

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

<b>Poster No.</b>	<b>Author</b>	<b>Title</b>
<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 /ʊ/ Perception in Chinese Learners Using Quantitative and Qualitative Approaches.
<b>P1-8</b>	Minkyong Hong, Hwanmin Jung, Chiin Ngaihmuan 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>P1-13</b>	CANCELLED	
<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.

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

<b>Poster No.</b>	<b>Author</b>	<b>Title</b>
<b>P2-1</b>	CANCELLED	
<b>P2-2</b>	Susana Cortés, Juli Cebrian, Núria Gavalda, Celia Gorba and Angélica Carlet.	Exploring Cognate Effects in L2 Speakers' Consonant Production and Perception.
<b>P2-3</b>	Jerzy Dzierla.	The Influence of Computer-Based Perceptual Phonetic Training on the Production of Word-Initial Laryngeal Contrasts in L2.
<b>P2-4</b>	Kyle Jones.	The Acoustics of English and Hebrew Stops in Three Groups of Bilinguals in Israel.
<b>P2-5</b>	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.
<b>P2-6</b>	Hanbo Yan, Winny Chan and Jiang Liu.	The Effects of Sampling Distribution on Incidental Learning of Lexical Tones by Bilinguals.
<b>P2-7</b>	Shuyi Yang and Reiko Akahane-Yamada.	Perception and Production of Mandarin Tones by Native Speakers of Japanese.
<b>P2-8</b>	Qin Yuan and John Archibald.	The Effects of Modified Input on the Perception of a Nonnative Vowel Contrast by Adult Chinese Learners of English.
<b>P2-9</b>	Elena Galkina.	Understanding Learnability of L2 English and L2 Russian Vowels Through the Subset Theory.
<b>P2-10</b>	Guri Steien, Bård Uri Jensen and Jan Svennevig.	On the Pragmatic Meaning of Utterance-Level Declination in Two Post-L1 Languages.
<b>P2-11</b>	Katarzyna Dziubalska-Kolaczyk.	Natural Growth Theory of Acquisition (NGTA).
<b>P2-12</b>	Guilherme Duarte Garcia.	Acquiring English Stress: Weight or Position?
<b>P2-13</b>	Sylvia Cho and Murray J. Munro.	Long-Term Formants in Bilingual Speaker Identity.
<b>P2-14</b>	Natalia Kartushina and Clara Martin.	Dynamic Changes in Spanish-Basque Bilingual Production as a Function of Intensive L3-English Use: A Longitudinal Study.
<b>P2-15</b>	Sylvia Scheuer and Céline Horgues.	Correcting Versus Misunderstanding L2 Pronunciation: Evidence from English-French Tandem Conversations.
<b>P2-16</b>	Pernille Berg Johnsson.	Perception and Production of French (L3) Phonemes and the Verbo-Tonal Method's Potential in French Class in Denmark.
<b>P2-17</b>	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.
<b>P2-18</b>	Jingxuan Tian.	Effects of Prompts and Individual Corrective Feedback on L2 Pronunciation in the Online Exam-Oriented Context in China.
<b>P2-19</b>	Erina Sawada.	The Effect of Familiarity and Neighbourhood on L2 Speech Perception: A Comparative Study of English Learners and Japanese Learners.
<b>P2-20</b>	Jinsong Zhang, Wei Wei and Wei Wang.	Decomposition of Error Annotation Task: The Role of Relational Complexity.
<b>P2-21</b>	Tomohiko Ooigawa.	The Relationship Between the Perception and Explicit Knowledge of the "Can't" Variation.
<b>P2-22</b>	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.

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

<b>Poster No.</b>	<b>Author</b>	<b>Title</b>
<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 schon.
<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 Soramimi-Hour.
<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>P3-19</b>	CANCELLED	
<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.