

The 16th Pronunciation in Second Language Learning and Teaching (PSLLT) Conference

Concordia University, Montreal, Quebec, Canada

15 October 2025 (Wednesday)

Stephanie Lindemann Workshop 1 (1:00–4:00) **MB 3.435**

Radek Skarnitzl Workshop 2 (1:00–4:00) **MB 3.445**

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

Phrasal prosody in L2 English

Suzie Beaulieu Plenary/Open Public Lecture (4:15–5:15) **MB 1.210**

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

[\[with live captions in English & livestreamed through YouTube\]](#)

Chair: Véronique Fortier

Welcome reception (5:30–7:00) **MB-9**

16 October 2025 (Thursday)

Charlie Nagle Plenary (9:00–10:00) **MB 1.210**

Building the (research) world we want to live in

[\[with live captions in French & livestreamed through YouTube\]](#)

Chair: Germán Zárate-SándeZ

Coffee break (10:00–10:30) **MB atrium**

	Parallel session 1.1 MB 3.210	Parallel session 1.2 MB 3.430	Parallel session 1.3 MB 3.435	Parallel session 1.4 MB 3.445	Parallel session 1.5 MB 3.255
	Topic: HVPT	Topic: Pronunciation development	Topic: Accent imitation & shadowing	Topic: Intelligibility, comprehensibility & fluency	Topic: Learner & teacher views
	Chair: John Levis	Chair: Tetsuo Harada	Chair: Tracey Derwing	Chair: Dustin Crowther	Chair: Ching-Hsuan Wu
10:30–11:00	Effects of mobile-assisted HVPT and ASR-based articulation practice for elementary EFL learners: Impacts on L2 perception, L2 production, and phonological working memory KyungA Lee and Hyunkee Ahn	Advancing accuracy without fluency trade-offs: Using the PFIAP model to teach contrastive nuclear stress placement Eliana Berardo and Pedro Luis Luchini	Individual differences as moderators of students' attitudes toward the foreign language accent imitation technique and its effectiveness Małgorzata Baran-Lucarz and Alice Henderson	Pronunciation for the real world: A scoping review of L2 English research (1996–2020) Linda D. Terrier, Saandia Ali and Marie Garnier	Native speaker perspectives on pronunciation teaching: A phenomenological study Rizgar Qasim Mahmood
11:00–11:30	Efficiency without compromise: Refining high variability pronunciation training through trial count and talker variability Shelby Bruun, Charlie Nagle and Germán Zárate-SándeZ	Acquisition du Schwa par des apprenants de français L2 dans le nord-ouest de l'Ontario Isabelle Lemée	Foreign accent imitation: Getting into L2 gear? Alice Henderson, Joan C. Mora, Vincent Chanethom and Arkadiusz Rojczyk	AI prediction and human perception: Content words matter more than function words in L2 intelligibility, comprehensibility, and accentedness Kevin Hirschi and Okim Kang	Learner views on pronunciation development: Insights from focus group research Jennifer Foote and Ron I. Thomson
11:30–12:00	How much training is enough? A time-course analysis of a 10-session audiovisual HVPT for L2 English vowels Cristina Aliaga García	English prosody instruction in support of academic listening comprehension: Students' views and outcomes Veronica G. Sardegna and Anna Jarosz	Maintaining EFL learners' oral proficiency during summer breaks: The role of shadowing, task focus, and input difficulty Noriko Nakanishi and Nobuaki Minematsu	Rethinking the multilingual advantage in accent perception: A mixed-effects analysis of comprehensibility and intelligibility Francesca G. Grixoni and Alexander J. Holmberg	"I was so immersed in it" - connecting accentedness to using language for meaningful purposes: A case study of a French learner Laëtitia Kokx

Posters & Lunch (12:00–2:00) **MB atrium**

1. Strong prefixes in English: A corpus-informed approach **DJ Kaiser**
2. The perception and production of syllable-initial English obstruents **Shinsook Lee, Kyunghee Lee and Jaeyoung Kim**
3. L2 phonetic development among beginner learners: comparing allophonic alternations **Rebeka Campos-Astorkiza**
4. Prosodic measures of intonation: Implications for a proficiency subscale in a proficiency examination for Brazilian EFL teachers **Marina Melo Cialdini and Douglas Altamiro Consolo**
6. Pronunciation teaching and the acquisition of French past tenses **Anne Violin-Wigent and Viviane Ruellot**
7. Revitalizing segmental phonology for intelligibility: Unlocking L2 pronunciation success with extempore **Ana C. Chiusano and Pedro Luis Luchini**
8. Reimagining pronunciation in teacher training: Toward inclusive attitudes on World Englishes **Inyoung Yang and Hyunkee Ahn**
9. The relationship between repair characteristics and perceived fluency of L2 speech **Christopher Thompson Litten, Mostafa Ranjbar, Max Prikazchikov, Inyoung Na and Sinem Sonaat-Hegelheimer**
10. Phonetic contrast across languages and tasks: Dialectal and bilingual perspectives on Korean and English mid-front vowels **Sunwoo (Sunny) Lee**
11. Evaluating ASR performance on Japanese vowel length and geminate contrasts **Solene Inceoglu and Ruri Ueda**
12. Identifying diphthongs: Korean learners and native Spanish speakers rely on duration **JyEun Son and Joo Kyeong Kim**
13. Attitudes towards and analysis of varieties of English among Swedish teacher students **Mara Haslam**
14. Swedish 6th-9th graders' pronunciation of the voiced fricatives /z, ʒ/ in L3 French **Anna Green**
15. Enhancing pronunciation through CLIL and meaning-focused instruction: A study on comprehensibility and prosody in Japanese EFL learners **Daisuke Izumi**
16. Preservice teachers' perspectives on pronunciation instruction in Japanese elementary school English education: A mixed-methods analysis **Yuko Hakozaki**
17. Fostering suprasegmental awareness through audiovisual input: Applying the PFIAP model to teach stress and rhythm **Débora Milagros Galante and Pedro Luis Luchini**
18. Investigating the effects of background noise on lexical perception in Japanese EFL learners: The role of acoustic feature variation **Rikutaka Kanayama and Yuichi Ono**
19. Effects of native language prosodic features on English lexical stress perception: A case of Japanese speakers **Momoko Narita and Yuichi Ono**
20. 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**
21. The role of orthographic and auditory input order in L2 lexical updating **Canan Deveci, Shannon L. Barrios and Rachel Hayes-Harb**
22. Morphophonology and L2 English learners' stress production **Ka Keung Lee, Magdalena Ivok and Henny Yeung**
23. What do young EFL learners need? AI-supported pronunciation instruction in Japanese schools **Akio Abe, Akiyo Joto, Yuri Nishio and Kazuhiro Toi**
24. AI-powered pronunciation practice: Adapting ASR-based lessons for voice-activated conversational assistants **William Gottardi, Rosane Silveira and Walcir Cardoso**
25. 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**
27. Does sociocultural context shape attitudes toward language and race? A US-based replication of a Brazilian study **Bremdellin Gabriel Ramos and Ethan Kutlu**
28. Cognitive load disrupts prosodic phrasing in L2 but not L1 speech **Ogyoung Lee and Hyunkee Ahn**
29. Individualizing and enhancing language instruction: Using AI in Arabic course design **Edna F. Lima and Ayman S. Elbarbary**

	Parallel session 2.1 MB 3.210	Parallel session 2.2 MB 3.430	Parallel session 2.3 MB 3.435	Parallel session 2.4 MB 3.445	Parallel session 2.5 MB 3.255
	Topic: HVPT	Topic: Pronunciation development	Topic: Assessment	Topic: Intelligibility, comprehensibility & fluency	Topic: Social justice, bias & fairness
	Chair: Ellen Conover	Chair: Rebeka Campos-Astorkiza	Chair: Anne Violin-Wigent	Chair: Laëtitia Kokx	Chair: Anna Jarosz
2:00–2:30	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	Modeling speech perception longitudinally using the interrupted time-series design in L2 speech studies Yongzhi (Vito) Miao and Okim Kang	Using Google voice typing in pronunciation instruction and assessment: Why task design matters Carol Johnson and Walcir Cardoso	Exploring relationships among L2 Spanish proficiency, comprehensibility, accentedness, and segmental accuracy during study abroad Leah Metzger and Alfonso Morales-Front	Linguistic justice and the ethics of pronunciation models Rias van den Doel
2:30–3:00	Does inter-session spacing in HVPT matter for L2 vowel learning? Zdenka Aksenovová, Joan C. Mora and Raquel Serrano	Long-term development of L2 Japanese pronunciation: Effects of training on accuracy, perceived comprehensibility, and intelligibility Tomoko Okuno	Évaluation de la compréhensibilité en français Lx par des juges non experts: réflexions sur les défis méthodologiques Kathleen Borgia	Exploring comprehensibility among foreign language listeners: Evidence from learners' cognitive processing and scalar judgments of regionally-accented Italian speech Katherine Yaw and Tania Ferronato	Stereotyped voices in the workplace: The roles of comprehensibility, perceived gayness, and job type in employability evaluations Cesar Teló and Mary Grantham O'Brien
3:00–3:30	Training L2 learners to distinguish L2 and L1 vowels: A new HVPT approach Juli Cebrian, Celia Gorba, Ingrid Mora-Plaza, Núria Gavalda and Susana Cortés	Exposure, motivation, and context of learning on L2 Spanish vowel development in Midwestern university learners Annika B. Wallander, Avery Kayne Puskas and Rajiv Rao	Comparison of comprehensibility and ACTFL AAPPL ratings of interviews with two-way Japanese dual language immersion students Tetsuo Harada	Laboured intelligibility: How international teaching assistants work to be understood Vijay Ramjattan	Empirically validating different measures of listener attitude and stereotyping: Exploratory approach Okim Kang and Yongzhi (Vito) Miao

Coffee break (3:30–4:00) **MB atrium**

	Parallel session 3.1 MB 3.210	Parallel session 3.2 MB 3.430	Parallel session 3.3 MB 3.435	Parallel session 3.4 MB 3.445	Parallel session 3.5 MB 3.255
	Topic: Accent imitation & shadowing	Topic: Pronunciation development	Topic: Assessment	Topic: Tips, tools & techniques	Topic: Beliefs & attitudes
	Chair: Ingrid Mora-Plaza	Chair: Sara Kennedy	Chair: Beth Zielinski	Chair: Radek Skarnitzl	Chair: Christine Shea
4:00–4:30	The effectiveness of text shadowing on intermediate-level adult ELLs' pronunciation Mishelle Kehoe-Seamons and Mark Tanner	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	Investigating the use of ChatGPT for assessing L2 oral fluency of accented speech Yuna Bae and Okim Kang	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	Le positionnement des immigrants arrivés à l'adolescence face aux croyances par rapport à l'accent Marie-Elen Archambault
4:30–5:00	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 Garcia and Joan C. Mora	Development of Brazilian Portuguese (L3) vowels by an Argentinean learner (L1 Spanish): A longitudinal case study using Bayesian GAMMs Ronaldo Manguera Lima Junior and Ubiratã Alves	Aligning automated pronunciation assessment with pronunciation constructs Danwei Cai, Ben Naismith and Masha Kostromitina	Training ears and tongues with AI: Scalable and customizable English courseware for the EMI transition Nobuaki Minematsu	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
5:00–5:30	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	From flat to expressive: How novice instructors' pitch range develops in the L2 classroom Germán Zárate-Sáñez	Mapping pronunciation and fluency measures to CLB levels: Refining our understanding of spoken performance standards Johnathan Jones, Scott Mackie and Leda Lampropoulou	Speech recognition technology as a source of confirmative and corrective feedback on second language pronunciation Paul John, Carol Johnson and Walcir Cardoso	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

17 October (Friday)

	Parallel session 4.1 MB 3.210	Parallel session 4.2 MB 3.430	Parallel session 4.3 MB 3.435	Parallel session 4.4 MB 3.445	Parallel session 4.5 MB 3.255
	Topic: HVPT	Topic: Intelligibility, comprehensibility & fluency	Topic: Tips, tools & techniques	Topic: Learner & teacher views	Topic: Instructional issues
	Chair: Germán Zárate-Sáñez	Chair: Rachael Lindberg	Chair: Joan C. Mora	Chair: Heather Offerman	Chair: Elina Tergujeff-Vasu
9:00–9:30	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	Individualized tutoring for workplace intelligibility: A case-study of an L1 Mandarin learner of English Ching-Hsuan Wu	Adapting multilingual pronunciation training to real-world challenges Jacques Koreman	Phonemic symbols and hand gestures in pronunciation instruction: The beginner-level learner's perspective Beth Zielinski and Elizabeth Keenan	Pre-service training course to develop knowledge of techniques and confidence in teaching L2 speaking Elina Tergujeff-Vasu, Henna Heinonen and Maria Kautonen
9:30–10:00	The interaction between explicit instruction and high variability phonetic training: A systematic review Sarah Schaech and Amanda Huensch	Comprehensibility and accentedness in L2 spoken vocabulary development: Effects of retrieval practice versus imitation Dustin Crowther and Xuehong (Stella) He	A MOOC for pronunciation teaching and research in the real world Laura Rupp, Alice Henderson, Chloé L. Simon, Olivier Glain and Adam Wilson	Does teachers' language background modulate language learners' pronunciation preferences? Joan Penelope Boulds, Jarely Cruz, Rachel Hayes-Harb and Shannon L. Barrios	Training pronunciation tutors to help multilingual graduate students Melissa Myers and Rachel Bradley

10:00–10:30	High-variability phonetic training (HVPT): A meta-analysis Takumi Uchihara, Michael Karas and Ron Thomson	Story of intelligibility and fluency in an ordinarily extraordinary hyper-connected L2 student abroad Aurore Mroz and Julia A. Gorham	e-ProFun and e-SoundWay: Making pronunciation teaching and learning more engaging María de los Ángeles Gómez González and Juli Cebrian	Learner attitudes towards visual feedback for teaching L2 Spanish vowels: Exploring best practices Heather M. Offerman and Louis Gehrke	Sembrando semillas: Sowing the seeds for pronunciation in an OER supplementary text Ciara Tapanes and Christine Shea
-------------	---	---	--	---	--

Coffee break (10:30–11:00) MB atrium

	Parallel session 5.1 MB 3.210	Parallel session 5.2 MB 3.430	Parallel session 5.3 MB 3.435	Parallel session 5.4 MB 3.445	Parallel session 5.5 MB 3.255
	Topic: Assessment	Topic: Social justice, bias & fairness	Topic: Listener training	Topic: Tips, tools & techniques	Topic: Pronunciation development
	Chair: Juli Cebrian	Chair: Linda Terrier	Chair: Laura Rupp	Chair: Sara Kennedy	Chair: JyEun Son
11:00–11:30	The role of self-assessment activity in improving L2 comprehensibility: A longitudinal study Aki Tsunemoto, Amanda Huensch, Osamu Takeuchi and Kinuko Takahashi	Observing, reflecting, and acting: A participatory action study on accents in communication Cesar Teló, Ryuichi Suzuki, Gento Okawa, Lin Lu, Tahiyah 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 Marv O'Brien	Can listeners be persuaded to adapt to learner accents? Rachel Hayes-Harb and Curtis Newbold	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	Enhancing suprasegmentals through debate: Integrating pronunciation instruction into CLIL argumentative tasks Daisuke Izumi
11:30–12:00	What can reading aloud tell us about word stress difficulties? John Levis and Tarik Uzun	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	It's close to us: Listener training on accented speech in the university workplace Alice Henderson	Selecting digital tools based on pronunciation instruction priorities DJ Kaiser	Multimodal input in focus: Fostering engagement and phonological awareness through connected speech in L2 classroom Bettiana Andrea Blazquez and Pedro Luis Luchini

Lunch – on your own (12:00–2:00)

Journal of Second Language Pronunciation Board Meeting **MB 3.255**

Teaching tips 1 (2:00–3:00) MB9–AB Facilitators: Alice Henderson & Mary O'Brien	Teaching tips 2 (2:00–3:00) MB9–CD Facilitators: Aki Tsunemoto & Suzie Beaulieu
1. Learning segmental features through a card game Joshua Gordon 2. Teaching challenging segmental sounds and contrasts with physicalizations DJ Kaiser 3. Reshaping a sentence or sound gone wrong: Pronunciation tricks and shortcuts Ellen J. Lange 4. Branching dialogues: A guided activity for segmental and suprasegmental targets John Levis 6. Advancing and enhancing ELLs' segmental pronunciation accuracy through "line dancing" Mark Tanner	1. Fly swatter games for stress and intonation in the in-person classroom Marsha J. Chan 2. Making prosody visible: Corpus-based activities for teaching intonation Idée Edalatis Hams 3. Embrace the Jabberwock My Son: Teaching prosody through poetry, an action research review Aviva S. Katzenell 4. Reinforcing meaning-word association and awareness of intelligibility through simple gesture games Chisato Kojima 5. How to make your pronunciation class materials accessible? Eva Isabella Miszogląd 6. 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

Coffee break (3:00–3:30) MB atrium

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 Mora, Charlie Nagle, Takumi Uchihara, Lynda Yates and Beth Zielinski Plenary (3:30–4:00) **MB 1.210**

Blue sky thinking about the future of pronunciation!

[with live captions in French]

Chair: Mary O'Brien

Conference closing (4:00–4:15) MB 1.210

Discover Montreal: Walking tours (4:30–6:30)