

**Program**

# New Sounds 2019

**Waseda University, Japan**



# New Sounds 2019

Waseda University, Japan



International Symposium on the Acquisition of  
Second Language Speech  
August 30 – September 1 2019

## Program



Phonetic Society of Japan



Phonological Society of Japan

iLaSS  
Waseda University  
Institute of Language and Speech Science

Waseda University  
Institute of Language  
and Speech Science

IBS

WORLD FAMILY'S  
INSTITUTE OF BILINGUAL SCIENCE  
ワールド・ファミリーバイリンガルサイエンス研究所

World Family's  
Institute of Bilingual Science



IBS Japan

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# Welcome



Dear NS 2019 attendees,

I am delighted to welcome you to Tokyo, Japan and the 9th International Symposium on the Acquisition of Second Language Speech (New Sounds 2019). The next three days will offer an extraordinary professional learning experience and many networking opportunities to share your expertise with scholars, researchers, educators, and teachers from all over the world. The Organizing Committees hope you will enjoy feasting at the diverse banquet of keynote addresses, presentations and events we have put together for

you.

New Sounds was first organized by Prof. Allan James and Prof. Jonathan Leather at the University of Amsterdam, the Netherlands in 1990. Since then, the conference was held three times in the Netherlands, and in Austria, Brazil, Poland, Canada, and Denmark. It is our great pleasure to hold New Sounds 2019 for the first time in Asia and to celebrate the 29<sup>th</sup> anniversary of the founding of the International Symposium on the Acquisition of Second Language Speech (New Sounds). One of the co-founders, Prof. James, worked on how metrical structure could influence segmental accuracy, and, following this trend, past NS conferences seemed to be phonetics-centered (John Archibald, personal communication). Thanks to the recent development of our field, second language speech has been studied from many interdisciplinary perspectives. Acoustic(applied) linguistic,, psychological, social, neurological and pedagogical aspects have all been explored. Motivated by this recent trend, the conference offers you talks and presentations about diverse areas of our field with a focus on challenging issues in second language speech development. The program showcases over 160 papers and posters, and three plenary speeches from researchers across the globe. These presentations represent a wide variety of theoretical frameworks and research domains within applied linguistics and linguistics and beyond. We thank our plenary speakers for sharing with us their expertise in their particular fields and areas of research.

I extend my gratitude to the reviewers who have generously contributed their time and expertise to help us select the papers, the overseas, domestic, and local organizing committees, part-time workers on and off campus, and many volunteers.

Welcome once again, thank you for joining us, and we sincerely hope that you will enjoy this conference and your stay in Tokyo.

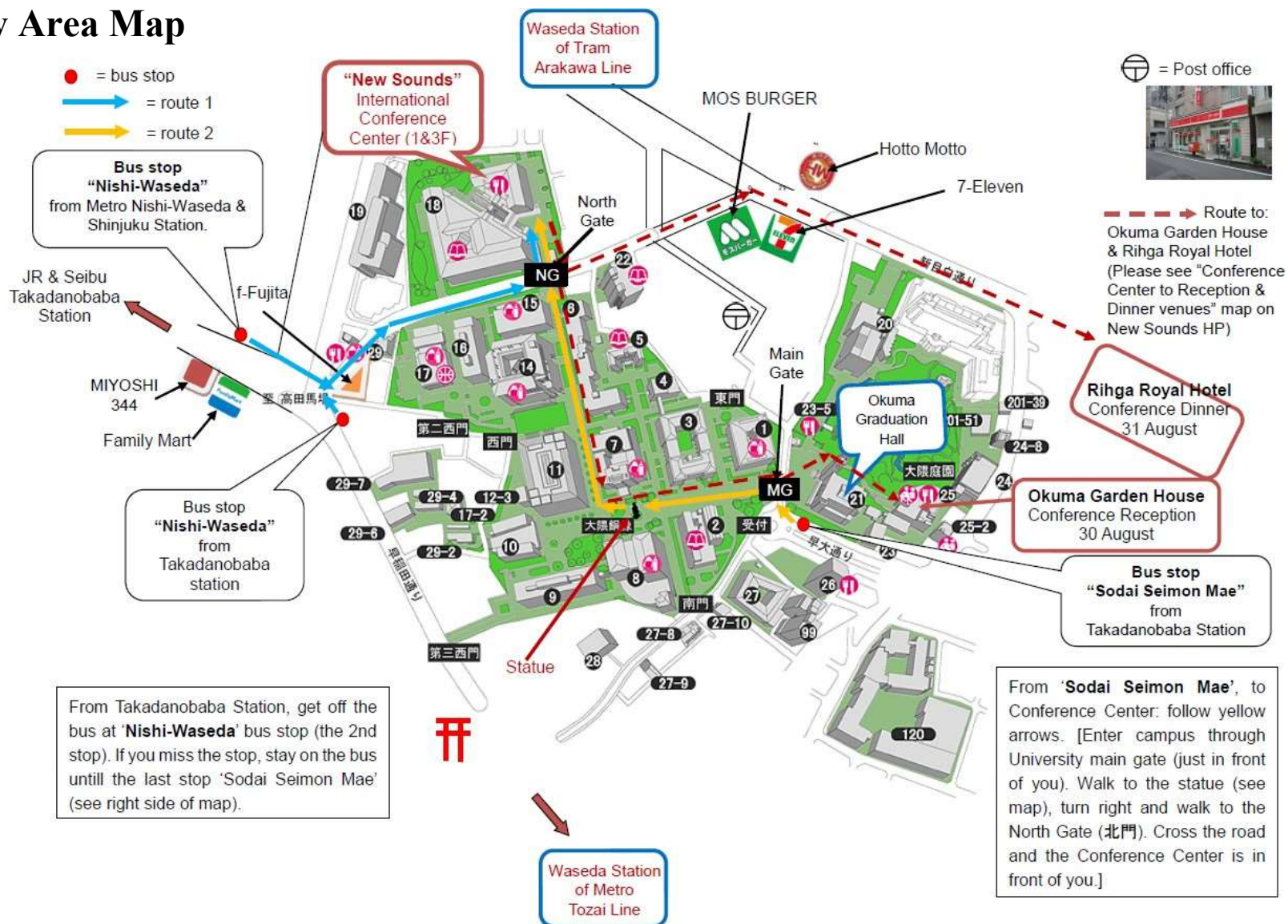
Sincerely,

Tetsuo Harada

NS 2019 Conference Chair

Professor of Applied Linguistics at Waseda University, Tokyo, Japan

# University Area Map



# Schedule at a Glance

ICC – International Conference Center

## August 29 (Thursday)

Conference Registration – ICC Foyer (1<sup>st</sup> Floor)

## August 30 (Friday)

- 09:00 – 17:00 Conference Registration – ICC Foyer (1<sup>st</sup> Floor)
- 09:00 – 10:30 Conference Opening and First Plenary – ICC Ino Memorial Hall (1<sup>st</sup> Floor)
- 10:30 – 11:00 Coffee Break – ICC Foyer (3<sup>rd</sup> Floor)
- 11:00 – 12:30 Parallel Sessions – ICC Conference Rooms (3<sup>rd</sup> Floor)
- 12:30 – 14:00 Lunch - Conference Rooms (3<sup>rd</sup> Floor); Collect from the ICC Foyer (1<sup>st</sup> Floor)
- 14:00 – 15:30 Parallel Sessions – ICC Conference Rooms (3<sup>rd</sup> Floor)
- 15:30 – 17:00 Poster Session I and Coffee Break - ICC Foyer (1<sup>st</sup> and 3<sup>rd</sup> Floor)
- 17:00 – 18:00 Parallel Sessions – ICC Conference Rooms (3<sup>rd</sup> Floor)
- 18:30 – 20:30 Reception – Okuma Garden House

## August 31 (Saturday)

- 09:00 – 10:00 Second Plenary – ICC Ino Memorial Hall (1<sup>st</sup> Floor)
- 10:00 – 10:30 Coffee Break – ICC Foyer (3<sup>rd</sup> Floor)
- 10:30 – 12:00 Parallel Sessions – ICC Conference Rooms (3<sup>rd</sup> Floor)
- 12:00 – 13:30 Lunch - Conference Rooms (3<sup>rd</sup> Floor); Collect from the ICC Foyer (1<sup>st</sup> Floor)
- 13:30 – 15:00 Parallel Sessions – ICC Conference Rooms (3<sup>rd</sup> Floor)
- 15:00 – 16:30 Poster Session II and Coffee Break - ICC Foyer (1<sup>st</sup> and 3<sup>rd</sup> Floor)
- 16:30 – 18:00 Parallel Sessions – ICC Conference Rooms (3<sup>rd</sup> Floor)
- 18:30 – Banquet (Rihga Royal Hotel)

## September 1 (Sunday)

- 09:00 – 10:00 Third Plenary – ICC Ino Memorial Hall (1<sup>st</sup> Floor)
- 10:00 – 11:30 Poster Session III and Coffee Break – ICC Foyer (1<sup>st</sup> and 3<sup>rd</sup> Floor)
- 11:30 – 13:00 Parallel Sessions – ICC Conference Rooms (3<sup>rd</sup> Floor)
- 13:00 – 13:30 Conference Closing and Announcement of New Sounds 2022 Venue
- 13:30 – 14:00 Packed Lunch - Collect from the ICC Foyer (1<sup>st</sup> Floor)

# Registration and Information

## Registration

Registration will be at the registration desk on the first floor of the conference venue when you first arrive. Collect your lanyard and name card and your conference pack (conference bag, abstract booklet, program booklet, and related goods) from there.

## Name Card

Please wear your name card during the conference. It will also be used as your admission ticket both to the reception on the 30<sup>th</sup> of August at the Okuma Garden House and to the banquet held on the 31<sup>st</sup> of August at the Rihga Royal Hotel.

## Message Board

There will be a message board placed at the entrance of the conference venue. The daily timetable, including any changes in schedule and event information will be provided on this board. If the conference organizing committee needs to contact you, your name will be on the board

## Wireless Access

Wireless access will be available through the Eduroam network if your home institution is registered to Eduroam. If your institution is not registered with this service and you need to use the Internet during the conference, you will need to organize access independently.

## Lunch

Lunch is provided daily at the lunch counter on the first floor and was included in your conference fee. Please eat it in the conference rooms on the 3<sup>rd</sup> floor or outside. (Eating in the public areas and the mail hall is prohibited). There will be a packed lunch available on Sunday the 1<sup>st</sup> of September and this can either be eaten in the conference rooms or taken away with you.

## Coffee Breaks

Coffee, tea and snacks are provided in the morning and afternoon breaks during the conference. For those who require refreshment outside of these breaks there is a coffee shop (125) opposite Okuma Hall, and drinks and food can be bought in the convenience stores shown on the map..

## Reception

The conference fee includes payment for the reception which will be held in the Okuma Garden House from 18:30 on the 30<sup>th</sup> of August and all conference participants are invited to attend, The Okuma garden house is marked on the map and is approximately 5 – 10 minutes walk from the conference venue. Remember your name card will be required for admittance.



## **Conference Banquet**

The conference banquet will be held at Rihga Royal Hotel from 18:30 on the 31<sup>st</sup> of August. It has also been prepaid through your conference fee and all conference participants are invited to attend. The banquet venue, the Rihga Royal Hotel, is marked on the map and is approximately 5 – 10 minute walk from the conference venue. Again, your name card will admit you.

## **Oral Presentations**

Each oral presentation will consist of a 20-minute presentation and a 5-minute Q & A session.

Either personal computers can be used for presentations or the desktop PC's in the conference venue. There will be a laptop PC (Windows 10) with Microsoft Powerpoint (2016) installed in each presentation room. The slide size setting must be 16:9.

If your presentation includes IPA phonetic symbols, please use either Charis SIL or Doulos SIL available at <https://www.phon.ucl.ac.uk/resource/phonetics/>.

Presentations to be made with the PC's provided will need to be installed before your session and checked.

Please ensure that the presentation plays as planned, and that the fonts are displayed correctly.

A presenter's own computer can be connected to the projector via either a VGA or HDMI cable. We suggest that the connection be checked during the coffee break prior to your presentation to ensure the presentation is displaying correctly.

## **Poster presenters**

Posters need to be printed and affixed to the poster boards provided at the venue (height: 168 cm, width: 114 cm). It is possible to make A0 horizontal (landscape) posters which exceed the poster board size but please note that the edges of the poster will then extend beyond the board. Poster pins will be provided. All presenters are expected to be near their own poster during their poster session to present their research and respond to questions.

## **Session Chairs**

Oral presenters will be chairing their own sessions. We remind you that each presenter will be responsible for ensuring beforehand that they are able to display their presentation and for starting and finishing their presentations on time.

# Useful Information

## Copying and Printing Services

Kinkos, which is located on Waseda Avenue, the road from Takadanobaba Station, provides printing services including poster printing. (Staff will most likely only speak Japanese). Photocopies can be made at most convenience stores. The copy machines usually have an English display option on the top screen.

## Eating and Drinking

Tokyo is one of the best cities in the world to eat out for both quality and price. There are a large number of restaurants around the venue, and around Takadanobaba Station. We would recommend using a search engine such as Google or Tabelog ([tabelog.jp/en/](http://tabelog.jp/en/)) to search for places to eat. We recommend calling in advance to book. (Most restaurants use Japanese only).

## Convenience Stores

There are two convenience stores close to the conference venue. A 7 Eleven at the bottom of the hill and to the right and a Family Mart across the road at the top of the hill. See the map for reference.

## Pharmacies

The closest general pharmacy to the conference venue is 'Create.' It is next to Waseda Station. 1-1 Babashitachō, Shinjuku City, Tōkyō-to 162-0045, Japan.

## Clinics and hospitals

If you require medical assistance, please ask one of the conference organizers. They will be happy to help. If you need emergency after-hours care, you can either call an ambulance by dialing 119 (Japanese only) or call the following hospital:

INTERNATIONAL MEDICAL CENTER OF JAPAN TOYAMA HOSPITAL

Language: Some Doctors Speak English

Address: 1-21-1 Toyama Shinjuku-ku, Tokyo

Location: Waseda Station, Tozai line

Website: [www.imcj.go.jp/english/index.html](http://www.imcj.go.jp/english/index.html)

Telephone: 03-3202-7181

## Supermarkets and Grocery Stores

There are a number of supermarkets and grocery stores in the vicinity of the conference venue.

Santoku Nishi Waseda, 3 Chome-12-5 Nishiwaseda, Shinjuku City, Tokyo 169-0051, Japan

Santoku Waseda, 60 Babashitacho, Shinjuku City, Tokyo 162-0045, Japan

Marukiya Waseda (Vegetables and Fruit), 56 Wasedaminamicho, Shinjuku City, Tokyo 162-0043, Japan

Itoyokado Waseda, 74 Wasedamachi, Shinjuku City, Tokyo 162-0042, Japan

### **Parks**

If you would like to visit a park during the conference, try one of the following: (The suggested times are the time taken to walk from the conference venue).

Kansenen-Park (4 minutes), 3-chōme-5 Nishiwaseda, Shinjuku City, Tōkyō-to 169-0051, Japan

Okuma Garden (4 minutes), 1 Chome-104 Totsukamachi, Shinjuku City, Tokyo 169-8050, Japan

Higo Hosokawa Garden (7 minutes), 1 Chome-1-22 Mejirodai, Bunkyo City, Tokyo 112-0015, Japan

Toyama East Park, (13 minutes), 2-chōme-2-4 Nishiwaseda, Shinjuku City, Tōkyō-to 169-0051, Japan

### **Exercise**

There is a local swimming pool and gym, run by Shinjuku-ward, which charges 400 yen per visit for three hours. It is located in Toyama Park. 3-chōme-5-1 Ōkubo, Shinjuku City, Tōkyō-to 169-0072, Japan

Jogging courses: There is a jogging course which runs next to Kanda River. It can be difficult to follow at times and crosses several roads.

Toyama Park: There is a 2km jogging course in the park. 3-chōme-5-1 Ōkubo, Shinjuku City, Tōkyō-to 169-0072, Japan

Please take care in the heat when you exercise outdoors. Drink plenty of water and avoid running at the hottest time in the middle of the day.

### **Transportation**

#### **Walking**

The conference venue is easily accessible from Waseda Station on the Metro Tozai Line (5 min.), Nishi Waseda Station on the Metro Fukutoshin Line (15 Min), Takadanobaba Station on the JR Yamanote Line (20 min).

#### **Buses**

Buses are almost as easy to take as the trains. Determine the number of the bus you need to take. Wait for the bus at the correct bus stop. Enter the bus at the drivers' door. Pay as you enter either at the flat rate of 210 yen, or with a Suica/Pasmo card. The stops are announced over a speaker and on the electronic board in front of the bus. The boards are mostly in Japanese, but occasionally in English. When your stop is shown, press the "stop" buttons located in the bus. Get off at your stop.

#### **Trains**

The train network in Japan is convenient and is usually on time. Tickets for the entire journey need to be bought before entering the station. Determine the price of the journey from the map above the ticket machines, and then purchase the ticket. Ticket machines have an English language option. If you are not sure of the price of the

journey, buy the cheapest ticket and then adjust your fare before leaving the station when you arrive at your destination. Keep your train ticket for the entire journey as you will need it to leave the station, if you lose a ticket, inform the station personnel. They will require you to repurchase the ticket. Suica and Pasmo cards are much more convenient means of payment. All you need to do is touch the card to the panel of the ticket gate when entering and leaving the station. The fare is calculated automatically. There is Suica and Pasmo purchase guide below.

### IC Travel Cards (Suica and Pasmo)



SUICA



PASMO

If you are likely to use local trains and buses a lot during your stay in Japan, "SUICA" and "PASMO" IC travel cards are useful. SUICA is issued by JR and PASMO is issued by private railway companies, but you can use either card on buses, trains, underground, and as electronic money in many taxis and convenience stores.

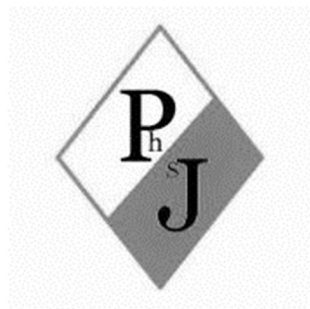
Suica and Pasmo cards can be obtained from the ticket vending machines at the station. Initially a card costs a minimum 1000 yen (a 500-yen refundable deposit, and 500 yen charge.) You can top it up at a ticket machine at any station or at a convenience store.

Suica Cards can be returned to JR stations ticketing offices and Pasmo cards to private lines station offices. (eg metro) The balance on the card is returned with the initial 500-yen deposit minus a 220-yen processing fee.

### Taxis

Taxis are an easy way to get around Tokyo. Available taxis have characters in red in their windows. (The lights are orange or green when the taxis are not free). They can be hailed on the street. Taxis can also be picked up from taxi ranks at larger stations and by using taxi applications for the iPhone and Android systems. A taxi should cost about 410 yen for the first kilometer, and 80-90 yen for every additional 300-400 meters traveled. There is a late-night surcharge between 10pm and 5am and no tipping is required. The taxi driver will open and close the back door for you. Usually passengers do not ride in the front unless there are more than three passengers.

## Acknowledgements



**Overseas Organizing Committee**

Kaori Idemaru (University of Oregon)

Ho-Young Lee (Seoul National University)

Irina Shport (Louisiana State University)

Chiu-yu Tseng (Former director of the Institute of Linguistics, Academia Sinica, Taiwan)

**Plenary Speakers**

Prof. Valerie Shafer, Prof. Pavel Trofimovich, Dr. Reiko Yamada

**Organizing Committee**

Saya Kawase (Waseda University)

Takuya Kimura (Seisen University)

Takehiko Makino Chuo University)

Mee Sonu (Saitama University)

Asao Ueda (Nagoya University of Foreign Studies)

**The Conference Organizing Committee (Waseda University)**

Sylvain Detey, Keiko Hanzawa, Tetsuo Harada (Chair), Miki Ikoma, Naoko Kinoshita, Mariko Kondo,

Takayuki Konishi, Chris Sheppard, Yasuaki Shinohara, Kakeru Yazawa

## **Conference Schedule**

**Thursday August 29**

14:00-18:00	<b>Conference Registration</b>
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**Friday August 30**

08:30-17:00	<b>Conference Registration</b>
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09:00-9:20	<b>Conference Opening</b>
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09:30-10:30	<b>Plenary Keynote I: Dr. Reiko Yamada "L2 Speech Perception, Production and Learning: What Laboratory Training Studies Have Told Us."</b>
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10:30-11:00	<b>Coffee Break</b>
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Location	A	B	C
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Theme	Consonant Production	Intonation, Stress & Accent	Training I
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11:00-11:30	11A1: <b>Romana Kopeckova, Anna Balas, Ulrike Gut, Roeland van Hout and Magdalena Wrembel.</b> The Acquisition of Final Obstruent (De)voicing in Young Multilingual Language Learners.	11B1: <b>Aki Tsunemoto, Talia Isaacs and Kim McDonough.</b> Examining the Acoustic and Temporal Measures Underlying Self- and Other-Assessment of Accentedness.	11C1: <b>Hiroki Fujita, Ruri Ueda and Ken-Ichi Hashimoto.</b> Effects of Exposure to Phonetic Segments on Non-Native Perceptual Development.
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11:30-12:00	11A2: <b>Elissa Pustka, Julia Forster and Julia Kamerhuber.</b> Liaison or Spelling Pronunciation? - A Corpus Phonological Analysis of French as a Foreign Language.	11B2: <b>Annie Tremblay, Seulgi Shin, Sahyang Kim and Taehong Cho.</b> Examining Phonetic and Phonological Effects of the Native Intonational System on Second-Language Speech Segmentation.	11C2: <b>Joan C. Mora and Ingrid Mora-Plaza.</b> Updating the Lexical Encoding of L2 Phonological Contrasts: Effects of Lexical and Non-Lexical HVPT on L2 Speech Acquisition.
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12:00-12:30	11A3: <b>John Levis and Wei Zhang.</b> "Light or Night?" -- Alternation of [N] and [L] for Chinese English Language Learners.	11B3: <b>Becky Muradás-Taylor.</b> 'English Japanese': Why Every English Speaker Produces Japanese Pitch Accent Differently and No One Uses Standard Japanese.	11C3: <b>Cristina Aliaga-Garcia and Pace Bailey.</b> The Effects of Training with Visual Monitoring on L2 Vowel Production.
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12:30-14:00	<b>Lunch</b>
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Location	A	B	C
Theme	Cross-Language and Nonnative Perception I	Psycholinguistics	Teaching and Assessment I
14:00-14:30	12A1: <b>Hyeseung Jeong and Bosse Thorén.</b> Evaluating the Lingua Franca Core and Relative Functional Load Based on Swedish Listeners' Perception on Second Language Speakers' English Phoneme Realisation.	12B1: <b>Roeland van Hout, Job Schepens and T. Florian Jaeger.</b> Big Data Suggest Strong Constraints of Phonological Similarity on Adult Language Learning.	12C1: <b>Yui Suzukida and Kazuya Saito.</b> The Roles of Cognitive and Sociopsychological Individual Differences in the Effectiveness of Explicit Phonetic Instruction in Second Language Pronunciation Development.
14:30-15:00	12A2: <b>Marine Guerry, Takaaki Shochi and Albert Rilliard.</b> Cultural Difference of the Perceptual Concept for Japanese Social Affects Using a New Free Description Approach.	12B2: <b>Shungo Suzuki.</b> The Role of Underlying Linguistic Knowledge and Task Characteristics in L2 Oral Fluency.	12C2: <b>Lisa Tulaja.</b> Pronunciation Errors by German L2 Danish Learners: Ratings in Accentedness, Comprehensibility and Acceptability.
15:00-15:30	12A3: <b>Ryan Lidster, Danielle Daidone, Lila Michaels and Aaron Albin.</b> How to Predict Discriminability of Phonemic Length Contrasts: Categorization and Perceptual Similarity of Finnish Length by Japanese and American English Listeners.	12B3: <b>Franziska Krüger.</b> Learning the Form of Words in a New Dialect Can Be as Challenging as in a New Language.	12C3: <b>Chun-Mei Chen.</b> Multimodal Corrective Feedback on the Prosodic Accuracy of L2 Learners of Chinese.
15:30-17:00	<b>Poster Session I &amp; Coffee Break</b>		

**Poster Session I (Friday August 30. 15:30-17:00)**

<b>P1-1</b>	John Matthews, Takako Kawasaki, Kuniyoshi Tanaka and Masaki Takeuchi.	Phonetic Drift in Fricatives.
<b>P1-2</b>	Christina Golin, Ulrike Gut, Romana Kopeckova and Wander Lowie.	A Case Study of Adult Multilingual Phonological Development in the Initial Stages of L3 Learning.
<b>P1-3</b>	Sichang Gao.	The Effects of Semantic Coherence on Proficient Chinese Learners' Prosodic Grouping.
<b>P1-4</b>	Ivan Yuen, Hui Chen, Nan Xu Rattanasone and Katherine Demuth.	Mandarin L2 Learners of Australian English Can Produce Phonemic Vowel Length Contrasts.
<b>P1-5</b>	Wai Ling Law and Alexander Francis.	L2 Experience with Other Bilingual Speakers Can Lead to a More Pronounced Difference in the Production of Similar Phones Across Languages.

<b>P1-6</b>	Florence Baills, Yuran Bu, Yuhui Cheng and Pilar Prieto.	Listening to Songs and Singing Benefit Initial Stages of L2 Pronunciation.
<b>P1-7</b>	Yaru Wu.	Analyzing French /ʁ/ Perception in Chinese Learners Using Quantitative and Qualitative Approaches.
<b>P1-8</b>	Minkyong Hong, Hwanmin Jung, Chiin Ngaihman Ngaihte and Jeffrey J. Holliday.	The Effect of Stimulus Length on the L2 Perception of Korean Stops.
<b>P1-9</b>	Yuting Lei and Weijing Zhou.	An Experimental Study of L2 English Nasals Produced by Chinese and Pakistani English Speakers.
<b>P1-10</b>	Asami Ogiwara and Hajime Ono.	Voice Spreading in Japanese Loanwords.
<b>P1-11</b>	Risa Matsubara.	Long-Term Language Immersion and the Acquisition of Non-Native Palatalized Contrasts.
<b>P1-12</b>	Sarah Waldmann.	L2 Rhythm Effects on Intelligibility: An Investigation of Spanish and Portuguese Speaking Learners of German.
<b>P1-14</b>	Pierre Hallé, Jiayin Gao and Jiacong Zhang.	Vowel Nasalisation and Nasal Context: French Compared to Chinese.
<b>P1-15</b>	Kiyoko Yoneyama, Mafuyu Kitahara and Keiichi Tajima.	Voicing Effects on Durational Characteristics of English Words by Japanese Learners: A Preliminary Analysis.
<b>P1-16</b>	Sawaros Jaiprasong and Nattama Pongpairoj.	L2 Perception and Production of English Word Stress with Different Suffix Categories by L1 Thai Learners.
<b>P1-17</b>	Murray J. Munro.	English Vowel Production by Japanese Speakers: Effects of Learning and L1 Carry-Over.
<b>P1-18</b>	Keiko Hanzawa.	Examining the Role of Learning Experience, Motivation, and Aptitude on Second Language Segmental Acquisition.
<b>P1-19</b>	Motoko Ueyama, Aaron Albin and Ryoko Hayashi.	Do Learners with Accurate Word Prosody Also Produce Accurate Sentence Prosody? Lexical Accent and Downstep in L1 Italian Learners of L2 Japanese.
<b>P1-20</b>	J. Adam Fidler and Deryle W. Lonsdale.	A Japanese Accent Database for L2 Learners.
<b>P1-21</b>	Mariko Kondo, Lionel Fontan, Maxime Le Coz, Sylvain Detey and Takayuki Konishi.	Do Japanese Learners Use Sufficient Acoustic Cues to Manifest Acceptable English Stress?
<b>P1-22</b>	Sayoko Eguchi.	Production of English Syllables and Word Stresses by Native Japanese Speakers.
<b>P1-23</b>	Atsushi Fujimori, Mineharu Nakayama, Noriko Yamane, Noriko Yoshimura, Mayuko Yusa and Kiyoko Yoneyama.	L2 Japanese Prosody of Contrastive Focus and Information Focus.
<b>P1-24</b>	Aijun Li, Jiangbo Zhang, Yuan Jia and Na Zhi.	Production of Prepositions in Different Information Structures of Chinese English Learners.
<b>P1-25</b>	Yingyi Luo.	Prosodic Prominence in French Causal Sentences Production by L1 and L2 Speakers.
<b>P1-26</b>	Pace Bailey and Cristina Aliaga-Garcia.	L2 Phonetic Training on Production in Adverse Listening Conditions.
<b>P1-27</b>	Jin Wang and Lei Liang.	Acquisition of Mandarin Vowels by L3 Japanese Learners.
<b>P1-28</b>	Kuanyi Chao.	The Production of High Vowels by L1 and L2 Mandarin Speakers.
<b>P1-29</b>	Takeki Kamiyama, Claire Pillot-Loiseau, Sylwia Scheuer and Céline Horgues.	Production of the French High Vowels /i y u/ by English-Speaking Learners and French Native Speakers in a Reading Task in Tandem Language Learning.
<b>P1-30</b>	Zhiyan Wang and Weijing Zhou.	A Comparative Study of L2 English Front Vowels Produced by Chinese and Pakistani English Speakers.

Location	A	B	C
Theme	Age Effects	Lexical Tones	Consonant Perception
17:00-17:30	13A1: <b>Shinsook Lee and Mi-Hui Cho.</b> The Effect of L2 Experience in Native Korean Learners' Perception and Production of L2 English Vowels.	13B1: <b>Ricky Chan.</b> Difficulty in Acquiring L2 Tones: Insights from the Incidental Learning of Tone-Segment Mappings.	13C1: <b>Ocke-Schwen Bohn and Kulunguaq Korneliussen.</b> When Fairly Small Meets Fairly Large: Perception of English Consonants by Native Speakers of Kalaallisut (West Greenlandic)
17:30-18:00	13A2: <b>Karin Wanrooij and Maartje Raijmakers.</b> How Dutch High-School Pupils Cope with German Reduced Speech.	13B2: <b>Qing Zhou.</b> Segmental Context Effects on the Perception of Mandarin Tones by French L2 Learners.	13C2: <b>Jiayin Gao and Takayuki Arai.</b> Is French More "True Voicing" than Japanese? Perception of Plosive Voicing in French vs. Japanese.

18:30-20:30	<b>Reception (Okuma Garden House)</b>		
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**Saturday August 31**

09:00-10:00	<b>Plenary Keynote II: Prof. Pavel Trofimovich "Exploring a New Research Agenda for Second Language Speech Learning."</b>		
10:00-10:30	<b>Coffee Break</b>		
Location	A	B	C
Theme	Audiovisual Processing	Teaching and Assessment II	Vowel Production
10:30-11:00	21A1: <b>Marc Jones</b> . How Should We Approach Teaching to Facilitate Phoneme Acquisition in English as a Foreign Language?	21B1: <b>Yo Hamada and Satoko Suzuki</b> . Shadowing as a Practice for Speech Perception.	21C1: <b>Aya Kitagawa</b> . Examination of the L1 Vowel Drift: An Acoustic Analysis of Japanese Vowels Produced by Japanese Learners of English.
11:00-11:30	21A2: <b>Solene Inceoglu</b> . Language Experience and Word Familiarity on the Multimodal Perception of L2 Vowels.		21C2: <b>Mónica Wagner, Mirjam Broersma, James McQueen and Kristin Lemhöfer</b> . The Role of Imitation in L2 Pronunciation.
11:30-12:00	21A3: <b>Natalia Wisniewska and Joan C. Mora</b> . Can Watching Captioned Movies Improve L2 Pronunciation?	21B3: <b>Shuhei Kudo</b> . The Development of Comprehensible L2 Speech Through Implementation of Semester-Long CBI Preparatory Courses.	21C3: <b>Sandra Jansen, Ksenia Gnevsheva and Anita Szakay</b> . The Influence of Topic on Vowel Realization in L1 and L2 Mono- and Bidialectal Speakers.
12:00-13:30	<b>Lunch</b>		
Location	A	B	C
Theme	Cross-Language and Nonnative Perception II	Training II	Rhythm
13:30-14:00	22A1: <b>Danielle Daidone, Franziska Krüger and Ryan Lidster</b> . Non-Native Discrimination of Vowels, Consonants, and Phonemic Length is Better Predicted by Perceptual Similarity than by Perceptual Assimilation Category Types.	22B1: <b>Ingrid Mora-Plaza</b> . Effects of Word Knowledge on L2 Phonolexical Representations: an L2 Vowel Training Study.	22C1: <b>Julia Kamerhuber and Elissa Pustka</b> . When German Rhythm Meets French Orthography: An Analysis of Schwa in Austrian Interphonology (0-B1).
14:00-14:30	22A2: <b>Giulia Borghini and Valerie Hazan</b> . Listening Effort During Speech Understanding in a Second Language: The Contribution of Semantic Context.		22C2: <b>Takayuki Konishi</b> . Acquisition of L2 English Foot Rhythm by Native Speakers of Japanese.
14:30-15:00	22A3: <b>Ning Wang and Didier Demolin</b> . Perception and Production of Voicing Contrast in French Stops: A Comparison Between Suzhou Wu and Mandarin speakers.	22B3: <b>Mireia Ortega and Eva Cerviño-Povedano</b> . Generalization Effects of Phonetic Training on L2 English Production of /æ/-/ʌ/.	22C3: <b>Lionel Fontan, Maxime Le Coz and Mariko Kondo</b> . Building an ASR-Free Automatic Tool for Measuring the Speech Fluency of Japanese Learners of English.

15:00-16:30

## Poster Session II &amp; Coffee Break

## Poster Session II (Saturday August 31. 15:00-16:30)

P2-2	Susana Cortés, Juli Cebrian, Núria Gavalrà, Celia Gorba and Angélica Carlet.	Exploring Cognate Effects in L2 Speakers' Consonant Production and Perception.
P2-3	Jerzy Dzierla.	The Influence of Computer-Based Perceptual Phonetic Training on the Production of Word-Initial Laryngeal Contrasts in L2.
P2-4	Kyle Jones.	The Acoustics of English and Hebrew Stops in Three Groups of Bilinguals in Israel.
P2-5	Lisa Kornder and Ineke Mennen.	First and Second Language Speech Development: A Longitudinal Investigation into Arnold Schwarzenegger's Segmental Speech Production in English and German.
P2-6	Hanbo Yan, Winny Chan and Jiang Liu.	The Effects of Sampling Distribution on Incidental Learning of Lexical Tones by Bilinguals.
P2-7	Shuyi Yang and Reiko Akahane-Yamada.	Perception and Production of Mandarin Tones by Native Speakers of Japanese.
P2-8	Qin Yuan and John Archibald.	The Effects of Modified Input on the Perception of a Nonnative Vowel Contrast by Adult Chinese Learners of English.
P2-9	Elena Galkina.	Understanding Learnability of L2 English and L2 Russian Vowels Through the Subset Theory.
P2-10	Guri Steien, Bård Uri Jensen and Jan Svennevig.	On the Pragmatic Meaning of Utterance-Level Declination in Two Post-L1 Languages.
P2-11	Katarzyna Dziubalska-Kolaczyk.	Natural Growth Theory of Acquisition (NGTA).
P2-12	Guilherme Duarte Garcia.	Acquiring English Stress: Weight or Position?
P2-13	Sylvia Cho and Murray J. Munro.	Long-Term Formants in Bilingual Speaker Identity.
P2-14	Natalia Kartushina and Clara Martin.	Dynamic Changes in Spanish-Basque Bilingual Production as a Function of Intensive L3-English Use: A Longitudinal Study.
P2-15	Sylvia Scheuer and Céline Horgues.	Correcting Versus Misunderstanding L2 Pronunciation: Evidence from English-French Tandem Conversations.
P2-16	Pernille Berg Johnsson.	Perception and Production of French (L3) Phonemes and the Verbo-Tonal Method's Potential in French Class in Denmark.
P2-17	Yuan Zhang and Florence Baills.	Hand-Clapping to the Rhythm of Newly Learned Words Improves L2 Pronunciation: Evidence from Catalan and Chinese Learners of French.
P2-18	Jingxuan Tian.	Effects of Prompts and Individual Corrective Feedback on L2 Pronunciation in the Online Exam-Oriented Context in China.
P2-19	Erina Sawada.	The Effect of Familiarity and Neighbourhood on L2 Speech Perception: A Comparative Study of English Learners and Japanese Learners.
P2-20	Jinsong Zhang, Wei Wei and Wei Wang.	Decomposition of Error Annotation Task: The Role of Relational Complexity.
P2-21	Tomohiko Ooigawa.	The Relationship Between the Perception and Explicit Knowledge of the "Can't" Variation.
P2-22	Tomomi Otsuka.	Effects of Pronunciation Training on Connected Speech in English for Japanese University Students.

<b>P2-23</b>	Keun Kim.	Enhanced English Accentedness and Comprehensibility: Use of Modified Input in Teaching English Lexical Stress.
<b>P2-24</b>	Kaori Sugiura and Tomoko Hori.	Pronunciation Training with Repeating Musical Rhythm: Its Effect on Japanese Learners of English when Learning the Segmental and Suprasegmental Sounds.
<b>P2-25</b>	Nori Kondo.	Phonetic Norm in French L2 Textbooks and Its Effect on L2 Learners' Speech Competence - The Case of French Liaison.
<b>P2-26</b>	Marta Nowacka.	Spelling-Pronunciation and Phonetically Challenging Words in One-Year Progress Testing: Qualitative Analysis.
<b>P2-27</b>	Aurora Troncoso-Ruiz, Mirjam Ernestus and Mirjam Broersma.	Effects of Feedback, Exposure and Awareness-Raising on L2 Sound Contrast Learning.
<b>P2-28</b>	Noriko Yamane, Masahiro Shinya, Marina Ogawa and Brian Teaman.	Mirroring Effects on Duration of EFL Learners.
<b>P2-29</b>	Peng Li and Pilar Prieto.	A Short Training with Durational Hand Gestures Improves Catalan Speakers' Pronunciation of Japanese Vowel Length Contrasts.
<b>P2-30</b>	Zhiqian Teng.	Distinctions of English Tense-Lax Vowels in Chinese English and Pakistani English.

Location	A	B	A
Theme	Intonation, Lexical Tones	Sociophonetics II	Modeling, Cross-Language and Nonnative Perception
16:30-17:00	23A1: <b>Lucrecia Rallo Fabra, Xialin Liu, Si Chen and Ratree Wayland.</b> Production of Mandarin Tones by L1-Spanish Young Learners.	23B1: <b>Romain Isely.</b> Acquiring a Phonological L2 French Sociolinguistic Marker: A First Assessment of Swiss Learners' Schwa Production.	23C1: <b>Chao Zhou and Silke Hamann.</b> A Formal Account of How L1-Mandarin Learners Treat the L2 Portuguese Rhotic.
17:00-17:30	23A2: <b>Bei Yang.</b> Tone Training: Connecting Meaning to Form.	23B2: <b>Noortje de Weers.</b> The Interaction Between (Un)expected Speaker Ethnicity and Accent Combinations on Response Times.	23C2: <b>Mi-Hui Cho and Shinsook Lee.</b> L2 Perceptual Impact on Loanword Adaptation of English Vowels in Korean.
17:30-18:00	23A3: <b>Rachel Albar and Hiyon Yoo.</b> How do Japanese Learners Produce Continuation in French?	23B3: <b>James H. Yang.</b> Class or Claas? A Phonetic Index for English Teachers.	23C3: <b>Kimiko Tsukada and John Hajek.</b> Cross-Language Perception of Italian and Japanese Consonant Length Contrasts: A Comparison of Italian and Mandarin-Speaking Learners of Japanese.

18:30 -	<b>Banquet (Rihga Royal Hotel Tokyo)</b>
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**Sunday September 1**

09:00-10:00	<b>Plenary Keynote III: Prof. Valerie Shafer "Neural Evidence for How Experience Shapes Speech Processing in First and Second Language Acquisition."</b>
10:00-11:30	<b>Poster Session III &amp; Coffee Break</b>

**Poster Session III (Sunday September 1. 10:00-11:30)**

<b>P3-1</b>	Fumika Mizutani, Tsuneo Kato and Seiichi Yamamoto.	One-year Longitudinal Study of American English Vowel Production by Japanese Children: A Focus on /ə/ Sound.
<b>P3-2</b>	Miki Ikoma.	Phonetic Realization of Paralinguistic Information: Analysis of L1 and L2 German Speech with Modal Particle <i>schon</i> .
<b>P3-3</b>	Laura Colantoni, Alana Johns, Gaby Klassen, Matthew Patience, Malina Radu and Olga Tararova.	The Production of L2 English Sentence Types by Inuktitut, Mandarin and Spanish Speakers. Is Typology Enough?
<b>P3-4</b>	Bartosz Brzoza.	The Influence of a Phonetic Training in L2 on Perceptual Lexical Processing of L2 Speech.
<b>P3-5</b>	Marnie Reed and Di Liu.	Differential Focus-Marking in L2 Processing, Perception, and Production of English Intonational Contrast? An Eye-Tracking Study.
<b>P3-6</b>	Linshu Zhang and Reiko Akahane-Yamada.	Perceptual Confusion among Japanese Moraic Phonemes: Long Vowel /R/, Moraic Nasal /N/, and Geminate Consonant /Q/, Comparison among Beginner, Intermediate and Advanced.
<b>P3-7</b>	Truman Chong, Jungmoon Hyun, Xiao Ling Zeng and Yan Yu.	Neuroplasticity for Consonant Cluster Processing in English and Mandarin-Speaking Adolescents: The Transcranial Direct Current Stimulation Effect on Mismatch Negativity.
<b>P3-8</b>	Minsoo Ko, Kyung Eun Lee and Valerie L. Shafer.	Effects of L1 Neural Representation on the Encoding and Discrimination of an English Consonant Cluster by Korean Listeners.
<b>P3-9</b>	Lei Gu.	Asymmetry in Complex Word Processing: Evidence from English Derivatives.
<b>P3-10</b>	Jihyeon Yun and Takayuki Arai.	Effect of Voicing Duration on the Perception of Synthesized /na/ by Korean Listeners.
<b>P3-11</b>	Anabela Rato and Owen Ward.	The Predictive Role of Cross-Language Phonetic Similarity in L2 Consonant Learning.
<b>P3-12</b>	Chiu-Ching Tseng.	Second Language Perception of English Word-Boundary by L1 Mandarin-L2 English Speakers.
<b>P3-13</b>	Mee Sonu, Hiroaki Kato and Keiichi Tajima.	Perception of Japanese Consonant Length Contrast by Native Korean Listeners: Influence of L1 Phonetic Similarity to L2 Perception.
<b>P3-14</b>	Yuriko Yokoe.	"Perceptual Repair" Does not Stem from Phonotactics: Evidence from English Listeners of Russian Stimuli.
<b>P3-15</b>	Johannes Scherling, Lisa Kornder and Niamh Kelly.	Perception and Reinterpretation of English Song Lyrics by Native Speakers of Japanese: A Case Study of Samples from the TV-Show <i>Soramimi-Hour</i> .
<b>P3-17</b>	Kakeru Yazawa and Paola Escudero.	A Feature-Based Account of New L2 Category Formation.



<b>P3-18</b>	Tamami Katayama.	Effects of POV and Amplitude on Identification of Syllables by L2 Speakers of English.
<b>P3-20</b>	Jie Deng.	L2, L3 and Heritage Acquisition of Chinese Tone Sandhi: An Exploratory Study.
<b>P3-21</b>	Sylvain Detey, Romain Isely, Yuriko Ito and Isabelle Racine.	A Corpus-Based Study of L3 French Schwa Production by Japanese Learners of Intermediate Proficiency: To Drop or not to Drop?
<b>P3-22</b>	Juli Cebrian, Angelica Carlet, Nuria Gavalda, Celia Gorba and Wolf De Witte.	Perceptual Training, Cross-Linguistic Similarity and L2 Perception and Production.
<b>P3-23</b>	Janice Wing Sze Wong.	Examining the Modality-Specificity of Phonetic Training Paradigms: Training Hong Kong Cantonese ESL Learners' Perception and Production of British English High Front Vowels.
<b>P3-24</b>	Owen Ward.	Perception of L2 Spanish Lexical Stress by L1 English Listeners.
<b>P3-25</b>	Bosse Thorén.	Pedagogical Benefits from Scrutinizing the Acoustic Correlates of Two Swedish Prosodic Contrasts: Word Stress and Quantity.
<b>P3-26</b>	Xiaoman Ye and Suwan Wang.	Acoustic Features of English Contrastive Stress Produced by Chinese English.

Location	A	B	C
Theme	Neurolinguistics	Vowel Perception	Bilingualism and Multilingualism
11:30-12:00	31A1: <b>Kazuya Saito, Magdalena Kachlicka, Hui Sun and Adam Tierney.</b> Explicit and Implicit Auditory Processing Abilities Predict Successful Adult L2 Speech Learning: A Behavioural and Neurophysiological Study.	31B1: <b>Yasuaki Shinohara, Chao Han and Arild Hestvik.</b> Effects of Perceptual Assimilation and Vowel Peripherality in Perceiving Non-Native Vowels.	31C1: <b>Magdalena Wrembel, Anna Balas, Halina Lewandowska and Iga Krzysik.</b> Perception vs. Production Interface in L3 Phonological Development of Young Multilinguals.
12:00-12:30	31A2: <b>Paul John and Benoit Brisson.</b> Phonological Error and Variation in Second Language Speech: A Question of Mental Representation?	31B2: <b>Adriana Guevara-Rukoz, Shi Yu and Sharon Peperkamp.</b> Epenthetic Copy Vowels in L2 Speech Perception.	31C2: <b>Jette Hansen Edwards.</b> The Impact of Listeners' Shared Background, International Experience, and Proficiency on the Intelligibility, Accentedness, and Comprehensibility of Asian Englishes.
12:30-13:00	31A3: <b>Mako Ishida.</b> Perceptual Restoration: Second Language Learners' Performance in Their L2 vs. L1.	31B3: <b>Yasna Pereira.</b> Do Teachers Experience Attrition in Their Vowel Perception Capacity After Some Years of Graduation?	
13:00-13:30	<b>Conference Closing and Announcement of New Sounds 2022</b>		
13:30-	<b>Lunch</b>		

## **Plenary Speeches**

## Plenary Speech 1



L2 speech perception, production and learning: What laboratory training studies have told us

Dr. Reiko Yamada, ATR

Cross-linguistic studies have shown that certain phonetic contrasts are extremely difficult to learn for speakers of some specific languages. However, training studies have demonstrated that laboratory training can improve the ability of adults to perceive and produce such difficult contrasts. For a typical example, studies that examined the perception and production of English /r-/l/ by native speakers of Japanese are introduced in this paper. In the 1990s, a collaborative team made up of researchers from Indiana University and ATR reported that when native speakers of Japanese were trained on /r-/l/ minimal pairs using an identification task with natural tokens, accuracy in perception significantly improved from pre-test to post-test, and the training effects were generalized to include novel speakers and novel words. After this paper, a series of training studies was conducted and additional results were obtained. Interestingly, all such results suggested the importance of phoneme acquisition in learning a new language. In order to conduct production training experiments, a technique to recognize and evaluate foreign accented speech was also developed. The theoretical and technological implications for effective foreign language learning methods will be discussed, and an application development utilizing these findings will be also introduced.

## Plenary Speech 2

Exploring a new research agenda for second language speech learning



Prof. Pavel Trofimovich, Concordia University

In New Sounds' nearly 30-year history, beginning from the first meeting at the University of Amsterdam in 1990, the conference has become a major international event for researchers and practitioners interested in various aspects of speech learning and use. The conference now encompasses rich strands of theoretical and applied research, including (not limited to) speech perception and production, phonetics and phonology, technology, multilingualism, learning of second and additional language, as well as various methodological approaches to the study of speech learning and use. A 30-year conference anniversary is an important milestone, requiring both a look back to evaluate what has been accomplished as well as a look towards the future to identify exciting new research trends. In this presentation, I will take stock of several conceptual and methodological achievements by second language speech researchers in the past three decades. I will then turn to the future and provide a personal view of possible new (or rediscovered old) agendas for second language speech learning, highlighting the dynamic, variable, multifaceted, and multimodal nature of speech learning and use. Above all, I will highlight the importance of socially relevant research practices which are useful to the daily lives of language speakers.

## Plenary Speech 3



Neural evidence for how experience shapes speech processing in first and second language acquisition

Prof. Valerie Shafer, Graduate Center, City University of New York

The last 20 or so years have led to a gradually-increasing number of neurophysiological studies focused on speech processing. Even so, the total number of studies, particularly those examining development of speech processing, is relatively small, when compared to the many studies focused on non-speech auditory stimuli. One goal of this talk is to advocate for more investigations of speech processing using these measures. The overarching goal of our laboratory has been to understand the neural mechanisms that underlie speech perception and to explain how speech experience shapes these underlying processes in first and second language learning. Our lab has contributed substantially to the existing knowledge on neural indices of speech. In this talk, I will illustrate the distinct contribution of neural information to our understanding of first and second language development. Several useful neurophysiological designs will be described. I then will present results from a range of studies, both completed and in progress, that are helping to build a picture of the underlying neural processes that support speech development in monolingual and bilingual children and in early and late second language learners. This “picture” indicates a hierarchical model, but with some parallel activation leading from encoding of information in auditory cortex to conscious awareness and perception. I will demonstrate that investigations of both first and second language speech processing give us insight into the general nature of how we process spoken language.

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