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ABSTRACTS

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IS VOT ENOUGH?

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In the literature on L1-L2 interaction, there have been many studies devoted to voice contrasts. This research has concentrated largely on a single phonetic parameter, VOT, which is relatively simple to measure, and provides a relatively clear basis for typological distinctions across languages (e.g. Lisker and Abramson 1964; Flege and Eefting 1986; Flege 1991; Bond and Fokes 1991).

English and Polish both distinguish between voiced and voiceless pairs of obstruents. For both languages, the primary cue for distinguishing between the two appears to be VOT lag. However, in English it is the 'voiced' set which is considered to be phonetically unmarked (i.e. displaying short VOT lag), whereas in Polish this is true of the 'voiceless' set (Harris 1994; Honeybone 2005). In English there is also an additional cue to initial consonant voicing in the form of the relative burst amplitude of the release (Repp 1979). The differences in burst amplitude, however, seem to be linked to the degree of muscular tension in the fortis/lenis model, which appears in most Germanic languages, and not in the voiceless/voiced system, characteristic of Romance and Slavic languages (Kohler 1984). Therefore, based solely on VOT specifications, English 'b' should generally sound like 'p' to a naïve Polish listener.

A perception experiment is under way to test this hypothesis. 21 sets of English words with the onsets /s/+ voiceless obstruent, voiceless obstruent and voiced obstruent, e.g. spit, pit, bit, were recorded by a native speaker of English. The tokens were manipulated so that each would have the same short VOT lag (without the initial fricative). Perception data is being collected from three groups: 20 native speakers of English, 20 proficient Polish speakers of English and 20 speakers of Polish with little or no knowledge of English, performing a forced choice identification task on the manipulated tokens.

Under the assumption that VOT is the primary cue for the distinction between voiceless/voiced sounds in Polish, naïve Polish listeners should have significant difficulty identifying the original 'voiced' obstruent. This is due to the fact that none of the tokens in the stimuli represents their native model of a voiced initial obstruent (negative VOT). However, if in the absence of pre-voicing and aspiration, naïve Polish listeners still manage to identify the contrast, further acoustic analysis of other cues (e.g. pitch, burst amplitude) would be warranted in the study of cross-language speech perception.

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PROSODIC TRANSFER IN THIRD LANGUAGE ACQUISITION

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Research into cross-linguistic influence in general and prosodic transfer in particular has long been conducted in terms of examining a transfer of the first language (L1) to the second language (L2). However, there is a growing interest to observe what role L1 and L2 can play in the process of acquiring English (L3) with regard to prior language experience of a bilingual speaker.

Prosodic transfer can be viewed in terms of both phonological and phonetic interference (Mennen, 2006). A phonological influence results from differences in the inventory of phonological tones, their form, and the meaning assigned to them. A phonetic influence, by contrast, stems from a difference in the phonetic realization of an identical phonological tone, thus, resulting in varying degrees of foreign accentedness.

In this study acoustic realizations of the voice pitch variation of 10 university students, bilinguals of the Buryat (L1) and Russian (L2) languages, were contrasted to comparable control data of 5 native speakers of English. In order to specify the main features of prosodic transfer we focused on deviations from the prosodic norm, shown by the bilingual speakers while producing different communicative types of the English utterance. Furthermore, the taped readings were subject to accentedness evaluation by native and non-native English raters.

Our study has demonstrated that both the learner's native and non-native languages can be sources of influence when acquiring a foreign language; that presents problems for the proposition of the conceptual base being dominated by the stronger language of a bilingual speaker. Following Treffers-Daller and Sakel (2012), we can also assume that language contact in the bilingual can lead to the emergence of unique, hybrid features that neither of the two source languages possesses.

In addition, the results show that EFL learners with a variety of L1 and L2 backgrounds appear to make the same kind of errors, supporting the hypothesis that the common underlying language proficiency can transfer across languages, and implicating there can be universal patterns in acquiring the prosodic system of English.

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PHONETICS LEARNING ANXIETY

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Numerous studies examining language anxiety (LA) have proven its detrimental influence on both foreign language (FL) learning and performance (see Horwitz, 2010). Objective data show that the feeling of apprehension experienced by students is related to their pronunciation level (e.g., Horwitz et al., 1986; Price, 1991; Young 1992), particularly to their perceived pronunciation skills (Baran-Łucarz, 2011). As many learners explain (e.g. Price, 1991, p. 105), the anxiety experienced in the FL classroom is caused mainly by their "great embarrassment" resulting from the belief of having a "terrible accent." Additionally, most observations reveal that the most anxiety-provoking task is oral performance in front of the whole class.

Taking into account the facts presented above, we may presuppose that a FL course of phonetics is particularly anxiety-breeding, especially when run with a group of students (rather than in the form of one-to-one tuition) in a traditional classroom (i.e. not in a computer or language laboratory). It seems that the feeling of uneasiness and worry might explain why despite high motivation to achieve native-like levels of pronunciation, predisposition for language learning, and phonetic competence, the progress of some learners is slow or hardly noticeable.

To verify the assumption that anxiety hinders pronunciation learning during a course of phonetics and to shed more light on the nature of apprehension experienced in this specific educational context, a Phonetics Learning Anxiety Scale (PhLAS) has been designed. The instrument was administered among first-year students of the Institute of English Studies, University of Wrocław, in June 2012 after they had completed a 60-hour course of phonetics. The scores on the PhLAS were then correlated with outcomes on oral pronunciation tests (passage reading and word reading) and transcription tests. The results of statistical analysis of achieved data were triangulated with information gathered from highly anxious students via semi-structured interviews.

The main aim of this paper is to present the outcomes of the preliminary study pictured above. It will describe thoroughly the form and components of the PhLAS. The battery is a 47-item questionnaire based on a 6-point Likert scale, followed by three open questions. Its main body measures the level of phonetics learning anxiety, while the remaining parts show the potential sources of apprehension, such as transcription test anxiety, fear of negative evaluation (related to pronunciation selfimage and self-efficacy), and beliefs about pronunciation learning. Then the quantitative and qualitative data will be presented and interpreted. Finally, practical implications, ways of improving the instrument and directions for further research will be discussed.

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PRODUCE THE 'PRODUCE': VOWEL DURATION AS A STRESS CORRELATE IN ADVANCED POLISH LEARNERS OF ENGLISH

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English stress, as opposed to Polish, is a distinctive feature in a word. If stress changes, the meaning may be changed as well. Hence, in some homographic pairs of nouns and verbs, i.e. *a produce* and *to produce*, the word stress and subsequent phonetic changes are the only indicator of the syntactic category of such words. Furthermore, stress is a relational feature (Solé 1991), namely a certain syllable is identified as stressed because it is relatively more prominent than the adjacent ones within the word. In English, the physical correlates of stress are pitch, duration, loudness and quality (Lehiste 1970). These four parameters have been proved to interrelate in the process of production and perception of word stress in English. (Fry 1955, Bolinger 1958, Liebermann 1960, Solé 1984). Conversely, in Polish the stress pattern is defined as either dynamic (Wierzchowska 1980) or tonic (Jassem 1962) and the differences in duration are given the least attention and significance. Hence, the stressed syllables are marked by the pitch and intensity difference in Polish. Viewed from the metrical parameter setting perspective (e.g. Archibald 1998), the difference between the two languages consists in quantity sensitivity, present in English and absent in Polish (Waniek-Klimczak 2002).

The above observation prompted the present study in which the predominate aim is to investigate whether, despite the above mentioned differences between Polish and English use of stress correlates, the advanced Polish learners of English do lengthen the vowel within the primarily stressed syllable while producing English word stress. Moreover, it is also crucial to check whether the respondents consider longer vowel duration a conducive stress correlate in the process of identifying the primarily accented syllable within the English words.

The study was conducted among 30 Polish students majoring of English, all of whom had received explicit phonetic training covering the word stress in English. The data were collected for production and perception of word stress in selected English homographic pairs of nouns and verbs, with the production data analysed acoustically. Two research questions were formulated: 1. Is vowel lengthening in primarily stressed syllables a cue for Polish respondents in identifying the main stress in English words in perception? 2. Do the respondents consider vowel length an important correlate of stress in English and lengthen it while producing primarily stressed syllables within English words? The results are analysed from the perspective of a possible transfer from L1 in metrical parameter setting and the use of durational cues in perception and production.

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WORD STRESS IN THE ENGLISH OF ITALIAN LEARNERS: ALL THAT GLITTERS IS NOT OPTIMAL

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English stress placement has always been a problem for FL learners, especially if their L1 exhibits a more regular stress pattern than the target language. In this paper we will look at the distribution of word level stress in the English of intermediate to advanced Italian learners. Data were collected from 132 University of Genoa students, who, in spite of their having studied English for several years, produced a considerable amount of more or less systematic errors in word stress assignment.

This phenomenon can be partly explained by contrasting the stress patterns of the source and target languages. Both Italian and English have mobile stress accents, but the English stress system offers a wider range of possibilities than the Italian one. These differences generate not only straightforward L1 transfer, but also overgeneralization phenomena, which make the rendition of English stress placement by Italian learners rather complex and intriguing.

The learners' preferences in stress distribution can often be accounted for by looking at the distribution and make up of feet and syllables within the word. For example, the choice of a syllable rather than another for prominence can be due to a preference for left-headed feet, or to its being a heavy syllable, or to its appearing at the beginning of the word. As was said above, there are actually two kinds of factors involved, which may condition the choice in opposite directions: those derived by transfer from the L1 (or from other languages) and those derived by overgeneralization of (presumed) L2 features.

These preferences can easily be translated into violable OT constraints, such as WSP, SWP, FT-BIN, PARSE-SYL, ALL-FT-R/L, IAMBIC, TROCHAIC, NONFINAL (cf. Prince and Smolensky 2004, Tesar 1997). According to the ranking of two (or more) conflicting constraints, a word will assume one or the other stress pattern, and the ranking in the interlanguage of an L2 learner may differ from both that of a native speaker and those of each of the other learners (cf. Tesar and Smolensky 1993).

We will show, however, that no single constraint ranking can account for all errors made by any one Italian learner, because there is an extreme variability in their production. Even particularly systematic errors cannot be traced back to one and the same ranking for each speaker, so that extralinguistic factors, such as linguistic anxiety, input frequency or the influence of the media must also be taken into consideration.

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REDUCED VOWEL PRODUCTION AS A CONTRIBUTIVE FACTOR TO THE PERCEPTION OF A FOREIGN ACCENT IN L2 AMERICAN ENGLISH BY SPANISH-ENGLISH BILINGUALS

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The inability of L2 speakers to distinguish target phonemes from those contained in their L1 phonological inventory (due to similarity, among other reasons) is one of the contributive factors to the perception of a "foreign accent" (see Flege 1981,84,87; Yavas, 2011). Of particular difficulty to L2 American English speakers is the accurate production of "schwa" – a vital component of SAE both in terms of accurate phonetic production and in mastering the prosodic features of this stress-timed language. The

current study examines three environments containing schwa in SAE: the plural morpheme as in "watches", the possessive morpheme as in "judge's", and word-finally as in "Russia." The aim is to determine if variation in the production of vowel height in these three environments by Spanish-English bilinguals follows monolingual patterning, or if perceptual biases will create alternate patterns in their pronunciation. Where variation is found, these results will be analyzed using Flege's (1995) Speech Learning Model (SLM) alongside Kuhl's (1991, 2000) Native Language Magnet model (NLM).

For the current study, 25 early bilinguals and 25 late bilinguals were measured against 25 monolinguals to compare the production of vowel height. Participants were given sentences containing a target word in an intersentential environment, and the results were analyzed to obtain F2 values, corresponding to the degree of "frontness/backness" in a vowel. Results indicate that monolinguals tend to follow the trend: word-final F2 < possessive F2 < plural F2, though considerable variation in F2 production was observed. Neither early (EB) nor late (LB) bilinguals were able to accurately replicate this pattern. It was observed that EBs showed no significant differences in plural/possessive schwa, whereas LBs could not as easily differentiate plural and possessive schwa from the vowel in word-final position. It was the finding of this study that EBs more accurately produced the appropriate vowel heights, thus lending support to the critical period hypothesis (Birdsong, 1999, etc.) and Flege's (1995) condition that time is the necessary factor to erode perceived crosslinguistic similarity in the formation of new phonetic categories.

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CONTOUR TONE AND PERCEPTION DURATION

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In the present study we analyse the influence of inter- and intravocalic tonal structure on the perception of duration. Our hypothesis is that the pervasive impression of isochrony (which assumption was refuted by, e.g. Roach 1982, Cauldwell 2002) follows from the fact that in speech duration is analysed as an individual parameter which is perceptually independent of pitch and intensity. In this pilot study we assume that (i) it is only vowels that contribute to the perception of duration within an interstress interval and (ii) the absolute differences in the vocalic duration within an interstress interval (=the foot) are perceptually levelled off if the interstress interval contains a complex contour tone. Thus, by inference, the same absolute durational difference realised over a vocalic period produced with 'flat' tone will be perceived as greater.

This pilot study is a report of two perception experiments which were conceived while working on the project on the acoustics of metrical feet in English (Ciszewski, in press). Six native speakers of Southern BrE were presented with PRAAT-generated paired vowel stimuli and asked to judge whether the durations are the same or different. First, they were presented with 73 randomised paired vowel stimuli of [i] quality (F1=348 Hz; F2=1760 Hz, F3=2280 Hz) at a stable F0=115 Hz. The samples were either (i) durationally identical, (ii) the first was longer or (iii) the second was longer. The durations of vowel stimuli fell within 180-340 ms window and the durational differences between the two samples ranged between 20-80 ms. The second set of stimuli was identical in terms of duration and randomisation of stimuli, but each vocalic period had variable pitch slope (from -1.05 to -2.75 octave). The same/different judgements were then compared for the two experimental sets.

Independently, we also analysed the perceptual threshold of pitch slope as a function of duration. 48 vowel randomised stimuli were presented which differed in duration ($180 \sim 360$ ms) and had variable pitch slope (from -0.25 to -3.82 octave).

The results of the first experiment point to a positive correlation between the number of 'same' judgements and the complex tonal structure. In the other experiment we observe that pitch slope perception is dependent upon the duration of the stimulus but only above a certain durational threshold.

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VOWELS IN DIGO-ACCENTED ENGLISH: SUBSTITUTION OR INTERLANGUAGE?

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Digo (Chidigo) is a Bantu language spoken in the coastal strip of Kenya between Mombasa and the Tanzanian border. The Digo people belong to the Mijikenda ethnic group which consists of six smaller tribes. In Kenya there are approximately 200.000 speakers of Digo.

The recordings for this presentation were made in the village of Diani about 15 kms South of Mombasa in December 2011. The informants were a group of local people for whom English was a third language (after Swahili, which is used as means of communication with other tribes). The recordings include: (i) reading the test passage *Please call Stella*, (ii) minimal pair vowel contrasts in the controlled C_1 _C context, whereby C_1 was invariably a voiced bilabial plosive and a sample of free speech in Digo (e.g. telling a story).

Several recordings had to be discarded either due to poor quality or the informants' illiteracy which was not reported prior to the recording. Finally, 4 subjects were selected for the present study. The recordings were then analysed with PRAAT.

The present analysis is organised as follows: we first discuss the Digo-accented English qualities of vowels extracted from the test passage and the monosyllabic minimal pairs and then compare them with their typical qualities in RP English by Bark plotting their F1/F2 values. Then, the Digo-accented English vowels are compared with the corresponding Digo vowels (extracted from the free speech samples in Digo) with a view to finding to what extent the targeted English vowels correspond to the native vowels of Digo.

Independently, we also analyse vowel duration. In particular, our aim is to see whether-or to what extent-the Digo-accented English vowels are subject to pre-fortis clipping effects and whether duration plays a contrastive function in Digo-accented English.

THE EFFECT OF FREQUENCY AND FAMILIARITY OF LEXICAL ITEMS ON POLISH LEARNERS' PERCEPTION OF ENGLISH WORD STRESS

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In recent research on L2 speech perception, we can observe a growing tendency to utilize tools comprised of non-existing words and syllables (Sebastian-Galles and Kroll 2003). This approach has been advocated for a number of reasons. Generally, it is believed that lexical components carrying semantic information may affect perceptual sensitivity and distort the results of the investigations. Therefore, studies using real words are viewed as methodologically questionable and providing little insight into the L2 learners' auditory perception abilities (Altmann 2006, Kijak 2009).

Nevertheless, when reflecting on pedagogical implications for pronunciation teaching, one should also take into consideration the reality of instructional setting. For a considerable number of Polish language learners, the ultimate goal is to pass Matura exam. For teachers, high passing rates provide quantifiable evidence of the effective instruction employed. As a consequence, students are placed in a rigid, textbookbound environment, where learning a foreign language is synonymous to practicing application of grammatical rules and cramming lists of semantically related words. In this context, pronunciation receives little attention and is often treated merely as one of the aspects of vocabulary knowledge.

The aim of the present paper is to provide further evidence of lexical factors influencing Polish learners' perception of word-level stress. The study focuses on the objective word frequency and the subjective word familiarity, and compares the data with the participants' perception test results.

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THE ROLE OF INPUT IN SECOND LANGUAGE (L2) SPEECH LEARNING

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This talk will reconsider the role of phonetic input in the acquisition of secondlanguage (L2) speech. Some believe that variation in input has little or no importance, being overshadowed by factors such as maturational state at the time L2 learning begins (the critical period hypothesis), the difficulty of keeping the L1 and L2 systems separate (interference), differences in motivation, and the like. We will consider studies that have examined overall degree of foreign accent in the L2, and fine-grained phonetic studies focusing on voice onset time (VOT) in corresponding phonetic segments found in the L1 and L2. Several conclusions are drawn from this examination of the literature: (1) The distribution of L2 speech tokens to which the learner has been exposed is likely to exert a strong effect on how L2 speech sounds are perceived and, ultimately, produced; (2) Variation in L2 input is likely to have a more important effect on production and perception in earlier than later phases of L2 learning; (3) Even though later input may have relatively little effect, the phonetic system remains capable of adjusting to input variation no matter what the stage of L2 learning. The final conclusion drawn from the literature is that it will be impossible to draw sound conclusions concerning the ultimate importance of "input" to successful L2 speech acquisition until research begins to measure the kind (quality, authenticity) of L2 input received in addition to just estimating the quantity of L2 input.

TOWARDS THE CREATION OF A PHONETIC ACCENTS DATABASE

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On many occasions those who describe the pronunciation of users of a language make quantitative and qualitative statements concerning descriptive/normative use, such as vowel formants, vowel duration, nasalization, VOT, palatalization, etc. Such statements are usually based on relatively small samples of data collected within the researchers' immediate environment, and do not pass the test of full age group representation or varying social and geographical background. As the result of this, the image that emerges from these studies is often incomplete and biased for age and does not describe the complete variability of pronunciation in a given geographical area. When applied to speech synthesis, speaker identification, or used in contrastive Polish-English studies, these incomplete and/or over generalized descriptions may lead to incorrect outcomes. This situation calls for the creation of a responsible Polish language database that would replenish the lacunae hinted at above. In my paper, I shall discuss the formal and substantial requirements for a Polish Accents Database (PAD) that could be used in the descriptive/normative use, in speaker identification, and in designing counter-interference measures for students of English in different areas of Poland. Needless to say, the general database framework thus established will be possible to use in different language contexts.

ACCENTS OF ENGLISH IN GAMING AND THE INCIDENTAL ACQUISITION OF PRONUNCIATION

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As listening and speaking skills are recognized as being interconnected (Anderson 1988; Field 2008a, 2008b; Goh 2005; Richards 2008) and as some learners are spending large amounts of time immersed in gaming (Prensky, 2001), it seems useful to explore the potential influence of gaming on the acquisition of foreign language pronunciation.

Gaming is a mode of informal language learning, similar to traveling, social networking, watching films and TV series. Informal learning (IL) is characterised as taking place outside a formal, institutional setting. Acquisition in IL contexts is due in part to input characterised by high frequency, high context exposure to salient examples (Sockett and Toffoli, 2012; Cook, 2001), as well as noticing (Skehan, 1998) or consciousness (Schmidt, 1990). A search of academic journal topics and titles shows that IL studies have focused on the acquisition of lexical, syntactic or broader communicative competence, ignoring the acquisition of pronunciation.

This study will only focus on English-language games which were designed for entertainment instead of for language study. Students at French universities were asked to list their favourite games and the amount of time spent playing them. The spoken language in these games was analysed in relation to accents of English, in order to describe the input to which language learners-gamers would be frequently and repeatedly exposed. This type of descriptive work is important in the long-term because "Extensive corpus linguistic investigations of the frequencies, frequency distributions, and salience of forms in language input and longitudinal corpora relating the properties of learner interlanguage to the available input have the potential to provide crucial insights into the input– acquisition relationship." (Ellis and Collins, 2009).

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VOWEL COPY EFFECTS IN PERCEPTUAL EPENTHESIS: JAPANESE LISTENERS' PERCEPTION OF FRENCH AND RUSSIAN WORD-FINAL [š]

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This paper investigates a vowel copy effect in Japanese perception of epenthetic vowels in pseudo-French and Russian words. While insertion of the high back unrounded vowel [<code>w</code>] is the predominant pattern in Japanese, the present study shows that listeners also show sensitivity to coarticulatory gestures in the source signal in their perception of epenthetic vowels.

When presented with non-native words violating the phonotactic constraints of their native language, listeners typically perceive an "illusory" vowel, which, in many cases, is the shortest vowel (i.e. the "default" vowel) in the language (Dupoux et al. 1999). However, it has also been demonstrated that the quality of the epenthetic vowel may vary from the default, depending on local phonological rules (Durvasula & Kahng 2012) or the particular vowel/consonant context (Dupoux et al. 2011). The current study tests whether perception by Japanese listeners is influenced by environments in the source signal when favoring epenthesis of a non-default vowel.

A perception experiment was conducted to examine whether Japanese listeners show sensitivity to these two factors: 1) lip protrusion in source-language [š], and 2)

tongue advancement in the vowel preceding source [š]. After hearing random presentations of French and Russian nonce words of the form CV[š], 44 linguisticallynaïve Japanese subjects were asked to choose either CV[ši] or CV[šu] as the more appropriate rendition of final [š], which is not permitted in Japanese. Because French [š] is accompanied by lip protrusion while Russian [š] is not, the latter is better matched to Japanese [ši] than [šu] (Ladefoged & Maddieson 1996:148). There were twelve stimuli for each language, half of which had a front vowel, the other half a back vowel at the nucleus position.

In these results, a neighboring consonant effect was not observed. Specifically, French [š] ([+round]) caused [i] to be inserted significantly more frequently than did Russian [š] ([-round]) ($\chi 2(1, n=1056)=7.124, p=.008$), opposite to the direction of our prediction, which would favor default [u] for French-sourced words. On the other hand, listeners resorted extensively to vowel copying: front vowels in the stimuli caused front [i] to be selected significantly more often than back [u] ($\chi 2(1, n=1056)=116.852, p=.000$), as expected. Follow-up comparison showed that the impact of the front vowels was stronger in French than in Russian, triggering an epenthetic vowel [i] more frequently. In conclusion, only the vowel copy effect was attested in the perception of final [š] in this experiment.

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FRENCH LEARNERS OF L2 ENGLISH: INTONATION BOUNDARIES AND THE MARKING OF LEXICAL STRESS

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In English, prosodic parameters play a major role at two levels levels at least. First, they indicate the intonation at the level of the utterance by marking the distinction between sentence types (statements vs questions) and they are also related – although more or less directly- to the informational and grammatical structures of the utterance. But prosodic cues also contribute to marking the stress pattern at the level of the word (word stress or lexical stress).

Even if it is useful to dissociate these two levels theoretically, when looking at their phonetic implementation in an utterance, one realises that the exact same prosodic cues are used (mainly the fundamental frequency, the duration, and the intensity). Contrary to what happens in tone languages, there is no pre-set prosodic pattern attached to each word in English. Yet, words in discourse retain a relative accentual independence whose exact implementation depends on the specific intonational context expressed in a given utterance. In French, stress pertains to the level of the group of words rather than to the individual word, which has no real accentual autonomy. Therefore, it is not surprising that French learners of L2 English are faced with a major challenge: how to ensure the marking of lexical stress while, at the same time, using the same prosodic cues to indicate the intonational structure of the utterance? This challenge results in one of the typical prosodic cues responsible for the perception of French-accented English.

More specifically, my hypothesis is that some intonational contexts impose a bigger contraint on French learners of English than others. These particularly challenging contexts are the final position at the boundary of non-final clause, or at the boundary of a rising interrogative. Other contexts, like the quotation form or the final position of a statement, are less challenging for the intonational marking of lexical stress.

To test my hypothesis, I collected passages of read speech from thirteen advanced French learners of English along with the same passage read by ten native English speakers. Two three-syllable words carrying primary stress on the second syllable (computer, protection) were placed in a series of intonational contexts under observation. The test-words were then extracted and submitted to native English listeners. The perceptive results show that the predicted 'challenging' contexts have indeed caused, in French learners' productions, substantial instability in the perceived placement of lexical stress by native English listeners.

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THE ACQUISITION OF VERNACULAR ENGLISH DIALECT FEATURES BY ROMA ADOLESCENTS IN MANCHESTER, UK

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The extent to which second language (L2) speakers acquire local dialect features is subject to much discussion in the literature. Some studies show that language learners can acquire local variants and that their speech exhibits systematic variation, but what remains unclear is why some acquire more local features than others (Drummond 2010). In recent years, Manchester has seen an influx of Roma migrants and their families. This provides an opportunity to study the Roma's acquisition of English dialect features, a previously unstudied phenomenon, despite the fact that immigrant groups, such as the Roma, are of great interest linguistically because they present us with 'extreme cases of dialects and languages in contact' (Chambers 2003:97).

This study examines what linguistic and social factors impact upon differences in L2 dialect acquisition, specifically in relation to the findings of Schleef et al. (2011) that greater acquisition of local variants may be due to a speakers' social networks including more locally-born members. A mixed methods approach is used, whereby quantitative analysis of recorded speech data is combined with an ethnographic study of a Manchester high school in order to provide a fine-grained interpretation of the social factors that impact on Roma adolescents' acquisition of vernacular dialect variants and patterns of variation typical of their Manchester-born peers.

The current study addresses both the wider issue of a lack of research involving migrant children, as well as improving our knowledge and understanding of the language acquisition of immigrant groups, which in turn contributes greatly to the field of Second Language Acquisition. By taking an ethnographic approach and studying non-native speakers' participation within the local school community, this study sets out to add to the current body of knowledge regarding L2 dialect acquisition and variation in a second or other language by furthering understanding of the impact that speakers' communities, networks and social practices have upon dialect acquisition.

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INNOVATIONS IN RP: SOCIAL AND REGIONAL APPROACHES

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RP, like any other accent, is constantly changing. These changes are sometimes reflected in the transcriptions (e.g. Upton et al. 2003); more often than not, however, they are ignored so as not to upset the 'hard-won uniformity' (Wells 2001).

What also attracts much attention is the source of these innovations. In my paper, I discuss the prevailing approaches to the new RP sounds, which include t-glottaling, l-vocalisation, intrusive /r/, th-fronting and the coalescence of yod. The approaches tend to fall into two groups. Whereas the first stresses the geographical connections and often cites Cockney as the accent that affects RP the most, the other one explains the innovations as predominantly social in character.

I argue that neither approach can legitimately claim to fully account for what seems to be an intricate set of changes with different motivations. The roles RP now fulfills are so diverse that linguists may end up having to admit there are more RPs than one (as tentatively suggested in Wells 1994), or, possibly, abandoning the concept of RP altogether (Milroy 2001).

Furthermore, determining the source of language change plays a crucial role in predicting the future state of things; RP being no exception whatsoever.

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LEARNING ENGLISH PRONUNCIATION: POLISH LEARNERS' ATTITUDES AND MOTIVATION

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For the last two decades, second language (henceforth L2) pronunciation has been in the centre of interest of numerous scholars, also in Poland. Neglected and underestimated as an element of minor importance in second language acquisition for many years, finally has been noticed and valued, especially after the series of conferences devoted to accent studies and teaching pronunciation held in Łódź in the 1990s and then in Plock and Konin (Szpyra-Kozłowska, 2008) as well as subsequent phonetic conferences. Since then numerous studies have been conducted focusing mainly on L2 learners' achievements in second language pronunciation at different learning levels (e.g. Szpyra-Kozłowska, et al., 2002; Wrembel, 2002; Nowacka, 2003; Porzuczek; 2002; Wysocka, 2003) assessing both learners' production (e.g. Porzuczek, 2010; Rojczyk, 2010a; Rojczyk, 2010b) and perception (e.g. Porzuczek, 1998; Rojczyk, 2008; Rojczyk, 2010b). A considerable amount of research has also been done in the field of teachers' and students' views and attitudes to pronunciation teaching and learning (e.g., Majer, 2002; Nowacka, 2008; Sobkowiak, 2002; Szpyra-Kozłowska, et al., 2002; Waniek-Klimczak, 2002; Wrembel, 2002).

The aim of this study is to examine the attitudes and motivation to learn English pronunciation at different learning levels by Polish learning of English, as well as to check whether these attitudes and motivation have changed comparing to the previous studies carried out in this field. It is also supposed to test whether these attitudes change with the level of proficiency in ESL and the amount of formal instruction in English phonetics and phonology. Four groups of learners are compared in this study. Group One was recruited from high school students attending third classes of nonlinguistic profiles in their schools. Group Two consisted of high school students attending third classes of linguistic profiles (either bilingual profiles or ones with the extended English programme) in their schools. Group Three was recruited from firstyear students of English Philology at the University of Silesia, who had just begun their university course in English phonetics and phonology. The last group of informants, Group Four, consisted of third-year students of English Philology at the University of Silesia, who had just completed their university course in English phonetics and phonology. All groups of study participants were given questionnaires to be filled in, containing various questions concerning students' attitudes to English pronunciation, the perceived importance of correct pronunciation in ESL, self-evaluation of their pronunciation, evaluation of phonetic classes they attended etc. The results suggest that learners' attitudes and motivation change with the level of proficiency in English and the amount of undergone course in English phonetics and phonology and are an important factor influencing learners' success in the acquisition of correct L2 pronunciation.

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VOT IN POLISH IMMIGRANTS TO LONDON: THE EFFECT OF LANGUAGE EXPERIENCE ON THE USE OF ASPIRATION IN ENGLISH

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The literature devoted to the SLA phenomenon suggests that a wide range of variables affect the degree of a foreign accent. Among those we can distinguish between external and internal factors. The former include the age of L2 learner, length of residence in the target language speaking country or learner's gender, while the latter comprise such aspects as, for instance, motivation, L2 learning aptitude, approach to the native-speakers of a given language, exposure to L2 or the amount of L1 and L2 used in everyday life situations (Piske,Flege & McKay, 2001). Numerous studies (including those conducted by Flege et al.) brought the strong evidence that the variable described as the 'length of residence' affects the overall development of L2 proficiency. Another important factor that was investigated by such authors as Purcell & Suter (1980) and Flege et al. (1999b) is related to the amount of L1 and L2 language used on the daily basis by non-native speakers of English among the L2 community. The general conclusion from the latter was that the more often the L2 was used in everyday life situations, the better pronunciation could be observed within the subjects.

The aim of this study is to investigate possible patterns of the relationship between selected factors affecting the degree of L2 proficiency and temporal phonetic parameters in Polish immigrants to London. For the purpose of the study, such factors as the length of residence in a target language speaking country and the amount of L2 used by Polish immigrants on the daily basis interaction with the native-speakers of English were taken into account. The phonetic parameter that was investigated is VOT (Voice Onset Time) which, according to Yavas (2007:492), is the best account of pointing out the differences between aspirated and unaspirated stop consonants given via the acoustic measurements. The study was conducted among 25 Polish immigrants to London (12 males and 13 females aged 20-35) whose VOT in voiceless aspirated stops /p,t,k/ in word-initial positions was measured in the following words: 'café', 'police car', 'pipes', 'car', 'policeman' and 'taxi'. The study aims at checking the effect of language experience factors operationalised in terms of length of residence (LOR) and the amount of English use in everyday life. Thus the study checks whether those L1

speakers who have been living in London for more than 2 years and who have been using the target language frequently in everyday life situations are closer to the nativelike model than those who decided to settle down in London less than 6 months ago or who have very limited contact with L2 language on the daily basis.

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INTERFACES BETWEEN PRONUNCIATION INSTRUCTION AND INDIVIDUAL LEARNER DIFFERENCES: RESEARCH DIRECTIONS AND METHODOLOGY

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Most research into the effectiveness of form-focused instruction has been concerned with determining the value of specific techniques and procedures, and teaching foreign language pronunciation is certainly no exception. As a result, when experimental studies are conducted, they attempt to compare, for example, the effects of cognitive analysis and different types of drilling, the contributions of controlled practice of particular segments and the use of these segments in a more communicative way, or the value of explicit and implicit techniques of providing corrective feedback on pronunciation errors. While there is clearly a need for such research as it offers invaluable insights into the utility of specific instructional options, it has to be kept in mind that the benefits of these techniques also hinge on a number of moderating variables (Ellis 2008, 2010), the most important of which are individual differences between learners, which can be cognitive (e.g. age, aptitude, cognitive style), affective (e.g. anxiety, motivation) or social (e.g. beliefs, attitudes) in nature (cf. Pawlak 2012). The present paper discusses the role of such factors in pronunciation instruction, examines the available empirical evidence in this area, considers the foci of future empirical investigations and outlines the methodological challenges that are involved in this kind of research.

DEVELOPING A CORPUS-BASED INDEX OF COMMONLY MISPRONOUNCED WORDS

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Acquiring English pronunciation is a great challenge faced by non-native learners. Although phonetic training may help to alleviate this problem, it is often limited to teaching segments and suprasegments and as a result may not be sufficient to remove errors such as realizing says as [sejs] or foreign as [f5'rejn] by Polish learners (Szpyra-Kozłowska and Stasiak, 2010). Such "phonetically deviant words" (Szpyra-Kozłowska and Stasiak, 2010: 1) can be described as those in which a given segment (or segments) in a word is substituted by another which is phonologically and phonetically distant from it and/or in which word stress is incorrectly placed (Szpyra-Kozłowska, 2012 forthcoming). They do not stem from "the learners' inability to articulate certain sounds properly, but their lack of awareness that the segmental and sometimes prosodic make-up of the problematic items is different from the one stored in their phonetic memory" (Szpyra-Kozłowska and Stasiak, 2010: 3). "Phonetically deviant words" (ibid.) occur frequently in non-native speech and may not only "decrease Polish learners' comprehensibility and intelligibility" (Szpyra-Kozłowska, 2012: 243) but also be irritating for native listeners (Szpyra-Kozłowska and Stastiak, 2010; Szpyra-Kozłowska, 2012). Although there exist a significant number of English pronunciation materials, they deal almost exclusively with the issue of teaching segments and prosodies and usually do not address this problem (Szpyra-Kozłowska, 2012 forthcoming). Taking the aforementioned issues into consideration, it appears that "phonetically deviant words" (ibid.) are an interesting and important object of study. On the other hand, the full scope of such mispronunciations is difficult to define without sufficient evidence.

The aim of this study was to develop a corpus-based typology of "phonetically deviant words" (ibid.) in the speech of Polish learners of English. The study is based on the spoken component of the PELCRA Learner English Corpus (PLEC) (Pęzik, 2012 forthcoming)¹, which contains time-aligned interviews and other spoken interactions of Polish learners of English. Parallel to the orthographic tier, the PLEC transcriptions contain manual annotations of mispronounced words. The explicit error annotation tier of the corpus makes it possible to investigate the relative frequency of word mispronunciations as well as investigate the possible patterns among them. Using the corpus evidence available, the authors compare the frequency of "phonetically deviant words" (ibid.). Another important aim of the paper is to explore the applicability of a corpus-based approach in studying pronunciation errors. Finally, one practical outcome of this study is a corpus-based index of the commonly mispronounced words by Polish learners of English, which may be used to prioritize certain lexical items in pronunciation courses and thus help develop syllabuses and materials in teaching English pronunciation.

¹ see: pelcra.pl/plec

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WHEN PEOPLE AND ACCENTS MEET: POLES' ATTITUDES TO FOREIGN-ACCENTED POLISH AND ITS USERS

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Extensive research on native speakers' attitudes towards foreign accents and their users carried out in immigrant-receiving countries such as, for example, Great Britain, the United States and Australia (e.g. Kalin and Rayko 1978, Lippi-Green 1997, Munro, Derwing and Sato 2006), has allowed specialists to formulate several cross-cultural generalizations concerning reactions to accented speech. For instance, according to Munro, Derwing and Sato (2006), foreign accents often evoke negative social evaluation and even discrimination because of native speakers' stereotypes and prejudices, and, in Lippi-Green's (1997) view, listeners' goodwill plays a crucial role in comprehending accented speech. Moreover, it is often claimed (e.g. Lev-Ari et al. 2010) that the degree of accent exhibited by a speaker has a strong impact on the listeners' assessment of their personality traits such as credibility, intelligence and competence.

Contemporary Poland, where Polish-speaking foreigners, although growing in number, are still a relative rarity for the majority of the citizens, constitutes an interesting and yet unexplored ground for testing the universality of claims concerning the relationship between the listeners' cultural prejudices and their evaluations of foreign speakers' accents as well as personality traits. In this paper we report on a empirical study in which 40 Polish students assessed 11 samples of foreign-accented Polish (produced by American, French, Italian, Russian, British, Ukrainian, Spanish, Hungarian, Romanian, German and Turkish learners) both in terms of accent features and personality traits ascribed to the speakers. More specifically, we have been concerned with finding answers to the following questions:

- Do Polish listeners' attitudes towards the cultural background of foreign speakers affect their evaluation of accented Polish speech (its comprehensibility, foreign-accentedness and acceptability)?
- Do Polish listeners' attitudes towards the cultural background of foreign speakers affect their ratings of the speakers' personality traits (their intelligence, education, responsibility, trustworthiness and pleasantness)?

• Does Polish listeners' assessment of foreign speakers' accent features correlate with their judgments concerning the speakers' personality traits?

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FINNISH PUPILS' COMMUNICATIVE LANGUAGE USE OF ENGLISH IN INTERVIEWS IN BASIC EDUCATION

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The aim of this paper is to describe, analyse, and interpret Finnish pupils' communicative language use of English in interviews in basic education. This paper is based on PhD research conducted among plurilingual pupils. The pupils' communicative language use of English was studied through analysis of communication strategies and language functions. The study was a case study which contained ethnographic features.

The research questions were the following: 1.What communication strategies do Finnish pupils use to cope with the interviewer's questions in interviews, 2. What language functions do the Finnish pupils use when speaking in English, and 3. In what ways does an English-language interviewer support the pupils' coping with English?

The data consisted of pupils in grades 1-6 who were in Content and Language Integrated Learning (CLIL) classes and studied partly in English. The pupils (n=7) were interviewed once at the end of each spring term during their first six school years, which provided 42 audio-recorded interviews, 5–15 minutes in length. The data was analysed through qualitative content analysis methods.

The main research findings were that the pupils were able to communicate in English by using various communication strategies and language functions from grade 1 onwards. The interviewer's role in helping pupils to cope in interviews was particularly important in grades 1–2 when with the help of the interviewer the pupils managed to communicate successfully. The interviewer spoke English as his mother tongue. The older the pupils were, the less help, that was needed, and the interviews had more and more conversational features.

There were differences in using communication strategies between pupils and grades. Some of the pupils were strongly using achievement strategies and others avoidance strategies. In the early grades, more avoidance strategies were identified, but with the help of the interviewer the communication breakdowns were avoided. Also various language functions were identified in Finnish pupils' communicative language use of English. The language functions were usually informative in character, but more

argumentative features existed the older the pupils were. Both communication strategies and language functions used by the pupils were concentrated in a few common categories in grades 4–6. The interviewer used a lot of strategies to support the pupils coping in English in interviews. He was able to change his strategies according to the pupils' needs to maximise the pupils' communicative language use of English, because the interviewer knew the pupils beforehand.

The data also demonstrated that pupils with multicultural background were good in communicative language use overall and some of them were able to use several foreign languages.

IMMEDIATE AND DISTRACTED IMITATION IN SECOND-LANGUAGE SPEECH: UNRELEASED PLOSIVES IN ENGLISH

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Imitative tendency for speech starts young and persists into adulthood. Recent research has demonstrated that talkers who are asked to repeat recorded words sampled from another talker converge on multiple acoustic features with the sample talker relative to their baseline utterances (Babel 2012; Honorof et al. 2011; Pardo et al. 2012). It points to the fact that even sound categories in the native language are labile and that speakers are able to manipulate subphonemic properties in their utterances. Such observed imitative tendencies importantly influence our understanding of how learners produce and acquire L2 speech sounds. It appears that immediate shadowing after a model talker may result in temporary readjustment of learners' productions in convergence with the model. However, the magnitude and persistence of this effect is still undetermined.

In the current study we tested phonetic imitation of English unreleased plosives by Polish learners. In English, sequences of two plosives are characterised by the lack of the release burst of the first plosive in both same-POA and different-POA configurations. On the other hand, Polish has a high rate of released plosives in different-POA configurations. This typological difference leads to the unnatural tendency of Polish learners to produce an intervening burst in a sequence of two plosives in English. We used two types of imitation tasks - immediate and distracted to investigate if Polish learners can imitate the lack of release burst when shadowing the native-speaker model. Fifteen Polish learners of English participated in three tasks: (1) reading orthographic representations of words with plosive sequences (baseline condition); (2) imitating immediately after a recorded model (immediate imitation); (3) imitating after a recorded model while being distracted by a cognitive task (distracted imitation).

The results were expected to contribute to the current discussion on convergence with a speaking model in second-language speech as well as to demonstrate if distraction significantly impairs imitative effects.

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Assessing the status of /t/ in Ghanaian English: An auditory and acoustic-phonetic analysis

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The current paper presents first results of an auditory and acoustic-phonetic study on the realisation of /t/ in acrolectal Ghanaian English (GhE), which is part of a larger study of the acoustic features of both GhE consonants and vowels. Compared to other varieties, African Englishes (AfrE) are still under-researched, particularly as regards acoustic-phonetic features (but see Mutonya 2008, Mesthrie 2010 and Hoffmann 2011 for notable exceptions on vowels). However, to our knowledge there is as of now no acoustic study of consonantal variation in AfrE.

Previous research by Huber (2004) suggests that speakers of the Fante dialect of Akan, the dominant L1, transfer an allophonic pattern whereby /t/ is realised as affricated [t^s] before front vowels and [t] in all other contexts into English, yielding realisations such as Martin [mat^sin]. Adjaye (2005) extends this finding to speakers of Ga and all contexts except when /t/ follows word-initial /s/ or precedes tautosyllabic /r, w, j/. More recent auditory findings (Huber & Brato 2008; Failer 2010) also suggest that affricated realisations are on the rise in various positions and that these may become a supra-ethnic Ghanaian marker.

Based on high-quality recordings of seven Ghanaian exchange students collected in a professional recording studio, we trace the exact status of the distribution of nonglottalised variants of /t/ in acrolectal GhE using a carefully designed wordlist and Deterding's (2006) *Wolf* passage. In order to supplement the auditory findings, we have taken several acoustic measurements in Praat (Boersma & Weenink 2008):

- 1. Duration of stop closure
- 2. Duration of voice-onset time (VOT) for prevocalic tokens
- 3. Duration of release for word-final tokens
- 4. Zero-crossing rate of VOT/final release.

In addition to that we assess the acoustic differences between affricated final $[t^s]$ and the sequence [ts] as in plural or inflected forms.

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THE SHOE IS ON THE OTHER FOOT: A CASE STUDY OF ATTEMPTED LATE ACQUISITION OF POLISH

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After numerous visits to Poland in which she acquired a respect and admiration for the Polish people, and in gratitude for their friendship, the author resolved to learn a bit of Polish before her next trip. As a linguist who had absorbed the basics of several Indo-European languages, she felt a degree of confidence that she could succeed in this venture. She approached her new task with a set of expectations about the nature of IE languages, to find many of them overoptimistic. The search for cognates, for example, proved to be unrewarding, the term "samochod" for "car" being her first challenge. She was also struck by several features of the normally well-behaved verb "to be", such as the on-and off use of a following instrumental case and a partial M/F distinction in the past tense. Delights included the (at first puzzling) use of "niemiec" for German. After a few months of lessons with a very experienced teacher who was herself a native speaker of Polish, the author was forced to admit that her mental model of herself as a language learner needed to be revised. Further reasons will be revealed in the course of this paper.

STRATEGIES FOR PERCEPTION OF SPOKEN ENGLISH

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Our previous research on perception of gated casual English by university students suggests that *ceteris paribus*, Polish students are much more accurate than Greeks. A recent pilot study of casually-spoken Polish leads us to the conclusion that many

shortcuts found in English are also common in Polish, so that similar perceptual strategies can be used in both languages, though differing in detail. Based on these preliminary results, it seems likely that perceptual strategies across languages tend towards the "eagle" approach - where a birds-eye view of the acoustic terrain without too much emphasis on detail is found - or the "roadrunner" approach, where phonetic detail is followed closely. In the former case, perceivers adjust easily to alternation caused by casual speech phonology while in the latter, perceivers expect little variation and possibly even find it confusing. Native speakers of Greek are "roadrunners", since there is little phonological reduction in their language, there is little difference, for example, between stressed and unstressed syllables. We suggest that native speakers of Polish join English. There is a conceptual similarity between this idea and that of the stress- or syllable-timed language, and we hypothesise that as in this case, there is a cline rather than a sharp division between eagles and roadrunners. As usual, more research is called for.

AN ANALYSIS OF FOREIGN ACCENT IN L3 - A study of perception

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The aim of the study is to analyse the foreign accent in L3. In order to do that a perception study with a FAR (Foreign Accent Rating) procedure was designed. The material for the rating was obtained from a group of 18 Polish immigrants in Denmark who speak English as a third language (L1 Polish, L2 Danish, L3 English) and some of whom admitted knowing yet a fourth language. There were two groups of raters: Poles and Danes. Both groups were asked to listen to the speech of the participants and were told that some of the people are Polish or Danish, respectively, and some are of foreign origin and the task is to judge who belongs to which group. The most probable sources of foreign accent in L3 seem to be the all-time privileged L1 and L2, which as the language which chronologically is before L3, can be a major source of CLI in third language acquisition (Hammarberg 2001, Hammarberg & Hammarberg, 2005, Wrembel 2008, Wrembel 2010). Thus, the most important hypothesis is that the greater the FAR awarded by Poles, the lower the FAR awarded by Danes. This negative correlation would confirm that the majority of accents are explainable by means of L1 or L2 which is in a sense double-checked by the other group's results. Having established that both major sources of transfer are reflected in the speech of the participants, the question is why people with the same language set should have different accents in their third language. In order to answer this question a multiple regression analysis is carried out which point to the importance of factors such as language of instruction. When the results fail the double checking, regression provides a possible culprit, namely L4.

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FOREIGN ACCENTS IN POLISH: NON-NATIVE SPEAKERS' AND NATIVE LISTENERS' VIEWS

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As in recent years a growing number of foreigners have been settling in Poland and learning our language, Poles have found themselves in a fairly new situation of being increasingly exposed, both in direct contacts and through the media, to their mother tongue pronounced with a variety of foreign accents. In a series of studies (Szpyra-Kozłowska and Radomski 2012, in press, Szpyra-Kozłowska in press) we have undertaken an examination of how such accents are perceived and evaluated by Polish listeners. The issues that have come under scrutiny so far concerned identification of the speakers' origin, evaluation of different accents in terms of their intelligibility, degree of accentedness and acceptance, establishing the major perceptual properties of several accents and examining their salience.

In the present paper we focus on the participants of communication which involves accented Polish, i.e. non-native speakers and native listeners, and their views on this phenomenon. We examine them in them in two questionnaire studies, one administered to 40 foreign learners of Polish and the other one to 80 native listeners. Thus, our study sets itself the following goals:

- to examine what attitudes Poles take towards Polish-speaking foreigners and their accents in particular (Questionnaire 2);
- to juxtapose these opinions with foreign learners' experience of Poles' reactions to accented Polish (Questionnaire 1).

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"THE INTERNET HAS BEEN THE GREATEST TEACHER." LEARNERS' ACTIVE ROLE IN PRONUNCIATION LEARNING

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This paper reports on an interview study with EFL learners, aiming to explore learners' perceptions and views on English pronunciation teaching. The interviews are part of a wider study, mapping English pronunciation teaching practices in the context of Finnish schools. The participants of the present study were ten EFL learners studying in the public educational system of Finland. Most of the participants were pupils attending basic education class nine, i.e. 15–16-year-old lower secondary level pupils. In addition, two primary level pupils attending basic education class four, and two upper secondary school pupils were interviewed to obtain a range of views from pupils of different ages. The thematic interviews were semi-structured, and the learners were encouraged to speak freely about the English pronunciation teaching they were receiving and about their opinions on that. In addition, they were asked to discuss their goals in English pronunciation, and to consider their pronunciation learning in different learning environments (formal vs. informal).

In this presentation, a special emphasis is laid on addressing the learner's active role, or, agency, in pronunciation learning. I shall explore learners' awareness of the resources available to them for pronunciation learning, and whether they identify their learning both in class and out of class. In addition, I shall discuss their goals and overall evaluations of the pronunciation teaching they are receiving. The learners do not seem to have aspirations for native-like pronunciation, but rather aim for intelligible and fluent speech. Only few have an accent preference (British or American). The primary level learners are happy with the amount of pronunciation teaching, whereas most of the lower and upper secondary level learners claim that pronunciation is not taught sufficiently. Despite their depreciation of the pronunciation at school. In addition, many of the learners described pronunciation learning outside school, e.g. through media and personal encounters.

PERCEPTIONS OF NON-NATIVE PRONUNCIATION OF ENGLISH BY NATIVE SPEAKERS

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The author has been specializing in Phonetics and Phonology, Pronunciation, Spoken Fluency and Accents of English at University for 20 years. Her doctoral research tries to find correlations between strictly technical, phonetic assessment of first-year students' pronunciation of English and its correlation with the perceptions of the same speech by lay native speakers of English.

A theoretical sociolinguistic and phonetic framework is provided to facilitate these investigations. The former is a research in literature to date about personality perception based on pronunciation, about the role of a model to follow in speaking and teaching and the complex of social, educational and other implications the pronunciation of English has. The latter, phonetic studies include thoughts on suprasegmental features in English as opposed to those in Czech. The research itself begins with the analysis of 26 authentic comments about English pronunciation made by speakers of English and Czech. They show that frequent misconceptions, misunderstandings and much frustration is caused by Czech learners' ignorance of the dynamic and rhythmic structure of English as well as by English speakers' failure to comprehend and alleviate these difficulties. The most substantial part of research involves a video recording of 15 students of English at the beginning of their studies reading and speaking off-hand. This recording is analysed by 6 assessors, speakers of different varieties of English, by means of a simple questionnaire using sociolinguistic criteria. The assessments are quantified and compared to a phonetic assessment done by the author, a specialist in pronunciation. Correlation charts by various criteria are provided. Results show that the key factors in positive personality perception and intelligibility are appropriate loudness and tempo of utterance. These factors make the difference between average and inferior speakers.

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SPECTRAL CHARACTERISTICS OF SCHWA IN CZECH ACCENTED ENGLISH

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Foreign accents manifest themselves in various domains of speech architecture. In the segmental area, individual vowels and consonants may display interesting deviations from what is perceived as standard or canonical for native speech, while the specific suprasegmental or prosodic features cause no less remarkable differences in stress, intonation or rhythm. Our study unites the segmental and suprasegmental domains quite firmly through its object of investigation. It focuses on the lax central mid vowel, also known as *schwa*, which, due to its unique behaviour, is responsible for perceptual effects in the sphere of speech rhythm (along with stress and intonation, even if its impact there is less direct).

We show that the requirements of quantitative description in current phonetics of foreign accents can be met even in the case of this very changeable vowel. The differences between native and non-native schwa are sought in the spectral domain. The traditional vocalic descriptors, the formants, are known to be unstable in the surface forms of this vowel (see, e.g. [1, 2]) but there is still enough information in the spectral patterns that can be used to differentiate between native and non-native schwa. In particular, we use attributes of the spectral slope to demonstrate their correlation with the perceptual differences (cf. also [3, 4]). Our improved measure of the spectral slope [5] seems to be quite suitable for the task. Our material consisted of recordings of read news bulletins. The texts were realistic, taken from the broadcast of the BBC World Service. However, we asked non-professional speakers of both Czech and British origin to read them out to avoid confusion between professionalism and nativeness. Altogether 1452 schwas were found in the recordings, of which 692 occurred in monosyllabic grammatical words (weak-form words).

As expected, formant measurements did not produce any useful effect and confirmed previously identified excessive variation. However, formant bandwidths (especially in the case of F2) indicated significant difference between native and Czech-accented English and so did the quantification of the spectral slope: F(1, 690) = 5.13; p = 0.024.

Clearly, new methods and approaches to speech signal provide an opportunity to achieve deeper understanding of valuable details in foreign accent research. The perceptual impact of the indicators used in our probe will be explained in the presentation.

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MUTUAL INTELLIGIBILITY OF ENGLISH CONSONANT'S PRODUCED BY CHINESE, DUTCH AND AMERICAN SPEAKERS OF ENGLISH

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Little is known about the loss of intelligibility of detailed consonants incurred by L2 speakers when they communicate with native L1 listeners. Even less is known about the differences in intelligibility of these consonants among L2 English speakers of diverse national backgrounds, such as Chinese-accented speakers of English versus Dutch-accented speakers. The first aim of our study is to test the hypotheses that (i) Dutch-accented English consonants are more intelligible to native listeners of English than their Chinese-English counterparts, and (ii) both foreign-accented consonant varieties are less intelligible to L1 English listeners than native English. Hypothesis (i) follows from a contrastive analysis of the sound systems of the languages involved, showing that Dutch and English are more similar in their sound structure than Chinese and English. Our third hypothesis relates to the relative intelligibility of the three types of English for non-native listeners. Two hypotheses are plausible: (iii) L1 English is always more intelligible to listeners of any nationality, since it optimally conforms to the norm the foreign speaker/listeners were taught to adhere to, or (iv) Dutch English is more intelligible to Dutch listeners, and Chinese English to Chinese listeners, as these varieties embody precisely the interference phenomena that the L2 speakers are used to.

We targeted on the full set of 24 intervocalic English single consonants, which were included in a list of /aCa/ nonsense words. The sole purpose of this list was to elicit the 24 English consonants in a symmetrical, identical vowel frame. The use of nonsense items was unavoidable. We made recordings of 20 speakers and selected 1 male and 1 female as the final speakers in each group. The selection procedure will be presented during the talk. We played the recording of 24 English consonants in the structure of /aCa/ produced by 1 male and 1 female Chinese, Dutch and American speakers of English. Perception experiments were carried out in UCLA, Jilin University and Leiden University. Listeners from China and the Netherlands had not studied English beyond the secondary-school level and had never lived in an English-speaking environment. In this talk we will present for each combination of speaker and listener group a detailed analysis of the confusion structure in the perception of the English consonantal contrasts. The results reveal characteristically different confusion patterns for each speaker and listener group. Much of the confusion structure can be accounted for in terms of L1 interference.

LANGUAGE EXPERIENCE, ACCULTURATION AND PHONETIC VARIABLE PATTERNS IN POLISH IMMIGRANTS TO THE UK: SELECTED OBSERVATIONS

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The relationship between acculturation and language has been well documented both in the immigrant and second language acquisition literature. On the one hand, language skills have been recognized as an essential component of psychological adjustment in an immigrant setting (e.g. Ward et al. 2001), and on the other hand, the concept of acculturation has been employed for predicting success in target language skill development (Schumann 1986). Moreover, as demonstrated by research into the effect of ethnic group affiliation on the development of phonological variables (Gatbonton et al. 2011, Waniek-Klimczak 2009), acculturation patterns may determine the level of accuracy in the production of selected elements of the target language. The study reported here explores the relationship between acculturation strategy and the use of selected phonetic variables by recent Polish immigrants to the UK. The data collected in the course of structured interviews offer interesting insights into the dynamism of language experience and ethnic group affiliation in the case of a specific group of immigrants chosen for the study - young professionals with the minimum of MA degrees, living in the UK for at least 6 years prior to the recording. Following earlier studies (Waniek-Klimczak 2011), this presentation, this presentation concentrates on language and accent experience of the respondents and their cross-cultural exposure viewed as a learning experience.

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INVESTIGATING THE ACQUISITION OF L3 PHONOLOGY: VOT PATTERNS FROM A MULTILINGUAL PERSPECTIVE

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The present contribution aims at investigating the roles of the L1 and the L2 as potential sources of cross-linguistic influence (CLI) in the acquisition of third language phonology. The existing body of the literature on third language phonological acquisition points to the complex and sometimes conflicting patterns of transfer from

native and non-native languages (e.g. Hammarberg & Hammarberg 2005; Gut 2010; Llama et al. 2010; Wrembel 2010, 2011).

The paper is expected to provide new insights into the multidirectionality of transfer of VOT patterns in trilingual acquisition. I intend to compare and critically analyse the findings of a series of my studies investigating the sources of cross-linguistic influence (CLI) in the acquisition of Voice Onset Time (VOT) in a third language. The conducted L3 studies involved different language combinations; (1) L1 Polish, L2 English, and L3 German; (2) L1 Polish, L2 English, and L3 French; (3) L1 Polish, L2 French, and L3 English; (4) L1 German, L2 English, and L3 Polish. The participants were recorded reading lists of words in carrier phrases in the three respective languages (L1, L2 and L3) and the recordings were subsequently analyzed for the degree of aspiration of voiceless stops in stressed onset positions.

The findings revealed unique interlanguage VOT patterns as the multilingual subjects contrasted between VOT length in all three language systems. The reported L3 values corresponded in most cases to compromise VOT values, i.e. intermediate between L1 and L2 mean VOT, thus corroborating the co-existence of the L2 effect and underlying L1 interference, and substantiating the assumption of a combined cross-linguistic influence in the L3 acquisition (cf. de Angelis 2007). The results will also be discussed as referring to related SLA research findings (e.g. Flege 1987, Waniek-Klimczak 2011) as well as interpreted within the transfer models proposed for multilingualism (i.e. Bardel & Falk 2007; de Angelis 2007; Flynn et al. 2004; Rothman 2011) in an attempt to provide further theoretical conceptualization of the L3 phonological acquisition.

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PHONETIC IMITATION IN POLISH LEARNERS OF ENGLISH

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Phonetic imitation, also termed phonetic convergence or phonetic accommodation, is the process in which a talker takes on acoustic characteristics of another individual as a result of exposure to his or her speech (Babel, 2012). The phenomenon has been reported to take place in "cooperative, socially rich, dyadic interactions" (Babel, 2012: 178; Pardo, Cajori Jay and Krauss, 2010) as well as in "socially minimal situations where talkers are simply producing single words" (Babel, 2012: 178; Babel, 2010; Goldinger, 1998). It has also been found that imitation may be conditioned by several phonetic and social factors. For instance, Babel (2012) observed that participants in her study imitated $/\alpha$ and $/\alpha$ to a greater extent than other investigated vowels and that the degree to which the subjects converged was subtly affected by attractiveness ratings of the model talkers. Pardo, Cajori Jay and Krauss (2010), on the other hand, discovered that phonetic convergence may be affected by the talker's role in the interaction.

Although phonetic convergence has been investigated quite extensively (e.g. Babel, 2009; Babel, 2010; Babel, 2012; Goldinger, 1998; Pardo, Cajori Jay and Krauss, 2010; Honorof, Weihing and Fowler, 2011; Nielsen, 2011), a rather limited number of studies has been concerned with imitation in non-native speech (Kim, Horton, Bradlow, 2011) and the bulk of the research dates back more than two or three decades (Beebe, 1981; Young, 1988; Zuengler, 1982; Zunegler, 1987). Therefore, this study concentrates on phonetic imitation in the speech of Polish learners of English. The purpose of the study is to investigate whether native speakers of Polish imitate the length of English vowels and to determine whether the extent of phonetic imitation may be influenced by the model talker being a native or a non-native speaker of English. The participants, a group of first year students of English Studies, were asked to perform an auditory naming task in which they indentified objects and actions presented on a set of photos twice, without and without the imitation task. The imitation task was further sub-divided depending on the model talker being a native or non-native speaker of English (a native English SSBE speaker or a native Polish speaker fluent in English). As the aim was to investigate the variability in durational characteristics of English vowels, the series of front vowels $/a e_{I}$ i' were analysed in the shortening and lengthening b_t vs. b_d contexts.

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POSTERS

SOCIOLINGUISTIC ANALYSIS OF H-DROPPING

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H-dropping, a highly stigmatised tendency to lose pre-vocalic /h/ in a stressed, syllable-initial position (Romaine 1998) was discussed in many studies in which it was analyzed both synchronically and diachronically. In synchrony, major studies demonstrated the complexity behind the regional and social distribution of h-dropping. Trudgill (1974) in his study of Norwich had researched the social dispersion of the phenomenon and found that the tendency for h-dropping relied primarily on social class and style. On the contrary, Ramisch (2010), in his study of h-dropping based on material from the *Survey of English Dialects*, found that the spatial distribution of h-dropping was still detectable in regional varieties of Present-Day British English.

Taking the results of the previous studies into account, one might ask a question whether the traces of regional distribution of h-dropping can be found in social dialects from both traditionally h-dropping and h-retaining regions. The aim of this study was to provide an answer to this question. Thesis statement adopted for that purpose stated that speakers from regions in which h-dropping is not recorded in traditional dialects will drop the pre-vocalic /h/ in a stressed, syllable-initial position less frequently than speakers from regions where h-dropping appears as a feature of traditional dialects.

The study was divided into two parts: (1) the research of geographical dispersion of h-dropping recorded in the *Survey of English Dialects*, which made it possible to distinguish between h-dropping and h-retaining regions, and (2) the analysis of the effect which the regional distribution exerted on the sociolinguistic differentiation of the phenomenon in question. In the first part of the study, twenty randomly selected free morphemes were quantitatively analyzed and presented on a map. In the second, the recordings of ten speakers from the *International Dialects of English Archive* website divided into two groups of five (from either North or West England) were quantitatively analyzed with regard to possible contexts for h-dropping and the actual amount of aitches dropped.

It was found that the results showed no difference between the two groups, hence, the regional distribution of h-dropping did not seem to have any influence on hdropping in social dialects. However, because of many weaknesses of the study, such as the use of materials from the Internet or relatively small sample, further research is needed.

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AFRICAN AMERICAN VERNACULAR ENGLISH – IS AAVE A CARRIER OF CULTURAL IDENTITY?

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The poster is an effect of a study on African American Vernacular English, which is defined by Labov (1972:3) as the "nonstandard English spoken by black people in the inner city". Due to the extensive growth of the Hip Hop Culture in the second half of the 20th Century, the variety of English used by the performers of rap music started to be perceived as attractive by young people and rap enthusiasts, and came into fashion along with other elements of the culture, such as specific style of clothing, graffiti writing or breakdancing. As rap music industry is dominated by African-Americans, this variety happened to be AAVE.

The aim of the study was to check whether white American rappers who identify themselves with the Hip Hop Culture use AAVE constructions as often as African American rappers, which would support the thesis that AAVE is no longer an ethnic variety, but rather a cultural one and suggest that white rappers adjust the language they use to be accepted within the black dominated hermetic society. The study is an analysis of eight rap songs – written both by African Americans and non-African Americans and investigated in terms of the frequency of occurrence of AAVE grammatical features. The results of the study show that non-African Americans do use AAVE structures (24 instances). Nonetheless, their usage of AAVE features was restricted only to the two most common ones. It was also found that in the lyrics written by African American rappers, the instances of salient features of AAVE grammar were not only more common (65 occurrences) but also much more varied.

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DOES ENGLISH PROFICIENCY INFLUENCE THE PRODUCTION OF EPENTHESIS IN LOANWORDS? PRELIMINARY RESULTS FROM A PRODUCTION STUDY IN BRAZILIAN PORTUGUESE

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In Brazilian Portuguese (BP), words borrowed from English and ending with a final obstruent undergo a phonological adaptation process consisting in the addition of epenthetic schwa to the final obstruent, a phenomenon known as 'vowel paragoge'. One example of vowel epenthesis in loanwords may be found in *'internet*', which is pronounced as [intern ϵ te], [intern ϵ tI] or [intern ϵ tJI] according to the regional variety of BP spoken [1]. The process of 'vowel paragoge' also occurs in the speech of BP learners of English, who tend to simplify the English syllabic structure by adding an epenthetic vowel to an obstruent in coda position, thus turning CVC syllables into a CVC.V sequence. Studies of BP second language acquisition have shown that vowel

paragoge tends to decrease over time together with the increase of proficiency in L2, especially when explicit instruction on how to pronounce stops in word-final position is provided ([1],[6],[7]).

Recent studies have shown that L2 learning has an effect on L1 phonetic categories ([2],[3],[4],[5]). It is then possible that a high level of proficiency in English L2 might affect the occurrence of paragoge in loanwords as pronounced by BP native speakers. This paper addresses this issue. In particular, the following hypotheses are tested:

- do different levels of proficiency on English correlate with different degrees of paragoge occurrence?
- do different consonantal contexts have an effect on the occurrence of paragoge?
- is the quality of the epenthetic vowel influenced by the preceding vowel?

To test these hypotheses, BP subjects were asked to read a set of isolated word-final stops in loanwords borrowed from English. No explicit instructions were given to the participants. The subjects are 12 native Brazilian speakers, 2 subjects were monolinguals, 2 were beginning speakers of English L2 (A1/A2 level of the Common European Framework of Reference), 4 were intermediate or upper-intermediate speakers (B1/B2 level) and 4 were advanced speakers (C1/C2). Acoustic analyses, using the program Praat, were performed to check for the occurrence of paragoge as well as measuring the vowel quality. The outcome of the study, currently in progress, confirms the hypothesis that high proficiency in English L2 limits the production of epenthesis in loanwords borrowed from English.

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TARGET GROUP EFFECT ON ACCENT USED IN RADIO ADVERTISING

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In my study I concentrated on the major non-standard pronunciation varieties of British English as used in radio advertising. The aim of the study was to determine whether there is a relation between the target group of an advertisement and a certain phonetic variety of language that has been employed in this advertisement, and if consistency in employing specific varieties of English in advertisements with similar target markets is present.

In order to achieve this goal I recorded a sample of advertisements during ad breaks on the second most popular English non-BBC radio. After gathering a sample big enough I analyzed the recordings in search of markers of non-standard varieties of English. Then, using J.C. Wells' (1982) *Accents of English* and *English Accents and Dialects* by Hughes, Trudgill and Watt, (2005) I assigned the samples to specific accents of English used in the British Isles. Thereafter, I assigned target groups to the advertisements, in regard to gender, age, and social class.

Then, I assessed the percentage of advertisements in which a non-standard variety is employed, and also the relation between specific target groups of the adverts and usage of specific accents of English.

The results showed that about one fourth of the recorded advertisements contained markers of non-standard pronunciation, but no clear patterns of employing specific accents in advertisements addressed to specific target groups emerged.

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THE REPRESENTATION OF THE MIDDLE ENGLISH NORTHERN DIALECT IN TEXTS FROM THE NORTH AND THE SOUTH: A COMPARATIVE STUDY

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The linguistic situation in England after the Norman Conquest was very complex. The prestigious functions of language were taken over by French and Latin while English was spoken mainly by the lower classes of society. The lack of a "standard" variety was the main reason for dialectal diversity in Middle English (Crystal 2004). Scribes were trying to illustrate the way people spoke, so it can be assumed that the great variation in Middle English spelling was a reflection of people's pronunciation (McIntyre 2009).

This study aims to compare the representation of the Middle English northern dialect in two fragments of mediaeval texts from different geographical regions: the initial lines of the *Prologue* to *Cursor mundi* (north, 14th century), and the 'northern speech' from Geoffrey Chaucer's *The Reeve's Tale* (south, 14th/15th century). The following research question was formulated for the purpose of the comparative analysis: *Does Chaucer imitate the northern dialect consistently and faithfully?* The criteria concerning phonology/spelling were based mainly on Freeborn (1992). The number of features, contexts/occurrences and vocabulary variation regarding northern features in the two texts were counted and compared with each other. It was expected that Chaucer, being a Southerner, would not be able to imitate the northern dialect without any mistakes. Moreover, he was expected to use only the most recognisable northern features.

The results of the study supported the hypothesis. Interestingly, the features that Chaucer used most frequently were *the use of* <a,aa> *instead of* <o,oo> and <-s/-es> *ending of verbs in 3rd person sg*, i.e. those which were easily recognisable on the basis of hearing, not spelling. Furthermore, it was found that the lexicon concerning the selected northern features used in The Reeve's Tale is far less varied when compared to the Prologue to Cursor mundi.

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