Oral proficiency affects social, academic, business, and personal opportunities. Non-native English speakers have widely varying levels of English oral proficiency in native-speaker contexts. Frequently the degree of a stabilized accent is due to the practicing of patterns of the native language’s influence on the speakers attempt to produce Standard American English. This often introduces a resistance to the success of achieving oral proficiency in the new language. Pickering (2016) surveys current research in this area and considers its influence on current trends in English language teaching. It is well established that ELL/ESL students often have problems discriminating among some English phonemes due to lack of exposure to meaningful contrasts of these sounds in their native language (ACTFL, 2012). Training oral proficiency skills typically is not a component of the ESL program.

This poster attempts to determine the effects of training factors on aspects of oral proficiency including articulation and intonation. Various approaches to teaching oral proficiency to ESL adults are reviewed. Information covered in this poster includes:

- an illustration of the relationship between salient features of oral proficiency in adult second language speakers,
- pertinent information for determining the relevance of selecting features of intelligibility in the case of accent modification therapy,
- identification of associated cultural/linguistic differences relevant to the various languages
- the relevance of oral proficiency features used in adult second language learning, and
- a comparison of different approaches working in a clinical setting for oral proficiency in adult learners of American English.

The purpose of this poster is to share information of second language acquisition in respect to attaining its oral proficiency. Constructs of intelligibility are examined for rate, intonation, syllabic elements, and novel vocabulary.

**References**

