as phonetic ego and linguistic insecurity. Finally, the MOOC aims to influence real-world pronunciation by helping learners to handle their experiences. A reciprocal pedagogical approach (Wall, 2017) draws on the lived experiences of learners to co-develop EPGW's educational content and identify research topics, e.g., learners share details of native languages unfamiliar to us for intelligibility guidelines. AI could be used to build phonetic egos for learners to overcome their linguistic insecurity.

e-ProFun and e-SoundWay: Making pronunciation teaching and learning more engaging

María de los Ángeles Gómez González and Juli Cebrian

Learning the pronunciation of a second or foreign language (L2) presents an important challenge, particularly in an instructional setting in the learners' home country. This is due to learner factors such as age of first exposure, amount of L2 exposure and use, and linguistic factors such as L1–L2 differences or orthographic influence (Flege & Bohn, 2021; Gómez González et al., 2021). In addition, traditional EFL methodologies often fail to address these diverse learner needs effectively (Castillo et al., 2023).

Against this background, computer-assisted pronunciation training (CAPT) has shown promising results in enhancing both L2 perception and production, as well as increasing learner motivation and engagement (Fouz-González, 2015; Gómez González & Lago Ferreiro, 2024; Rogerson-Revell, 2021). Recent advances in artificial intelligence and gamification have introduced new opportunities for improving pronunciation through innovative CAPT tools (Filella et al., 2017).

This presentation introduces two cutting-edge gamified CAPT tools, e-ProFun (currently under development for school children) and e-SoundWay (for older children and adults) (Gómez González et al., 2023). These tools aim to facilitate and enhance the teaching and learning of English pronunciation by speakers of Spanish (and other languages) covering a variety of segmental and suprasegmental features (English vowel and consonant contrasts, stress, rhythm and intonation). The tools make use of specially designed story lines and a large variety of interactive games that target listening (perception), speaking (production) and writing skills. The results of a small-scale empirical assessment of e-SoundWay involving a group of English Studies undergraduates will also be reported. The assessment shows a clear improvement from pre-test to post-test in perception, production and transcription skills. All in all, these approaches offer a promising avenue for enhancing pronunciation in instructional settings, facilitating the inclusion of pronunciation teaching in the EFL curriculum and fostering effective communication, which is central to academic success.

Phonemic symbols and hand gestures in pronunciation instruction: The beginner-level learner's perspective

Beth Zielinski and Elizabeth Keenan

Phonemic symbols and hand gestures that illustrate pronunciation features have the potential to enhance pronunciation instruction. Each provides a systematic representation of sounds, thus contributing to a shared metalanguage teachers and learners can use to communicate effectively about pronunciation (Mompeán & Fouz-González, 2021; Xi et al., 2020). However, little is known about the use of hand gestures for pronunciation instruction, and there is sometimes a reluctance to use phonemic symbols because teachers feel learning an extra set of symbols would be confusing for the learners, particularly beginner-level adults (Durukan & Gokgoz-Kurt,2024; Kodirova & Henrichsen, 2022). It is therefore important to explore the views of beginner-level adult learners to explore whether phonemic symbols are in fact confusing for them, and whether or not gestures enhance their pronunciation learning.

In this study we investigate beginner-level adult learners' understanding, use, and views of phonemic symbols and hand gestures for learning and development of their pronunciation skills. The learners attend an English language teaching centre for adults in Melbourne, Australia. Underpinning the centre's whole of program approach to pronunciation instruction is the use of phonemic symbols and hand gestures to represent segments. Preliminary classroom observations revealed that beginner-level learners engaged with both phonemic symbols and hand gestures for instruction and feedback purposes. This exploratory study extends these observations drawing data from three different sources: (i) a video recording of the learners participating in a pronunciation lesson where phonemic symbols and gestures are used, (ii) stimulated recall, where learners reflect on the video of themselves participating in the pronunciation lesson, and (ii) semi-structured interviews, where learners reflect on the role of phonemic symbols and gestures in pronunciation instruction.

The findings of this study provide insight into pronunciation instruction from the learner's perspective and contribute to our understanding of best-practice pronunciation instruction in the beginner-level classroom.

Does teachers' language background modulate language learners' pronunciation preferences?

Joan Penelope Boulds, Jarely Cruz, Rachel Hayes-Harb, and Shannon L. Barrios

Language learners' beliefs about language users can impact the inferences they make about linguistic structure (e.g., Ballard & Winke, 2017; Falkert, 2016; Hayes-Harb et al., 2022). Hayes-Harb et al. (2022) manipulated speech samples to contain either short or long VOT for initial voiceless stops, and assigned each to either a "teacher" or a "student" in a counterbalanced design, such that participants all heard the same auditory forms but their experience differed in who produced short vs. long VOTs. Later, participants were asked to indicate which of two speech samples spoken by a new talker (one with the "teacher's" VOT and one with the "student's" VOT pattern) was "better." They found a preference for the "teacher's" pronunciation in a simulated classroom setting. Barrios et al. (2023) replicated the preference for the "teacher's" pronunciation with a more salient pronunciation feature—either voiced or voiceless sibilant onsets ([s]/[z]), and further showed that the degree of preference for the teacher was reduced when the teacher was characterized as having learned the language in adulthood and struggled to teach pronunciation. Moffatt et al. (2024) has isolated the variable of "native speakerhood" attribution, simplifying the vignettes to indicate only the "native/nonnative" status of the teacher. They found that the preference for the "teacher's" pronunciation is reduced when the "teacher" is characterized as a "nonnative" speaker of the language being learned. In ongoing work, we aim to replicate this initial finding with a larger and more diverse Prolific.com sample. Data collection is ongoing; preliminary findings suggest that language learners' pronunciation preferences are modulated by the teacher's language background. This research furthers our understanding of linguistic stereotyping and its impact on language teaching and learning and lays the foundation for experimental studies of the efficacy of interventions designed to dismantle accentism embedded in these contexts.

Learner attitudes towards visual feedback for teaching L2 Spanish vowels: Exploring best practices

Heather M. Offerman and Louis Gehrke

Broadly, it has been shown that L2 learners benefit from pronunciation interventions incorporating visual feedback (VF), in which learners compare differences between their L1 and L2 visually. Specifically, for L2 Spanish, previous attitude studies reveal that learners view this type of intervention as beneficial; however, most studies on learner attitudes toward VF for L2 Spanish focus on consonants. Twenty intermediate learners at a U.S. institution participated in four VF interventions via the program Praat to instruct the differences between Spanish (L2) monophthongs and diphthongs vs. English (L1). As preliminary production data reveal mixed results, it was therefore of interest to determine L2 learner views of the use of VF for vowels, as attitudes may impact the effectiveness of treatment and play a role in motivation. For quantitative data, participants rated 19 statements on a 9-point Likert-scale (1 = *disagree*; 9 = *agree*) regarding the following categories, with number of statements per category in parentheses: 1. usefulness of the treatments (5); 2. enjoyment and thoughts of the activity (3); 3. attitudes toward their own pronunciation (5); and 4. the importance of pronunciation learning (6). Three open-ended questions were included to elicit qualitative feedback. Overall, the quantitative results demonstrate that learners believe VF interventions were useful to their learning, they feel more confident about their pronunciation post-activity, and they believe pronunciation learning is important. However, differing from results of previous studies involving consonants, quantitative and qualitative data reveal that learners did not enjoy the activity and are unsure if VF should be used to teach these vowel differences in future classes due perceived difficulty of comparing vowel formants. This study adds to the ongoing discussion of best practices for pronunciation instruction, considering whether VF is the most appropriate for all Spanish segments (i.e. consonants and vowels), additionally examining how attitudes may impact performance and motivation.

Pre-service training course to develop knowledge of techniques and confidence in teaching L2 speaking

Elina Tergujeff-Vasu, Henna Heinonen, and Maria Kautonen

This presentation introduces a pre-service teacher training course with focus on how to teach and assess L2 speaking. The course had a significant emphasis on pronunciation, and it was developed in response to research that demonstrate a lack of teacher training in the area of L2 pronunciation. As is natural, lack of training is easily reflected in teaching ability and confidence. To avoid such a scenario, a 5 ECTS course has been developed since 2010 and offered as an elective advance-level course to university students majoring in a variety of languages (e.g., English, Swedish, French, German, Spanish), aspiring a teaching career in these languages as an L2. The course consists of lectures, individual written assignments, and a practical group assignment (teaching demonstration).

To evaluate the effects of the course, the participants (N = 29) were surveyed before and after the course with a questionnaire in 2024. In our presentation, we focus on two areas of the survey: how the participants' (1) knowledge of L2 pronunciation teaching techniques and (2) confidence to teach L2 speaking developed during the course. The results reveal that the participants' knowledge of pronunciation teaching techniques increased especially regarding pronunciation teaching tools (e.g., kazoos, mirrors, rubber bands) and minimal pair training. Also, their overall confidence to teach and assess L2 speaking increased. In addition, they were more confident about their knowledge base regarding the goal of pronunciation teaching, what to focus on in pronunciation, and how to incorporate listening activities in teaching speaking. Based on the results, we suggest that even short courses on L2 speaking and pronunciation pedagogy are worth incorporating to teacher training programmes. Moreover, we find our course a successful example of a non-language-specific pre-service training course—a viable option when separate courses do not fit the language-specific curricula.

Training pronunciation tutors to help multilingual graduate students

Melissa Myers and Rachel Bradley

Multilingual graduate students often struggle to identify which aspects of their pronunciation most affect intelligibility. Tutor support can play a critical role in helping students "notice" (Swain, 2005) these language features and develop personalized strategies for improvement. While Levis and Kochum (2023) found that student teachers benefit from pronunciation tutoring as part of their teacher training, our university lacks a teacher training program. As a result, our tutors come from diverse graduate fields such as engineering, genetics, and music theory. To best prepare tutors, we have developed a training model grounded in the co-inquiry approach (Cox et al., 2021), which emphasizes collaboration, reflection, and mutual expertise. Over a three-week training period, tutors not only learn pronunciation fundamentals, but how to work with students to investigate pronunciation difficulties and determine the best resources and strategies to improve. This process enhances both student learning and fosters reflective, responsive tutors. Rather than relying on static, textbook-based exercises, tutors help students identify graduate speaking contexts, such as job interviews, discussions about their research, or conference presentations. Drawing field terminology and language from these authentic experiences ensures that practice is meaningful and transferable. Tutors learn to guide sessions by asking strategic questions, listening actively, and drawing on their own linguistic knowledge to offer resources, feedback, and techniques tailored to each student. This approach can empower students, prepare them for more autonomous learning beyond a session, and promote student agency (Shapiro et al., 2016). A student's active role often leads to long-term learning and ultimately means less reliance upon a tutor. In this session, we will outline the theoretical framework behind our approach and share our program model for training pronunciation tutors. Participants will leave with a flexible model for preparing tutors to support pronunciation in ways that are student-centered, context-specific, and sustainable.

Sembrando semillas: Sowing the seeds for pronunciation in an OER supplementary text

Ciara Tapanes and Christine Shea

We present a pronunciation supplement that enriches the newly developed Open Educational Resource (OER) textbook ("Semillas: Elementary Spanish I") designed for college-level learners of Spanish as a second language (L2, L1 English), created by faculty in the Spanish and Portuguese Department at the University of Iowa. The primary objective of the supplement is to enhance the effectiveness of the flipped classroom model currently used in the program and based upon Semillas ("Seeds," adopted in Fall, 2024) through targeted pronunciation activities and comprehensive explanations of the connection between Spanish orthography and phonetics.

The supplement has three main goals:

- focus on specific segments that cause challenges for English-speakers learning Spanish;
- provide activities to facilitate fluency development;
- expose learners to the diverse range of accents found across the Spanish-speaking world and foster a deeper appreciation for the linguistic diversity within the Spanish-speaking community.

Through a combination of interactive activities, audio-visual materials, and detailed phonetic explanations, this OER supplement will provide learners with the tools necessary to more effectively learn and practice Spanish speaking outside of the classroom. By integrating these pronunciation-focused resources into the flipped classroom model currently used in the department and Semillas, students can engage with the material at their own pace outside of class, allowing for more successful, meaningful and communicative practice during in-class sessions. And because the supplement is OER, it can be easily modified to suit instructors' needs and can also be updated whenever necessary. Moreover, we have designed it to suit the specific needs of the University of Iowa's Spanish language program. In our presentation, we will share the process involved in designing the Semillas supplement and provide recommendations for others interested in creating (or co-creating) pronunciation textbooks for their own programs.

The role of self-assessment activity in improving L2 comprehensibility: A longitudinal study

Aki Tsunemoto, Amanda Huensch, Osamu Takeuchi, and Kinuko Takahashi

Self-assessment has gained attention as an effective pedagogical tool to facilitate second language (L2) learning, for instance L2 speakers have been shown to develop segmental accuracy as a function of repeated engagement in self-assessment (Babaii et al., 2016). Nevertheless, previous research has shown that it is challenging for most L2 speakers to align their self-assessment of global dimensions of L2 speech, such as comprehensibility, with external listeners' judgements (Trofimovich et al., 2016). Therefore, it remains unclear whether engaging in self-assessment activity is helpful for L2 speakers to develop comprehensibility, which was the focus of this study.

Japanese university students (N = 51) were assigned to one of three conditions: (a) treatment (speaking + self-assessment: n = 20), (b) comparison (speaking only: n = 14), and (c) control (n = 17). All participants first took a pre-test and performed a picture narration task. During the intervention period (6–7 weeks), the treatment and comparison groups completed a similar picture narration task (one task per week). After audio-recording their performances, only the treatment group self-evaluated their pronunciation, fluency, vocabulary, and grammar which are relevant to comprehensibility (Isaacs & Trofimovich, 2012). Following the intervention, participants took the immediate (1 week later) and delayed (5 weeks later) post-tests. External raters (n = 10) evaluated L2 speakers' performances for comprehensibility using 100-point sliding scales.

Results revealed a significant test × condition interaction (Estimate > 5.04, t > 1.99, p < .047), indicating that both the comparison and treatment groups improved from pre- to post-tests. However, in the delayed post-test, while the comparison group maintained their gains, the treatment group returned to baseline levels, Estimate = –4.23, t = –1.63, p = .104, suggesting that the effect of self-assessment diminished over time. Implications for the potential applications of self-assessment activity will be discussed.

What can reading aloud tell us about word stress difficulties?

John Levis and Tarik Uzun

Teaching and researching pronunciation depends on accurately identifying L2 pronunciation challenges and understanding how these patterns differ across proficiency levels. Some errors simply become less common when proficiency increases, while others persist for higher proficiency learners.

Diagnosing errors is frequently carried out using controlled speech tasks. An advantage of controlled speech (usually reading aloud) is that pronunciation targets can be systematically sampled with a smaller amount of spoken language, but accuracy of pronunciation may be affected by word familiarity and challenges in navigating orthographic representations, especially for words borrowed into the learners' L1. Most controlled speech diagnoses target segmentals (vowels and consonants); word stress is less commonly diagnosed despite its influence on segmental pronunciation and its importance for intelligibility.

This presentation examines how successfully a reading passage distinguishes the word stress accuracy of L2 learners with different proficiency levels in L2 English. Intermediate and advanced Turkish L1 learners of English (N = 40) recorded a 200-word passage, which was analyzed by two phonetically-trained listeners (one Turkish L1, one English L1) for word-stress errors in multisyllabic content words. Results showed a clear connection of proficiency level on stress error frequency, with lower-proficiency learners demonstrating more and different difficulties producing stress in English words than higher-proficiency learners. There was also a connection of stress errors to orthography, especially for words borrowed from English yet pronounced differently in Turkish.

We conclude with suggestions for how to employ reading aloud in pronunciation diagnosis for word stress. This guidance can be useful for researchers and teachers who depend upon controlled production tasks for teaching or research.

Observing, reflecting, and acting: A participatory action study on accents in communication

Cesar Teló, Ryuichi Suzuki, Gento Okawa, Lin Lu, Tahiyyah Ahmed, Zineb Balmouddane, Mayra Carvajal, Karolyn Chen, Mahdieh Fallahnejad, Andrew Kim, Annika Kovacs, Sawri Madkaikar, Lia Mejía, Alet Odal, Thi Thuy Dung Pham, Yung Flora See, Pavel Trofimovich, and Mary O'Brien

A wealth of prior research has documented different forms of unfair treatment experienced by accented second language (L2) speakers and explored various strategies for mitigating accent-driven bias (e.g., Maindidze et al., 2025; Roberson et al., 2024). However, most of these insights remain confined to academic circles, with few opportunities for layperson and professional communities to engage with this knowledge in meaningful, transformative ways. Inspired by citizen science and participatory action research, we teamed up with 13 community members for an 8-week project exploring ways of understanding and minimizing accent bias in personally meaningful ways. The community members—all co-researchers on this project—were local residents from Burnaby (British Columbia) and undergraduate students in Human Resource Management from Montreal (Quebec), with no prior experience in linguistics or communication research. Through multiple synchronous and asynchronous knowledge-sharing and discussion activities, the team engaged in (a) observation and reflection about accent bias and its consequences for the workplace, and (b) planning and carrying out a personal mini-project focusing on an accent- or language-related issue. The completed mini-projects included in-depth personal narratives, interviews with other community members, awareness-raising videos, and community-focused knowledge-sharing events and resources. The team's audio-recorded and written reflections (documented throughout all stages of the project) shed light on the development of language awareness through self-initiated learning experiences, an area not commonly documented in prior research. Taken together, the team's initiatives illustrate how pronunciation knowledge can be mobilized and translated into actions that effect change within the community members themselves and within their personal and professional networks. Through collaboration with community members as agents of change, this study promotes relationships between academic research and public engagement, illustrating how participatory awareness-raising efforts can empower individuals to enact change toward linguistic diversity and inclusivity in communication.

Landguaging the imperial classroom: Using plurilingual techniques and land-based technologies to decolonize pronunciation in English and French language teaching

Rhonda Chung and Walcir Cardoso

In Canada, second language (L2) education primarily focuses on learning imperial languages (e.g., English, French), which historically employ monolingually-oriented pedagogies that marginalize Indigenous and diasporic voices from the curriculum (Lau, 2022). Plurilingual pedagogies advocate for noticing and discussing linguistic/cultural differences with the aim of valuing learners' home languages/cultures (Wei & García, 2022). However, L2 imperial instructors continue to report feeling unprepared for addressing linguistic and cultural differences (Galante & dela Cruz, 2024), and decolonizing their curriculum (Battiste, 2013). This study reports on an experimental program for L2 teachers of imperial languages centered on plurilingual land-based learning (i.e., Landguaging; Authors, 2023), providing opportunities to decolonize English and French's relationship to land by using place-based activities to affirm diverse pronunciations and challenge standardizing norms.

Following a critical eco-pedagogical framework (Authors, 2024), this five-day Landguaging program is structured around three components: 1) THEORY: reading and discussing Indigenous-authored materials related to land acknowledgements, non-native/native biodiversity, plant-based medicines, and seed keeping; (2) PRACTICE: experiential learning in the garden with local Indigenous herbalists and artists; and (3) REFLECTION AND ACTION: externalizing experiences in dialogue with colleagues and collaboratively co-creating land-based curriculum using Landguaging activities (Authors, 2024), which involves four plurilingual tasks (Cross-linguistic analysis, Pluriliteracies, Translanguaging, Translation for mediation; Galante et al., 2022). As a pronunciation tool, Landguaging involves plurilingual techniques and ecologically-based materials to engage with linguistic diversity, following the Communicative Framework for Teaching Pronunciation (Celce-Murcia et al., 2010). The course concludes with an interactive and multilingual field guide featuring videos and hotlinks in Latin (scientific names), Kanien'kéha, English, French, and participants' languages, documenting the plants they tended to throughout the course, with the aim of fostering sustainable land-based relationships. We discuss the efficacy of Landguaging in designing pronunciation-focused activities that centre Indigenous and diasporic voices and offer suggestions for future plurilingual land-sensitizing curriculum.

Can listeners be persuaded to adapt to learner accents?

Rachel Hayes-Harb and Curtis Newbold

Listeners typically experience more difficulty understanding the speech of so-called "nonnative" relative to "native" speakers. Listeners often attribute difficulty understanding speech to properties of the speaker or the speech itself; however, the ability to comprehend unfamiliar accents is also controlled by listener-related factors, including their feelings about "nonnative" speakers (Ingvalson et al. 2017). Afghani et al. (2023) demonstrate that listeners can adapt more quickly to "nonnative" speech with sufficient motivation. In our study, we examined whether educating listeners about accent adaptation can increase their understanding of an unfamiliar accent as assessed by a sentence-in-noise transcription task.

In an earlier study, we assigned participants to one of six conditions (two talkers * six infographic conditions). Following a brief exposure phase where participants saw (1) an infographic detailing the harms of accentism; (2) a control infographic about effective apologies; or (3) no infographic, participants heard 105 sentences produced by one of two talkers: "native" or "nonnative." They transcribed the utterances by typing them on a keyboard, and transcription accuracy was computed as the number of correct words. There was a significant main effect of order (participants exhibited accent adaptation) and talker (accuracy was higher for the "native" vs. "nonnative" talker), but no effect or interaction involving the infographic condition. In the current study, we simplified the infographics and added a self-reflection task in an effort to increase the efficacy of the infographics: (a) an infographic presenting the qualities of individuals who are successful accent-adapters; (b) the (a) condition followed by self-assessment of those qualities; and (c) a control condition about learning to play an instrument. The results were similar to those of the previous study, suggesting that a brief infographic intervention does not positively impact listeners' adaptation to unfamiliar accents. This research sheds light on how listener motivation impacts speech intelligibility.

It's close to us: Listener training on accented speech in the university workplace

Alice Henderson

This paper explores listener-training workshops which aim to improve participants' attitudes towards and ability to decipher French or English spoken with accents different to theirs. More broadly, these 1-hour workshops at a large French university raise awareness of variation in spoken language and foster discussion around social issues (e.g., bias, linguistic insecurity).

Many European universities are linguistically and culturally heterogeneous, and should thus address how campus "inhabitants" treat unfamiliar accents. Whereas research into English-medium instruction in higher education focuses mainly on speakers' pronunciation (esp. that of lecturers'), a focus on listeners' bottom-up skills and attitudes would also be beneficial (Fraser 2011). Accent only exists relative to a listener's perspective, so this talk argues that listener-focused training can facilitate spoken interactions in this workplace.

Workshop participants were primarily university library or administrative staff; such non-academics are under-researched. The data were gathered from two types of (six) face-to-face sessions and thus have different forms. Two of the sessions were only for library and administrative staff (transcribed audio recordings of discussions with 5 or 7 speakers; anonymous, pre-workshop survey data) and four were open sessions organized on campus during anti-discrimination events (collaborative whiteboard notes; anonymous groups of 6-10 people including 1-2 students each time).

Discussion was steered (following Henderson & Ferchiche, 2023, 2024) toward three notions: "noticeable difference" (accentedness), ease of understanding (comprehensibility), and "real" understanding (intelligibility)—recommended strategies for before and during interactions (listening and speaking).

The qualitative data were thematically analyzed (Naeem et al., 2023) to reveal participants' linguistic representations and language ideologies. One notable result is how participants linked their comments to personal experience, confirming experience's potential to shape views of spoken variation – and moving forward, the potential for participation in listener-training to have a lasting impact.

The protocol for a longitudinal follow-up study will be described.

Meeting students where they are: A community college approach to asynchronous pronunciation instruction through H5P-integrated speech recognition

Patryk Mrozek, Lara Mendicino, Kate Carney, and Annie Karas

This presentation reports on a practitioner-driven project at Portland Community College (PCC), designed to enhance pronunciation instruction through LMS-integrated, asynchronous H5P activities. The design grew out of a large-scale diagnostic assessment, which revealed that suprasegmental features—particularly word stress, prominence, and connected speech—were key barriers to comprehensibility. In response, a tool consisting of video-based instruction, high-variability input from multiple speakers, guided practice, and automated feedback was developed. The asynchronous format and LMS integration make the approach replicable for institutions seeking to expand equitable access to pronunciation support without adding synchronous class time.

Effectiveness was evaluated using 302 pre- and post-test speech recordings from 12 ESOL cohorts across three levels of proficiency, representing both read-aloud and spontaneous speech tasks. Ratings for comprehensibility and accentedness were provided by communications students using a 9-point Likert scale. While both experimental and control groups improved their comprehensibility ratings after 10 weeks, mixed-effects analyses showed no overall significant tool effect for this measure when controlling for cohort; without this adjustment, the experimental group outperformed the control group. Notably, Level 5 (low-intermediate) experimental students improved by 0.81 points more than Level 5 controls in comprehensibility, and this effect remained statistically significant even when cohort was included as a random effect ($p = .039$). While accentedness gains were smaller and non-significant, qualitative feedback highlighted high learner engagement and ease of use, supporting the tool's potential for scaling within similar community college contexts.

Selecting digital tools based on pronunciation instruction priorities

DJ Kaiser

Mishra and Koehler (2006) built on Shulman's (1986, 1987) concept of pedagogical content knowledge (PCK) adding the technological component with "technological pedagogical content knowledge" (TPCK). This presentation will address the TPCK for teaching English pronunciation by matching free digital tools to pronunciation instruction goals. Recommendations will include segmental and suprasegmental priorities and will address the following digital tools: mobile devices, messaging apps, YouGlish, TED Talks, YouTube, the Corpus of Contemporary American English (COCA), and Artificial Intelligence tools. The goal will be to demonstrate how some digital tools may be more effective in addressing pronunciation goals and pedagogical priorities (i.e., TPCK). Participants will receive access to a detailed handout with recommended uses for these digital tools. Particular attention will be paid to some of the more advanced features of tools that may not be easily recognized by teachers or students (such as advanced search strategies in YouGlish and connecting COCA search results to YouGlish). The ultimate purpose of this presentation is to help pronunciation instructors develop their TPCK specific to pronunciation instruction to help their learners explore free resources to extend pronunciation learning and practice.

Enhancing suprasegmentals through debate: Integrating pronunciation instruction into CLIL argumentative tasks

Daisuke Izumi

Recent research in pronunciation instruction (PI) has focused on comprehensibility in co-constructed conversations (Nagle et al., 2022). However, there remains a gap in understanding the role of PI in argumentative tasks, such as discussions or debates, which emphasize meaning-focused interaction (Darcy & Rocca, 2022). Compared to discussion, debate tasks necessitate persuasive speech for effective meaning negotiation (PDA, 2025) and may consequently facilitate suprasegmental development. While suprasegmentals are crucial for intelligible speech (Derwing & Munro, 2005), they are frequently overlooked in meaning-focused instruction (Mora & Levkina, 2017). Content and Language Integrated Learning (CLIL), grounded in the 4C framework, prioritizes communication (Coyle et al., 2010), encouraging learners to produce persuasive and comprehensible speech. Few studies have focused on pronunciation instruction in CLIL. This study investigates whether integrating PI into debate-based CLIL tasks enhances learners' utilization of prosodic features.

The study involved 42 Japanese high school students (CEFR A2–C2, ages 17–18), divided into three groups: PI + debate group, PI + discussion group, and a control group with no PI. The PI component focused on promoting prominence and English rhythm (Celce-Murcia et al., 1996), while the debate tasks adhered to a parliamentary format designed to foster both spontaneous and organized speech (PDA, 2025). All participants completed pre- and post-tests, which included read-aloud and spontaneous speech assessments. Comprehensibility, rhythm, and intonation were evaluated by two trained native-speaker raters.

A paired-sample t-test indicated that only the debate group demonstrated significant improvement across all prosodic features, particularly in spontaneous speech. These findings align with Gordon and Darcy (2022), who identified that discourse-based PI enhances suprasegmental acquisition. The results indicate that debate tasks create a communicative necessity for being understood, heightening learners' awareness of prosody. This study highlights the importance of integrating form-focused PI with interaction-rich CLIL tasks to enhance comprehensibility in communicative contexts.

Multimodal input in focus: Fostering engagement and phonological awareness through connected speech in L2 classroom

Bettiana Andrea Blazquez and Pedro Luis Luchini

Connected speech features such as assimilation, elision, and linking are key to intelligible spoken English but often go unnoticed by most learners without focused instructional support (Levis, 2005, 2018; Levis & Alameen, 2015; Sardegna, 2011). This study investigates the effects of two input modalities: audio-only and audiovisual, on learners' recognition of these phonological processes, as well as their engagement and perceptions of the learning experience. Participants were undergraduate students enrolled in English Phonetics and Phonology I, a pronunciation course centered mainly on segmental phonology, taught at a state-owned university in Patagonia, Argentina. A quasi-experimental design was implemented with two groups: one exposed to audiovisual input (n = 32) and the other to audio-only input (n = 34). Both groups worked with the same semi-authentic media clips (e.g., music videos, trailers, commercials, and short films), selected for their contextual and phonological richness. Data collection included a background questionnaire, pre- and post-tests focused on recognition of connected speech, and a post-instruction reflection survey. Results revealed a striking contrast: Although the audiovisual group consistently rated the materials as more engaging and motivating (Mayer, 2014), the audio-only group showed significantly greater improvement in recognizing phonological processes. These findings suggest that while visual input may increase affective engagement, it might also diffuse attention from phonological detail (Winke et al., 2020). In contrast, audio-only exposure may foster more concentrated listening and thus enhance form-focused noticing (Loewen & Isbell, 2017). The study contributes to ongoing discussions about multimodal input in L2 instruction by showing that different modalities may offer distinct benefits, one supporting engagement and the other phonological awareness. These findings align with calls to understand pronunciation development as a complex, multidimensional process shaped by both cognitive and contextual factors (Trofimovich et al., 2015).

Posters

Strong prefixes in English: A corpus-informed approach

DJ Kaiser

Dickerson (1989) identified eighteen "neutral" prefixes (contrasted from "merged" prefixes). These neutral prefixes can take an additional stress in a word (one on the neutral prefix, in addition to one on the root word). This presentation will describe an analysis of more than 3500 words from the Corpus of Contemporary American English (COCA) that contain what will be called (for pedagogical purposes) "strong prefixes." The list of analyzed strong prefixes emerged from an analysis of more than 8000 words from COCA. This analysis resulted in a list of 76 strong prefixes for instructors to consider covering. The top 17 of these strong prefixes (e.g., *re-*, *non-*, *self-*, *pre-*) account for more than 79% of the words with a frequency of at least 100 occurrences in the corpus. Lower-frequency strong prefixes, however, may appear more frequently in certain fields, such as in the biomedical sciences (e.g., *electro-*, *nano-*, *gastro-*, *patho-*). Data on the frequency of these strong prefixes will be presented, along with the frequency with which each appears in COCA spelled with and without a hyphen. The presenter will describe the process used for this corpus analysis and the value and challenges of this type of descriptive approach using thousands of words from a large corpus. The goal is to promote setting instructional priorities based on corpus data, while providing additional content that may be useful for pronunciation instruction in English for Specific Purposes contexts.

The perception and production of syllable-initial English obstruents

Shinsook Lee, Kyunghee Lee, and Jaeyoung Kim

Previous studies of L2 consonants report significantly higher accuracy in production (read-aloud/imitation) than perception (identification) for English plosives, and the reverse for English fricatives (Hao & de Jong, 2016). However, most studies focus on anterior rather than posterior obstruents, despite reports that discrepancies between perception and production vary by consonant (Lengeris & Nicolaidis, 2016). This study investigates the perception and production of syllable-initial English obstruents by L1-Korean EFL learners. Forty female Korean college students produced and identified English obstruents in syllable-initial position. The stimuli were sixteen nonsense words consisting of an English obstruent and the vowel /a/ (e.g., pɑ, θɑ, dʒɑ, gɑ). The learners' productions were assessed for intelligibility by ten native speakers of English; the learners also identified the same stimuli recorded by four different native English speakers. Results of a generalized mixed-effect model with response accuracy as a dependent variable and test (perception/production), voicing (voiceless/voiced), manner (stop/fricative/affricate), and their interactions as fixed effects and subject as a random effect showed that the accuracy for fricatives was significantly lower than that for stops or affricates in both perception and production, irrespective of voicing. A separate analysis of manner indicated significantly higher accuracy in production than perception for affricates, the reverse for fricatives, and no significant difference between the two modalities for stops. Overall, the learners showed significantly higher accuracy in production than perception for voiceless obstruents, while the reverse was true for voiced obstruents; and they performed best on velars and worst on interdentals. These findings suggest the need for focused instruction on fricatives for L1-Korean EFL learners and L1-dissimilar L2 sounds (fricatives) pose greater challenges for L1-Korean learners than L1-similar L2 sounds (stops/affricates), contra the Speech Learning Model-revised (Flege & Bohn, 2021).

L2 phonetic development among beginner learners: Comparing allophonic alternations

Rebeka Campos-Astorkiza

Similarity considerations predict different types of allophonic alternations might display distinct paths of acquisition. This study examines asymmetries between two allophone scenarios, learning a new set of sounds versus recategorizing sounds present in L1, among beginner learners, exploring allophonic development during an early stage of L2 learning. Namely, we compare the acquisition of the Spanish voiced and voiceless stops allophones by L1 American English learners. Spanish intervocalic voiced stops weaken to approximants while English displays only voiced stops, and Spanish voiceless stops are always unaspirated while English alternates aspirated and unaspirated allophones depending on context. This illustrates the two allophonic scenarios under study: Spanish L2 learners need to acquire a new set of allophones, approximants, and recategorize their voiceless stop allophones. Our research question is whether there is a difference in the rate of L2 development of approximant versus unaspirated allophones.

Data comes 20 beginner learners in a third-semester Spanish language course. Participants completed a reading task at the beginning and end of the semester. To evaluate voiceless stops and intervocalic voiced stops, we measure the VOT of the latter and the CV-intensity ratio of the former. We then compare changes in VOT and intensity ratio using z-scores that make the measures comparable and linear regression to explore the effect of timepoint, stress and place of articulation. Preliminary results indicate that beginner learners decrease their VOT and increase their intensity ratio towards more Spanish-like values, showing phonetic development for early stages of L2 acquisition. However, the intensity ratio shows a greater change and less impact from factors, while VOT duration changes less and is conditioned by stress, word location and place of articulation. This suggests an asymmetrical development of voiced and voiceless stop allophones indicating that the new allophones (intervocalic approximants) develop faster than recategorization of allophones.

Prosodic measures of intonation: Implications for a proficiency subscale in a proficiency examination for Brazilian EFL teachers

Marina Melo Cialdini and Douglas Altamiro Consolo

Intonation tends to be overlooked in proficiency scales, despite playing an important role in the comprehensibility of English communication (Levis, 2018). Our quantitatively oriented pilot study aimed to obtain considerations for operationalizing the construct of intonation in a four-point analytic subscale used to assess pronunciation in a proficiency examination for Brazilian EFL teachers, the EPPLE (Proficiency Examination for Foreign Language Teachers). Accordingly, we focused on tone choice and silent pauses (length, duration, position) following the Autosegmental-Metrical framework (Ladd, 2008)—i.e. intonation has a phonological organization, is constituted by two primitive pitch accents (high and low, being monotonal or bitonal), and is related to the prosodic hierarchy. These criteria were examined using the Praat software in 22 recordings of the EPPLE oral test taken by Brazilian teachers-to-be (undergraduates in ELT education). The recordings had been previously classified using the aforementioned subscale, whose descriptors characterizing intonation are imprecise and have virtually no variation across levels: "intonation is used to highlight important elements in utterances" (level 4), and "intonation is not used to highlight important elements in utterances" (levels 3, 2, 1). Preliminary descriptive statistics corroborate our predictions regarding the unreliability of the descriptors, underscoring the need to reclassify the samples in accordance with the aforementioned prosodic criteria. In this presentation, we will present considerations of the reclassification process and conclusive results concerning the prosodic parameters identified as proficiency markers. We intend to raise issues to contribute to the EPPLE oral test, and to the broader domain of pronunciation assessment, including the questions of whether it is feasible to dissociate tone choice from prosody in the assessment and teaching of pronunciation.

A 12-hour multimodal L2-French prosody course: Effects on comprehensibility and accentedness in learners' spontaneous speech

Lucie Drouillet

Over the past 30 years, pronunciation instruction has received increasing attention in both L2 didactics and second language acquisition research. The crucial role of prosody in learners' comprehensibility, accentedness, and overall oral proficiency has been demonstrated in numerous studies (Norris & Ortega, 2000). Although resources exist for teaching suprasegmentals in L2 English, comparable materials are scarcer for other languages, including L2 French. This study was developed to address that gap by building an L2-French prosody method for the classroom. Eight adult L1-English learners of French (CEFR level A2-B1) participated in a 12-hour course. Participants were divided into two groups: the Prosody group (n = 4) received a multimodal prosody course. Multimodality refers to pedagogies engaging learners through audio/visual input and a kinaesthetic dimension—approaches shown to enhance pronunciation learning (Zhang et al., 2020). The course drew primarily on two approaches: the Verbo-Tonal Method (Guberina, 1956), which uses gestures, movements, logatoms, and visual representations of suprasegmentals; and the Dalcroze method (Juntunen, 2016), which focuses on embodied musical exercises. Serving as a control group, the Oral group (n = 4) engaged in oral expression and comprehension activities commonly found in L2-French manuals. Both groups attended 1.5-hour sessions twice weekly for four weeks. Participants completed a free speech task with prompts (e.g., "What do you think about life in France?") one week before and after the course (delayed posttest). Excerpts from the pre- and posttests were rated by nine native French speakers for comprehensibility and accentedness. Only the Prosody group showed significant improvement in both measures, suggesting greater benefits from the prosody course. Participant feedback and pedagogical implications are discussed.

Pronunciation teaching and the acquisition of French past tenses

Anne Violin-Wigent and Viviane Ruellot

Some studies have shown a link between pronunciation training and improvement not only in pronunciation accuracy but also grammatical accuracy (Martin & Jackson, 2016; Violin-Wigent & Kanefsky, 2022). In this line of research, we focus on the French vowels [ə] and [e] as they are crucial in the contrasts between some French tenses. In the present tense, the first person singular subject pronoun "je" is pronounced [ʒə] in pre-consonantal position. In the imperfect past tense, the pronunciation of the pronoun is the same but the verb is noticeably different with an [e] final vowel: *je mange* [ʒəmɑ̃ʒ] versus *je mangeais* [ʒəmɑ̃ʒe]. By contrast, the perfect past tense (passé composé) is marked with the [e] vowel instead of [ə] to reflect the auxiliary and the past participle ending: *j'ai mangé* [ʒemɑ̃ʒe]. Learners of French tend to confuse these three forms orally. The current study investigates whether pronunciation training associated with the three tenses (present, imperfect, passé composé) helps learners make these distinctions orally and extends to more accurate tense usage in writing. To answer these questions, we compare an experimental group with pronunciation instruction as homework delivered online with a control group who received extra input and output through communicative activities in class. Pretest and posttest recordings were collected at the beginning and at the end of a semester, and after treatment of each past tense. They included reading passages of short texts. Additionally, the pretest and posttest included spontaneous production with open-ended prompts triggering the targeted forms. Preliminary results based on treatment activities show that learners in the experimental group identify tenses aurally and distinguish them in oral production more accurately than the control group. Results about spontaneous production are pending but are expected to confirm previous research on the link between pronunciation instruction and grammatical accuracy.

Revitalizing segmental phonology for intelligibility: Unlocking L2 pronunciation success with Extempore

Ana C. Chiusano and Pedro Luis Luchini

This study explores the impact of two approaches for teaching the British English vowels /iː, ɪ, e, æ/ to 36 English–Spanish translation students from Uruguay. Instruction and data collection were assisted by Extempore, a digital platform designed to facilitate language learning. Participants were divided into two groups: one followed the Nativeness Principle, aiming at a native-like accent through controlled pronunciation exercises, while the other adopted the Intelligibility Principle, incorporating communicative tasks, form-focused practice, and peer/self-assessment. Pre- and post-tests were conducted and students' sentence readings were rated by native and non-native judges, who used accentedness and comprehensibility as rating measurements. Results revealed that participants following the Intelligibility Principle outperformed those in the Nativeness group. Also, the study investigated how the judges' native or non-native status influenced their evaluations. Data analysis confirmed that prioritizing intelligibility over nativeness leads to more effective L2 pronunciation outcomes. Just as suprasegmentals impact intelligibility positively, this research highlights that segmental aspects must also be addressed in pronunciation classes, as demonstrated by the findings. Pedagogical implications and future directions will be addressed to offer insights for improving L2 pronunciation teaching with a focus on segmental phonology.

Reimagining pronunciation in teacher training: Toward inclusive attitudes on World Englishes

Inyoung Yang and Hyunkee Ahn

Reimagining pronunciation in teacher education is essential in developing inclusive, socially responsible English language instruction. This study investigates how Korean pre-service English teachers' attitudes toward pronunciation and World Englishes (WEs) evolved through a semester-long teacher education course. While pronunciation instruction in English language education often centers on native-speaker norms, this study responds to calls for socially conscious approaches that prioritize intelligibility and comprehensibility and promote inclusive attitudes toward accented Englishes in real-world communication. The course, situated within a broader citizenship education initiative in Korea, aimed to reframe English as a dynamic global lingua franca. Rather than focusing on phonetic precision, it emphasized the sociopolitical and historical dimensions of English. Topics included the legitimacy of Korean-accented English (KoE), the ideological basis of native-speakerism, and the adoption of pluricentric English norms. Participants engaged in a variety of activities such as perception tasks, reflective journaling, team-based video creation, and problem-based learning using realistic classroom scenarios. These pedagogical strategies aimed to reimagine pronunciation as a bridge for global communication, rather than a barrier defined by accent conformity. Data were collected through pre- and post-course surveys and an accentedness rating task, assessing affective, cognitive, and behavioral dimensions of attitude. Results revealed increased acceptance of non-native accents and greater appreciation for intelligibility and comprehensibility over nativelikeness. While affective and cognitive changes were evident, behavioral shifts in accent evaluation remained limited, indicating the persistence of deeply rooted pronunciation ideologies. This study offers insights into how pronunciation can be ethically and effectively addressed in teacher training. By reimagining pronunciation pedagogy, teacher education programs can better prepare future educators to promote linguistic inclusivity and communicative equity in global English classrooms.

The relationship between repair characteristics and perceived fluency of L2 speech

Christopher Thompson Litten, Mostafa Ranjbar, Max Prikazchikov, Inyoung Na, and Sinem Sonsaat-Hegelheimer

A recent meta-analysis (Chau & Huensch, 2025) shows the strong correlation between fluency and comprehensibility in L2 speech. Further, some utterance fluency components such as the articulation rate and pause duration and ratio have been shown to have an impact on L2 comprehensibility (Suzuki & Kormos, 2020). However, repair (i.e., false starts, repetitions, replacements, and reformulations), as another component of utterance fluency, has received less attention than other components of utterance fluency (i.e., speed and pauses) (Yan et al., 2025).

Given that recent research has shown an unclear relationship between fluency scores and repairs (e.g., Tavakoli et al., 2023; Suzuki et al., 2021), the current study will examine the impacts of different types of repair and their location (mid-clause or between clauses) on perceived fluency.

The study adopts quantitative and qualitative approaches to analyze spoken data from 20 L2 English speakers of various L1 backgrounds performing a suitcase narrative task. As part of the quantitative analysis, which is completed, 14 expert raters—each with experience in L2 pronunciation practice and research—rated the fluency of the L2 speakers on a 100-point scale. Additionally, all speech samples will be coded for repair fluency following Schegloff's (2013) framework. This approach will allow researchers to move beyond the broad metrics used in many studies (# of occurrences out of 100) and corroborate if there is a connection between repair characteristics of L2 speech and perceived fluency scores. Findings from this study will help to better understand the link between fluency and comprehensibility and to design more explicit rubrics and instructions for assessing spoken language.

Phonetic contrast across languages and tasks: Dialectal and bilingual perspectives on Korean and English mid-front vowels

Sunwoo (Sunny) Lee

Research suggests that bilingual speakers can maintain distinct phonetic categories across their languages, though task type and lexical familiarity may influence performance. However, the role of dialectal background in shaping bilingual phonetics remains underexplored. This study investigates how bi/multilingual speakers navigate phonetic contrasts across languages, focusing on bilinguals of English and Korean dialects: Seoul Korean (non-pitch-accented), Busan Korean (pitch-accented), and heritage Korean-American.

The study examines the Korean mid-front vowel merger between (ae) and (e), and, to explore cross-linguistic influence, includes the English AE (æ) and EH (ɛ) vowels—dividing AE into pre-nasal (AEN) and non-nasal (AET) contexts to capture CVN raising. Four research questions guide the analysis: (1) How does task type influence phonetic overlap? (2) How do homeland and heritage speakers differ in Korean merger patterns, considering dialectal variation? (3) How do unfamiliar lexical items affect Korean vowel production? (4) Does the Korean vowel merger affect similar English vowels, or do bilinguals maintain separate phonetic systems?

Phonetic data were analyzed for formants, pitch, and duration across three Korean tasks (interview, wordlist, minimal pair) and two English tasks (interview and wordlist). In Korean, it was found that all speaker groups showed evidence of phonetic overlap between (ae) and (e), particularly in less structured tasks. The minimal pair task prompted clearer distinctions, suggesting that task awareness facilitates phonological contrast. While perceptual judgments varied—likely due to hyper-awareness in the controlled task—acoustic analyses supported the presence of merger. In English, all speakers maintained distinct vowel patterns, despite dialectal differences in Korean merger, indicating that phonetic systems remain language-specific.

Overall, these findings highlight bilinguals' ability to maintain distinct phonetic categories while showing the influence of task type, lexical familiarity, and dialectal background. They suggest that even with distinct mental representations, phonetic realizations may converge—prompting future research on proficiency and age in multilingual phonetics.

Evaluating ASR performance on Japanese vowel length and geminate contrasts

Solene Inceoglu and Ruri Ueda

Automatic Speech Recognition (ASR) tools are increasingly being explored as practical resources for second language (L2) pronunciation learning and assessment. ASR systems have demonstrated accuracy approaching human performance when transcribing English and have been effective in detecting segmental errors in L2-English contexts (Inceoglu et al., 2023; McCrocklin & Edalatishams, 2020). However, their performance in languages with different phonological features, such as Japanese, remains underexplored. Accordingly, this study investigates how accurately two ASR systems (Google and Mac) transcribe Japanese speech produced by first (L1) and L2 speakers, focusing on two phonemic contrasts that are critical to intelligibility and difficult for L2 learners (Hirata, 2015): Japanese consonant vowel length and gemination. Participants were asked to read aloud 10 minimal pairs illustrating short vs. long vowel contrasts (e.g., *biru* vs. *bīru*) and 10 corresponding carrier sentences. They then read 10 minimal pairs targeting geminate contrasts (e.g., *saka* vs. *sakka*) and 10 more sentences embedding these words. All speech samples were transcribed by the ASR systems, and analyses focus on transcription accuracy across speaker groups and contrast types. We expect the ASR system to perform more accurately on speech from L1 speakers. Findings will offer insights into how well current ASR tools detect phonemic distinctions in L2 Japanese and may inform the design of ASR-supported pronunciation training tools. This work contributes to growing research on real-world applications of ASR in diverse L2 contexts.

Identifying diphthongs: Korean learners and native Spanish speakers rely on duration

JyEun Son and Joo Kyeong Kim

Most studies on the acquisition of diphthongs and hiatuses in L2 Spanish have focused on native English speakers (e.g., MacLeod, 2012; Zárate-Sández, 2009). The present study focuses on an understudied language pair: Korean and Spanish. Specifically, we examine (i) the extent to which L1 Korean learners (LNs) approximate native-like perception of the diphthong-hiatus contrast in Spanish, and (ii) which acoustic cues these learners rely on to make the distinction. The perception experiment tested five rising and five falling diphthong/hiatus pairs. Speech samples were AI-generated using Synthesia (https://www.synthesia.io/). Real and nonce words beginning with the target sequence (e.g., oigo [oj.go] "(I) hear") were read by three AI voices, and the target vowel sequences were manually isolated using Praat software (Boersma & Weenink, 2024). Participants listened to 60 tokens (i.e., 20 vowel sequences in isolation × three repetitions) and were asked to indicate the number of syllables (i.e., one or two) per token. Acoustic measurements (i.e., duration and relative intensity (RI)) were extracted from each item and it was statistically confirmed that both duration and RI contribute to the diphthong/hiatus contrast. Responses were coded as 1 (correct) and 0 (incorrect), and generalized linear mixed effects models were conducted in R (R Core Team, 2025). Preliminary results based on responses from 17 LNs and seven native Spanish speakers (NS) revealed no significant group differences in accuracy were found. Both groups primarily relied on duration cues to distinguish diphthongs from hiatuses, resulting in high accuracy for rising diphthongs (which had the shortest duration) and falling hiatuses (which had the longest). In contrast, performance was near chance for rising hiatuses and falling diphthongs. These findings suggest that in the absence of lexical context, NSs do not outperform LNs in distinguishing diphthongs from hiatuses. Moreover, duration emerges as the primary cue for both groups.

Attitudes towards and analysis of varieties of English among Swedish teacher students

Mara Haslam

Until 1994, Swedish curriculum documents required students to learn British English (i.e. RP) in English classes in upper secondary schools. Although current curriculum documents encourage exposure to many varieties of English, it is still common in Swedish schools to focus on consistent use of American English or British English as the two viable norms. Attitudes like this can be passed down from teachers to the next generation and thus persist long after curriculum changes are made. The present study is a mixed-methods update of previous studies, where Swedish learners' attitudes towards varieties of English were compared to their actual pronunciations of certain features, including pronunciation of the BATH, CLOTH, LOT and NURSE vowels. Interestingly, many Swedes' pronunciation characteristics do not match the variety they claim to speak. The participants in the present study are teacher students who intend to teach English within the Swedish school system. Tokens of these teacher students pronouncing English words containing the target vowels such as those above will have been collected. Where previous studies' judges classified participants' pronunciation as British English, American English, or "other," the current study aims away from classifying the vowel qualities as belonging to a particular variety of English by using acoustic analysis instead to map the F1 and F2 values for each vowel token. The acoustic data will then be compared with participants' reported attitude data from a survey to investigate whether there is a correlation between participants' reported attitudes and self-reported variety of English and the acoustic characteristics of their speech. The data will reveal an updated picture of future teachers' attitudes and pronunciation characteristics.

Swedish 6th-9th graders' pronunciation of the voiced fricatives /z, ʒ/ in L3 French

Anna Green

This study focuses on Swedish 6th-9th graders' (ages 12-16) pronunciation of the French voiced fricatives /z/ and /ʒ/. These phonemes are non-existent in the Swedish phonemic inventory, although it includes the voiceless counterparts /s/ and /ʂ/. The mastering of the two voiceless-voiced French phonemic contrasts /s-z/ and /ʃ-ʒ/ has been singled out as a major difficulty for L1 Swedish, L2 English speakers of L3 French. The few earlier studies covering this topic have involved university students (Hammarström, 1954; Stridfeldt, 2016) and high school students (Stöök, 1967). Research on middle and junior high school learners seems to be lacking.

This presentation reports on a pilot study carried out within a larger project that aims to investigate the extent to which Swedish 6th-9th graders realize the French phonemes /z, ʒ/ in a target-like manner. The project also seeks to explore students' rates of target-likeness in relation to their levels of awareness of the contrasts /s-z, ʃ-ʒ/ and the pronunciation instruction they perceive to have received in school.

The piloted instrument consists of four speaking tasks, an AX discrimination task and an interview about students' perceived pronunciation instruction. The speaking tasks (repetition of words, reading of a text, conversation, reading of words) have been adapted from the IPFC protocol (Detey & Kawaguchi, 2008; Racine et al., 2012). The recordings of students will be rated by native French speakers.

A first trial, with a 6th, 7th and 9th grader, resulted in minor modifications to the instrument, which will be evaluated in a subsequent trial. Tentative results from this severely restricted sample suggests that the 6th grader out-performs their older peers on the repetition task but has the lowest discrimination abilities. This presentation details the methodological refinements of the instrument as well as results from the completed pilot study.

Enhancing pronunciation through CLIL and meaning-focused instruction: A study on comprehensibility and prosody in Japanese EFL learners

Daisuke Izumi

Content and Language Integrated Learning (CLIL) has been extensively studied for its effects on vocabulary, fluency, and pragmatics, but pronunciation has received less attention, likely due to a stronger focus on classroom interaction (Dalton-Puffer & Bauer-Marschallinger, 2023). While some studies assess pronunciation through non-interactive tasks like storytelling or minimal pairs (Gallardo del Puerto & Gómez Lacabex, 2017; Rallo Fabra & Juan Grau, 2010), few have explored the integration of pronunciation with meaning-focused instruction (MFI), which is crucial for effective communication (Darcy & Rocca, 2022). Given the significance of comprehensibility in EFL (Isaacs & Trofimovich, 2012), this study addresses two research questions: (1) How does CLIL combined with MFI impact learners' comprehensibility? (2) What prosodic features are enhanced through this approach?

Twenty-four Japanese high school students (CEFR B1, ages 17–18) participated in CLIL lessons for one academic year. Each lesson included 10 minutes of explicit pronunciation instruction focused on prosody, followed by a 15–20-minute debate task. Participants were encouraged to prioritize comprehensible pronunciation during debates to foster mutual understanding. Before and after the study, pair-debate tasks were conducted, and native speakers rated their speech on three aspects—comprehensibility, rhythm, and intonation—using a 9-point Likert scale.

A repeated measures ANOVA revealed significant effects for Time, $F(1, 46) = 54.952$, $p < .001$, $\eta^2 = .705$, and the three features, $F(2, 46) = 8.434$, $p < .001$, $\eta^2 = .268$, with two-way interactions for Time × Features, $F(2, 46) = 7.951$, $p = .001$, $\eta^2 = .257$. The results indicate a significant improvement in comprehensibility over time. Both intonation and rhythm were significantly improved through CLIL with MFI; however, rhythm showed less improvement compared to intonation. These findings suggest that CLIL with debate promotes comprehensible pronunciation, although rhythm development may be limited by first-language influence (Levis, 2018).

Preservice teachers' perspectives on pronunciation instruction in Japanese elementary school English education: A mixed-methods analysis

Yuko Hakozaki

This study explores the perceptions of 91 Japanese university students enrolled in teacher education programs concerning pronunciation instruction in elementary school English education. As English language instruction continues to expand within Japan's elementary schools, the development of effective and developmentally appropriate pronunciation teaching strategies has emerged as a critical issue in teacher preparation. A mixed-methods approach was employed. Quantitative data were collected using a structured questionnaire comprising 9 items addressing beliefs about pronunciation instruction and 9 items assessing perceived English proficiency. Both scales demonstrated high internal consistency (α = .87 and r = .84). Descriptive statistics and boxplots indicated that participants generally possessed moderate-to-high levels of awareness across both constructs. A statistically significant positive correlation was observed between beliefs about pronunciation instruction and perceived English proficiency (r = .69, p < .001). Although no significant differences were identified based on preferred starting grades for foreign language activities, a significant difference in perceived proficiency was found depending on whether participants favored an earlier or later introduction of the formal Foreign Language subject (p = .02). Among participants who prioritized intelligibility, no significant differences emerged regarding the emphasis on segmental versus suprasegmental features. Qualitative responses were analyzed using co-occurrence network analysis conducted with ChaSen. Keywords such as "pronunciation," "teacher," "correct," and "confidence" were frequently cited in responses concerning instructional focus, reflecting concerns with balancing phonological accuracy and learner affect. Participants frequently highlighted the pedagogical value of songs, CDs, chants, and interactions with ALTs as particularly engaging and memorable in their own elementary school experiences. These findings underscore the importance of equipping preservice teachers with both theoretical and practical knowledge of pronunciation instruction. The study advocates for balanced, confidence-enhancing pedagogical approaches that integrate segmental and suprasegmental features in English language teaching for young learners.

Fostering suprasegmental awareness through audiovisual input: Applying the PFIAP model to teach stress and rhythm

Debora Milagros Galante and Pedro Luis Luchini

Although pronunciation has regained prominence in applied linguistics, suprasegmental features—particularly stress and rhythm—remain underemphasized in classroom instruction, especially in Argentinian secondary education (Derwing & Munro, 2015; Levis, 2023). These prosodic features are essential for signaling prominence, segmenting discourse, and guiding listener comprehension. Their correct use is considered central to achieving intelligible L2 speech (Field, 2005; Hahn, 2004; Levis, 2023). However, Spanish-speaking learners often struggle with these features due to significant prosodic differences between Spanish and English (Trofimovich & Isaacs, 2012), highlighting the need for explicit instruction to foster global intelligibility (Saito, 2021).

This study investigated learner perceptions following targeted instruction in English stress and rhythm, delivered through a five-stage pedagogical sequence (Perception, Focusing, Internalization, Application, and Production). Participants were 20 B2-level students enrolled in a bilingual secondary school in Mar del Plata, Argentina. Instruction used audiovisual input—particularly film trailers—to contrast English and Spanish prosodic patterns and encourage scaffolded production.

After completing the instructional sequence, students responded to an online questionnaire designed to assess the perceived impact of the intervention. Data were analyzed using a Likert scale and qualitative coding via NVivo software. Results showed that 85% of students rated the instruction as effective or highly effective for understanding the importance of stress and rhythm. Ninety percent found the use of multimedia resources motivating, and 95% expressed interest in applying the approach to other subjects. While some found the content abstract, most reported increased confidence in oral production and appreciation for the structured progression.

These findings reinforce the pedagogical relevance of suprasegmental instruction and suggest that rhythm and stress training, supported by authentic multimodal materials, can enhance L2 learners' control of features critical to intelligibility.

Investigating the effects of background noise on lexical perception in Japanese EFL learners: The role of acoustic feature variation

Rikutaka Kanayama and Yuichi Ono

This study investigates how listening materials that contain background noise affect second language (L2) learners' listening comprehension. While background noise is inevitable in real-world communication, most instructional materials are produced with clean audio. To determine optimal noise conditions for pedagogical use, we conducted a dictation task followed by a word discrimination task. The dictation task involved 35 Japanese university students and 23 participants in the U.S. They listened to sentences under three types of background noise (white, traffic, and street) and five signal-to-noise ratio levels. Participants input the first and last words of each sentence and rated ease of listening on a five-point Likert scale. Acoustic features (e.g., formant frequency, peak frequency, zero-crossing rate) were extracted using Praat and Python. Data were analyzed using generalized linear mixed models and linear mixed-effects models. Results showed that white noise significantly reduced both comprehension and ease of listening, while traffic and street noise had smaller effects and the main effect of noise level and zero-crossing rate were significant. For Japanese learners, zero-crossing rate suggested that background noise affected perception of voiced consonants. In the lexical perception task, 33 Japanese participants listened to 44 minimal pairs differing by one vowel or consonant. Each word was presented under eight noise conditions, where noise was added to neither, either, or both words. Participants heard each word pair consecutively and judged whether the two words were the same or different. Accuracy rates were significantly lower for consonant pairs, especially when noise was added to both words. The main effect of phoneme type and the interaction between noise and phoneme were significant. These findings suggest that by setting thresholds and manipulating acoustic features, it may be possible to control misperception. This study may thus contribute to developing listening materials with appropriate background noise to enhance learners' listening skills.

Effects of native language prosodic features on English lexical stress perception: A case of Japanese speakers

Momoko Narita and Yuichi Ono

Cantonese is a tonal language that distinguishes six tones based on F0, while Japanese is a pitch-accent language that uses F0 variation to distinguish words (Kawahara, 2018). Choi (2019) reported that Cantonese speakers outperformed English native speakers in an AX discrimination task of English lexical stress, suggesting that F0 sensitivity in their L1 may facilitate L2 prosodic perception. This study investigates how Japanese learners of English perceive lexical stress, examining whether their performance is affected by the prosodic characteristics of their L1, and compares the results with findings from Cantonese speakers. Following Choi (2019), this study tested the effects of word types, speaker orders, acoustic cues, and sound match on accuracy and reaction time (RT) in an AX discrimination task. Twenty-five Japanese university students (13 males and 12 females) participated in the experiment, which was conducted online using PCIbex. Participants heard two instances of the minimum pair, spoken by male and female voices, and judged whether the lexical stress pattern was the same or different. Stimuli were divided into nine blocks according to phonological and lexical conditions (real words, legal and illegal pseudo words) and acoustic cues (all cues, F0-only, duration intensity-only). Each block consisted of 16 trials, and all stimuli were normalized to 300–300 ms duration and 66 dB using Audacity. RT and accuracy were recorded throughout. Results showed higher accuracy for "same" trials and for the female-to-male speaker order. Significant interactions involving speaker, word type, and cue were observed. RTs were shorter for female-to-male speaker order and for matched stimuli. However, F0 cues alone did not significantly affect RT. Japanese learners demonstrated higher accuracy in duration intensity-only conditions, in contrast to Cantonese speakers who benefited most from F0 cues. These results suggest that Japanese learners rely more on duration due to their L1's phonological system, where vowel length is lexically contrastive.

How instruction of Andalusian phonetic variation affects L2 learners' listening comprehension and attitudes during study abroad in Seville, Spain

Kiley Specht, Annika B. Wallander, and Rajiv Rao

For students who study abroad in Andalusia, Spain, the distinct linguistic features of el andaluz (Henriksen et al., 2023) play a significant role in shaping their language acquisition. Previous research shows that going abroad can change students' pronunciation and improve their listening comprehension (Regan, 2023; Schmidt, 2009), and positively shift language attitudes (Artamonova, 2023). Nonetheless, there is a shortage of research that analyzes the relationship between listening comprehension and language attitudes, raising questions regarding dialectal variation preparation for students traveling to regions where phonetic variation differs from "neutral" L2 instructional varieties (Arteaga & Llorente, 2009).

The present study aims to evaluate the effectiveness of teaching 3 students studying abroad in Seville, Spain, during the Spring of 2025 about the phonetic variation that occurs in el andaluz, specifically, intervocalic /d/-weakening and coda /s/-weakening. Two students in the experimental group are receiving monthly lessons on the dialectal features of el andaluz, while the third student is not. The study includes pre- and post-test listening comprehension tasks, along with monthly journal entries to track changes in students' language attitudes.

Pre-test results from the listening comprehension tasks showed that students consistently transcribed familiar words without an /s/ or /d/ when these sounds were weakened (e.g., transcribing *eres* as *ere* or *nada* as *nah*). Post-test results (May of 2025) aim to uncover if students have improved their mapping of /s/ and/d/-weakening to their corresponding graphemes in transcription. While both groups have expressed overall positive attitudes throughout the semester, experimental group journals have shown an increased awareness of dialectal features and improved listening comprehension, while the control group student has reported a decline in comprehension. Ultimately, our research can inform curricular design and study abroad programs of the potential benefit of explicitly teaching learners about the dialectal variation of their SA region.

The role of orthographic and auditory input order in L2 lexical updating

Canan Deveci, Shannon L. Barrios, and Rachel Hayes-Harb

Previous research reveals the activation of first-language orthography during instructed adult acquisition of a new language (Escudero et al., 2014). A common finding is that differences in grapheme-phoneme correspondences (GPCs) between the learner's first and second languages can interfere with remembering the phonological forms of newly-learned words (Barrios & Hayes-Harb, 2020). In these studies, participants typically hear auditory forms of new words, and the primary manipulation is whether or not they additionally see the words' written forms. The present study extends the literature by considering English speakers learning Turkish words and investigating potential order effects of auditory and written exposure. Both experiments involve English speakers learning Turkish-like nonwords, with targets involving the letter, which maps to /s/ or /k/ in English and to /d͡ʒ/ in Turkish. In Experiment 1, 28 participants learned words in auditory-only or auditory+written conditions. As expected, accuracy was higher for auditory-only participants. Experiment 2 manipulated the presentation order of auditory and written information. 152 English speakers were randomly assigned to one of four exposure conditions. In the written→written and auditory→auditory conditions, participants received two blocks of exposure to the words' written or auditory forms, respectively. In the target conditions, the first block involved written forms and the second auditory forms (written→auditory) or the reverse (auditory→written). At test, participants were asked whether auditory and pictured forms matched. We found evidence that any exposure to written forms reduced response accuracy. Moreover, participants in the auditory→written condition showed a small accuracy advantage over those in the written→auditory condition. These findings suggest that incongruent GPCs can interfere with English speakers' ability to learn the phonological forms of Turkish words, and order of exposure to auditory and orthographic information can impact participants' word learning, with incongruent written input having an enduring interfering effect on learners' memory for new words.

Morphophonology and L2 English learners' stress production

Ka Keung Lee, Magdalena Ivok, and Henny Yeung

English L2 learners struggle with lexical stress in multisyllabic words (e.g., Banzina et al., 2016), and when morphologically inflecting those words (e.g., Ren & Wang. 2023). For example, stress-neutral suffixes, like –(*i*)*ze*, do not alter root stress position (e.g., *BRUtalize*), but stress-shifting suffixes, like –(*i*)*ty*, move stress to another root syllable (e.g., *bruTALity*). To our knowledge, no research has compared the morphophonology of English stress production among groups of L2-English speakers of different L1 backgrounds. We hypothesized that learners from morphologically rich L1 backgrounds (Russian) would outperform learners from morphologically poor L1 backgrounds (Mandarin). We tested English L2 learners living in Canada from 1 to 5 years on their reading aloud of real English words and matched pseudo words, in both isolation and in sentences. Stimuli included five monomorphemic roots (e.g., *Brutal*) and the same words with stress-neutral and stress-shifting suffixes. Pseudo words (e.g., *Brugor*) were matched for syllable weight of the real word roots, minimizing the influence of vocabulary knowledge.

Preliminary findings (L1-English = 9, L1-Russian = 15, L1-Mandarin = 8) suggest that participants did similarly well across language groups on real word stimuli. However, L1-English speakers and L1-Russian learners significantly outperformed L1-Mandarin learners when pronouncing pseudo word roots inflected with stress-neutral (p's < .0001), and stress-shifting suffixes (p's < .0027). Moreover, L1-Russian learners also outperformed L1-English speakers on pseudo word roots (p = .05), but not on their stress-neutral (p = .16) or stress-shifting forms (p = .99). Results suggest that L1 morphological richness facilitates sensitivity to the stress of derivational morphology in English. This work has implications for pronunciation instruction, highlighting the importance of considering learners' L1 morphophonological backgrounds in L2 pedagogy.

What do young EFL learners need? AI-supported pronunciation instruction in Japanese schools

Akio Abe, Akiyo Joto, Yuri Nishio, and Kazuhiro Toi

This study explores the types of pronunciation instruction that elementary school students in an EFL environment seek, particularly regarding English sounds not present in Japanese. Drawing on student comments, it also examines the potential of generative AI to provide responsive and appropriate pronunciation feedback. Despite the growing focus on pronunciation, there remains a lack of research on young EFL learners. Introductory SLA and assessment texts often suggest that children naturally improve pronunciation through exposure (Cook, 2008), and tend to underemphasize the importance of explicit instruction in articulation, possibly due to developmental assumptions. However, Abe (2024) surveyed 300 Japanese elementary school students learning English as a foreign language and found that students not only enjoyed pronunciation instruction but also found it helpful. On the other hand, many elementary school teachers—especially those without specialized training in English—report anxiety about teaching pronunciation (Miyake et al., 2015), highlighting a need for further instructional support. In this study, student-generated questions from Abe (2024) were used to prompt a generative AI model trained on a pronunciation instruction manual developed by Nishio and Joto since 2019. The AI-generated responses were evaluated for phonetic accuracy by two English phonetics experts and for comprehensibility by two researchers with elementary teaching experience. The findings from this evaluation will be presented. If generative AI can provide accurate and age-appropriate feedback, it may support generalist elementary school teachers in addressing students' pronunciation questions more effectively. Furthermore, the findings may inform future teacher training programs, such as those currently being developed by Abe et al. (2025), by integrating generative AI tools into pronunciation instruction modules.

AI-powered pronunciation practice: Adapting ASR-based lessons for voice-activated conversational assistants

William Gottardi, Rosane Silveira, and Walcir Cardoso

Recent advancements in artificial intelligence (AI)-powered conversational assistants have opened new possibilities for second language (L2) pronunciation instruction (Cardoso, 2025), particularly through their integration with automatic speech recognition (ASR), which has shown significant potential for enhancing L2 pronunciation pedagogy (Gottardi & Silveira, 2024; Papin & Cardoso, 2025). One effective way to integrate AI-powered ASR into pronunciation instruction is through ChatGPT's advanced voice mode, a feature that supports multimodal, communicative, and feedback-rich activities, aligning with established frameworks in computer-assisted language learning (CALL; e.g., Chapelle, 2001) and pronunciation pedagogy (e.g., Celce-Murcia et al., 2010).

To explore the pedagogical potential of ChatGPT's voice-activated interaction capabilities, this study adapted three ASR-based pronunciation lessons (each involving controlled, guided, and communicative practice, following insights from Celce-Murcia et al., 2010). These lessons were developed by Gottardi (2023) and assessed by twelve in-service L2 English teachers who indicated their perceived classroom applicability, usability, and instructional relevance. To support learners' pronunciation development, the three lessons were redesigned to integrate ChatGPT's voice capabilities and capitalize on its interactive nature, enabling real-time oral exchanges (e.g., role-plays, question-and-answer sequences with the conversational assistant) and immediate feedback (e.g., via ChatGPT's accurate interpretation of learner input or by signaling communication breakdowns). The interaction prompts were carefully designed to reflect CALL/SLA pedagogical principles (e.g., providing access to meaningful input, a focus on both linguistic form and meaning, Chapelle, 2001; Celce-Murcia, 2010), while targeting pronunciation issues that affect the intelligibility of Brazilian learners of L2 English—the target population (Gonçalves & Silveira, 2015; Silveira et al., 2017). These proposed AI-assisted pronunciation lessons are intended to support both classroom-based, teacher-guided instruction as well as autonomous pronunciation practice, providing educators with practical and accessible resources and learners with increased opportunities to practice and engage in meaningful L2 interactions both within and beyond the confines of the classroom.

Adaptation to an artificial /r/→[l] English accent by English listeners via lexically-driven adaptation

Chalee J. Yates, Rachel Hayes-Harb, and Shannon L. Barrios

Lexically-driven accent adaptation occurs when listeners use their knowledge of words to adapt to a speaker's accent. Maye et al. (2008) found that listeners make targeted adjustments to their perceptual representations of words after exposure to a new accent. For example, after exposure to, e.g., "west" was pronounced [wæst], listeners were more likely to endorse the nonword [tæst] ("test") as a word.

Here we ask whether English-speaking listeners will adapt to an artificial /r/→[l] English accent via lexically-driven adaptation. The experiment has two parts: In part 1, participants complete a visual lexical decision (LD) task to determine their familiarity with the English words used in part 2. Between one and two weeks after completing part 1, participants complete part 2, where they are assigned to one of two exposure accents (familiar (/r/→[r]) or unfamiliar /r/→[l] accent). They first complete a pre-exposure auditory LD task, followed by the accent exposure phase, and finally a post-exposure auditory LD task. Both LD tasks are identical; half of the words overlap with the exposure phase while the other half appear only during the LD tasks. In addition, LD trials include items involving the exposed /r/→[l] shift and the (non-exposed) /l/→[r] shift. The dependent variable is lexical decision endorsement (responding "yes" the auditory form is a real word).

Data collection is ongoing. We predict that endorsement will be higher in the post-exposure LD task compared to pre-exposure LD task only for /r/→[l] items for the unfamiliar accent group. If only targeted adjustments occur, we predict higher endorsement for the /r/→[l] items than /l/→[r] items. This builds the foundation for future studies on lexically-driven adaptation comparing L1 and L2 listeners.

Aligning theoretical understanding with classroom practice: Developing pronunciation priorities for L2 French instruction

Shannon Becker

Over the past thirty years L2 pronunciation researchers have successfully shifted the focus of pronunciation learning and teaching, moving away from the imitation of native speaker models and toward improving comprehensibility and intelligibility. Empirical research has been transformed accordingly, developing tasks and measurements aimed at rating learner utterances based on accurate transmission of information and ease of understanding rather than comparison to an arbitrary standard. If we wish to close the gap between academic research and classroom practice as it pertains to comprehensibility and intelligibility, we must implement Munro and Derwing's (1999) advice that "...instruction should not focus on global accent reduction, but only on those aspects of the learner's speech that appear to interfere with listeners' understanding."

The first step toward accomplishing this goal is to establish which aspects of the target language are most salient to comprehension and ease of understanding. Few of the extant studies on comprehensibility and intelligibility, however, focus on target languages other than English. In fact, in their annotated timeline of empirical research on L2 comprehensibility, Crowther et al. (2022) found that of the 41 studies they analyzed, around 80% focused on English as the target language.

Here, I focus on the segmental and suprasegmental aspects necessary for successful and relatively effortless comprehension of French as a second language. I propose a strategy for developing pronunciation priorities in the French L2 classroom based on the established functional loads of segments (e.g. /y/) and existing empirical research showing correlations between prosodic elements and ratings of comprehensibility (Trofimovich et al, 2017). I will also address issues in teacher education, including their reported lack of pronunciation training and the disconnect between knowing the technical and articulatory elements of pronunciation and knowing which of those to center in the classroom.

Does sociocultural context shape attitudes toward language and race? A U.S.-based replication of a Brazilian study

Bremdellin Gabriel Ramos and Ethan Kutlu

Globalization has spread English worldwide, creating a socially diverse landscape of English varieties and speakers. Yet, rooted in colonialism, some of these varieties and their speakers remain subject to discrimination. Research shows that speakers are often evaluated based on both the prestige of their variety and their racial identity. While standard English tends to receive more favorable ratings, Ramos and Kivistö-de Souza (in press) found that Brazilian pre-service English teachers attributed more positive attitudes to Black speakers than to White ones—contrasting with broader literature indicating that racialized populations are typically rated less favorably. To further investigate this result, the present study aims to replicate Ramos and Kivistö-de Souza (in press) with a U.S.-based population, examining whether sociocultural context influences language attitudes toward Black and White English speakers. Using a matched-guise design, U.S. undergraduate students will listen to British-, American-, South African-, Spanish-, and Portuguese-accented Englishes, each played twice and paired with photos of five Black women and five White women. Participants will rate the speakers on a six-point Likert scale measuring perceived status and solidarity. This will be complemented by a social network survey and a background questionnaire to assess whether individual factors shape attitudinal responses. By comparing attitudes cross-culturally, this study deepens our understanding of racialized language ideologies and underscores the need for inclusive, identity-aware approaches in multicultural language pedagogy.

Cognitive load disrupts prosodic phrasing in L2 but not L1 speech

Ogyoung Lee and Hyunkee Ahn

This study investigates the impact of cognitive load on prosodic phrasing in first-language (L1) and second-language (L2) speech, focusing on whether increased cognitive demands alter phrase length and boundary placement, and how such changes reflect differences in prosodic control between L1 and L2 speakers. Twenty native (L1) and twenty nonnative (L2) speakers of English were asked to read aloud 32 English sentences displayed on a computer screen. Each participant produced the same sentences twice (N = 64 utterances per speaker): once while engaged in either a verbal or spatial working memory task, and once under a control condition with no added cognitive load. Results revealed significant speech disruption only in the L2 group during the dual-verbal task. L1 speech remained stable regardless of cognitive load presence or type. Specifically, L1 speakers maintained consistent prosodic phrasing across all conditions, whereas L2 speech was adversely affected by the concurrent verbal task but not by the spatial task. Under verbal load, L2 speakers produced significantly shorter prosodic phrases (fewer words and syllables per phrase) and introduced more prosodic breaks at atypical syntactic locations (e.g., between an adjective and its head noun, or between a determiner and its head noun). These findings suggest that prosodic phrasing in L2 speech is less stable and more vulnerable to cognitive interference. Whereas L1 speakers likely draw on highly automatized, long-term prosodic representations, L2 speakers appear to rely more on online processing, rendering their speech rhythm more susceptible to fragmentation under cognitive pressure.

Individualizing and enhancing language instruction: Using AI in Arabic course design

Edna F. Lima and Ayman S. Elbarbary

Artificial intelligence (AI) holds significant promise for enhancing language instruction by personalizing learning experiences (Srinivasa et al., 2022) based on learners' characteristics such as proficiency level and learning style (Ma, 2023) and mimicking human-like interactions (Alawida et al., 2023; Klimova et al., 2024), showing contextual understanding (Bansal et al., 2024). AI can also help increase engagement and motivation (Fuchs, 2023) and target specific skill development, including pronunciation and speaking. Yet, many language courses—particularly for less commonly taught languages like Arabic—rely on one-size-fits-all approaches that may not adequately address learners' diverse oral proficiency needs (Yanhua, 2020). This presentation offers a design case of an Arabic course that employs AI tools to tailor instruction to individual learners, with a special focus on pronunciation and speaking skills. This session begins with a brief overview of the benefits of utilizing AI in language teaching and course design. It then outlines a step-by-step process for designing an Arabic course using AI by identifying learner profiles and learner needs, creating activities to address the four language skills—with an emphasis on pronunciation, fluency, and interaction—and incorporating cultural content. Practical examples will demonstrate how AI can facilitate targeted pronunciation practice, personalized speaking tasks, and real-time learner feedback. Attendees will leave with concrete strategies and resources for integrating AI into their own instructional design. A handout with design procedures and sample activities will be accessible via QR code. While the design case presented here focuses on Arabic, the pedagogical principles and AI applications are adaptable to a wide range of languages and instructional contexts.

Teaching Tips

Learning segmental features through a card game

Joshua Gordon

Although many teachers do not receive training in pronunciation teaching in different areas (Murphy, 2014), research keeps demonstrating that training is essential to help pre-service and in-service teachers develop a knowledge base of pronunciation teaching that aligns with research-based pronunciation pedagogy (Burri & Baker, 2021). Although this training is essential—and many teachers have expressed that they would like to know more about the pronunciation system of the L2, what features make pronunciation intelligible, and how to implement pronunciation and assessment techniques (Foote et al., 2011)—many teachers still struggle during training with learning basic features of phonetics and phonology (Buss, 2017).

This teaching tip will consist of a card game demonstration activity (similar to the popular card game Uno) to learn and practice basic characteristics of segmental features, such as voicing, place of articulation, manner of articulation of consonants, or tongue position, and tenseness and laxness in vowels. Although this technique was originally designed as a review activity to be used in a pedagogical pronunciation course (Barrantes-Elizondo & Gordon, 2024), the activity can also be adapted to pronunciation classes to make learners aware of characteristics of different segmental features. After all, research has demonstrated that learners who are aware of differences between L1 and L2 features may end up with better pronunciation skills (Kennedy et al., 2014; Kennedy & Trofimovich, 2010; Venkatagiri & Levis, 2007).

In this demonstration, the attendees will learn how to play and implement this basic card game in their classes, and they will also get access to free materials to implement this card game in their own pronunciation classes.

Teaching challenging segmental sounds and contrasts with physicalizations

DJ Kaiser

The use of physical movement as part of pronunciation instruction has been advocated for by multiple scholars (Acton, 1984; Bolinger, 1983; Chan, 2018; Gilbert, 2012). Gullberg (2022) also noted that "gesture production during the training of new speech sounds improves L2 pronunciation" (p. 391). This teaching tip will focus on a set of physicalizations to help teach some of the more challenging consonant and vowel contrasts. The following will be covered: hand squeezing and rowing for the distinction between tense and lax vowels, the finger monitor for jaw dropping needed for low vowels, the thumb and finger test for the "th" sounds, and various hand positions for the /r/ and /l/ sounds.

Reshaping a sentence or sound gone wrong: Pronunciation tricks and shortcuts

Ellen J. Lange

Stern (1991), a noted accent/dialect coach, maintains that "in general, there is absolutely nothing wrong with having an accent as long as you can be understood." Likewise, in recent years, pronunciation teaching has focused on teaching English learners to speak with meaning by teaching prosody to promote intelligibility in L2 speakers. Researchers and practitioners (Levis, 2024, 2018; Pickering, 2018; Dickerson, 2015, 2017) encourage a focus on prosody as the best pragmatic tool to help L2 students speak with meaning.

While learning the elements of prosody is essential for L2's learning to put on a new accent, what needs to be added to the curriculum is shortcuts to help speakers quickly remember how to "dig themselves out" when told by a listener that they cannot be understood or that they are pronouncing a sound or word "funny." Such coping skills can encourage the L2 speaker to correct themselves and not give up like students who report they never dare ask a question in class because the professor will say, "I don't understand." In self-help groups, members learn slogans, such as "Keep It Simple" or "Easy Does It," to quickly refer to and keep them on track with adapting to their new lifestyle. Such tricks can help the L2 speaker regain lost ground. Often, the problem is related to rhythm and intonation. One trick the speaker can use to repair this problem is to remember Stern's (1919,2004) "Jump Up and Step Down" method and repeat the sentence juxtaposing it. They can also interpose elements from their L1. Japanese speakers not lengthening stressed vowels can visualize an imaginary line above a stressed vowel (the chōonpu (—). Those sensitive about pronouncing "r" correctly can form the Japanese "u" before pronouncing the "r." Such shortcuts will be demonstrated and elaborated on in the teaching tip.

Branching dialogues: A guided activity for segmental and suprasegmental targets

John Levis

Celce-Mucia et al. (2010) describe three types of production activities: controlled, guided, and communicative. Controlled activities have a maximal focus of pronunciation form, and communicative activities maximally focus on meaning. Guided activities, on the other hand, are among the most challenging activities for teachers and learners because they combine attention to form with attention to meaning, with enough attention to meaning that learners can attend to pronunciation targets, but only with some cognitive difficulty.

This teaching tip highlights a guided pronunciation activity, the branching dialogue, in which pronunciation form is embedded into a reading activity with two response choices differing in a contrasting phonological feature that creates a clear discourse meaning difference. For example, meaning differences can depend on suprasegmental targets such as rising vs. falling intonation, different prominence placement within a sentence, or on a vowel or consonant minimal pair. Crucially, the response choices are never shown to the partner, creating an information gap within the two version of the reading. This makes it essential for each participant to listen carefully to the other, since each spoken response choice signals a different response by the partner in the developing discourse.

This teaching tip demonstrates how simultaneous attention to form and meaning in branching dialogues can be used for pronunciation improvement. It asks participants to try dialogues and points out the key features of branching dialogues: competing phonological targets (e.g., minimal pairs); the need for each participant to listen carefully to an unknown response; and an information gap in the different readings for Participants A and B.

Sounds familiar? Interactive activities for perception training in the classroom

Ines Martin and Lieselotte Sippel

Over the past two decades, a growing body of research has emphasized the critical role of perception in the development of L2 pronunciation (Sakai & Moorman, 2018). While much attention has been paid to the effectiveness of production-based pronunciation instruction, research also suggests that learners must first be able to perceive a sound contrast before they can reliably produce it. This relationship is supported by both neurocognitive and experimental findings, which indicate that perception and production are not only interconnected but mutually reinforcing. Without a robust perceptual foundation, learners may struggle to form accurate phonological representations, limiting their ability to produce target-like forms (Flege & Bohn, 2021). Thus, while production is often the more visible skill, perception plays a foundational role in pronunciation development (Nagle & Baese-Berk, 2022). To support learners in acquiring more intelligible and comprehensible speech, classroom instruction should therefore include targeted perception practice—ideally with immediate feedback—to help students develop the auditory acuity needed for successful production. The present teaching tip is designed to demonstrate how interactive classroom activities can effectively foster perceptual skills in L2 pronunciation instruction. Drawing on research that emphasizes the importance of perception as a precursor to production, this presentation will focus on hands-on, interactive tasks that help learners hear the difference between difficult L2 sounds. Rather than integrating specialized technology or software, all activities are designed to be easily implemented with minimal materials and emphasize the instructor's role in providing immediate and meaningful feedback. Sample activities include sound discrimination games, movement-based perception tasks, and peer listening challenges that can be adapted across languages and proficiency levels. Attendees will receive ready-to-use materials and walk away with a set of strategies for integrating perception practice into the classroom in ways that are engaging, effective, and grounded in current research on L2 pronunciation development.

Advancing and enhancing ELLs' segmental pronunciation accuracy through "line dancing"

Mark Tanner

Much emphasis has been addressed in pronunciation pedagogy literature on addressing suprasegmentals as a means to improve ELLs intelligibility in the target language (O'Brien, 2022). Gordon (2022) reminds teachers, however, that there are points of segmental production that may interfere with a learner's intelligibility as well, causing a lack of comprehension on the part of an interlocutor and as such, the teaching of segmentals needs to be purposeful (p. 61). This teaching tip makes use of a technique referred to as "line dancing" to target specific sounds that learners may find problematic and gives them opportunities for targeted practice on these particular vowel and consonant sounds in meaningful words, sentences, and dialogues. In this tip, not only will the technique be demonstrated, but resources will be shared to assist teachers in working with learners on those segmentals that need further clarity and articulation depending on learners' L1.

Fly swatter games for stress and intonation in the in-person classroom

Marsha J. Chan

I've always wanted to be a fly on the wall of a classroom, but in this instance, not so much.

Learning to recognize and identify stress patterns and intonation patterns is not an easy task, particularly for L2 learners. Instruction on the characteristics, rules, and patterns of multisyllabic word stress and on pitch changes is an essential part of learning to pronounce well. Learning from books, interacting with web and mobile apps, and engaging in large group, small group, and individual practice can be enhanced by gamifying the tasks with physical movement and the use of fly swatters in the in-person classroom setting. This teaching tip focuses on selected aspects of English suprasegmental features, while providing an outline and methodology for incorporating this type of gamification in any language classroom.

Objectives: To enhance students' ability to quickly identify the specified pronunciation feature. To engage students in body movement related to pronunciation. To provide a friendly and low-stakes atmosphere to practice listening and speaking. To add the excitement of team competition to an otherwise isolating individual task.

Learning outcomes: Increased accuracy and speed in identifying the specified pronunciation feature. Increased intelligibility in pronouncing words through both audible and covert repetition. Increased auditory sensitivity to the specified feature in other settings.

Methodology: Participants are given detailed steps and examples for pre-class and in-class preparation; objectives, rules, and follow-up tips. Video links enable participants to see classes in action.

Making prosody visible: Corpus-based activities for teaching intonation

Idée Edalatishams

Drawing on research demonstrating the pedagogical value of spoken corpora in pronunciation instruction (Chen & Han, 2020; Staples, 2019), this presentation introduces activities designed to raise learners' awareness of prosodic features such as prominence (sentence stress), tone units (thought groups), and tones, based on Brazil's (1997) discourse intonation model. These activities draw on examples from the Corpus of Teaching Assistant Classroom Speech, which features natural classroom speech by 10 American and 20 international TAs (ITAs) from diverse linguistic backgrounds across multiple disciplines. They are designed to illustrate how new and contrastive information is typically marked by prominence, while given information remains unmarked, as well as how such intonational choices can influence listener comprehension.

The activities are built around Praat-generated visualizations of prosodic cues and target both perception and production. Students begin with guided listening tasks to notice and analyze prosodic features in short speech excerpts. Next, they engage in reflective discussions about the impact of intonational choices on listener understanding. Finally, they practice speaking using techniques such as shadowing and mirroring to achieve improved intelligibility. These activities are adaptable for general pronunciation courses or specialized training contexts such as ITA programs. Additional tips and guidelines will be provided to help instructors identify teaching targets and adapt spoken corpus data to develop further materials. All activities along with the audio files, transcripts, and prosodic annotations, will be made freely available on the corpus website.

Embrace the Jabberwock my son: Teaching prosody through poetry, an action research review

Aviva S. Katzenell

Action research using Lewis Carroll's Jabberwocky examines student knowledge of pre-existing pronunciation patterns, together with speech-part identification, to improve prosodic awareness and pronunciation choices. Eighteen upper-intermediate (B2) students in an EAP Speaking, Listening, and Pronunciation IEP class categorized vocabulary based on the Color Vowel approach, and in doing so, recorded typical vowel spelling patterns across the semester. This approach requires students to categorize vocabulary based on peak vowel stress, reflecting the sound of an anchor phrase, and utilizes Judy Gilbert's Prosody Pyramid emphasis on thought groups, focus word, stressed syllable, and peak vowel. Students were then provided with the poem Jabberwocky consisting of 20–25 previously unencountered nonsense words. Students initially read the poem silently to themselves, then gathered in groups to read allocated lines; readings were recorded highlighting a distinct lack of comfort with nonsense vocabulary resulting in poor pronunciation and prosody. After regrouping and linking nonsense-word sound and spelling patterns to previously recorded vocabulary, and identifying nonsense-word speech parts in thought groups, students recorded themselves reading the poem a second time. This reading showed improvement in both pronunciation and prosody. A discussion of the poem's focus on overcoming challenges resonated with the EAP students, and culminated in a final whole-class reading. Finally, students answered a questionnaire asking about the stages of reading the poem and whether linking nonsense words to previously recorded sound and spelling patterns aided in their ability to read, comprehend, and pronounce the poem. The overwhelming response was "yes." This exercise highlights the importance of linking unfamiliar vocabulary to previous knowledge of spelling patterns linked to sound. It also highlights the use of poetry as a manageable vehicle for discussion relevant to multilingual students while investigating and improving prosodic awareness.

Reinforcing meaning-word association and awareness of intelligibility through simple gesture games

Chisato Kojima

Research advancement in the last two decades has revealed that learners can establish lexical representation for new sound contrasts in their second language (L2) even if they cannot discriminate between phonetic contrasts (Cutler et al., 2006; Weber & Cutler, 2004). Those studies suggested a discrepancy between discriminating phonemic distinctions at the phonetic level and the ability to store those contrasts in the lexicon. Darcy, Daidone, and Kojima (2013) suggested that novice learners could discriminate L2 contrasts in ABX tasks with nonwords. Still, the same learners had difficulty (i.e., much lower accuracy) in lexical decision tasks with words and pseudo-words. Thus, including classroom activities that encourage sound-meaning associations could help bridge the gap between phonetic and phonological levels of perception. However, there has been some anxiety among instructors when incorporating pronunciation instructions (Baker & Murphy, 2011, among others).

In this presentation, we demonstrate applications of a simple gesture game with different proficiency levels in Japanese classrooms. This non-digital game could be a powerful and sustainable tool when combined with the production component. For instance, instructors will pronounce the words in question with different gestures: placing a hand to forehead introduced as *byou-in* "hospital" while turning a peace sign sideways representing scissors as *bi-you-in* "beauty/hair salon." After presenting the pronunciations with those different gestures, the instructor pronounces a word without the gesture, and students will respond with the gesture to see how they perceive those sounds. Then, students will be divided into pairs or groups of 3–4, and each student pronounces those words to their fellow students. The peers respond with the corresponding gesture. This production part is a critical component to nurture awareness of intelligibility (speaker's intention and listeners' perception). In addition, students could be exposed to different types of non-native speaker pronunciation of the target language.

How to make your pronunciation class materials accessible?

Eva Isabella Miszoglad

This presentation addresses the question: How can pronunciation class materials be revised to meet ADA standards for document accessibility while still effectively conveying key pronunciation features? The session focuses on practical, hands-on strategies for modifying existing materials to ensure they are accessible to learners with disabilities, particularly those using screen readers or requiring alternative text formats.

Through concrete examples, the session will demonstrate how to represent pronunciation features—such as stress, intonation, rhythm, and phoneme distinctions—using accessible formatting practices. These include the use of accessible fonts, meaningful text formatting instead of color alone, proper heading structures, alt text for images or phonetic symbols, and clear labeling of visual elements. Participants will see before-and-after versions of pronunciation exercises, charts, and visual aids that have been revised to meet ADA guidelines while maintaining pedagogical effectiveness.

This session provides practical techniques that instructors can immediately apply to make their pronunciation materials more inclusive and compliant with accessibility standards, ultimately supporting a wider range of learners in developing their speaking and listening skills.

Finding your voice in L2 Japanese: Guided accent/voice exposure to enhance more faithful L2 identities and communicative competence

Vance Schaefer, Abner Tian Zhang, Toni Stillman, and Anna Suzuki

Accents are a crucial part of communicative competence, mirroring the reality of diversity among instructors and learners. Accents project identities by indexing regional affiliation and social associations (i.e., sociolects) of gender, LGBTQIA+, neurodivergence, generation, non-nativeness, heritage, and more (Lippi-Green, 2011). Accents may be multiple and fluid, reflecting evolving identities, stances, or contexts (e.g., formality, speaking vs reading, genre) and/or manipulating effect and meaning through styleshifting. In Japanese, a trilled /r/ or low-pitched, gravelly voice shows aggression/anger (e.g., *yakuza*) while a narrower high-pitch range, slower speech, and increased pausing express formality or deference (Sherr-Ziarko, 2018). Particular voice qualities characterize different media: announcer voice in news/documentaries; character language, i.e., *kyarago* (Kinsui, 2003, e.g., hyper-effeminate/-masculine, evil characters), in anime; and Kansai regional dialect in comedy.

Within an EXposure Process (cf., English, Schaefer & Warhol, 2020), students EXplain, EXamine, EXperience, EXperiment, and EXplore diverse Japanese accents/voices through controlled media exposure (e.g., TV shows, movies, anime, announcements, commercials) scaffolded by closed captions and translated subtitles. Students listen to, identify, and deconstruct various accents/voices, their phonological features, social associations/identities, contexts (e.g., formality, genre), and stances. Students then shadow, read, dub (original versus different accent), perform (from script, memory), roleplay, and do extensive listening. Students explore the social nuances of particular accents through comparing translated subtitles and dubbed dialogues against the Japanese original dialogues.

Accent/Voice exposure (cf., high variability phonetic training, Logan et al., 1991) improves learners' communicative competence through enhanced awareness, pronunciation, listening, and comprehension, enabling learners to create more faithful L2 identities, more fully participate in various communities, and more effectively interact in Japanese culture (people to people, media).

This teaching tip engages participants by having them:

1) become acquainted with several Japanese accents/voices within the EXposure Process.
2) listen to, shadow, identify, deconstruct (into pronunciation features), and describe accents/voices (including possibly their social associations).

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