



Call for Papers for Special Issue of LLT

Theme: Technology and Learning Pronunciation

Guest Editor: Debra M. Hardison

Technological advances have provided a range of tools to assist learners in the development of pronunciation skills in a variety of target languages. These tools include commercially available computer systems, web-based systems, and various software programs ranging from those requiring some specialized knowledge to ones suitable for the non-specialist. Research to date has suggested that computer-based visual displays of some areas of speech production such as pitch are user-friendly and valuable sources of feedback in the learning process. Increasingly, more individuals are able to avail themselves of computer-based tools to practice the sounds of a new language that may not exist in their immediate environment. As these technological innovations have appeared, questions have arisen as to their efficacy in promoting pronunciation skill development, and the ability to transfer this skill to the discourse level of speech in the natural language environment. The latter concern follows the recent developments in the broader field of language learning toward recognition of the need for learners to understand and utilize language in its naturally occurring contexts. This special issue of *Language Learning & Technology* seeks to provide a variety of perspectives on technology-supported pronunciation learning at the segmental, suprasegmental, and discourse levels in a variety of contexts.

Possible submissions include but are not limited to studies of the following:

- suprasegmental and/or segmental aspects of speech including rhythm and intonation, specific segmental challenges, measures of accent, etc.
- effectiveness of various technological tools in the improvement of L2 pronunciation such as commercially available products, automatic speech recognition systems, web-based tools, or other software options
- contribution of voice chat to improvement in pronunciation
- relationship between speech production and perception
- pronunciation learning in the larger discourse context
- technology-assisted pronunciation instruction for specific populations, e.g., international teaching assistants
- effective ways of integrating technology in various types of curricula
- learner-technology interface, i.e., ease of use, quality of feedback, etc.
- transfer of skills from focused computer-based activities to natural language use.

Please send an email of intent with a 250-word abstract by December 31, 2007, to llt-editors@hawaii.edu