

*The Society of Applied Linguistics and Discourse Studies
(SALaDS) presents:*

***Beyond boundaries:
Navigating interdisciplinary
perspectives in ALDS***

12th Annual Graduate Symposium

March 06, 2017

4:00 pm – 6:00 pm

MacOdrum Library, RM 482

About SALaDS

The Society for Applied Linguistics and Discourse Studies (SALaDS) is run by and for graduate students in Carleton University's School of Linguistics and Language Studies (SLaLS). Students are enrolled in SLaLS' graduate program called Applied Linguistics and Discourse Studies (ALDS).

Through the ongoing dedicated efforts of volunteers, SALaDS represents ALDS graduate students in SLaLS graduate committee meetings, the Faculty of Graduate and Postdoctoral Affairs, and the Graduate Student Association. SALaDS also hosts a series of events, such as the annual Symposium and various other academic and social events.

Since 2005, the Annual Graduate Symposium – SALaDS' main event – has been a friendly, collegial environment for students in ALDS (PhD, MA, & 4th-year undergrads) to show their research. Students typically present posters on theses/ dissertations or term papers that are either works-in-progress or completed studies. Additionally, most Symposiums feature a keynote talk from a SLaLS faculty member.

SALaDS is *always* seeking interested graduate students in ALDS to get involved!

E-mail us at salads.carleton@gmail.com

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Event Schedule

Opening Address

Dr. David Wood, Director of SLaLS

4:05 PM – 4:10 PM

Keynote Panel (with Q&A), featuring:

Dr. Janna Fox

*Beyond borders: A personal narrative of liminality,
troublesome spaces, and gateways*

Dr. Eva Kartchava

*Researching corrective feedback in language
learning and teaching*

Dr. Graham Smart

Analyzing environmental discourse

4:10 PM – 5:00 PM

Interactive Poster Session

*Featuring 19 posters of research in
Applied Linguistics and Discourse Studies*

5:00 PM – 6:00 PM

Light refreshments will be served

**“That’s right, trapped inside... and the cabin roof is a book”:
Mapping our writing experiences**

Brittany Amell

This interactive presentation focuses on sharing playful visual representations of experiences with academic writing. These representations were created by doctoral students participating in a study on doctoral student writing at an Eastern Canadian university. For this study, I was particularly interested in visual representations of immaterial spaces that might be referred to as “liminal” (Meyer & Land, 2006), “stuck” (Kiley, 2009), “paradoxical” (Bondi, 2005), or “troublesome” (Savin-Baden, 2008) because these spaces often arise during crucial junctures or ‘dis-junctures’ in the writing lives of doctoral students. As such, these spaces have the potential to become transformative spaces, provided that learning bridges are available to help create links between where students are and where they intend to be (Savin-Baden, 2008). In this presentation I suggest that, by visually representing their writing experiences, students are engaging in map-making. These maps (like stories) act as learning bridges, in that they facilitate transformation by opening up spaces for new insights, expanded perspectives, and opportunities to engage in wayfinding (Badenhorst, Moloney, Dyer, Rosales, & Murray, 2015; Lipson-Lawrence & Swiftdeer-Paige, 2016; Stewart & Gachago, 2016). Following Badenhorst (et al., 2015), I conclude that these maps offer (1) “new ways of seeing the world”; (2) possibilities for acting upon these ways of seeing; and (3) opportunities to voice experiences of life from within and outside of the “system” (p. 98). In addition to sharing emerging findings from this study, participants of this presentation will also have an opportunity engage in a short wayfinding activity of their own. This presentation will speak to individuals who are struggling to address questions such as “Where am I?” “Where can I go?” “Who else is here?” and/or “Who cares?”

**Teachers’ decision-making in a collaborative practice of planning,
production, and implementation of didactic sequences**

Priscila Azedovo da Fonseca Lanferdini

This study aims to investigate teachers’ decision making in the process of planning, production, and implementation of didactic sequences (Schneuwly & Dolz, 2004) to teach English as foreign language (EFL). The research context involves a collaborative practice between a university and a public school in Brazil. The participants include twelve student-teachers from an English Language and Literature Course, one teacher educator and two school-teachers. The study is grounded in theoretical and methodological framework of Sociodiscursive Interactionism (SDI) (Bronckart, 2008, 2006, 1999; Schneuwly & Dolz, 2004), in its (re)interpretation in the context of foreign languages teaching in Brazil (Cristovão, 2008, 2007; Stutz, 2012), and on Woods’ (1996) model of language teachers’ decision-making processes: beliefs, assumptions, and knowledge (BAK). The research data were collected during a semester of weekly meeting for planning and production of didactic sequences and during sessions of self-confrontation (Clot, 2006). The data were recorded on audio and video, transcribed and now they are being analyzed using the theoretical and methodological procedures of the SDI (Bronckart, 1999) and Woods’ (1996) model of language teachers’ decision-making. The initial analysis indicate that the decision made by the teachers are related to: contextual factors, teaching and planning previous experiences, students’ content knowledge and teachers’ didactic knowledge. With the development of this research we expect to contribute to a better understanding of the complex processes that teachers go through to make a class happen, and of the pedagogic actions taken in our own teaching context.

Discursive construction of manipulation in political speeches

Brent Campagnola

Political speeches are recurrently filled with rhetorical 'in' group characterizations, such as 'we', 'us', and 'our' (Hammer, 2010; Maalej, 2012; Sharififar & Rahimi, 2015) that may be seen as a strategy of manipulation (van Dijk, 2006). These characterizations indicate what group(s) politicians are trying to appeal to for their political agendas. This paper is a critical discourse analysis of two political speeches from the current U.S. president, Donald Trump, as well as Senator Bernie Sanders following their respective victories in the 2016, New Hampshire primary election. Borrowing from Halliday's Systemic Functional Linguistics (SFL), transitivity is the primary analytical tool used to explicate the choices of meaning making in accordance with relevant social circumstances (Eggins, 2004; Machin & Mayr, 2012). The aim of the findings section is to show what social group(s) each politician evaluates as the 'in' group, in contrast to the social groups that are structurally opposed as the 'out' group. The implications of these characterizations are shown to be manipulation of the audience. Further research may address politicians' recurring patterns of using mental processes (Eggins, 2004) to create these characterizations which manipulate the audience by including them as participants, rather than observers of the proposed political agenda.

New Brunswick language stakeholders: Where are the students?

Kathleen Day

In the fall of 2017, the current provincial Liberal government of New Brunswick followed through on their election promise to return Early French Immersion (EFI) to grade one from grade three. A review of childhood immersion program research (Bialystok, 2016; Genesee & Jard, 2008; Netten & Germain, 2009; Swain, 2005), current age of acquisition theory (Ortega, 2008), and curriculum design practices (Ascough, 2011; Wiggins, 2005) were consulted to better understand whether the Liberal government's decision is grounded in current research. Following the review of aforementioned research, the preliminary findings suggest that the government did not base its decision on current research and that there was no clear consensus between government, educational institutions, and parents whether grade three or grade one is the best EFI entry point. The study suggests this is derived from a lack of knowledge of current data, the overshadowing of political goals, and an idealistic view of New Brunswick identity as a bilingual province, which results in an upset of Backward Design (Wiggins, 2005). These results have the potential to guide future New Brunswick educational policy planners in EFI education, resulting in a more inclusive system.

Investigating the role for a language coach in an English as a second language literacy class

Kelly Doucette

42% of adults in Canada fall beneath the threshold of skills needed to complete everyday literacy tasks such as reading a newspaper article or filling out a medical form. Of this statistic, more than half are Canadian immigrants (Corbeil, 2006). To address the linguistic needs of these individuals, numerous programs across the country provide language education, materials and support to affect positive and successful language learning experiences. Among such supports are language coaches who are proficient in the learners' first languages (L1s) (CLB, 2015). Their presence in the classroom is believed to be instrumental in helping L2 learners understand the importance of literacy and make the necessary transition to independent literacy (CLB, 2015). However, researchers have yet to explore the potential benefit of such a support in L2 classrooms. The goal of this study is twofold: (1) to explore the role of a language coach in the L2 classroom, and (2) to determine whether the assistance they provide is, in fact, beneficial. Semi-structured interviews were conducted with two L2 literacy teachers and one language coach at a school in Ontario. Using a grounded theory approach, interview transcripts were coded for common themes using a sequential, three-level system: open coding, axial coding, and selective coding (Dörnyei, 2007; Saldaña, 2013). Preliminary results of the study suggest that having a language coach in the L2 classroom may be of positive support to both the students and teachers alike.

A textual expressions of professional identity: A case study of undergraduate engineering communication

Alexa Elder

The professional identity is shaped by the written practices of a workplace discourse community (Paré, 2002), within which a body of formal, procedural, and technical knowledge is shared (Artemeva & Fox, 2010). Competency in technical communication depends on the successful application of this knowledge to daily rhetorical practices. Professional documentation is an area of interest to engineers and undergraduate engineering students as it is essential to communication in workplace contexts and a predictive factor for academic success that links directly to retention rates for first-year engineering students (Fox, Haggerty, & Artemeva, 2016). These findings have prompted the implementation of specialized writing-intervention programs for engineers. With a focus on written communication skills, this empirical, qualitative study investigates the situated learning of undergraduate engineers and how it shapes their professional identity. Activity theory provides a framework for the analysis of written samples, observations, and interviews from three participants, each offering unique perspectives. These are a senior undergraduate engineering student mid-way through his final thesis project, the instructor of a first-year engineering communications course, and his TA, an upper year engineering student. The outcomes of this study may contribute to our understanding of how undergraduate engineering students learn to communicate and what can be done to further facilitate their success.

Our campus is our home

Lucie Formanova

Recently, post-secondary institutions in Canada have been willing to acknowledge the general existence of a culture of sexual violence, but the administrations feel uneasy to include the term 'rape culture' in their sexual policies. Focusing on Carleton University, efforts to raise student awareness about sexual violence realities have failed to formally recognize the term 'rape culture' in its Sexual Violence Policy. The dichotomy between working hard to combat the issue of sexual violence at large, while denying its normalized existence on campus, raises two questions: 1) does the educational print/graphic material used by the institution actually empower the viewer to help stop acts of violence, and 2) is the material used effectively? To answer these questions, the study employs a Critical Discourse Analysis approach as well as lexical and performative multimodal analyses to consider the linguistic and social practices of the awareness-raising modes employed by Carleton University. Finally, analysis of the institution's political economy aims to understand the larger relations of power. Through a presentation of preliminary findings, the first two phases of collected data point to three tendencies: 1) the institution distinguishes the type of material that targets rape culture and uses it purposefully, 2) the placement of this material is enforced only in bathrooms, and 3) the distribution of educational material is unequal between male and female bathrooms. It is my hope that the findings serve to inform sexual education efforts and administrative decisions.

The communicative explicitness of non-gesturing

Chloë Grace Fogarty-Bourget

The field of gesture studies has seen tremendous growth in recent years and significant advancements are being made to benefit our understanding of meaning construction through gestural action. Despite the gains made by this dynamic and rapidly growing field, there remains several aspects of gesture about which only very little is known. Amongst these are what Andrén (2010, 2014) calls the "lower limit" of gesture. Actions which cross the boundary from gesture proper into the "lower limit" include practical actions such as the handling of objects, and subtle and more nuanced forms of bodily communication; actions which, until now, were considered non-gesture, void of meaning. Andrén's work illuminates a blind spot in gestural research by demonstrating the meaning-making potential that exists below the "lower limit" and calls into question what should "count" as gesture. In response to this question, my research focuses on the meaning making potential of "gestural silence" (Fogarty-Bourget, 2016), when the hands are held still and not gesturing. By applying Andrén's (2014) continuum of communicative explicitness to instances of "gestural silence" drawn from rich, video data of everyday interactions, this study demonstrates that "gestural silence" can be performed with the features of "manifest deliberate expressiveness" (Kendon, 2005, p. 15), the defining characteristics of gesture proper. In showing that "gestural silences" can be just as expressive as actions which fall below the "lower limit" and as meaningful even as gestures themselves, this research works to broaden our current understanding of what "counts" as gesture.

Mapping themes in educational discourses in Canada

Codie Fortin Lalonde

Today, most people spend nearly a quarter or more of their lives attaining education through formal schooling. What is taught in the classroom is dependent upon teaching practices, curricula, and educational policies, which are further influenced by societal values, social structures and power relations (Lemke, 2008; Kress, 2011; Westheimer, 2015). In other words, education is socially constructed and mediated, and is realised through texts and discourses (Lemke, 1995; Fairclough, 1989; Kress, 2011; Rogers, 2011). While much critical research is dedicated to salient issues regarding education in Canada (Polster & Newson, 2015; Lam & Bordignon, 2001), little research has employed a discourse analytic approach to examine such issues. This multi- and mixed- methods pilot study acts as an exploration into the themes within and across a purposive sample of educational discourses (reports and policies) at the international, national, and provincial levels, and is carried out in two phases: 1) Using AntConc (Anthony, 2014), I have determined word frequency, collocation, and keywords within the assembled corpus; 2) From these findings, have developed a series of questions and discussion points to be presented within two separate focus groups (graduate students and professors). This phase of the study aims to collect members of the academic public's perspectives about, and responses to themes within Canadian educational discourse. The findings of this pilot study will inform later studies within my PhD work which aim to map the impact that these educational discourses have on the Canadian public and in the classroom.

Allyship in communication professions: Audiology and the deaf community

Aurora Gilmore-Rodie

This study seeks to critically analyze discourse within the field of audiology in relation to the Deaf and hard-of-hearing community. As the goal of an audiologist is to "maximally exploit" the residual hearing of those with hearing impairment (Ross, 1990), the field of audiology has developed to serve people with hearing impairments and to 'fix' those who do not qualify as hearing; this inherently reinforces the notion of hearing as a norm. This study seeks to address the following questions: 1) What is the role of an audiologist, and how can this role support and foster partnership with Deaf communities; 2) What training is offered to audiologists in relation to ethics; and 3) What are the ethical implications of audiologists' role for Deaf and hard-of-hearing individuals and communities? This work will employ a critical disability framework using compulsory able-bodiedness (McRuer, 2002), the constitution of normalcy (Davis, 1995; McRuer, 2002), and the social model of disability (Withers, 2012). This framework will be utilized while analyzing audiology course syllabi from Canadian universities, assessing what is present, what is not, and the impact this has both on the profession and the Deaf and hard-of-hearing communities. The goal of this research is to examine the field of audiology and its training, how the field currently interacts with a community that is impacted by current practices, and what supports could be offered and implemented to aid in bridging the gap between the professionals in the field and a portion of the population that an audiologist serves.

Intentional and incidental learning of formulaic sequences in written language

Genan Hamad

Learning formulaic sequences in written language helps second language (L2) learners to improve their level of proficiency in reading and writing (Wood, 2015). However, acquiring formulaic language knowledge is extremely challenging for L2 learners (Wray, 2000). Therefore, teachers may need to teach these sequences in language classrooms. This literature review examines how formulaic sequences in written English can be taught to L2 learners. A number of studies on formulaic language in L2 literature are reviewed in order to explore the different approaches of learning formulaic sequences in L2. The study identifies three proposed approaches pertaining to effective methods and strategies of teaching and learning formulaic sequences in L2 reading and writing. This includes the intentional learning approach, the incidental learning approach, and the mixed learning approach. The paper shows that the findings of the reviewed studies are mixed and concludes by suggesting some directions for future research on teaching formulaic sequences in written language.

Is the discourse right? Providing health care services to the LGBT community

Judith Lockett

Although there has been significant change in societal attitudes over the past decades toward members of the lesbian, gay, bisexual and transgender (LGBT) population, there remain challenges, including access to culturally appropriate health care. In this literature review, I examine a number of academic articles that lay out the reasons why discourse difficulties exist between health care practitioners (HCPs) and LGBT patients, and what can be done to improve the situation. The geographic focus is Canada, US, UK and Australia. I start by reviewing historical information on doctor-patient communication, and then look at the results of more recent studies to expose current thinking on measures that could be taken to improve the discourse between HCPs and members of the LGBT community. Using a critical discourse analysis approach, I look at the barriers to open and honest discourse and the resulting implications for receiving quality care where such discourse is not possible. I also look at the situation from the perspective of HCPs who may knowingly or unknowingly assume that all patients are heterosexual, and the implications this has on the discourse. The results of the literature review show that there are several key areas where work can be done to allow for improved discourse, and therefore improved provision of health care to the LGBT community. These include consideration of the physical environment in the medical office or clinic, the wording of patient intake forms, the attitudes and assumptions of the HCP, and the provision of cultural training for HCPs.

Multiword units in academic discourse: Theoretical and applied linguistic abstracts

Kirsten Paula, Raof Moeni, Nathaniel Dorgbetor

An important component of language proficiency and fluency is the use of formulaic language, especially in the genre-driven world of academia. In academic discourse, formulaic language allows writers to mean more by saying less and can help signal important rhetorical moves. This has been the topic of a multitude of studies on the topic of learner writing (Huang 2015, Chen & Baker 2014), endorsements of formulaic language in the classroom (Wood, 2002), and in the development of academic formulaic language lists (Hsu 2014, Simpson-Vlach & Ellis, 2010; Wood, 2014). This study identifies salient formulaic language through the analysis of multiword units (MWU), following the works of Wood (2014) and Lui (2012), as pedagogically significant units of formulaic language. We analyze the MWUs in the corpus of applied and theoretical linguistics abstracts and possible variation across the two sub-disciplines. A corpus of 1888 linguistics abstracts published in leading journals in 2015-16 was compiled. Results of a quantitative and qualitative corpus analysis produced a list of 162 MWUs of different length (2-5 words) and form. Furthermore, some MWUs were genre-specific related to different abstract moves, while some were genre-free. Some MWUs found in applied linguistics reflected content areas of the discipline which sharply contrasted with theoretical linguistic MWUs. The list could be an effective tool in the teaching, writing, and interpreting abstracts as an important genre of academic discourse.

Connecting gesture and speech: Gesture as an aid to vocabulary acquisition

Joshua A. Romancio

Written aspects of second language acquisition and vocabulary learning have received much more attention than that of the spoken, let alone the nonverbal. As Schmitt (2010) indicated, L2 spoken discourse and vocabulary learning have been underexplored, particularly in regards to our understanding the role of gestures in the retention of vocabulary items. This study examines the use of different gestures as an aid for the acquisition of spoken vocabulary by adult learners in order to determine if and how gestures assist with the recall of the meaning of the lexical items. Treatment was administered to two groups in an experimental setting; one group received vocabulary coupled with gestures and one without. The retention scores collected from both groups were then triangulated through the analysis of video recordings, semi-structured interviews with the participants, and the researchers video recorded diary. Preliminary analysis suggests that the use of gesture as an intervention has no statistically significant effect on lexical item retention, but qualitative analysis may yet reveal socio-dynamic factors not represented by the quantitative data. This study is situated in the ongoing discussion of the effect of gesture on second language acquisition and indicates that further research needs to be done in order to pinpoint the cause of the perceived advantage of gesture in the language classroom.

In pursuit of formulaic language flags for computerized translation

Parnian Shafia

Translations rendered by Google Translate (GT) are rather disappointing when Persian is either the source or the target language. The aim of this study is to explore formulaic language (FL), particularly focusing on lexical bundles (LB) and to address its role in machine translation. To do this, a corpus called Space Formulaic Language Corpus (SFLC) is created consisting of a list of LB that are tested through GT, and used to devise new algorithms that would account for them. This corpus is built based on 20 text files in Academic Genre (textbooks and journals), 17 text files in Information Genre (*The Universe*, 2007), and 3 text files in Popular Media Genre (*Interstellar*, 2014; *The Martian*, 2015; and *Apollo 13*, 1995) for a total of just over a million words. A comparison of GT's results with the correct translations for LB suggest that GT does not seem to rely on FL in approximately 60% of the data, particularly in rendering translation for verbs which is up to 90%. The LB in FL, would be valuable in rendering the closest, and more natural, equivalents in the target language. Moreover, such bundles among words both in general and in formulaic parts of language would also increase the processing speed of phrases, clauses and/or sentences immensely. In order to process a sentence containing ten average-sized words in a 45,000-entry lexical database, more than twenty-two million "string searches" would be required, and devising routines to look for formulaic flags would decrease the processing time tremendously.

The illiterate brain and formulaic sequences: A literature review of research on the Second Language Acquisition of literacy

Jacob Somerlot

Illiterate learners of second languages (L2s) are often unconsidered in second language acquisition (SLA) research. This creates a void of methodology in the adult literacy classroom: how to best teach adult illiterate students despite orthographic difficulties. Formulaic language teaching, a successful development in SLA teaching methodology, may be a means to increase overall L2 proficiency amongst illiterate L2 students. Within this literature review, what is known about illiteracy in SLA research is discussed in how it relates to formulaic language; what possible pedagogical implications there are for using formulaic language in literacy education are reviewed. It describes select research that indicate that formulaic language teaching is a beneficial strategy to develop L2 fluency which may be applicable to illiterate learners. To explore the possible applicability of multiword consciousness-raising and L2 literacy teaching, this paper establishes a connectionist model of language cognition based on neurological interface analyses (as per Ellis, 2005) as a theoretical framework to discuss some of the few SLA research findings on illiterate learners. It also briefly discusses literacy-only genres as one of the hurdles of cognitive learning for illiterate learners as well as first language acquisition (FLA) research in literacy education in how it is relevant to formulaic language learning amongst illiterate L2 learners. Essentially this work highlights and discusses the potential use of formulaic language in teaching literacy to adults based on select case studies involving acquisition of formulaic sequences by illiterate L2 learners.

Aviation international radiotelephony communications: An interdisciplinary approach to construct definition in a specific occupational domain

Ana Lúcia Tavares Monteiro

The high-stakes scenario of international radiotelephony communications, in which pilots and air traffic control officers (ATCO) use aviation English as a lingua franca, requires a robust testing policy that is clear and fair to all stakeholders. Research has shown that effective communication in this multilingual and multicultural context requires that both native and non-native speakers of English develop a set of communicative competencies that go beyond language proficiency (Douglas, 2014; Kim, 2012; Knoch, 2014; Monteiro, 2016). Therefore, the construct definition for this occupation-specific assessment context needs to cross the boundaries of language assessment and include an interdisciplinary perspective. This study addresses these needs by drawing on theory and previous research in the intersection of aviation English, English as a lingua franca, intercultural communications, and interactional competence, leading to the proposal of a model of radiotelephony communications in intercultural contexts. In addition, the discourse analysis of an authentic example of pilot-ATCO communicative practice uncovers the crucial role of these four disciplines in aviation interactions over the radio and the existing overlap of their related competencies. Aiming to contribute to a better specification of the radiotelephony communication construct, this study finally reports on the development of a taxonomy of intercultural communicative competence (awareness, knowledge, skills, and attitudes) essential to this specific context, as well as the subsequent need to validate it with aviation experts in order to reflect the values of their field of practice.

Canadian bioethicists' views of a public consultation on medical aid in dying

Richard Thompson

Public consultation is a democratic deliberative forum offering citizens the chance to indicate their concerns before major shifts are effected in law or public policy. However, citizens are only likely to participate in this forum if they believe that doing so will entail some practical benefit. My study seeks to determine which elements of the federal government's Medical Assistance in Dying (MAID) consultation satisfied and dissatisfied Canadian bioethicists, citizens whose profession directly engages them with issues of death and dying. The study poses the following research questions: 1) Do bioethicists think that the MAID consultation process was sufficiently inclusive and deliberative? and 2) In what ways do they think that the law, as enacted, can be improved? The methods of investigation will include a survey of thirty-four bioethicists and semi-structured interviews with three bioethicists. The leading element of the theoretical framework is the construct of discursive positioning vis-a-vis rights and duties, a construct widely associated with the label "Positioning Theory" (Davies & Harré, 1990; Harré & Moghaddam, 2003; Harré & Slocum, 2003; van Langenhove & Harré, 1999). Initial results suggest that bioethicists are divided in their views of the process and that those who are less satisfied differ in the reasons for their dissatisfaction. The value of this research will lie in its discoveries about the strengths and weaknesses of the consultation leading to the MAID law's enactment, discoveries which can be of use in designing future public deliberations.

A mixed-methods study exploring perceptions of speech fluency

Kent Williams

Prior research has investigated second language speech fluency perceptions primarily through quantitative means by correlating temporal measures of speech (e.g. speech rate) with rating assessments. However, few research studies have also employed qualitative analyses of interviews with raters and test-takers. To fill this research gap, this study incorporated a two-phase mixed-methods convergent parallel design (Creswell, 2009) to examine how English as a second language (ESL) speakers' speech fluency is perceived by expert raters and intermediate to advanced ESL speakers enrolled in a Canadian university. In phase one, interviews and test simulations of task one of the Oral Language Test (OLT), which is the speaking component of the Canadian Academic English Language (CAEL) assessment, were conducted with six ESL speakers who later self-evaluated their one-minute speeches. In phase two, interviews were conducted with two expert raters who also evaluated the speeches. In-vivo and pattern coding (Saldana, 2009) analyses of the interview transcripts revealed that, overall, participants' evaluations of speech performances were influenced by the perceived degree of automaticity, comfort, grammatical acceptability, speed, continuity, contextual/cultural familiarity and receptivity of speech. Pearson correlation analyses showed strong and/or significant correlations between specific temporal measures of speech (e.g. speech rate and phonation-time ratio) and participants' evaluations of speech performances. Merging the two analyses indicated how temporal features may be perceptually interrelated with non-temporal features, suggesting that temporal measures only constitute one aspect of a larger whole. The results are discussed in accordance with Segalowitz's (2010) cognitive science perspective of interrelated fluencies (cognitive, utterance, perceived).

Organizing Committee

Codie Fortin Lalonde, Matthew Falconer, Alex Ross,
Brent Campagnola, and Kirsten Paula

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Thank you for attending the 12th Symposium!