

JSLP's Editorial Advisory Board

John M. Levis

The backbone of any successful journal is its Editorial Advisory Board. In this editorial, we introduce the members of JSLP's Advisory Board and talk about their areas of expertise. Our advisory board includes many current and former editors, which creates an unusual strength for the journal.

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We begin our 8th year by saying goodbye to some board members and introducing the current board. We call on many reviewers around the world to review for JSLP and we are so appreciative that these reviewers give so generously of their expertise and time to strengthen the field of second language pronunciation. But I especially am grateful to the members of our Editorial Advisory Board, whose dedication has made JSLP successful. On our board we have former and current journal editors, editors of special issues, book editors, and those who serve on other editorial boards. Their level of expertise is amazing, and it helps to ensure that the articles in JSLP are of the highest quality.

Leaving the board after the 7th year are Debra Hardison (Michigan State University), Luke Harding (University of Lancaster), Ee Ling Low (National University of Singapore), Sam Hellmuth (University of York), Jane Setter (University of Reading), Jennifer Foote (University of Alberta), and David Deterding (formerly of Universiti Brunei Darussalam). These scholars have given freely of their knowledge and abilities through the years, and the journal has benefited enormously from their service.

Joining the board are Charlie Nagle (Iowa State University), Jonás Fouz-González (University of Murcia), Ines Martin (US Naval Academy), Solène Inceoglu (Australian National University), Romana Kopečková (University of Münster), Arkadiusz Rojczyk (University of Silesia), and Dustin Crowther (University of Hawaii). Sinem Sonsaat-Hegelheimer (Iowa State University) will move from JSLP's only Editorial Assistant to date to becoming part of the board. Zoë Zawadzki will take over as Editorial Assistant, and Charlie Nagle will take over from Amanda Huensch as Reviews Editor.



Amanda Huensch is Assistant Professor in the Department of Linguistics at the University of Pittsburgh. Her research examines second language speech development in and outside of the classroom, including the relationship between speech perception and production, pronunciation attitudes of classroom foreign language learners, fluency development during study abroad, and the relationship among intelligibility, accentedness, and comprehensibility in L2 Spanish. She has served as Reviews Editor for the *Journal of Second Language Pronunciation* since 2019.



Dr Michael Carey completed his PhD on using real-time acoustic vowel space feedback to modify English pronunciation at the Speech, Hearing and Language Research Centre, Macquarie University, Australia in 2002. Prior to this he taught ESL for 10 years, specialising in pronunciation instruction. Since 2009 he has conducted research and developed programs within teacher education and applied linguistics, including Masters in TESOL courses in inter-language phonology, speech testing and assessment. His editorial experience includes five years working on the board of editors with JSLP and editing a special issue on pronunciation for the *Journal of Academic Language and Literacy*.



Tracey Derwing is a professor emeritus from the University of Alberta's TESL program, and an adjunct professor in Linguistics at Simon Fraser University. Her research interests include improved communication on the part of L2 learners and their interlocutors (especially in terms of pronunciation), immigrant and refugee settlement issues, and citizenship education. She currently serves on a committee advising the Canadian government on federally-sponsored language training programs for newcomers. Tracey has published widely, very often with her colleague, Murray Munro. She has co-organized several PSLLT conferences and serves on the Editorial Boards of a range of journals.



Murray Munro is a Professor of Linguistics at Simon Fraser University, where he carries out research in applied phonetics. His more than 100 publications, many with Tracey Derwing, have appeared in numerous venues and have been cited nearly 19,000 times. He is a former editor of the *TESL Canada Journal* and the *Canadian Modern Language Review*, and a founding board member of the *Journal of Second Language Pronunciation*. His recent book, *Applying Phonetics: Speech Science in Everyday Life* was published in 2020 by Wiley-Blackwell. In 2021, he was inducted as a Fellow of the Royal Society of Canada.



I am **Beth Zielinski**, currently an Honorary Research Fellow at Macquarie University, Australia. I have been involved with JSLP from the very beginning and enjoyed being the Book Reviews Editor for the first three years of its publication. I continue to review articles submitted to JSLP and contributed to the special issue “25 Years of Intelligibility, Comprehensibility, and Accentedness” (JSLP 6(3), 2020). My research interests include the factors that influence the development of intelligibility and comprehensibility, teachers’ knowledge of English intonation, and the English learning trajectories of migrants settling in Australia.



Tetsuo Harada is Professor of Applied Linguistics in the School of Education at Waseda University, Japan, where he teaches both undergraduate and graduate courses in second language (L2) acquisition, bilingual education, and content and language integrated learning as well as advanced phonetics and experimental phonetics. He completed his Ph.D. in Applied Linguistics at the University of California, Los Angeles. His research interests include second language speech learning in such classroom settings as immersion programs and content-based language teaching. He has published many articles on the acquisition of L2 sounds by immersion children and by early and late learners in naturalistic contexts.



Ron I. Thomson is a Professor of Applied Linguistics at Brock University. His research focuses on the development of oral skills by L2 English learners. He is also the creator of www.englishaccentcoach.com, a free High Variability Phonetic Training (HVPT) application used around the world to improve L2 learners' English pronunciation.



Kazuya Saito is Associate Professor in Second Language Acquisition at University College London, UK. His research interests include how second language learners develop various dimensions of their speech in naturalistic settings; how their learning patterns can be related to individual variability in experiential, cognitive and sociopsychological profiles; and how instruction can help optimize the complex process and product of L2 speech acquisition in classroom contexts. His research team is launching a new website project to share L2 speech research tools and teaching materials with researchers, graduate students, and researchers all over the world (www.sla-speech-tools.com).



Dustin Crowther is an assistant professor in the Department of Second Language Studies at the University of Hawaii at Mānoa. His research agenda emphasizes the attainment of intelligible speech for additional language speakers, inclusive of speaker- and listener-based variables. Specifically, he takes into account linguistic and intercultural considerations that define native-nonnative and nonnative-nonnative interaction. He additionally serves on the editorial boards of *Studies in Second Language Acquisition* and *TASK*, and is the current editor for research dissemination for *TESOL Quarterly*. He is a co-author (with JD Brown) on the forthcoming Routledge publication *Teaching English Connected Speech to Second Language Learners*.



Charlie Nagle is Associate Professor of Spanish and Applied Linguistics at Iowa State University. His main area of research is second language pronunciation. He has published widely on topics such as the perception-production link, individual differences in pronunciation learning, the intelligibility and comprehensibility of second language speech, and speaking research methodology. His work has appeared in venues such as *Studies in Second Language Acquisition*, *Language Learning*, and the *Journal of Second Language Pronunciation*. He has received multiple competitive grants to fund his work, including a Fulbright Senior Scholar Award and a National Science Foundation project grant.



Ines Martin is Assistant Professor of German at the U.S. Naval Academy in Annapolis, MD. Her research focuses on pronunciation teaching and learning with the goal to address the gap between research findings in pronunciation instruction and teaching practice. She is interested in classroom-oriented methods of pronunciation training, such as the integration of CAPT or peer corrective feedback. Her work has most recently been published in journals such as *JSLP*, *the Modern Language Journal*, *Language Teaching Research*, *Language Learning and Technology*, *Foreign Language Annals*, & *International Review of Applied Linguistics in Language Teaching*, and she serves as a reviewer for these journals, among others. She has also contributed a chapter to *Second Language Pronunciation: Bridging the Gap Between Research and Teaching*.



Romana Kopečková works as a Research Associate in English Linguistics at the University of Münster. Her research interests include the acquisition of L2 and L3 speech perception and production, age-related differences in L2 speech learning, and multilingual approaches to teaching pronunciation. She has served as an academic editor on special issues for the open access journal *Languages*, and contributes regularly as a volume reviewer to the *Second Language Acquisition Series of Multilingual Matters*.



Rachel Hayes-Harb – I am a Professor of Linguistics at the University of Utah. My research focuses on a variety of phenomena related to the acquisition of the phonology of a second language (L2) by adult learners, specifically the development of L2 phoneme inventories and L2 phonological structure. My research typically involves experimental investigations of the perception of L2 sounds and the influence of various types of linguistic experience on L2 phonological development. I currently serve as the Editor-in-Chief of *Applied Psycholinguistics*, and on the editorial boards of *Second Language Research*, *Phonetica*, and *Journal of Second Language Pronunciation*.



Jonás Fouz-González is an associate professor in the Department of Didactics of Language and Literature at the University of Murcia, where he teaches courses in English phonetics and pronunciation teaching, and EFL modules. His research interests include pronunciation teaching, computer-assisted pronunciation training, second language speech learning, and English phonetics and phonology. He co-edited *Investigating English Pronunciation: Trends and Directions* (Palgrave Macmillan, 2015) and *English Pronunciation Instruction: Research-based Insights* (John Benjamins, 2021). He has contributed to special journal issues on pronunciation teaching (RELC Journal, 2021) and is the author of *Technology-Assisted Pronunciation Training: Bridging Research and Pedagogy* (Equinox Publishing, forthcoming).



Pavel Trofimovich is Professor of Applied Linguistics in the Education Department at Concordia University. His research focuses on cognitive aspects of second language processing, second language speech learning, sociolinguistic aspects of second language acquisition, and the teaching of second language pronunciation. He is a past Associate Editor for *Canadian Modern Language Review* (2007–2012) and *Language Learning* (2012–2015), and a past Journal Editor for *Language Learning* (2015–2019).



John Levis is Professor of Applied Linguistics and TESL at Iowa State University. He is the co-author of *Second Language Pronunciation: Bridging the Gap Between Research and Teaching*. He initiated the Pronunciation in Second Language Learning and Teaching Conference in 2009, and he is founding and current editor of the *Journal of Second Language Pronunciation*.



Mary Grantham O'Brien is a Professor of German at the University of Calgary. Her primary research interests include the perception and production of L2 suprasegmentals and listener reactions to non-native speech. She is also interested in L2 pronunciation teaching. Her recent work, much of it highly collaborative, has focused on a) methodological choices in L2 speech rating research; b) the role of social factors in listeners' reactions to non-native speech; and c) real-world implications of speaking with an accent. She co-organized PSLLT 2016 and co-edited the conference proceedings. She also co-edited the *Frontiers Research Topic* "L2 Phonology Meets L2 Pronunciation."



Chunsheng Yang is Associate Professor of Chinese and Applied Linguistics at the University of Connecticut. His research areas are the acquisition of second language prosody (mainly in L2 Chinese), Chinese linguistics, computer-assisted language teaching, L2 pronunciation teaching and research, and applied linguistics in general. Chunsheng has published a monograph, *The Acquisition of Second Language Mandarin Prosody: From Experimental Studies to Pedagogical Practice* (Benjamin, 2016) and edited a volume *The Acquisition of Chinese as a Second Language Pronunciation: Segments and Prosody* (Springer, 2021). Chunsheng has been on the editorial board of JSLP since 2018.



Okim Kang is Professor of Applied Linguistics and Director of the Applied Linguistics Speech Lab at Northern Arizona University, Flagstaff, AZ. Her research interests include L2 speech and intelligibility, speech perception and production, L2 oral assessment and testing, speech technology and automated speech recognition, World Englishes, and language attitude. She has served as a JSLP editorial board member since 2013 and also published a co-authored paper (Kang et al., 2021). She hosted PSLLT 2019 with her colleagues at Northern Arizona University in Flagstaff, AZ, and edited the 11th PSLLT Proceedings (2020).



Solène Inceoglu (PhD, Michigan State University) is a Senior Lecturer at the Australian National University where she teaches French courses (incl. French phonetics and pronunciation) and supervises postgraduate students in Applied Linguistics. Her research interests include the effects of instruction on pronunciation development, individual differences in L2 speech perception/production, and technology in L2 pronunciation teaching/learning. Her recent and forthcoming (co-)publications appear in the *Journal of Second Language Pronunciation*, *Language and Speech*, *Language Awareness*, the *Journal of Asia TEFL*, the *PSLLT conference proceedings*, and the edited volume *Second language pronunciation: Bridging the gap between research and teaching*.



Joan C. Mora is associate professor in the department of Modern Languages and Literatures and English Studies at the University of Barcelona (UB) in Spain. I am interested in understanding how contextual and individual factors shape L2 speech learning. My current research interests focus on the role of cognitive and emotional individual differences in the development of L2 pronunciation and speaking fluency, phonetic training methods, phonological learning in the mental lexicon, and task-based pronunciation teaching and learning in instructed SLA. I am currently serving as Associate Editor for *Applied Psycholinguistics*.



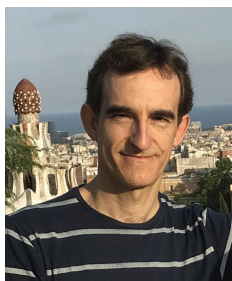
Arkadiusz Rojczyk is a University Professor at University of Silesia in Katowice, Poland. His research concentrates on the production and perception of second language speech. He is the head of the Speech Processing Laboratory, University of Silesia in Katowice. He has published in international journals on phonetics, acoustics and second-language speech acquisition.



Sara Kennedy is a teacher and researcher at Concordia University in Montreal, Canada. Her research interests include the teaching, learning, and assessment of second language speech, and English and French as a *lingua franca*.



Zoë Zawadzki is currently a PhD student in the Applied Linguistics and Technology program at Iowa State University where she is a teaching assistant and member of the Online Learning Team for the English department. Her research interests include pronunciation, and computer-assisted language learning. Specifically, she is interested in suprasegmentals and intelligibility, especially the effect that suprasegmentals can have on intelligibility and comprehensibility, and the integration of technology into pronunciation teaching.



Juli Cebrian's area of expertise is in second/foreign (L2) language speech learning. His interests also cover the teaching and learning of pronunciation, experimental phonetics and psycholinguistics. He has participated in and led several funded research projects on L2 speech learning, including studies on the assessment of cross-linguistic perceptual similarity, the effects of phonetic training, the roles of acoustic cue reliance, orthography and metalinguistics knowledge on L2 speech learning, and factors affecting intelligibility. He is a frequent reviewer for journals and books in the field and a regular member of scientific committees for many international conferences on pronunciation, phonetics and L2 speech.



Sinem Sonsaat-Hegelheimer received her PhD degree from the Applied Linguistics and Technology, Iowa State University and is an assistant professor in the same program. She was the editorial assistant of *Journal of Second Language Pronunciation (JSLP)* from 2014 to 2021 and the chair of *Speech Pronunciation and Listening Interest Section (SPLIS)* of TESOL International association between 2020–2021. Sinem's research interests include pronunciation teaching, materials evaluation and development, and computer-assisted language learning. She published her work in *TESOL Quarterly*, *Speech Communication*, and *CATESOL Journal*. She is the co-editor of *Second language pronunciation: Bridging the gap between research and practice* (Wiley Blackwell) with John M. Levis and Tracey M. Derwing.

Full-length articles

Phonological features that predict accentedness, comprehensibility, and perceived teaching suitability in Arizona K-12 teachers

Meghan Kerry Moran

In Arizona, a proposed administrative practice would not have allowed for English language teachers to teach if they had highly accented speech. This motivated the authors to carry out this study that examined the linguistic features that differentiate between native and non-native English speaker teachers. Teachers' speech was rated by educational stakeholders for comprehensibility, accentedness, and perceived teaching suitability, each of which were found to each be predicted by a unique set of phonological features. Raters thought non-native English speaker teachers were more accented, less comprehensible, and less suited to teach than native-speaker teachers.

The acquisition of L2 Spanish intonation: An analysis based on features

Covadonga Sánchez-Alvarado

Considering the importance of intonation in communication, this study examined the development of L2 intonation grammar in Spanish by L1 English learners. It concentrated on the specific intonational features of delayed peak, deaccentuation, and compression that are involved in focus marking in broad

focus, informational subject focus, and corrective subject focus. Both native and non-native Spanish speakers took part in question and answer pair tasks to collect data. The main finding of this study was that the development of intonation in the target language is possible, but it is constrained by markedness and learnability.

Acquisition of non-sibilant anterior English fricatives by adult second language learners

Seth Wiener, Zhe Gao, Xiaomeng Li, and Zhiyi Wu

The acquisition of phonemes that are not present in one's L1 can present difficulties. Therefore, this study focused on Mandarin Chinese speakers' acquisition of the non-sibilant anterior fricatives /v, θ, ð/ in English, which do not exist in Mandarin Chinese. Listeners identified the fricatives in produced utterances and rated the speech for accentedness. An exploratory acoustic analysis was also conducted on the correctly identified utterances with the goal of exploring the acoustic properties that differ from L1 English speakers. The study found that the utterances were correctly identified the majority of the time, and the accent rating did not predict L1 listener identification accuracy.

Phonetic listen-and-repeat training alters 6–7-year-old children's non-native vowel contrast production after one training session

Katja Immonen, Paavo Alku, and Maija S. Peltola

This study takes an interesting perspective on pronunciation training by examining the speech of children, who are often thought to acquire L2 speech easier than adults. The authors used a common training method, listen-and-repeat, to measure children's production of a non-native vowel contrast (/y/ and /ʉ/), using semi-synthetic pseudo words. The first and second formants were measured to examine the production of the vowels and found that after the first training, the children's productions were closer to the acoustic model than before the training. This demonstrates children's ability to quickly learn how to produce non-native vowel contrasts, even with limited L2 exposure.

The longitudinal impact of self-reflection and integrated pronunciation instruction on L2 French learners' production of /y/ and /u/

Camille Meritan

This longitudinal study spanned three semesters and investigates how self-reflection combined with explicit pronunciation instruction impacts the production of two contrastive vowels (/y/ and /u/) in French by L1 English speakers.

Three groups of French learners, a treatment, a comparison, and a control group, completed pre and posttests that were read-aloud tasks. The speech was used to measure the intelligibility of the production of the two contrastive vowels. It was found that self-reflection used in combination with explicit instruction resulted in both better learning outcomes and in production gains.

Reviews

There are three book reviews in this issue. The first is John Levis's review of Murray Munro's classroom textbook, *Applying Phonetics: Speech Science in Everyday Life* (Wiley Blackwell, 2021). This book is meant for students who bring little or no previous linguistic knowledge to the study of phonetics and speech, and it emphasizes how the study of phonetics informs a wide range of other fields from entertainment to language teaching to forensic analysis and more. Its 15 chapters across three sections introduce students to the basics of phonetics, speech as a human phenomenon, and applications of phonetics, with the application chapters comprising the bulk of the book. Levis finds the book to be an excellent resource for an introductory course designed to introduce students to speech.

Of interest to speech researchers, Juli Cebrian reviews Ratree Wayland's edited volume, *Second Language Speech Learning: Theoretical and Empirical Progress* (Cambridge University Press, 2021). The reviewer sees this 20-chapter volume as being groundbreaking in its treatment of the important issues in L2 speech. The book includes sections on theoretical contributions to the field, research on segments and prosody, studies of accentedness, and studies focused on cognitive and psychological factors that impact L2 speech learning. Cebrian praises the volume for its breadth, including studies on both segmentals and suprasegmentals and with representation of a variety of languages beyond English. He points out that one of its "main strengths is that it will appeal to researchers on L2 speech focusing on a variety of different topics, areas of speech and empirical approaches".

The third book, by Chunsheng Yang, is *The Acquisition of Chinese as a Second Language Pronunciation: Segments and Prosody* (Springer, 2021). This edited volume, reviewed by Wei Zhang, explores the growing area of pronunciation for Chinese as a Second Language, and includes 14 chapters of empirical research studies. Part one includes seven chapters on tone learning and segmental learning, with a majority focusing on tone. Part two includes two chapters focus on the acquisition of prosodic features, and the final section includes five chapters focused on the dimension of intelligibility, comprehensibility, accentedness, and fluency. As L2 pronunciation research grows, such books are a consequence of extending work to important language contexts that have been less commonly researched.