University of Łódź
Institute of English Studies
Department of English Language and Applied Linguistics

ACCENTS 2016

ACCENTS IN CONTEXT

10th International Conference on Native and Non-native Accents of English

Łódź, December 1-3, 2016

www.filolog.uni.lodz.pl/accents

THE BOOK OF ABSTRACTS

edited by
Przemysław Ostalski

ACCENTS 2016
CONFERENCE PROGRAMME

Thursday, December 1st

Venue: Training and Conference Centre University of Łódź, Kopcińskiego 16/18

10.00-14.00 Registration
13.00-14.00 Lunch

14.15-14.30	Conference Opening	Aula
14.30-15.20	Plenary talk Chair: Ewa Waniek-Klimczak **Katarzyna Dziubalska-Kołaczyk** ***Accents in the phonological context: In search of a BIG PICTURE***	Aula
15.30-18.30	**Parallel sessions**	
15.30-16.30	Session1 Room 1 Chair: Linda Shockey	Session 2 Room 4 Chair: Pekka Lintunen
15.30-16.00	Marek Radomski *Edge epenthesis vs. internal epenthesis in the adaptation of Polish onset consonant clusters by native speakers of English – the role of the Syllable Contact Law*	Miroslav Ježek *'Ain't posh enuff to be RP': a sociolingustic study of Received Pronunciation in native and non-native environments*
16.00-16.30	Małgorzata Kul and Paulina Zydorowicz *How many possible reduction processes affecting consonants are actually realized in English and Polish?*	Agnieszka Bryła-Cruz *Gender factor in perception of English segments – pilot study*

16.30-17.00 Coffee break

17.00-18.30	Special session: Usage-based Phonology Convener: Linda Shockey Room 1	Session 2 Chair: Šárka Šimáčková Room 4
17.00-17.30	Linda Shockey Usage-based phonology	David Levey *Gibraltar after Brexit*
17.30-18.00	Geoff Schwartz *Usage is phonological*	Easter Faasoo-Tuilagi ***B**all or **P**aul? **G**oat or **C**oat: The difference in pronunciation of voiced and voiceless oral stops by Samoa and New Zealand born students*
18.00-18.30	Special Session Discussion	Chiung-Yao Wang *Who doesn't speak with an accent?*

19.00. Dinner

Friday, December 2nd

Venue: Training and Conference Centre University of Łódź, Kopcińskiego 16/18

9.00-9.50	Plenary talk Chair: Katarzyna Dziubalska-Kołaczyk Aula **Pavel Trofimovich** ***Second language comprehensibility: Implications for the teaching and learning of pronunciation***	
10.00-13.30	**Parallel sessions**	
10.00-11.00	Session 1 Room 1 Chair: Anna Balas	Session 2 Room 4 Chair: Piotr Steinbrich
10.00-10.30	Šárka Šimáčková and Václav Jonáš Podlipský *Foreign language learners pay attention to phonetic detail in the input: GOOSE and FOOT fronting in non-native English*	Pekka Lintunen and Pauliina Peltonen *Short-term gains in L2 speaking skills? Examining fluency development during an oral skills course*
10.30-11.00	Monika Konert-Panek *Overshooting Americanisation. Accent stylisation in pop singing – acoustic properties of the BATH and TRAP vowels in focus*	Ewa Guz *The relationship between speech fluency, complexity and accuracy in highly proficient L2 learners*

11.00-11.30 Coffee break

11.30-13.30	Chair: David Levey Room 1	Chair: Jan Majer Room 4
11.30-12.00	Kamil Malarski and Mateusz Jekiel *The acquisition of nonrhoticity in musical and nonmusical advanced Polish students of English*	Alice Henderson *Filming and think-aloud protocols: A rare window into the pronunciation classroom*
12.00-12.30	Katalin Balogné Bérces and Ágnes Piukovics *The acquisition of non-rhoticity by Hungarian learners of English*	Anastazija Kirkova-Naskova *Enhancing L2 sound perception and phonological awareness: learner views about a classroom-based perceptual training*
12.30-13.00	Magda Zając */r/ quality and rhoticity in the speech of Polish learners of English: stylistic variation*	Małgorzata Baran-Łucarz *The link between FL pronunciation anxiety and motivation: Results of a mixed-method study in the Polish EFL context*
13.00-13.30	Jan Jakšič and Pavel Šturm *Attitudes of Czech secondary-school students towards English learning and towards British and American accents of English*	Marta Nowacka *Spelling in pronunciation instruction, once again: the usefulness of Words Commonly Mispronounced to learners of six different L1s*

13.30-15.00 Lunch

Friday, December 2nd afternoon

Venue: Training and Conference Centre University of Łódź, Kopcińskiego 16/18

15.00-15.50	Plenary session	Chair: Pavel Trofimovich	Aula
	Jan Volín ***Prosody of Accented Speech Reconsidered***		

16.00-18.30	**Parallel sessions**	
16.00-17.00	Session 1 Room 1 Chair: Agnieszka Bryła-Cruz	Session 2 Room 4 Chair: Radek Skarnitzl
16.00-16.30	Anna Balas *English vowel perception by Polish learners in a formal setting*	Andrzej Porzuczek and Arkadiusz Rojczyk *English word stress in Polish learners' speech production and perception*
16.30-17.00	Jhao-nan Hong and James H. Yang *Effects of a pronunciation computer program on the acquisition of English phonemes and word stress*	Anna Gralińska-Brawata and Paulina Rybińska *Teaching Word stress to Polish advanced students*

17.00-17.30 Coffee break

17.30-18.30	Chair: Agnieszka Bryła-Cruz Room 1	Chair: Radek Skarnitzl Room 4
17.30-18.00	Izabela Molińska *Poles in Ireland: the use of Hiberno-English slit-t*	Dorota Lipińska *Teaching L2 intonation: how successful can it be?*
18.00-18.30	Ewa Waniek-Klimczak and Aleksandra Matysiak *Poles in the UK: Rhoticity revisited*	Jan Volín, Damien Galeone and Wesley Johnson *Intonation contours over word-length units in English-accented Czech*

19. 00 Conference Dinner

Venue: Klub Nauczyciela, ul. Piotrkowska 137/139, 90 - 434 Łódź

Saturday, December 3rd

Venue: Philology Faculty Building, Pomorska 171/173

9.00-9.50	Plenary session Chair: Jan Volín A5 **Mirosław Pawlak** **Applying a macro- and micro-perspective to the study of pronunciation learning strategies**	
10.00-13.00	**Parallel sessions**	
10.00-11.00	Session 1 Room A5 Chair: Alice Henderson	Session 2 Room 2.20 Chair: Geoff Schwartz
10.00-10.30	Iga Krzysik, Halina Lewandowska *English pronunciation training through the eyes of university graduates*	Jan Volín and Terezie Johaniková *Acoustic energy in English structural words: Native vs. Non-native patterns*
10.30-11.00	Grzegorz Krawczyk *English pronunciation teaching in Polish schools: law regulations, reality – as seen by English philology students – and possible solutions*	Klementina Jurančič Petek and Aleš Brglez *Artificial neuron network (ANN) techniques in investigating L1 dialect interference in the pronunciation of English in Slovenia*

11.00-11.30 Coffee break

11.30-13.00	Chair: Pavel Trofimovich Room A5	Chair: Andrzej Porzuczek Room 2.20
11.30-12.00	Catherine Pease, Sam Hellmuth and Marta Szreder *Accentedness, comprehensibility and intelligibility of L2 speech: a replication and extended study*	Marcin Bergier *Temporal variations of function word vowels in the production of native and advanced L2 English. Weak and strong form realizations of <had> in longitudinal and contrastive study*
12.00-12.30	Dagmar Hanzlíková and Radek Skarnitzl *Credibility of native and non-native speakers of English revisited: Do non-native listeners feel the same?*	Ágnes Piukovics *With or without phonetic symbols – towards a consensus on their role in teaching English pronunciation*
12.30-13.00	María Luisa García Lecumberri, Rubén Pérez Ramón and Martin Cooke *A calibration of acoustic continua for the assessment of foreign accent*	Kacper Łodzikowski and Grzegorz Aperliński *Usage patterns of an online allophonic transcriptor*
13.00-13.30	Conference Closing Room A5	

13.30-15.00 Lunch (Conference Centre, ul. Kopcińskiego 16/18)

CONTENTS

PLENARY SPEAKERS

PARALLEL SESSIONS

PLENARY SPEAKERS

ACCENTS IN THE PHONOLOGICAL CONTEXT: IN SEARCH OF A BIG PICTURE

Katarzyna Dziubalska-Kołaczyk
Adam Mickiewicz University
dkasia@wa.amu.edu.pl

Every phonological theory needs to and does provide an account of acquisition. Specific studies of the acquisition of sounds, however, more often than not ignore phonology. Similarly, any theory of language necessarily encompasses acquisition. Again, acquisition studies tend to neglect the entirety of language system. How is such unidirectionality even possible? Arguably, it constitutes a methodological fallacy.

I will argue for a holistic theory of language, which provides a BIG PICTURE rather than a collection of observable or elicited details. A theory which explains acquisition in all relevant aspects, i.e. L1, L2, L3, and any cross-linguistic influence, including language attrition and death. A theory which would allow linguists to widen the context of their investigation, and thus be by default interdisciplinary and open to transdisciplinarity.

For a multilingual acquisition scenario, including the roles of native vs. non-native accents, as well as didactic aims, I propose to study L1-driven processes of *repair*, to widen the study of phonetic categories or bundles of features to phonological representations per se, and to adopt the modern understanding of universals as typological and/or statistic preferences which can account for the observed asymmetries in perception and acquisition.

APPLYING A MACRO- AND MICRO-PERSPECTIVE TO THE STUDY OF PRONUNCIATION LEARNING STRATEGIES

Mirosław Pawlak
State University of Applied Sciences, Konin
Adam Mickiewicz University, Kalisz,
pawlakmi@amu.edu.pl

Although a lot of studies have been conducted focusing on language learning strategies (e.g. Cohen & Macaro, 2007; Cohen, 2011; Oxford, 2011, 2017), there are some areas that have been conspicuously neglected by researchers, one of them being the conscious actions and thoughts in which learners engage in order to master target language pronunciation, or pronunciation learning strategies (PLS). Given the paucity of research in this area (see e.g., Pawlak, 2014; Szyszka, 2016), the paper aims to synthesize the findings of the studies conducted so far and, on that basis, to point to the directions of future research as well as touching on key issues related to research methodology. In particular, it will be argued that, as is the case of the use of learning

strategies in other areas, the study of pronunciation learning strategies should embrace both a macro-perspective, in which large numbers of participants are involved and complex statistical procedures are employed, and a micro-perspective, in which the role of individual and contextual factors is taken into account, often with the assistance of qualitative methods. Relevant studies representing each of the two perspectives as well as the contributions that they can make to research into PLS, on the one hand, and pronunciation instruction, on the other, will also be discussed.

SECOND LANGUAGE COMPREHENSIBILITY: IMPLICATIONS FOR THE TEACHING AND LEARNING OF PRONUNCIATION

Pavel Trofimovich
Concordia University, Montreal
Pavel.Trofimovich@concordia.ca

A common belief in the field of second language speech learning is that successful communication (generally measured through mutual understanding achieved by interlocutors) should be prioritized over matters of linguistic accuracy or nativelikeness, especially if learners' goal is to communicate successfully in academic and workplace settings. In this talk, I will critically examine second language comprehensibility (listeners' ease or difficulty in understanding speech) as one construct central to this argument. Although comprehensible second language speech appears to be a straightforward target attainable by most learners, it is a complex phenomenon linked to cognitive, social, and experiential factors, both for the speaker and the listener. I will highlight the complexity of comprehensibility from meta-cognitive, linguistic, social, and assessment perspectives and will discuss implications of research on comprehensibility for the teaching and learning of second language pronunciation.

PROSODY OF ACCENTED SPEECH RECONSIDERED

Jan Volín
Charles University, Prague
Jan.Volin@ff.cuni.cz

Although the interest in prosody of speech has been growing steadily in the past decades, many people including even certain researchers in the field still believe that speaking means, first of all, assembling phonemes into words and words into sentences, and, only after that, superimposing prosodic features over them. I will argue that this concept is a consequence of the analytical approaches influenced by alphabetical orthographies.

Prosody is not a cosmetic make-up which could be facultatively used or ignored. It is firmly rooted in the language structure and it consists of linguistic signs. Impoverished representations of prosody in written texts do not signal lower significance of prosodic features. Quite the opposite – since the core of prosodic

representations is linked to the oldest parts of the human brain, we can rely on their reconstruction from the context and from sketchy cues such as commas, semi-colons, question marks, words in italics, etc. I will argue that a prosodic structure is already a part of a sentence, i.e., it is not added secondarily to an utterance.

The pedagogical implications of the above invoke the three components of the meaning of the language sign. We need to direct our concerns beyond mere intelligibility in terms of the representative meaning and examine various unconscious (implicit) effects of "accented" prosodic patterns. It can be demonstrated that there are certain universal tendencies and the interferences (influences) of the mother tongue or other activated languages are seldom enough to explain prosodic features in foreign/second language manifestations. A practical didactic method called "mindful drilling" will be offered to the audiences.

PARALLEL SESSIONS

ENGLISH VOWEL PERCEPTION BY POLISH LEARNERS IN A FORMAL SETTING

Anna Balas
Adam Mickiewicz University
abalas@wa.amu.edu.pl

This paper examines English vowel perception by Polish learners of English. Studies devoted to testing Perceptual Assimilation Model's (Best 1994) predictions have so far focused solely on second language acquisition in natural settings and primarily on consonants (with the exception of Tyler et al., 2014). In the present study the subjects tested were advanced learners in a formal classroom setting. We tested how Polish listeners with a simple six-vowel inventory perceive the extensive British English vowel inventory which has tenseness distinctions.

The stimuli included 11 British English vowels cut out from carrier sentences. 40 native Polish first year English majors participated in the experiment. Their perception of English vowels was assessed using a categorial ABX discrimination task and an identification task in terms of Polish vowels with goodness of fit ratings.

Results suggest that perception of non-native vowel contrasts also in the case of advanced formal foreign language instruction follows PAM's predictions. Five contrasts were predominantly categorized as Two Category assimilation types (/e-æ/, /e-ʌ/, /ʌ-ɒ/, /e-ɪ/ and /iː-ɪ/), two contrasts were categorized as Category Goodness (/ɔː-ɒ/ and /e-ɜː/) and three as Single Category assimilation types (/uː-ʊ/, /æ-ʌ/ and /ɑː-ʌ/). Assimilation patterns with uncategorized sounds were observed for the following contrasts: /iː-ɪ/, /e-ɪ/, /e-ɜː/ and /uː-ʊ/. The results confirm PAM predictions about different discrimination rates for different types of assimilation patterns (Two Category/Uncategorized-Categorized > Category Goodness > Single Category). The tongue height differences are more discernible than the tongue advancement differences. As regards categorization, the English low vowels were perceived as Polish /a/, but with different goodness ratings. Notably, discrepancies in vowel height were easier to detect than those in the tongue advancement. The results of the experiments seem to support the claim that perception in foreign language acquisition by advanced learners can and should be examined. Systematic relationships between the results of categorization tasks and discrimination rates according to PAM suggest that foreign language acquisition can and should be examined.

THE LINK BETWEEN FL PRONUNCIATION ANXIETY AND MOTIVATION: RESULTS OF A MIXED-METHOD STUDY IN THE POLISH EFL CONTEXT

Małgorzata Baran-Łucarz
University of Wrocław
m.baranlucarz@wp.pl

The presentation reports on a mixed-method study, conducted among 78 English majors, examining the relationship between a language-skill-specific type of anxiety – pronunciation anxiety (PA) – and motivation. Pronunciation anxiety is presented as a multifaceted construct referring to the feeling of apprehension and worry deriving from negative self-perceptions, and beliefs and the fears related specifically to pronunciation (Baran-Łucarz, 2014). When motivation is concerned, it has been conceptualized on the basis of the L2 Motivational Self-System Model (Dörnyei, 2005), as the desire to reach nativelike target language and highest communication proficiency levels, represented by the ideal L2 self and ought-to L2 self. The quantitative data (results of correlation analyses and t-tests) supported by information gathered via semi-structured interviews have suggested motivation to reach a nativelike accent and become highly proficient in speaking to be negatively linked with moderate strength to PA, particularly to subcomponents of PA such as self-image, self-efficacy/self-assessment and beliefs about the sound of the TL and its importance for communication. The statistically significant correlation was found only in the case of the ideal L2 self. The ought-to L2 self revealed no link to PA.

THE ACQUISITION OF NON-RHOTICITY BY HUNGARIAN LEARNERS OF ENGLISH

Katalin Balogné Bérces
Pázmány Péter Catholic University, Budapest

Ágnes Piukovics
Pázmány Péter Catholic University, Budapest
agnes.piukovics@gmail.com

The present paper sets out to investigate the acquisition of non-rhoticity (i.e., the absence of historical /r/ except before vowels, which is a well-known phenomenon in certain varieties of English) by native speakers of a rhotic L1. The participants of our study are Hungarian learners of English (of upper-intermediate, advanced, and near-native proficiency levels) whose target accent is non-rhotic. An examination of the learners' accent has led us to identifying the following three phases in the acquisition of non-rhoticity (which roughly correspond to the different proficiency levels):

1. In the first phase, the presence/absence of the /r/ shows no particular regularities in the learners' accent.
2. In the second phase, while learners have no particular problems applying the R-dropping rule before consonants (e.g. in words like *market*) and word-finally in unstressed syllables (as in *winter*), they have difficulty dropping the /r/'s in word-final position in stressed syllables (e.g. in *car*). Interestingly, such a pattern

has already been observed and reported in certain creole languages such as Jamaican English (Wells 1982: 76, 221), in which /r/'s are not only pronounced prevocalically but also retained word-finally in stressed syllables. Varieties of English displaying such an intermediate form of rhoticity have been named semi-rhotic.

3. In the third and last phase, the learners' accent displays the proper form of non-rhoticity, that is, /r/'s are systematically dropped in word-final and pre-consonantal positions, and kept only prevocalically.

The results of the study, on the one hand, provide empirical evidence to the claim that various forms of language contact (specifically, the interlanguage drawing on the L1 and L2 under foreign language learning, and the creole arising from a substrate and a superstrate language) display parallel characteristics (this is referred to as "interlanguage hypothesis" – cf. Plag 2009). On the other hand, the results also shed light on an aspect of rhoticity deserving increased attention from the point of view of teaching EFL/ESL. The phenomenon of rhoticity is frequently taught in EFL/ESL teacher training programmes, yet it is rarely considered that its acquisition takes place in separable phases, which suggests that some of its aspects might cause greater difficulties for learners. Our contribution may therefore be of use to both teachers and teacher trainers.

References

Plag, Ingo (2009). Creoles as interlanguages: Phonology. *Journal of Pidgin and Creole Languages, 24*(1), 119–138.

Wells, John C. (1982). *Accents of English*. Cambridge: Cambridge University Press.

TEMPORAL VARIATIONS OF FUNCTION WORD VOWELS IN THE PRODUCTION OF NATIVE AND ADVANCED L2 ENGLISH. WEAK AND STRONG FORM REALIZATIONS OF <*HAD*> IN LONGITUDINAL AND CONTRASTIVE STUDY

Marcin Bergier
University of Silesia
emberg@o2.pl

From the prosodic point of view there is a vital contrast between English and Polish. English is a typical rhythm-timed language (Abercrombie 1967) where the timing of the utterance is based on the regular time periods between the stressed syllable contexts. This leads to the temporal and spectral alternations within the unstressed syllables including common reductions in unstressed contexts to mid-central *shwa* (Knight 2012). In comparison Polish language has the unclear status in the continuum of stress timed and syllable timed languages sharing the features of both types of timing (Nespor 1990, Grabe & Lee 2002, Wagner 2012). Moreover Polish is highly inflectional and rich in affixation processes, hence it not that rich in function words as English. As a result students of L2 English having no contextually variable reduction process operating in their native Polish may experience production difficulties regarding this process in English.

The aim of this production research is to perform the temporal measurements of English *ash* vowel in weak and strong form realization of the function word <*had*>. The word is put in the context of the carrier phrases triggering its typical strong and weak form usage. Each phrase constitutes a single intonation unit. The data in question are collected from the recordings of the experimental group of advanced L2 English speaking native Polish 1st year university students as the participants of the longitudinal research consisting of 2 recording sessions. In the 1st (initial) session the participants were unaware of the experiment's aim. Later they took part in theoretical metaphonetic and practical phonetic training accompanied with the explicit instruction led by the tutor. The training concerned function word reductions being the research concern, however, it was based on the different study material to the experimental one. The phonetic treatment period consisted of a few sessions and lasted for about 4 months in total In the 2nd (final) session the same experimental group followed the same pattern of tasks as in the initial session. The experimental group longitudinal findings are going to be juxtaposed with the native English control group results. The control group consisted of 10 speakers using mostly Standard Southern British English and the standardized varieties used in Oxfordshire county.

The results are expected to contribute to the native and non-native perspective on function words production and to verify the phonetic awareness among students and effectiveness of tutor run training in this field.

References

Abercrombie, D. (1967). *Elements of General Phonetics*. Edinburgh U.P. (p. 97)

Knight, R.A. (2012). *Phonetics - A course book*, Cambridge University Press. (p.71)

Nespor, M., (1990). "On the rhythm parameter in phonology," in *Logical issues in language acquisition*, I. M. Roca, Ed., pp. 157–175. Foris, Dordrecht.

Grabe, E. & Low, E.L. (2002). Durational variability in speech and the rhythm class hypothesis. In Gussenhoven, C. & Warner, N. (Eds.) Laboratory Phonology 7, 515-546, Mouton de Gruyter, Berlin.

Wagner, A., (2012). "Speech rhythm in native and non-native Polish," a paper presented at the International Conference of Experimental Linguistics ExLing 2012; 08/2012.

GENDER[1] FACTOR IN PERCEPTION OF ENGLISH SEGMENTS – PILOT STUDY

Agnieszka Bryła-Cruz
Maria Curie-Sklodowska University
agabryla@gmail.com

As reported by numerous studies (e.g. Neufeld, 1980; Flege, 1991), reception precedes production, i.e. learners need to be able to hear a sound contrast before they attempt to produce it. Perceptual ability of a foreign language learner is said to be influenced by various factors. The most frequently mentioned in literature are the age of the first exposure to L2, the length of residence in L2 speaking community, the amount of L2 use and the interplay between L1 and L2 phonology. There exists evidence that male and female brains process sounds differently and many sex differences have been

[1] In the present paper terms "sex" and "gender" are used interchangeably.

identified in the experience of hearing (Langford, 1994; Mc Fadden, 1998; Neuhoff, Planisek & Seifritz, 2009), which suggests that learner's sex may also influence their perceptual accuracy. Yet, the role of gender in pronunciation learning has not been researched as extensively as the abovementioned factors.

The present paper reports on a pilot study which investigated the relationship between the listeners' gender and the perception of selected aspects of native English pronunciation. The experiment employed 100 Polish learners of English who performed an auditory discrimination test. Their task was to listen to 20 minimal pairs embedded in sentences and circle the target word according to what they heard (e.g. *Come* or *calm*? She told me to *come* / *calm* down). The items selected for the study were restricted to vocalic contrasts, three consonant oppositions and maintaining word-final fortis / lenis distinction, all of which are problematic for Poles learning English pronunciation. The aim of the study has been to examine whether there exists a correlation between the listeners' gender and their perceptual accuracy in discriminating between foreign sounds.

References

Flege, J.E (1991) Perception and production: the relevance of phonetic input to L2 phonological learning, (in:) T. Huebner and Ch. A. Ferguson (eds.) *Crosscurrents in Second Language Acquisition and Linguistic Theories*, 249-289

Langford, T. L. (1994). Individual differences in sensitivity to interaural disparities of time and level. *Journal of the Acoustical Society of America, 96*, (Suppl. 1), 3256-3257

McFadden, D. (1998). Sex differences in the auditory system. *Developmental Neuropsychology, 14,* 261-298

Neufeld, G. G. (1980) On the Adult's Ability to Acquire Phonology. *TESOL Quarterly* 14, 3: 285-29

Neuhoff, J. G., Planisek, R., and Seifritz, E. (2009). Sex differences in auditory motion perception: looming sounds are special. *Journal of Experimental Psychology: Human Perception and Performance, 35,* 225– 234

BALL OR PAUL? GOAT OR COAT: THE DIFFERENCE IN PRONUNCIATION OF VOICED AND VOICELESS ORAL STOPS BY SAMOA AND NEW ZEALAND BORN STUDENTS

Easter Faasoo-Tuilagi
Birmingham City University/Victoria University of Wellington.
Easter.faasoo.tuilagi@gmail.com

The phonological difference between a speaker's native language and second language appears to have a bearing on pronunciation. Bell (2008) described that the variety of Samoan English developed are features of English which are most likely derived from Samoan as a first language. Such findings in the literature led me to carry out this study, which seeks to find out whether a native Samoan speakers pronunciation of English, their second language, is affected by their first language. According to Clark (1976), Polynesian languages are known for their limited phonemic inventory and the minimal voicing contrasts within the obstruent series (there is /t/ but not /d/). There are 17 phonemes in Samoan: 5 vowels /a, e i, o, u/ and 12 consonants /f, g, l, m, n, p, s, t, v, h, k, r/. This study is set out to investigate the variation in how Samoa and New Zealand born Samoan descendent students speak English, in particular the oral stop

linguistic feature. In order to investigate whether there was a difference in Samoan and New Zealand-born young adult's phonology, a descriptive methodology was used. A one page text with a short passage and vocabulary containing voiced stops /b, d, g/ and voiceless stops /p, t, k/ is given to the participant to read and record for analysis. The findings suggest some evidence of voicing of voiceless and devoicing of voiced stops amongst some words and context, where the most obvious finding to emerge is that variation is made by participants who were born in Samoa and have English as a second language. The results of this research support the idea by Selinker (1972) that English as second language speakers apply features from their native language to help articulate English words. The empirical findings from this study provide a new understanding of possible reason to why Samoan born students pronounce stop phonemes the way they do.

References

Bell, A & Gibson, A. (2008). Stopping and Fronting in New Zealand Pasifika English. *University of Pennsylvania Working Papers in Linguistics. Volume 14: Issue 2 Selected Papers from NWAV 36.*
Clark, R. (1976). *Aspects of Proto-Polynesian syntax*. Auckland: Linguistic Society of New Zealand.
Selinker, L (1972). Interlanguage. *IRAL, 10, (3), 209-231*

TEACHING WORD STRESS TO POLISH ADVANCED STUDENTS

Anna Gralińska-Brawata
University of Łódź
agrabra@uni.lodz.pl

Paulina Rybińska
University of Łódź

Word stress is an essential element of English language learning as it affects the comprehension and intelligibility of spoken English. Yet, it is often a great challenge for Polish learners to master it successfully. The existing rules enabling to predict English word-stress on the basis of word morphology, grammatical category and segmental composition, "have a very limited pedagogical value in the context of learning English as a foreign language" (Sobkowiak, 2005: 241). Learners rather tend to rely on their knowledge of some rules, overgeneralizing them, as well as transferring others from their L1, which frequently results in errors even at an advanced level (Waniek-Klimczak, 2015). Some learners seem to be more successful than others in word stress acquisition and it is traditionally assumed that those with talent for music have greater chances to achieve good pronunciation as they are more sensitive to pitch variations and can imitate rhythmic patterns better than others.

The study aims at verifying whether the participants with musical abilities achieve better results in word stress production and provides some insight into the way the informants interpret the cues of length and pitch. The data used for the analysis come from 15 Polish second-year students of the University of Łódź recorded reading a word list, producing word stress patterns on the basis of "Ooo" visual marks, reading a word list transcribed phonemically and finally repeating the words after an instructor.

The results of the auditory analysis that the recordings underwent were then compared with the information provided by the informants in a questionnaire and a performance music test whose aim was to evaluate the music skills of the informants in terms of their abilities to imitate rhythm and melody.

References

Celce-Murcia, M., Brinton, D., & Goodwin, J. (2010). Teaching pronunciation: A reference for teachers of English to speakers of other languages (2nd edition).Cambridge: CUP.

Sobkowiak, W. 2004. *English Phonetics for Poles*. Poznań: Wydawnictwo Poznańskie.

Waniek-Klimczak, E. 2015. Factors affecting word stress recognition by advanced Polish learners of English. In Waniek-Klimczak, E. and Pawlak, M. (Eds.) *Teaching and researching the pronunciation of English*. Pp. 189-204. Berlin Heidelberg : Springer-Verlag.

Waniek-Klimczak, E. 2002. How to predict unpredictable: English word stress from Polish perspective. In Waniek-Klimczak, E. and P. J. Melia (Eds.) *Accents and Speech in Teaching English Phonetics and Phonology*, Frankfurt am Main: Peter Lang: 221-242.

THE RELATIONSHIP BETWEEN SPEECH FLUENCY, COMPLEXITY AND ACCURACY IN HIGHLY PROFICIENT L2 LEARNERS

Ewa Guz
John Paul II Catholic University of Lublin
ewasik@o2.pl

The complexity, fluency and accuracy (CAF) framework views interlanguage as a complex, dynamic system consisting of three interrelated dimensions of learner performance (Skehan, 2009; Housen, Kuiken & Vedder, 2012). Although a wide repertoire of discourse-derived CAF measures have been proposed (Kormos & Dénes, 2004; Norris & Ortega, 2009), recent accounts have emphasised the need of extending the CAF paradigm to accommodate lexical aspects of learner output (Foster & Skehan, 2012, p. 301). Bulté and Housen (2012) for example, have included lexemic and collocational complexity as subcomponents of L2 complexity. Paquot and Granger (2012, p. 130) argue that "phraseological units (...) may impact positively or negatively on the three dimensions of language proficiency." However, research into L2 vocabulary acquisition has conceptualised learners' lexical performance primarily in terms of single word-level dimensions such as lexical diversity, sophistication and density (Read, 2000) leaving the question of capturing the phraseological aspects of L2 speech unresolved. This paper uses a cross-sectional design to investigate the interaction between fluency and complexity, accuracy and the lexical make-up of learner speech of highly proficient learners of English (n=40). The oral data are examined for complexity by measures of subordination and length of AS-units (Foster et al., 2000), for accuracy by percentage of error-free clauses and errors phw, and for fluency by speech rate and mean length of runs. Single word-level lexical measures include D-value for lexical diversity (Malvern & Richards, 2002), content/function word ratio for lexical density and P-lex lambda for lexical sophistication (Meara & Bell, 2002). Phraseological aspects of learner performance are described in terms of the total of phraseological units phw. The analysis aims to determine how various subsystems of learner interlanguage interact and to indicate possible trade-off effects. Particular

attention is paid to the role of speech fluency in oral performance of highly proficient L2 learners.

References

Bulté, B., & Housen, A. (2012). Defining and operationalising L2 complexity. In A. Housen, F. Kuiken, & I. Vedder (Eds.), Dimensions of L2 performance and proficiency: Complexity, accuracy and fluency in SLA (pp. 21-46). Amsterdam: John Benjamins.

Foster P., A. Tonkyn, & G. Wigglesworth. 2000. Measuring spoken language: a unit for all reasons. Applied Linguistics 21 (3): 354 – 375.

Foster, P., & Skehan, P. (2012). Complexity, accuracy, fluency and lexis in task-based performance: A synthesis of the Ealing research. In A. Housen, F. Kuiken, & I. Vedder (Eds.), Dimensions of L2 performance and proficiency: Complexity, accuracy and fluency in SLA (pp. 199-220-46). Amsterdam: John Benjamins.

Housen, A., Kuiken, F., & Vedder, I. (2012). Complexity, accuracy and fluency. In A. Housen, F. Kuiken, & I. Vedder (Eds.), Dimensions of L2 performance and proficiency: Complexity, accuracy and fluency in SLA (pp. 1-20). Amsterdam: John Benjamins.

Kormos, J., & Dénes, M. (2004). Exploring measures and perceptions of fluency in the speech of second language learners. System, 32, 145-164. http://dx.doi.org/http://dx.doi.org/10.1016/j.system.2004.01.001

Malvern, D.D., & Richards, B. J. (2002). Investigating accommodation in language proficiency interviews using a new measure of lexical diversity. Language Testing, 19.1, 85–104.

Meara, P.M., & Bell, H. (2001). P_Lex: A simple and effective way of describing the lexical characteristics of short L2 texts. Prospect 16(3): 5-24.

Norris, J. M., & Ortega, L. (2009). Towards an organic approach to investigating CAF in instructed SLA: The case of complexity. Applied Linguistics, 30, 555-578. http:// dx.doi.org/10.1093/applin/amp044

Paquot, M., & S. Granger. (2012). Formulaic language in learner corpora. Annual Review of Applied Linguistics, 32, 130-149.

Read, J. (2000). Assessing vocabulary. Cambridge: Cambridge University Press.

Skehan, P. (2009). Modelling second language performance: integrating complexity, accuracy, fluency, and lexis. Applied Linguistics 30(4): 510–532.

CREDIBILITY OF NATIVE AND NON-NATIVE SPEAKERS OF ENGLISH REVISITED: DO NON-NATIVE LISTENERS FEEL THE SAME?

Dagmar Hanzlíková
Institute of Phonetics, Charles University in Prague
dagmar.hanzlik@gmail.com

Radek Skarnitzl
Institute of Phonetics, Charles University in Prague
radek.skarnitzl@ff.cuni.cz

This study reports on research which was stimulated by Lev-Ari and Keysar's (2010) intriguing paper which showed that native listeners find statements delivered by foreign-accented speakers to be less true than those read by native speakers. This conclusion was questioned by some other studies which, however, drew on different methodological approaches (De Meo et al., 2011; Souza & Markman, 2013). Our objective was to replicate the original study as much as possible but to use non-native listeners.

One reason for this choice is also the recent tendency to disregard the native perspective by ELF proponents, based on the undeniable fact that most English communication today takes place among non-native speakers. It is thus asserted that the teaching of pronunciation of English as a foreign language should be reduced to a limited set of features (Lingua Franca Core) which are, allegedly, important for international intelligibility (Jenkins, 1998). However, the possible social consequences of such reduced pronunciation on non-native listeners – e.g., their perception of speakers' competence, intelligence or credibility (see Gluszek & Dovidio, 2010) – have not been taken into account.

In order to find out whether foreign-accented speech will negatively impact the credibility of non-native speakers in the perception of non-native listeners, we used the same set of trivia statements (e.g., *A giraffe can go without water longer than a camel can.*) and similar settings of the experiment as Lev-Ari and Keysar (2010). The statements were recorded by six native speakers (three from Britain and three from the USA) and six non-native speakers (three Czechs and three speakers with a different L1). 45 non-native listeners rated the truthfulness of the statements on a 7-interval scale.

The overall results of our study clearly confirm a negative bias against non-native speakers: foreign accent has been shown to exert a negative effect on the credibility of non-native speakers as perceived by non-native listeners. Czech respondents rated the British accent of English to be the most credible, while people who spoke with a foreign accent other than Czech were perceived as the least credible. Based on our results, we therefore suggest that foreign-accented speech is associated with negative social consequences, not only in the ears of native, but also non-native listeners.

References

De Meo, A., Vitale, M., Pettorino, M. & Martin, P. (2011). Acoustic-perceptual credibility correlates of news reading by native and Chinese speakers of Italian. In: *Proceedings of the 17th International Congress of Phonetic Sciences*, pp. 1366-1369.

Gluszek, A. & Dovidio, J. F. (2010). The way they speak: A social psychological perspective on the stigma of nonnative accents in communication. *Personality and Social Psychology Review*, 14, pp. 214–237.

Jenkins, J. (1998). Which pronunciation norms and models for English as an International Language? *ELT Journal*, 52, pp. 119-126.

Lev-Ari, S. & Keysar, B. (2010). Why don't we believe non-native speakers? The influence of accent on credibility. *Journal of Experimental Social Psychology*, 46, pp. 1093–1096.

Souza, A. L. & Markman, A. B. (2013). Foreign accent does not influence cognitive judgments. In: *The 35th Annual Meeting of the Cognitive Science Society* (pp. 1360-1365). Austin, TX: Cognitive Science Society.

FILMING AND THINK-ALOUD PROTOCOLS: A RARE WINDOW INTO THE PRONUNCIATION CLASSROOM

Alice Henderson
Université Savoie – Mont Blanc
alice.henderson@univ-savoie.fr

Although the quantity and visibility of research into pronunciation have increased (e.g., Reed & Levis' *Handbook of English Pronunciation*, 2015, and the open-access proceedings

of the annual PSLLT conference), studies of what actually occurs inside the pronunciation classroom remain rare. This is partly due to the difficulty of choosing the most appropriate methodology and tools for capturing what happens in the classroom. Combining think-aloud protocols (TAP) with video recordings of teachers teaching (Gass & Mackey, 2000; Lyle, 2003) is one possible solution to this issue that has applications in both teacher training and research (Müller, 2014; Müller et al., 2016). First, classroom video excerpts can be used to show teachers or student-teachers how pronunciation teaching is actually done in a specific environment, as video naturally highlights the complex, multimodal (visual, gestural and verbal) nature of pronunciation teaching (Alazard et al. 2012). Second, video extracts can be used in ethnographic research as stimuli for reflective interviews, where the individual filmed comments on the images.

In general, TAPs provide evidence of both the speaker's knowledge of a subject and his or her cognitive activities, as well as the mechanisms regulating these activities (Ericsson & Simon, 1980; Kuusela & Paul, 2000; Dempsey, 2010). Because TAPs can be used to reveal the mental processes involved in solving a problem, they could contribute to exploring and developing teacher cognition. Furthermore, given the social and identity issues (Moyer, 2013; Davies, 2003) associated with accent, the ability of TAPs to unveil underlying attitudes and interiorised norms (Müller, 2015) means they have great potential in the field of foreign language pronunciation.

This paper analyses filmed teaching sessions and video-stimulated recall interviews of two teachers of English in French secondary schools. Recall interviews were based on a selection of filmed extracts from the teachers' own classrooms, focusing on times when a pronunciation issue was addressed in class. Analyses of the teachers' TAP comments examined pronunciation, accents, error and mother tongue use. Analysis of the videos also showed how and when the pupils' mother tongue was used. The richness of the data obtained by combining video recordings with TAPs suggests that this technique can provide a valuable tool for exploring the teaching of pronunciation in language-teaching classrooms.

References

Alazard, C., Astésano, C. & Billières, M. (2012). MULTIPHONIA: a MULTImodal database of PHONetics teaching methods in classroom InterActions. *Proceedings of the Language Resources and Evaluation Conference,* Istanbul. http://www.lrec-conf.org/proceedings/lrec2012/index.html.

Davies, A. (2003). *The Native Speaker: Myth and Reality*. Clevedon: Multilingual Matters Ltd.

Dempsey, N. P. (2010). Stimulated recall interviews in ethnography. *Qualitative Sociology*, 33, 349-367.

Ericsson, K., & Simon, H. (1980). "Verbal reports as data". *Psychological Review* 87(3): 215–251. *doi:10.1037/0033-295X.87.3.215*.

Gass, S. M. & Mackey, A. (2000). *Stimulated recall methodology in second language research*. New York: Routledge.

Kuusela, H., & Paul, P. (2000). "A comparison of concurrent and retrospective verbal protocol analysis". *American Journal of Psychology* 113 (3): 387–404. doi:10.2307/1423365.

Lyle, J. (2003). Stimulated recall: a report on its use in naturalistic research. *British Educational Research Journal*, 29(6), 861-878.

Moyer, A. (2013) *Foreign Accent: The Phenomenon of Non-native Speech*. Cambridge: Cambridge University Press.

Muller, C., David, C., & Crozier, E. (2016). "Des corpus video pour la formation des enseignants de langue : Interrogations autour d'un dispositif exploratoire". *Les Cahiers de l'Acedle.*

Muller, C. (2015). "L'entretien d'auto-confrontation, un révélateur de normes interactionnelles intériorisées par l'enseignant de langue". *VALS-ASLA, Bulletin suisse de linguistique appliquée*, Summer 2015, Special issue, Vol. 2, pp. 303-319.
http://doc.rero.ch/record/11876/files/bulletin_vals_asla_2015_special_2.pdf.
Muller, C. (2014). "L'image en didactique des langues et des cultures : une thématique de recherche ancienne remise au goût du jour". *Synergies Portugal*, 2/2014 "Regards de recherche sur l'avenir de la didactique des langues-cultures", pp. 119-130. http://gerflint.fr/Base/Portugal2/muller.pdf.
Reed, M. & Levis, J. (2015) *Handbook of English Pronunciation*. Wiley Blackwell.

EFFECTS OF A PRONUNCIATION COMPUTER PROGRAM ON THE ACQUISITION OF ENGLISH PHONEMES AND WORD STRESS

Jhao-nan Hong
National Yunlin University of Science and Technology, Taiwan
m10341012@yuntech.edu.tw

James H. Yang
National Yunlin University of Science and Technology, Taiwan

This study devised a pronunciation computer program and examined whether it enhanced college students' acquisition of English phonemes and word stress. Thirty-eight participants enrolled in the remedial English class offered at the language center of a national technological university in central Taiwan. Before the class, they were asked to read a word list. In the following six weeks, they were taught to distinguish and articulate English phonemes and to predict word stress locations using the designed computer program. After class, they were also instructed to review the learning materials using the smart-phone version of the program. After the teaching session, each participant was asked to read the same word list and fill out an assessment questionnaire. The sound analyses show that their readings of English minimal pairs and word stress placement were more accurate than their performances before the instruction. Their responses to the questionnaire indicate that both the given instruction and the designed computer program were satisfactory. In the open-ended questions, some of them said that they have built up a better understanding of phonemes and word stress, and that they would try to predict polysyllabic word stress when reading English articles. Detailed information about the computer program and students' feedback will be presented at the conference.

ATTITUDES OF CZECH SECONDARY-SCHOOL STUDENTS TOWARDS ENGLISH LEARNING AND TOWARDS BRITISH AND AMERICAN ACCENTS OF ENGLISH

Jan Jakšič
Charles University in Prague
jaksic.jan92@gmail.com

Pavel Šturm
Charles University in Prague
Pavel.Sturm@ff.cuni.cz

In teaching English as a foreign language different varieties may be used by L2 learners as models for pronunciation [1], [2]. Szpyra-Kozłowska [3: 49] observes that in determining the appropriate model "an important part of diagnosing the sociocultural context of teaching English in a given country involves examining learners' accent preference." Studies [4], [5] show that European students of English tend to report a preference for standard native-speaker accents over alternative models represented for instance by the Lingua Franca Core [1]. At the same time, the British standard tends to be favoured over the American standard by students, which seems to be caused by pragmatic as well as cultural and political aspects [4], [6]. The aim of this study is to discover whether such findings also hold for secondary school students in the Czech Republic, and whether their preferences correlate with their ability to recognize the two major accents of English.

The study consists of an extensive questionnaire that involves multiple, interweaving questions about the students' experience with English at and outside of school, their attitude towards Anglophonic countries and their culture, and their attitude towards and preferences for British vs. American English. Importantly, in one part of the session the participants listened to 12 English words pronounced by English and American speakers, focusing on six pronunciation features that present differences between the two varieties (e.g. *chance* [tʃɑːns] *X dance* [dæns]). The students were asked to evaluate the degree of (1) pleasantness and (2) pronunciation-model suitability of the tokens. Subsequently, the listeners had to decide whether the tokens were British or American.

The survey was so far administered to 46 Czech students of a regional secondary school, aged 17 to 19. However, five more schools have been chosen where the survey will be distributed in September. Overall, these initial results show that despite the high prestige of British English perceived by the students and the domination of this variety in classes and materials, the tendency is towards a slight preference for American English, which was generally described as "easier to learn" and "more suitable for informal communication". However, a bias towards the American accent was not observed in the students' perceptual evaluation. Moreover, their success rate in discriminating the two varieties was lower than their self-reported abilities to do so. The presentation will include data from approximately 250 respondents.

References

[1] Jenkins, J. (2000). *The phonology of English as an international language.* Oxford: Oxford University Press.

[2] Pennington, M.C. **(**1996). *Phonology in English Language Teaching.* London: Longman.
[3] Szpyra-Kozłowska, J. (2014). *Pronunciation in EFL Instruction: A Research-Based Approach.* Bristol: Multilingual Matters.
[4] Szpyra-Kozłowska, J. (2004). Jaki model wymowy angielskiej? Dyskusji ciąg dalszy. In: *Zeszyty Naukowe Państwowej Wyższej Szkoły Zawodowej w Koninie* 1(4), pp. 116-123.
[5] Simon, E. (2005). How native-like do you want to sound? A study on the pronunciation target of advanced learners of English in Flanders. In: *Moderna Språk* 99(1), pp. 12-21.
[6] Henderson, A., Frost, D., Tergujeff, E., *et al.*(2012). The English pronunciation teaching in Europe survey: Selected results. In: *Research in Language* 10(1), pp. 5-28.

AIN'T POSH ENUFF TO BE RP': A SOCIOLINGUSTIC STUDY OF RECEIVED PRONUNCIATION IN NATIVE AND NON-NATIVE ENVIRONMENTS

Miroslav Ježek
Masaryk University, Brno, Czech Republic
mirekjezek@seznam.cz

Following up on my previous research, I conducted a Ph.D. study into the roles performed by Received Pronunciation (RP) in the Czech Republic and England. The study involved twenty Czech and English (both from the North and the South of England) respondents: English language professionals, i.e. English philologists, who assessed eighteen short recordings focusing on the following selected variables:

- the glottal stop
- short BATH vowel
- lowered TRAP vowel
- FOOT/GOOSE fronting
- intrusive /r/

In spite of the fact that the recordings were very short, each of them contained at least two of the variables under examination to make sure that respondents took into account more than one aspect before making the decision. Each variable is present a number of times in the recordings—this enabled multiple checks on whether a particular variable and its particular realisation is indeed reflected truthfully in the responses.

The choice of variables was hugely inspired by Upton's model of RP (cf. e.g. Upton 2001, Upton 2008). Since the model takes into account the native market, my research aimed to establish whether some of the changes suggested in Upton's model are also viable in a non-native environment.

As RP is an abstract model (Wells 1982, Gimson 1980), I also attempted to examine what features make up the mental image of this accent. Again, I found substantial differences between what RP constitutes for native and non-native respondents.

I reach the conclusion that, despite numerous similarities, the single concept of RP is in both countries actually interpreted in a rather different way, which might lead to some potential problems in the ELT world.

In addition, I claim that there is little difference between the mental image of RP (what people expect RP to be) in the North and the South of England; yet there are substantial differences in the actual performance that can legitimately lay claim to the label 'RP' (i.e. the actual sounds that fall within or out of the scope of RP).

References

Gimson, A.C. 1984. The RP Accent. In Peter Trudgill (ed) *Language in the British Isles*. Cambridge: Cambridge University Press, 45-54.
Upton, Clive et al. 2003. *The Oxford Dictionary of Pronunciation for Current English*. Oxford: Oxford University Press.
Upton, Clive. 2008. Received Pronunciation. In Clive Upton & Bernd Kortmann (eds) *Varieties of English: The British Isles*. New York: Mouton de Gruyter, 237-52.
Wells, J. C. 1982. *Accents of English* (3 vols). Cambridge: Cambridge University Press.

ARTIFICIAL NEURON NETWORK (ANN) TECHNIQUES IN INVESTIGATING L1 DIALECT INTERFERENCE IN THE PRONUNCIATION OF ENGLISH IN SLOVENIA

Klementina Jurančič Petek
University of Maribor
klementina.jurancic@um.si

Aleš Brglez
Gorenje, d. d.
kovinox@gmail.com

The Artificial Neural Network (ANN) system is used to anticipate the overall development of specific processes, and is used particularly in the field of natural sciences. We maintain, however, that the same system could equally successfully be applied to humanities, or at least to some of its areas. Namely, in the process of investigating L1 dialect interference in the pronunciation of English in Slovenia it has proven and is proving useful both in the stage of data collection and the stage of data analysis.

The investigation of the pronunciation of English in Slovenia involved testing students in 488 primary schools and 186 four-year secondary schools. Due to the large number of establishments to be considered in very short a time (it would be ideal if all students from all regions could be tested simultaneously), it was necessary to reduce the number of investigated schools to a minimum which would still be representative of the situation in the whole of Slovenia. For this reason, the ANN statistical computer programme was used, or the so-called Counter Propagation Network technique within this system, to make a selection of representative samples from a larger group of samples.

We are furthermore also convinced that the ANN system can usefully be applied to the obtained and analysed data. The ANN procedure extracts from this database information which transferred into an acceptable structure serves as a tool for recognizing similar structures in unanalysed research material.

The present paper wishes to explain the functioning of the ANN system in objective collecting of data, and to suggest its further use in the investigation of L1 dialect interference in the pronunciation of English in Slovenia.

References

Brglez, Aleš (1993): *Uvod v načrtovanje eksperimentov 1.* COMET Holding. Zreče.

Jurančič Petek, Klementina (2007): *Pronunciation of English in Slovenia*, Zora, Slovenia
Zupan, Jure (1994): "Introduction to Artificial Neural Network (ANN) Methods: What They Are and How to Use Them", Acta Chimica Slovenica, pp. 327-352

ENHANCING L2 SOUND PERCEPTION AND PHONOLOGICAL AWARENESS: LEARNER VIEWS ABOUT A CLASSROOM-BASED PERCEPTUAL TRAINING

Anastazija Kirkova-Naskova
Ss. Cyril and Methodius University, Skopje
akirkova@t.mk

The positive influence of phonetic instruction on learners' L2 pronunciation development has been frequently pointed out in studies investigating various types of instruction (Macdonald, Yule & Powers, 1994; Kendrick, 1997; Derwing, Munro & Wiebe, 1998; Cenoz & García Lecumberri, 1999; Moyer, 1999; Derwing & Rossiter, 2003; Couper 2003; Rasmussen & Zampini, 2010; Gordon, Darcy & Ewert, 2013). It has also been suggested that despite the fact that practice is essential, the hear-and-repeat pattern is not sufficient – it is more important that learners process the auditory quality of L2 sound cognitively so that they can enhance their perceptive skills and phonological awareness thus developing a solid base for L2 pronunciation modification (Fraser, 2001; 2006).

The aim of this talk is to report on the results of a qualitative study carried out as part of a larger study that investigated the influence of a specifically designed perceptual training on the perception and production of English front vowels /iː, ɪ, e, æ/ by Macedonian learners of English. The participants (*N=31*) received an intensive training that combined traditional and communicative-cognitive teaching techniques with a focus on raising their phonological awareness. They were exposed to authentic speech (high speaker variability), as well as to critical evaluation of their own English speech. Activities for practicing speech perception were predominant; speech production was neither encouraged nor practiced. Qualitative data was obtained post training via interviews.

The results from the qualitative thematic analysis of subjects' views on every phase of the training reveal an overall increased sensitivity to their pronunciation errors resulting in a general feeling of raised awareness and concern for one's L2 speech. Results also indicate preference for some techniques such as minimal pair sound discrimination, critical listening and individual corrective feedback. These findings suggest that enhancing learners' noticing skills is an important step in the process of L2 sound acquisition.

References

Cenoz, J., & García Lecumberri, L. (1999). The effect of training on the discrimination of English vowels. *International Review of Applied Linguistics in Language Teaching*, 37, 261-275.
Couper, G. (2003). The value of an explicit pronunciation syllabus in ESOL teaching. *Prospect*, 18 (3), 53-70.
Derwing, T. M., & Rossiter, M. J. (2003). The effects of pronunciation instruction on the accuracy, fluency and complexity of L2 accented speech. *Applied Language Learning*, 13 (1), 1-17.

Derwing, T. M., Munro, M. J., & Wiebe, G. (1998) Evidence in favour of a broad framework for pronunciation instruction. *Language Learning*, 48 (3), 393-410.
Fraser, H. (2001). *Teaching Pronunciation: A Handbook for Teachers and Trainers.* Sydney: TAFE NSW Access Division.
Fraser, H. (2006). Helping teachers help students with pronunciation. *Prospect: A Journal of Australian TESOL*, 21 (1), 80-94.
Gordon, J., Darcy, I., & Ewert, D. (2013). Pronunciation teaching and learning: Effects of explicit phonetic instruction in the L2 classroom. In Levis, J., & LeVelle, K. (Eds.), *Pronunciation and Assessment: Proceedings of the 4th Annual Pronunciation in Second Language Learning and Teaching Conference*. Aug. 2012. Ames, IA: Iowa State University, pp. 194-206.
Kendrick, H. (1997). Keep them talking! A project for improving students' L2 pronunciation. *System*, 25 (4), 545-560.
Macdonald, D., Yule, G., & Powers, M. (1994). Attempts to improve English L2 pronunciation: The variable effects of different types of instruction. *Language Learning*, 44 (1), 75-100.
Moyer, A. (1999). Ultimate attainment in L2 phonology: The critical factors of age, motivation, and instruction. *Studies in Second Language Acquisition*, 21, 81-108.
Rasmussen, J., & Zampini, M. L. (2010). The effects of phonetic training on the intelligibility and comprehensibility of native Spanish speech by second language learners. In Levis, J., & LeVelle, K. (Eds.), *Proceedings of the 1st Pronunciation in Second Language Learning and Teaching Conference*, Iowa State University, Sept 2009. Ames, IA: Iowa State University, pp. 38-52.

OVERSHOOTING AMERICANISATION. ACCENT STYLISATION IN POP SINGING – ACOUSTIC PROPERTIES OF THE BATH AND TRAP VOWELS IN FOCUS

Monika Konert-Panek
University of Warsaw
m.konert@uw.edu.pl

The aim of the paper is to analyse selected characteristics of accent stylisation in British pop-singing. As Trudgill (1983) observed, since the 1950s the use of some stereotypically American pronunciation features had become increasingly popular among British vocalists. This phenomenon lessened to some degree with the arrival of new wave and punk rock in the 1970s, which introduced a new trend, i.e. 'Cockneyisation', leading to an increasing *conflict of identities* in singing. Since that time, changing tendencies in popular music singing styles have been observed and different theoretical frameworks have been adopted to account for the phenomenon (Simpson 1999, Morrissey 2008, Beal 2009, Gibson and Bell 2012).

In the context of stylisation, overshoot is understood as "an exaggerated quality of features of the targeted variety" (Bell & Gibson 2011: 568), which is particularly frequent if a performer does not use a given variety on an everyday basis. Overshoot results from the hyperbolic nature of stylisation, as its aim is to emphasise certain social meanings with the use of salient phonetic features (Coupland 2007: 154). From a broader perspective, this kind of exaggeration may also be associated with reflexivity as a feature typical of the language used in performance (Bell & Gibson 2011: 562).

With regard to the abovementioned problems, the paper analyses selected characteristics of the stylisation involved in pop singing on the basis of the singing styles of three British vocalists, i.e. Adele, Amy Winehouse and Freddie Mercury. General reference is made to selected features that can be indexed as 'American', such as: coda-r, [ɒ] unrounding, flapping, yod-dropping, but the main focus is on the

analysis of the acoustic properties of the BATH and TRAP vowels (in particular: the presence or absence of the BATH-TRAP split) in the spoken and sung versions. PRAAT is used to establish the acoustic properties (F1 and F2) of the BATH and TRAP vowels on the basis of isolated vocal tracks (8 songs) and selected interviews. The results for all three vocalists show that Americanisation regarding the BATH-TRAP split in singing is still common, and the acoustic properties of the regular British TRAP vowel differ compared with the generally 'overshot' vowel tokens that result from the absence of the BATH-TRAP split in singing.

References

Beal, J. C., 2009, "You're not from New York City, you're from Rotherham": Dialect and identity in British indie music, "Journal of English Linguistics" 37(3), 223-240.

Bell, A. & Gibson, A., 2011, Staging language: An introduction to the sociolinguistics of performance, "Journal of Sociolinguistics", vol. 15, issue 5, 555–572.

Boersma, P. & Weenink, D., 2016. *Praat: doing phonetics by computer* [Computer program]. Version 6.0.14, retrieved 11 February 2016 from http://www.praat.org/.

Coupland, N., 2007, *Style: Language Variation and Identity*, Cambridge: Cambridge University Press.

Gibson, A. & Bell, A,. 2012, Popular music singing as referee design [in:] *Style-Shifting in Public. New perspectives on stylistic variation*, Amsterdam: John Benjamins Publishing Company, 139-164.

Morrissey, F.A., 2008, Liverpool to Louisiana in one lyrical line: Style choice in British rock, pop and folk singing [in:] *Standards and Norms in the English Language*, Berlin: Mouton de Gruyter, 195-220.

Simpson, P., 1999, Language, culture and identity. With (another) look at accents in pop and rock singing, "Multilingua", 18 (4), 343-367.

Trudgill, P., 1983, Acts of Conflicting Identity. The Sociolinguistics of British Pop-Song Pronunciation. [in:] *On Dialect. Social and Geographical Perspectives*, Oxford: Blackwell, 141-160.

Wells , J.C., 1982. *Accents of English*, Cambridge: Cambridge University Press.

ENGLISH PRONUNCIATION TEACHING IN POLISH SCHOOLS: LAW REGULATIONS, REALITY – AS SEEN BY ENGLISH PHILOLOGY STUDENTS – AND POSSIBLE SOLUTIONS

Grzegorz Krawczyk
University of Silesia
krawczykgrzegorz@poczta.onet.pl

Although pronunciation is an integral part of foreign language teaching described by Ministry of Education in the core curricula, twenty-first century studies exhibit apparent negligence in teaching the skill in Polish schools (Wrembel, 2002; Szpyra-Kozłowska, 2008), where English is taught as a second language. Declining importance of pronunciation teaching seems unjustifiable considering the fact that successful communication is the target in acquisition process. Moreover, suprasegmental features of the language, preceded by segmental features attainment, can be developed during regular grammar exercises without a necessity to sacrifice additional time for practicing the skill separately (Porzuczek, 2012).

The research is designed as a questionnaire among first-year students of English Philology to discover their experiences and analyse opinions on the quantity and quality of phonetic training of the English language they have undergone during their education in primary and secondary schools.

It is also my intention to share my own experiences, achievements and failures of pronunciation teaching throughout my thirteen-year practice at a Lower Secondary School.

References

Wrembel, M. (2002). Miejsce fonetyki języka angielskiego w szkole – implikacje dla kształcenia nauczycieli. In W. Sobkowiak and E. Waniek-Klimczak (eds) *Dydaktyka fonetyki języka obcego*. Płock: Wydawnictwo Naukowe PWSZ w Płocku, pp. 29-40.

Szpyra-Kozłowska, J. 2008. English Pronunciation Pedagogy in Poland – Achievements, Failures and Future Prospects. In: E. Waniek-Klimczak (ed.) Issues in accents of English. Newcastle: Cambridge Scholars Publishing, pp. 212-234.

Porzuczek A. 2012. *The Timing of Tone Group Constituents in the Advanced Polish Learner's English Pronunciation*, Katowice: Wydawnictwo Uniwersytetu Śląskiego, pp. 165-166.

ENGLISH PRONUNCIATION TRAINING THROUGH THE EYES OF UNIVERSITY GRADUATES

Iga Krzysik
Adam Mickiewicz University in Poznań
ikrzysik@wa.amu.edu.pl

Halina Lewandowska
Adam Mickiewicz University in Poznań
hlewandowska@wa.amu.edu.pl

Native-like pronunciation has been repeatedly reported among the fundamental indicators of language proficiency and the objectives of the tertiary education focused on the English language. However, its successful implementation might call for different measures depending on the perspective. The opinions on pronunciation courses have been surveyed among teachers and academic lecturers (Szpyra-Kozłowska 2002, Wrembel 2002, Wysocka 2003, Henderson et al. 2015) as well as students (Waniek-Klimczak 1997, Sobkowiak 2002, Janicka et al. 2005, Waniek-Klimczak et al. 2015).

The aim of the current study is to examine the program of pronunciation training and its implementation at the Faculty of English (WA) at Adam Mickiewicz University from a new perspective, which is that of MA graduates no longer involved in the pronunciation training. With the aid of an online survey, the authors inquire which methods and materials the recent graduates found most effective, as well as investigate the question of models taught at the university and their applicability beyond it. The departure point for our study are the objectives of the Faculty's pronunciation course, which aims at developing consistent pronunciation based on native phonemic and allophonic models of general British or American English. The study will involve ca. 30 WA graduates. They survey consists of a set of open questions, forced-choice rating questions (7-point Likert scale), and listing tasks.

The research questions posed in the study include as follows: (1) Were the pronunciation models taught at the Faculty of English consistent with the expectations of students? (2) How do the participants evaluate the materials and techniques used

during the course? (3) How do the graduates evaluate the practical implementation of the model? (i.e. which phonetic features should be emphasised? Is the age of the model teacher of importance? Did the models taught reflect current trends in modern English?) (4) Would they prefer to be exposed more to different varieties of English? (5) Do the participants feel motivated to maintain the acquired accent after graduating from the University?

Investigating these questions will not only allow us to obtain a new perspective on the pronunciation teaching, but also enable us to adjust the pronunciation course at the Faculty to the students' expectations without compromising the standards expected of the alumni of the University.

References

Henderson, A., Curnick, L., Frost, D., Kautzsch, A., Kirkova-Naskova, A., Levey, D., Tergujeff, E., & Waniek-Klimczak, E. 2015. The English Pronunciation Teaching in Europe Survey: Factors Inside and Outside the Classroom. In J. Mompean, & J. Fouz-González (Eds.), Investigating English Pronunciation: Current Trends and Directions (pp. 260-291). Palgrave Macmillan.

Janicka, K., Kul, M., & Weckwerth, J. 2005. Polish students' attitudes to native English accents. In K. Dziubalska-Kołaczyk, & J. Przedlacka (Eds.), English pronunciation models: A changing scene (pp. 251-292). Bern: Peter Lang.

Sobkowiak W. 2002. "English speech in Polish eyes: What university students think about English pronunciation teaching and learning." In: Waniek-Klimczak, E.; Melia, P.J. (eds.) Accents and speech in teaching English phonetics and phonology. Frankfurt am Main: Peter Lang, 177-196.

Szpyra-Kozłowska, J., Frankiewicz, J., Gonet, W. 2002. "Aspekty fonetyki angielskiej nauczane w polskich szkołach", in: Sobkowiak, W. & Waniek-Klimczak, E. (eds). *Zeszyty Naukowe Państwowej Wyższej Szkoły Zawodowej w Płocku. Dydaktyka fonetyki języka obcego, NEOFILOLOGIA. Tom II*". Płock: Wydawnictwo PWSZ w Płocku, 9-27

Waniek-Klimczak, E. 1997. „Context for Teaching English Phonetics and Phonology at Polish Universities and Colleges: A Survey. In: Waniek-Klimczak, E.; Melia, P.J. (eds.) Accents and speech in teaching English phonetics and phonology: EFL perspective. Frankfurt: Peter Lang, 5-17.

Waniek-Klimczak, E., Rojczyk, A., Porzuczek, A. 2015. 'Polglish' In Polish eyes: What English studies majors think about their pronunciation in English. In Waniek-Klimczak, E. and Pawlak, M. (Eds.) Teaching and researching the pronunciation of English. Pp. 23-34. Berlin Heidelberg: Springer-Verlag.

Wrembel, M. 2002. "Miejsce fonetyki języka angielskiego w szkole - implikacje dla kształcenia nauczycieli", in: Sobkowiak, W. & Waniek-Klimczak, E. (eds). *Zeszyty Naukowe Państwowej Wyższej Szkoły Zawodowej w Płocku. Dydaktyka fonetyki języka obcego, NEOFILOLOGIA. Tom II*". Płock: Wydawnictwo PWSZ w Płocku, 29-40.

Wysocka H. 2003. Czy/Jak uczyć fonetyki języka obcego. Zeszyty Naukowe PWSZ w Koninie 2: 156-180.

HOW MANY POSSIBLE REDUCTION PROCESSES AFFECTING CONSONANTS ARE ACTUALLY REALIZED IN ENGLISH AND POLISH?

Małgorzata Kul
Adam Mickiewicz University
kgosia@wa.amu.edu.pl

Paulina Zydorowicz
Adam Mickiewicz University
zpaula@wa.amu.edu.pl

Very few studies (e.g. Neu 1980, Zimmerer et al. 2014) address the quantitative aspect of reduction. Instead, one may find statements such as "there is little or no lenition of the type stop → fricative" (Lodge 1984: 89) or "this process [t deletion] is quite frequent in connected speech" (Shockey 1974: 36). Thus, the study attempts to advance our understanding of consonantal reduction and its frequency of occurrence.

The study's primary aim is to perform a quantitative analysis of consonant reduction in English and Polish, two typologically unrelated languages. For English, representing a CV language (Maddieson 1984), the following reduction processes were considered: (/t, d, h/ deletion, assimilation of place and Yod coalescence in order to cover both within- and across-word reduction. Reduction processes for Polish, a language with a complex cluster system, included consonant cluster reduction, intervocalic /w/ deletion, assimilation of voice and manner for Polish. The secondary aim of the study consists in establishing a correlation between vowel and consonant reduction. The two hypotheses tested were: (1) the ratio of actual vs. possible consonant reduction is high, following traditional descriptions (2) weak consonant reduction may compensate strong vowel reduction as a compensation strategy, preserving the phonetic form of a reduced word.

In order to test the hypotheses, a corpus-based study was conducted on 18 subjects, 9 per language. The two corpora were: the PAC corpus for Lancashire (Durand and Pukli 2004) and the Corpus of Modern Spoken Polish in the area of Greater Poland (Zydorowicz and Kul in prep.). For the English corpus, 2 hs 11 mins of speech was analyzed audtitorily and acoustically whereas the Polish sample was 2 hs 20 mins. The number of tokens was 1564 (English) and 2756 (Polish). The method for the first hypothesis consisted in marking the orthographic transcripts for potential occurrences of reduction and comparing them with the actual realization from the recording. As for the second hypothesis, vowel reduction was expressed as its centralization to schwa across duration, F1 and F2 (Kul and Zydorowicz submitted) and correlated with the actual consonant reduction.

The results for the first hypothesis were surprisingly low as in both languages, the ratio of actual to possible consonant reduction did not exceed 50 per cent, challenging traditional descriptions of consonantal reduction. Regarding the second hypothesis, the results were mixed: the Pearson correlation between strong vowel reduction and weak consonant reduction was found only for some speakers.

References

Durand, J. and M. Pukli. 2004. How to construct a phonological corpus: PRAAT and the PAC project. *Tribune Internationale des Langues Vivantes* (TILV), Vol. 36: 36-46.

Kul, Malgorzata and Paulina Zydorowicz. A corpora-based study of vowel reduction in two speech styles: A comparison between English and Polish. Submitted to PAC 2015 proceedings.

Lodge, K. 1984. Studies in the phonology of colloquial English. Croom Helm, London.

Maddieson, Ian. 1984. *Patterns of sounds*. Cambridge: CUP.

Neu, H. (1980): Ranking of constraints on /t,d/ deletion in American English:Astatistical analysis. In Labov, W. (ed.), Locating language in time and space. Academic Press, New York. 37–54.

Shockey, L. (1974): Phonetic and phonological properties of connected speech. Ohio State Working Papers in Linguistics 17: 1–143.

Shockey, L. (2003): Sound patterns of spoken English. Blackwell Publishing, Oxford.

Zimmerer, F.; Scharinger, M.; Reetz, H. (2014): Phonological and Morphological constraints on German /t/-deletion. Journal of Phonetics 45: 64-75.

Zydorowicz, Paulina and Malgorzata Kul. In prep. The Corpus of Modern Spoken Polish in the area of Greater Poland.

A CALIBRATION OF ACOUSTIC CONTINUA FOR THE ASSESSMENT OF FOREIGN ACCENT

María Luisa García Lecumberri
University of the Basque Country, Vitoria

Rubén Pérez Ramón
University of the Basque Country, Vitoria

Martin Cooke
University of the Basque Country, Vitoria
Ikerbasque (Basque Fundation for Science), Bilbao

Foreign accent has traditionally been evaluated with degree of foreign accent scales (DFA) [1] applied by native listeners to speakers with different L1s [2] or different levels of proficiency [3]. In this study we use instead the classical categorical perception paradigm [4] to study the accentedness of speech stimuli.

In this pilot experiment we control the presence of foreign accent by acoustically manipulating one segment in each word. 13 word-initial consonants and 11 wordmedial vowels were chosen and paired with their corresponding Spanish-accented sound (i.e. [haus-xaus]), in four different one-syllable words for each target segment, to build 96 different 21-step foreign-native continua. A categorisation task was then designed, where 23 native speakers of English were asked to decide whether each step in the continuum was native accented or foreign accented. For control reasons, the non-manipulated version of each word was also introduced in the experiment, leading to a total of 2112 tokens.

To assess possible artefacts introduced by the accent manipulation technique, participants were asked to rate tokens for their overall quality and distortion. For this task five equidistant steps from each continuum were evaluated.

Naturalness results show that most sounds were considered free of artifacts, suggesting that FA evaluation judgments were not based on distortions stemming from

the manipulation technique. Foreign accent categorisation results pattern differently according to the manipulated segment; while for some of the transformations the perception is clearly categorical, in other cases the categorisation is not clear or the category is never perceived as foreign at all. Even in those cases where two categories are perceived, category changes are not always perceived at the same point of the continuum. Some explanations for these results taking into account the stimuli generation process as well as phonological reasons are proposed, as well as some insights on how to improve the technique for future research.

References

[1]-Munro, M. & Derwing, T. M. (1995) Processing time, accent, and comprehensibility in the perception of native and foreign-accented speech. Language and Speech 38: 289-306.
[2]-Cutler, A. (2001) Listening to a second language through the ears of a first. Interpreting 5 (1):1-23.
[3]-Fayer, J. M. & Krasinski, E. (1987) Native and non-native judgments of intelligibility and irritation. Language Learning 37: 313-327.
[4]-Cooper, F. S., Liberman, A. M., & Borst, J. M. (1951) The interconversion of audible and visible patterns as a basis for research in the perception of speech. Proceedings of the National Academy of Science, 37,318-325.

GIBRALTAR AFTER BREXIT

David Levey
Universidad de Cádiz
david.levey@uca.es

Gibraltar is classified as an overseas territory on the Iberian Peninsula, and has been British for more than 300 years. Various cultures have contributed to its language make up and cultural identity throughout its rich history, but inevitably English and Spanish are the main linguistic influences today. While the former is the only official language, the latter, due to traditional ties and geographical proximity, has coloured the language spoken on the Rock and influenced the identity of its inhabitants.

Despite its British status, Spanish was dominant in Gibraltar in most domains until the second half of the twentieth century and its transfer was clearly evident in the English spoken on the Rock. Recent research has shown, however, that in the second half of the twentieth century, largely due to socio-political factors, there was a notable shift towards a British English model and, particularly in the younger speakers, the Spanish transfer that once characterised the speech of the "Yanitos" is becoming less evident (Levey 2008a, 2008b, 20011, 2014, 2015).

Given that the complex question of real language use and preference in Gibraltar is changeable and has often been subject to socio-political factors, this paper reviews the situation and looks at the possible linguistic consequences of the recent Brexit referendum for the local speech community, given that 96% of the staunchly British local population voted to remain in Europe.

References

Levey, David (2008a): *Language Change and Variation in Gibraltar*. Amsterdam/Philadelphia: John Benjamins.

Levey, David (2008b): "The Changing face of Gibraltarian English: TH-fronting on the Rock", en Waniek-Klimczak, E. (ed.) *Issues in Accents of English* Pp. 91-101. Newcastle: Cambridge Scholars Publishing.
Levey, David (2011): "National Identity and Allegiance in Gibraltar", en McGlynn, C *et alii* (eds.) *Britishness, Identity and Citizenship: The View from Abroad*. Pp. 73-93. Bern: Peter Lang.
Levey, David (2014): "Gibraltar English" en Williams, J. *et alii* (eds.) *The Lesser-known Varieties of English: Volume 2*. Pp. 51-69. Cambridge: Cambridge University Press
Levey, David (2015) : "Yanito: variedad, híbrido y spanglish" en Betti, S & Jorques, D (eds.) *Visiones europeas de Spanglish*. Pp. 75-85. Valencia: Uno y Cero

SHORT-TERM GAINS IN L2 SPEAKING SKILLS? EXAMINING FLUENCY DEVELOPMENT DURING AN ORAL SKILLS COURSE

Pekka Lintunen
University of Turku
pekka.lintunen@utu.fi

Pauliina Peltonen
University of Turku

Increased L2 spoken proficiency is an important learning goal for L2 learners. The amount of explicit instruction on spoken skills varies depending on, for example, teaching methodologies and the washback effect from final exams. Although L2 learning is a long process, recently, researchers have also been interested in the short-term gains or changes in L2 (e.g. Tonkyn 2012, Trofimovich, Kennedy & Blanchet 2015, Tavakoli, Campbell & McCormack 2016). In contemporary SLA research, complexity, accuracy and fluency are seen as the quality measures for learner success (e.g. Housen & Kuiken 2009). In this study we were interested in the short-term effects explicit spoken language teaching has on fluency. The development of fluency is often studied cross-sectionally or in study abroad contexts, and earlier longitudinal studies on fluency development in formal education are rare (e.g. Derwing, Munro & Thomson 2008).

Despite typological and often mentioned cultural differences between Finnish and English, the spoken proficiency of Finnish advanced learners of English is relatively high. Furthermore, in international and local Finnish contexts the often voiced concern is that spoken language is the neglected element in formal education. These concerns have been answered with curricular changes in Finland: upper secondary school includes a recent compulsory course on spoken language, and the final exam will include a spoken part in 2019. This practical need for testing requires background research to guarantee efficient teaching and valid and reliable assessment of spoken language skills.

In this presentation, we will discuss our results focusing on fluency measures. A set of commonly used fluency measures was chosen for examining the speed and breakdown (pausing) dimensions of utterance fluency (see e.g. Skehan 2009). In particular, we focused on sample length, speech rate, MLR and pausing. A group of Finnish upper secondary school learners (n=10) was tested at the beginning and end of a 7-week course on spoken language. We will discuss measures that show short-term effects in spoken production and also aspects that suggest negative development. In

addition to presenting group level results, we will highlight individual differences in fluency development. Although our results suggest that revealing short-term gains in L2 spoken performance is challenging, formal education on spoken language features can have positive long-term and affective effects.

References

Derwing, T., M. J. Munro, and R. Thomson 2008. A longitudinal study of ESL learners' fluency and comprehensibility development. *Applied Linguistics* 29: 359–380.

Housen, A., and F. Kuiken 2009. Complexity, accuracy, and fluency in second language acquisition. *Applied Linguistics* 30 (4): 461–473.

Housen A., F. Kuiken, and I. Vedder (eds) 2012. *Dimensions of L2 Performance and Proficiency: Complexity, Accuracy and Fluency in SLA*. Amsterdam, Philadelphia: John Benjamins.

Skehan, P. 2009. Modelling second language performance: Integrating complexity, accuracy, fluency, and lexis. *Applied Linguistics* 30: 510–532.

Tavakoli, P., C. Campbell, and J. McCormack 2016. Development of speech fluency over a short period of time: Effects of pedagogic intervention. *TESOL Quarterly* 50 (2): 447–471.

Tonkyn, A. 2012. Measuring and perceiving changes in oral complexity, accuracy and fluency: Examining instructed learners' short-term gains. In Housen, Kuiken & Vedder (eds): 221–246.

Trofimovich, P., S. Kennedy, and J. Blanchet 2015. Phonetics instruction in L2 French: Contributions of segments, prosody, and fluency to speech ratings. In J. Przedlacka, J., Maidment, and M. Ashby (eds), *Proceedings of the Phonetics Teaching and Learning Conference* (pp. 101–105). London: University College London.

TEACHING L2 INTONATION: HOW SUCCESSFUL CAN IT BE?

Dorota Lipińska
University of Silesia
dorota.lipinska@yahoo.com

Intonation is considered to be one of crucial elements of second language speech, but at the same time L2 learners find it complicated and difficult to acquire. There may be numerous explanations for this situation, but one of them is the fact that it is not enough when language users learn the theory concerning the prosodic differences between their mother tongue and a target language, as well as pragmatic functions of certain intonation patterns. The ability to recognize foreign tones aurally seems to be vital in this case, too (e.g. Porzuczek and Rojczyk, 2016). The question is to what extent this skill can be trained. The previous research (e.g. de Bot and Mailfert, 1982; Levis and Pickering, 2004) shows that proper training may significantly improve both the production and recognition of foreign language tones.

The aim of this study is to verify how much the recognition of four English tones (FALL, RISE, FALL-RISE and RISE-FALL) can be improved after a term of intensive practical phonetic training based on varied materials (e.g. Laroy, 2007; Hancock, 2008; Hewings, 2010; Porzuczek et al., 2013). Eighteen second-year students of English philology participated in the study during a summer term of 2015/2016 academic year. The study participants had been taught the basics of the subject during a winter term, were familiar with the terminology etc and thanks to that the researcher could focus on the practical side of training of both perception and production. They did a recognition task twice – at the beginning of a summer term and at the end of it

(after 30 hours of training). The subjects were presented with a printed list of 3-4-word-long phrases (extracted from longer sentences) and listened to the recording twice. They were expected to write what tone they heard, next to each phrase. The results show that in almost all cases, the study participants' ability to recognize intonation patterns improved markedly.

References

De Bot, K. and Mailfert, K. 1982. The Teaching of Intonation: Fundamental Research and Classroom Applications. *TESOL Quarterly* 16 (1), pp. 71-77.

Hancock, M. 2008. *English Pronunciation in Use. Intermediate.* Cambridge: Cambridge University Press.

Hewings, M. 2010. *English Pronunciation in Use. Advanced.* Cambridge: Cambridge University Press.

Laroy, C. 2007. *Pronunciation.* Oxford: Oxford University Press.

Levis, J. and Pickering, L. 2004. Teaching Intonation in Discourse Using Speech Visualisation Technology. *System*, *32* (4), pp. 505-524.

Porzuczek, A., Rojczyk, A. and Arabski, J. 2013. *Praktyczny Kurs Wymowy Angielskiej dla Polaków.* Katowice: Wydawnictwo Uniwersytetu Śląskiego.

Porzuczek, A. and Rojczyk, A. 2016. *Explicit Instruction Versus Intuition/Experience: Is Intonation Teachable?* Paper delivered at 28th International Conference on Second Language Acquisition and Foreign Language Learning, Szczyrk, Poland, 19-21 May 2016.

USAGE PATTERNS OF AN ONLINE ALLOPHONIC TRANSCRIPTOR

Kacper Łodzikowski
Adam Mickiewicz University in Poznań
klodzikowski@wa.amu.edu.pl

Grzegorz Aperliński
Adam Mickiewicz University in Poznań

It has been argued that phonetic and phonological awareness helps learners improve their second-language pronunciation (e.g. Dziubalska-Kołaczyk 2002). One way of boosting such awareness is learning IPA-based transcription. Adult EFL (English as a foreign language) learners generally find transcription helpful, esp. for recognising and remembering those English sounds that are not featured in their native languages (Mompean and Lintunen 2015). Whereas teachers can use such tools as pronunciation dictionaries or automatic transcription tutors (e.g. Cooke et al. 2001; Garcia Lecumberri et al. 2003), these use phonemic transcription. We knew of no other tool for automated practice of *allophonic* transcription, so we built a simple web application that transforms the phonemic transcription of single words into allophonic transcription. The aim of this paper is to show how learners used the said transcriptor.

The transcriptor is based on a selection of phonetic processes described in widely-used English phonetics and phonology textbooks. It was made available for six months to 61 Polish undergraduate EFL learners who took a first-year course in English phonetics and phonology at a Polish university. Students were encouraged to use the tool to prepare for three post-class quizzes and two midterm tests. Whenever a student visited the transcriptor, the details of that visit (timestamp and duration; requested transcription) were logged in a database.

Of 61 learners, 72% visited the transcriptor at least once. Overall, learners visited the transcriptor 576 times. On an average visit, a learner kept the transcriptor open for around 10 minutes and requested seven transcriptions. Although visits peaked just before quizzes and tests, generally interest in the transcriptor waned over time. Overall, learners requested 3,602 transcriptions. The top 15 most frequently requested transcriptions accounted for around 10% of all transcriptions: *potential*, (requested 48 times; 1.33% of all requests), *cute* (37; 1.03%), *grandchild* (35; 0.97%), *the* (/ðə/; 24; 0.67%), *twelfth* (23; 0.64%), *alcohol* (21; 0.58%), *bead* (20; 0.56%), *gladness* (20; 0.56%), *beat* (19; 0.53%), *blight* (19; 0.53%), *supermarket* (19; 0.53%), *at* (/ət/, 17; 0.47%), *be* (17; 0.47%), *love* (17; 0.47%), *beauty* (16; 0.44%). These and other relatively infrequent but highly-requested words appeared in in-class worksheets. Despite the opportunity to request the transcription of virtually any word, most students transcribed words for which they received a teacher-generated answer key after each class anyway.

References

Cooke, Martin, Maria Luisa García Lecumberri and John Maidment. 2001. "A tool for automatic feedback on phonemic transcription", in: *Proceedings of Eurospeech 2001*, 2795-2798.

Dziubalska-Kołaczyk, Katarzyna. 2002. "Conscious competence of performance as a key to teaching English", in: Ewa Waniek-Klimczak and Patrick James Melia (eds.), *Accents and speech in teaching English phonetics and phonology*. Frankfurt am Main: Peter Lang, 97-105.

Garcia Lecumberri, Maria Luisa, John Maidment, Martin Cooke, Anders Ericsson and Mircea Giurgiu. 2003. "A web-based transcription tool", in: *Proceedings of the 15th international congress of phonetic sciences*, 981-984.

Mompean, Jose A. and Pekka Lintunen. 2015. "Phonetic Notation in Foreign Language Teaching and Learning: Potential Advantages and Learners' Views", in: *Research in Language*, *13*: 3, 292–314. http://doi.org/10.1515/rela-2015-0026

THE ACQUISITION OF NONRHOTICITY IN MUSICAL AND NONMUSICAL ADVANCED POLISH STUDENTS OF ENGLISH

Kamil Malarski
Adam Mickiewicz University, Poznań
kmalarski@wa.amu.edu.pl

Mateusz Jekiel
Adam Mickiewicz University, Poznań
mjekiel@wa.amu.edu.pl

Polish is a rhotic language. Therefore, in the process of learning General British (Cruttenden 2014) pronunciation, Polish students find it difficult not to produce nonprevocalic /r/s. The following study aims at assessing to what extent musical hearing is helpful in acquiring nonrhoticity among Polish advanced students of English. So far, it has been shown that music has an effect on language in many domains, such as neurolinguistics (Zatorre et al. 2002, Patel et al. 2008), L1 acquisition (Wermke and Mende 2009, Brandt et al. 2012) and L2 acquisition (Lee and Hung 2008). Moreover, the findings in Pastuszek-Lipińska (2008) point to musical hearing as a predisposition for effective speech imitation. Based on these assumptions, we

hypothesize that musical hearing has an effect on how fast students of English adapt to nonrhotic pronunciation.

Our subjects are 36 Polish speakers (18 female, 18 male) studying English as their major at 1BA level. They took part in two recording sessions, i.e. before and after a twosemester intensive accent training course they have to complete as part of their curriculum, where they are taught the General British pronunciation model. The stimulus comprised of 1) a reading passage, 2) a set of dialogues eliciting rhoticity/nonrhoticity and 3) a wordlist eliciting START and NORTH vowels before nonprevocalic /r/. Next, the participants took part in a musical hearing test, measuring pitch perception, musical memory and rhythm perception. Finally, the speakers were also asked to complete an online survey regarding their listening to music habits and musical experiences (i.e. playing musical instruments, singing, attending music lessons, etc.).

The preliminary analysis shows that across all speakers over 60% of all variants were pronounced as rhotic in the first recording session. With time, all our participants improved and produced fewer rhotic variants. It seems that students with better musical hearing had better results for nonrhoticity in both recording sessions. The results suggest that learners with a better musical ear are able to acquire nonrhoticity at an earlier stage.

References

Brandt, A., Gebrain, M., Slevc. L. R. 2012. "Music and early language acquisition", *Frontiers in Psychology* 3(327): 1–17.

Cruttenden, A. 2014. *Gimson's Pronunciation of English* . (Eighth Edition). London: Routledge.

Lee, C., Hung, T. 2008. "Identification of Mandarin tones by Englishspeaking musicians and nonmusicians", *Journal of the Acoustic Society of America* 3(5): 3235–3248.

Pastuszek-Lipińska, B. 2008. "Musicians outperform nonmusicians in speech imitation", *L ecture Notes in Computer Science* 4969: 56–73.

Patel, A. D., Iversen, J. R., Wassenaar, M., Hagoort, P. 2008. "Musical syntactic processing in agrammatic Broca's aphasia", *Aphasiology* 22: 776–789.

Wermke, K., Mende, W. 2009. "Musical elements in human infants' cries: In the beginning is the melody", *Musicae Scientae* 13(2): 151–175.

Zatorre, R. J., Belin, P., Penhune, V. B. 2002. "Structure and function of auditory cortex: music and speech", *Trends in Cognitive Sciences* 6(1): 37–46.

POLES IN IRELAND: THE USE OF HIBERNO-ENGLISH SLIT-T

Izabela Molińska
University of Łódź
iza.molinska@gmail.com

In any migratory context individuals are faced with several challenges as a result of having to live in a different geographical location and function in a different cultural setting. They are confronted with a task of finding their way around the new reality and establishing themselves within the community they live and work in via the means of a language that is not their mother tongue. The migrants' use of language plays a crucial role in mediation of their identity (Kobialka, 2016), especially in the domain of pronunciation. When non-native users of language adapt their speech to resemble that

of the host community, it may indicate their strong identification with the target community (Hammer & Dewaele, 2015).

This presentation focuses on the pronunciation patterns among Polish migrants living in the west of Ireland. The aim of the study is to investigate the link between the positive attitudes of the migrant community towards Ireland, Irish culture and Irish community, and the tendency to use *Hiberno-English slit-t*, one of the most characteristic pronunciation features of English in Ireland. The framework of the study includes acculturation strategies (Berry, 2005), social identity theory (Tajfel & Turner, 1978) and language identity. The qualitative and quantitative analysis of the data indicates a certain correlation between the use of *Hiberno-English slit-t* and the participants' strategies of acculturation, their identity, as well as their attitudes to the host community.

References

Berry, J. W. (2005). Acculturation: Living successfully in two cultures. *International Journal of Intercultural Relations* 29, pp. 697-712.

Hammer, K. & Dewaele, J.M. (2015). Acculturation as the Key to the *Ultimate* Attainment? The case of Poles in the UK. In F. Forsberg Lundell & I. Bartning (Eds.) *Cultural Migrants and Optimal Language Acquisition*. Bristol: Multilingual Matters, 178-202.

Kobialka, E. (2016). Language, Identity and Social Class Among Polish Migrants in Ireland. In V. Regan, E. Diskin & J. Martyn (Eds.) *Language, Identity and Migration*. Oxford: Peter Lang, 191-214.

Lybeck, K. (2002). Cultural Identification and Second Language Pronunciation of Americans in Norway. *The Modern Language Journal* 86(2), 174-191.

Tajfel, H. & Turner, J.C. (1986). The Social Identity Theory of Intergroup Behaviour. In S.Worchel & W.G. Austin (Eds.) *Psychology of intergroup relations*. Chicago: Nelson-Hall, 7-24.

SPELLING IN PRONUNCIATION INSTRUCTION, ONCE AGAIN: THE USEFULNESS OF *WORDS COMMONLY MISPRONOUNCED* TO LEARNERS OF SIX DIFFERENT L1S

Marta Nowacka
University of Rzeszów
martha.nowacka@gmail.com

This study seeks to answer the question of whether there is a need to focus on spelling in a pronunciation course and if so, which graphophonemic / phonotactic rules of English should be explicitly taught. The intention is also to empirically prove the existence of global (encompassing spelling cues) and local ('graphophonemic exceptions') errors in 238 speakers and 291 listeners of six nationalities (Kazakh, Malaysian, Polish, Tajik, Turkish and Ukrainian) on the basis of a questionnaire and recording based study comprising a sample of 60 items from Sobkowiak's (1996) list of 'Words Commonly Mispronounced.'

The results of the study confirm the necessity for explicit instruction on the regularity rather than irregularity of English spelling in order to eradicate globalised and 'either-or' pronunciation errors, as classified in Porzuczek (2015), in the speech of university students with six different L1s. The most numerous avoidable globalised errors in the production task include: the letters <-old> and <oll> (*old*), mute consonant letters (*comb*), two categories related to the reduction of unstressed syllables:

'reduce the vowel in stress-adjacent syllables and in syllables following the stressed one to /ə/ or /ɪ/' (*surface*), 'reduce <-ous>, <-age>, and <-ate> in nouns and adjectives' (*accurate*) and 'isolated errors' (*thousand* and *pronounce*).

Once introducing spelling-to-sound relations becomes a routine procedure in pronunciation training, the strain of memorizing a list of true local errors, phonetically challenging pronunciation exceptions, will be reduced to the absolute minimum, comprising such aspects as: the ambiguous letter <o> (*above*), 'unpredictable <-ough>' (*dough*), words with unpredictable pronunciation (*southern, knowledge, says* and *abroad*) and unpredictable pronunciation of single vowel letters (*ancient*).

It is believed that the outcome of our research makes it easier for teachers to decide which graphophonemic patterns should be explicitly taught in phonetic instruction. We also hope that learners' production of some phonetically challenging items will improve if they make an attempt at memorizing some spelling guidelines, which we have ranked according to their needs.

References

Porzuczek, A. (2015). Handling Global and Local English Pronunciation Errors, In E. Waniek-Klimczak and M. Pawlak (eds) Teaching and Researching the Pronunciation of English: Studies in Honour of Włodzimierz Sobkowiak, Second Language Learning and Teaching. London: Springer: 169-187.

Sobkowiak, W. (1996). English Phonetics For Poles. Poznań: Bene Nati.

ACCENTEDNESS, COMPREHENSIBILITY AND INTELLIGIBILITY OF L2 SPEECH: A REPLICA AND EXTENDED STUDY

Catherine Pease
University of York
cp1034@york.ac.uk

Sam Hellmuth
University of York

Marta Szreder
United Arab Emirates University

The relationship between foreign accent and both the comprehensibilty and intelligibility of second language speech has been a subject of research for the past two decades. Munro and Derwing's (1999) examination of the speech of native Mandarin speakers of English resulted in two major findings: firstly, accentedness and intelligibility were found to be orthogonal; and secondly, non-native intonation was found to be more highly correlated with problems of comprehensibility than were phonetic and phonemic errors. Replica studies have come to be seen as a 'must' in scientific research (Amir & Sharon, 1990), and it is in this vein that the present study replicates, but also, based on the second finding, extends the original study.

Following the methodology of the original study, ratings are collected from 18 native English listeners for the accentedness, comprehensibility, and intelligibility of

three spontaneous L2 English utterances for each of ten L1 Emirati Arabic speaking intermediate-to-advanced L2 learners of English, recorded in the UAE. These ratings are then correlated with each other to ascertain what bearing a foreign accent has on the comprehensibility and intelligibility of speech. The three listener ratings are also correlated to error counts carried out by the first author for phonetic and phonemic errors, and non-native intonation. Production data has been collected, and error counts are complete; listener rating collection is ongoing at this time.

The second part of the study is based on the original finding that suprasegmental aspects of L2 speech correlate to a greater extent to problems of comprehensibilty than do segmental aspects, and was designed to examine this area in greater detail. There is as yet no theory of second language acquisition which adequately deals with prosody, and the effect of non-native intonation on the perception of foreign accent has also been the subject of debate (Colantoni et al., 2015). Predictions of non-native production were based on a cross-linguistic comparison of Arabic and English, and formed the core for stimuli construction. The stimuli, elicited in reading and semi-spontaneous tasks, were designed to look at the following areas of connected speech: pitch accent distribution and issues of prominence, phrasing and boundary tones, issues of rhythmicality such as vowel reduction, re-syllabification, and peak alignment, as well as lexical stress and coarticulation. Listener ratings are collected as in the replica study, and correlated to the number of non-native connected speech patterns. Results will be available for presentation at Accents 2016.

References

Amir, Y., Sharon, I. (1990). Replication Research: A "Must" for the Scientific Advancement of Psychology. *Journal of Social Behavior and Personality 5.4. (Jan 1,1990): 51.*

Colantoni, L., Steele, J., Escudero, P. (2015). *Second Language Speech: Theory and Practice.* Cambridge University Press.

Munro, M. J. & Derwing, T. M. (1999). Foreign accent, comprehensibility and intelligibility in the speech of second language learners. *Language Learning, 49, 285-310.*

WITH OR WITHOUT PHONETIC SYMBOLS – TOWARDS A CONSENSUS ON THEIR ROLE IN TEACHING ENGLISH PRONUNCIATION

Ágnes Piukovics
Pázmány Péter Catholic University, Budapest
agnes.piukovics@gmail.com

In the past decade, the role of IPA symbols in English language teaching (ELT) has been a highly controversial issue. In the first phase of the debates, most studies were limited to discussing the pros and cons of the IPA, placing greater emphasis on the advantages in order to counterbalance the emerging concerns voiced against using the notation. Also, numerous practical considerations were collected to be borne in mind by teachers to reduce the risk of lack of success caused by the disadvantages (cf. e.g. Mompean, 2005; Newton, 1999).

Following nearly a decade's discussion based on purely theoretical considerations, most of which aimed at finding arguments for maintaining the IPA in ELT, it was in the past few years that considerations appeared which openly support the elimination

of the symbols from the EFL classroom (e.g. Nádasdy 2015), and also that empirical data were collected to support either of the views which examined (among other issues) learners' beliefs on the question. These latter studies, however, arrived at contradictory conclusions (cf. e.g. Piukovics & Balogné Bérces, 2015, vs. Mompean, 2015).

The purpose of the present paper is to contribute to bringing the controversies to an end by synthesising the attempts made in the past few years at reaching a consensus in the debate. In doing so, it is to be argued that what led to the contradictory conclusions are crucial differences in the context of the studies, including numerous teacher- and learner-related factors (e.g. the learners' age, their learning styles, the teachers' beliefs, etc.), which are to be evaluated separately when deciding whether the IPA is to be used in a particular teaching setting, together with considering for which of its functions the notation is to be taught, and a universal conclusion on the question need not even be aimed at.

References

Mompean, J. A. (2005). Taking advantage of phonetic symbols in the foreign language classroom. PTLC 2005: *Phonetics Teaching and Learning Conference*. London: University College London.

Mompean, J. A. (2015). Phonetic notation in foreign language teaching and learning: Potential advantages and learners' views. *Research in Language, 13*(3), 292–314.

Nádasdy, Á. (2015). *Phonetic transcription – curse or blessing?* Plenary talk given at the 25th IATEFL-Hungary conference, Budapest, Hungary, 9–11 October.

Newton, C. (1999). Phonemic script: The pros and cons. *English Teaching Professional, 12*, 33-35.

Piukovics, Á. (in press). The changing role of the IPA in the EFL classroom. *Nyelv – Nyelvtechnológia – Nyelvpedagógia: 21. századi távlatok. A XXV. Magyar Alkalmazott Nyelvészeti Kongresszus előadásai*. Budapest: MANYE-PPKE.

Piukovics, Á., & Balogné Bérces, K. (2015). *Phonetics, phonology and the IPA in the EFL classroom*. Paper presented at the Approaches to Phonology and Phonetics (APAP) conference, Lublin, Poland, 19–21 June.

ENGLISH WORD STRESS IN POLISH LEARNERS' SPEECH PRODUCTION AND PERCEPTION

Andrzej Porzuczek
University of Silesia
ampj24@wp.pl

ArkadiuszRojczyk
University of Silesia
arkadiusz.rojczyk@us.edu.pl

The communicative importance of English word stress and potential problems with its acquisition make it one of the top priorities in EFL teaching, particularly to native speakers of a language that does not use this feature for lexical discrimination. The inevitable mistakes made by Polish learners also affect the pronunciation of high-frequency words and even though these words do attract EFL teachers' attention, lists of notorious mispronunciations (e.g. Sobkowiak, 1996) have remained valid for decades. A number of studies (e.g. Waniek-Klimczak, 2002, 2015; Szpyra-Kozłowska,

2015) have investigated the scale of the difficulty and its possible determinants such as L1 interference, overgeneralisation of FL structures, lexical frequency, language instruction and general FL proficiency.

Our contribution to the topic focuses on the relations between conscious and subconscious aspects of English word stress acquisition. Using three types of tasks– reading, recognition, and correctness assessment we test word-stress accuracy in the pronunciation of Polish learners, first year and third year English studies majors, and the rate of recognition of words pronounced with correct and distorted syllable prominence relations. In addition to the reading task, the participants indicate the syllable that they intended to stress. The analysis of the collected data and correlations between the accuracy of students' perception and production and their metalinguistic knowledge allow us to draw conclusions concerning the significance of language awareness and phonetic instruction for the acquisition of FL word stress.

References

Sobkowiak, Włodzimierz. (1996). *English Phonetics for Poles*. Poznań: Bene Nati.

Szpyra-Kozłowska, Jolanta. (2015). *Pronunciation in EFL Instruction. A Research-Based Approach.* Bristol, Buffalo, Toronto: Multilingual Matters.

Waniek-Klimczak, Ewa. (2002). Akcent wyrazowy w nauczaniu języka angielskiego. In Sobkowiak, W., Waniek-Klimczak, E. (eds). *Dydaktyka Fonetyki Języka Obcego*. Płock: Wydawnictwo Państwowej Wyższej Szkoły Zawodowej w Płocku, 101-114.

Waniek-Klimczak, Ewa. (2015). Factors affecting word stress recognition by advanced Polish learners of English. In Waniek-Klimczak, E., Pawlak, M. (eds) *Teaching and Researching the Pronunciation of English. Studies in Honour of Włodzimierz Sobkowiak*. Cham, Heidelberg, New York, Dordrecht, London: Springer, 189-204.

EDGE EPENTHESIS VS. INTERNAL EPENTHESIS IN THE ADAPTATION OF POLISH ONSET CONSONANT CLUSTERS BY NATIVE SPEAKERS OF ENGLISH – THE ROLE OF THE SYLLABLE CONTACT LAW

Marek Radomski
Maria Curie-Skłodowska University in Lublin
marek.radomski86@gmail.com

Vowel epenthesis is probably the most common repair strategy used in phonological loanword adaptation to nativize ill-formed consonant clusters (Kang 2011). The cross-linguistic preference for epenthesis over deletion as a means to resolve phonotactic conflicts was formally expressed as the Preservation Principle (Paradis and LaCharite 1997), which states that as much source phonological material as possible should be retained in the output of adaptation unless the cost in terms of the number of modifications is too high.

In Radomski (2014) we reported on an online loanword adaptation experiment in which 30 native speakers of British English reproduced Polish words with CC consonant clusters which do not occur in English. Vowel epenthesis was demonstrated to be the most frequent repair strategy used by the participants, especially with regard to onset clusters, with consonant deletion occurring marginally. These results are in accordance with a cross-linguistic tendency to preserve the source phonological

material in loanword adaptation. However, in CC consonant clusters, an epenthetic vowel may be inserted either before the cluster (edge epenthesis), with C_1 syllabified as coda and C_2 as onset ($VC_1.C_2$), or inside the sequence, with both C_1 and C_2 syllabified as onsets ($C_1V.C_2$). Both cases were attested in the data presented in Radomski (2014).

In this paper we attempt to examine what determines the epenthesis site in the adaptation of Polish onset clusters by native speakers of English. The sonority profile of a cluster is argued to play the decisive role. Thus, edge epenthesis takes place in onset clusters of falling sonority, whereas internal epenthesis occurs in clusters of rising sonority and sonority plateaus. Edge epenthesis in the latter cases would result in structures that violate the Syllable Contact Law (Murray and Vennemann 1983), a principle that embodies the preference for sonority drop between syllable coda and the following onset. The data are analysed within the framework of Optimality Theory (Prince and Somlensky 1993/2004). The Syllable Contact Law is formally expressed as a hierarchy of relational constraints, as proposed by Gouskova (2004).

References

Gouskova, M. (2004) Relational hierarchies in OT: the case of Syllable Contact. *Phonology* 21(2): 201-250.

Kang, Y. (2011) Loanword phonology. In M. van Oostendorp, C. J. Ewen, E. Hume, and K. Rice (eds.), *Companion to Phonology*. Oxford: Blackwell. 2258–2282.

Murray, R. W. and T. Vennemann (1983) Sound change and syllable structure in Germanic phonology. *Language* 59: 514-28.

Paradis, C., and D. LaCharité (1997) Preservation and minimality in loanword adaptation. *Journal of Linguistics* 33: 379–430.

Prince, A. and P. Smolensky (1993/2004) Optimality Theory: Constraint interaction in generative grammar. Technical Report, Rutgers University and University of Colorado at Boulder, 1993. Revised version published by Blackwell, 2004.

Radomski M. (2014) Adaptation of Polish CC obstruent clusters by native speakers of English. In Cyran E. & J. Szpyra-Kozłowska (eds.) *Crossing Phonetics-Phonology Lines*. Newcastle upon Tyne: Cambridge Scholars Publishing. 327-346.

USAGE IS PHONOLOGICAL

Geoff Schwartz
Adam Mickiewicz University in Poznań
geoff@wa.amu.edu.pl

The basic assumption of Exemplar Theory (e.g. Johnson 1997) and usage-based models of phonology (e.g. Bybee 2001) is that phonological categories emerge on the basis of language use. In essence, language users form phonological generalizations on the basis of input that is subject to all manner of variability, including speech rate, lexical frequency, syntactic and semantic context, as well as other factors. Phonological representations are thus claimed to emerge on the basis of input exemplars that are stored in memory, and which by their very nature are rich in phonetic detail. In this sense, usage-based phonology is seen as a direct challenge to generative models, in which representations are claimed to be constructed from abstract features, and phonetic details are a matter of implementation.

While in some circles, performance-based variability is seen as a problem for theories of phonology, one may envision a perspective from which usage indeed provides evidence for certain representational assumptions. Stated briefly, we may consider the types of phonetic features that are constant in the face of performance phenomena, and suggest that these features are privileged from the point of view of phonological representation. In other words, Lindblom's (1990) principle of 'sufficient discriminability', which may be said to guide the amount of phonetic reduction in an utterance, indeed reveals the nature of phonological structure, particularly with respect to the relationship between prosody and segmental phonology.

Another 'phonological' aspect of performance phenomena is the fact that they are typically language-specific. Consider the familiar example of intervocalic /t/, which in various accents of English is subject to lenition processes such as flapping and glottaling. By contrast, in Polish flapping or glottaling of intervocalic /t/ is never attested. While many usage-based scholars have concerned themselves with the factors that determine whether a reduced variant of /t/ will appear (e.g. frequency, speech rate, neighbourhood effects) in English, a clearly categorical and phonological generalization – English allows /t/-lenition but Polish does not – is often ignored.

In this talk, I will argue that the benefits of usage-based phonology lie not in the challenges that performance-induced variability poses for generative models – as is emphasized or even preached by Exemplar Theorists, but rather in the fact that performance phenomena may be helpful in identifying truly 'phonological' parameters by which languages may differ. Empirical evidence will come primarily from data involving non-contrastive phonetic properties in English and Polish.

References

Bybee, J. 2001. *Phonology and Language Use*. Cambridge: Cambridge University Press.

Johnson, K. 1997. Speech perception without speaker normalization: An exemplar model. In K. Johnson & J. Mullennix (eds), *Talker Variability in Speech Processing.* San Diego: Academic Press. 145-165.

Lindblom, B. 1990. Explaining phonetic variation: A sketch of the H & H theory. In W. J. Hardcastle & A. Marchal (eds), *Speech*

FOREIGN LANGUAGE LEARNERS PAY ATTENTION TO PHONETIC DETAIL IN THE INPUT: GOOSE AND FOOT FRONTING IN NON-NATIVE ENGLISH

Šárka Šimáčková
Palacký University Olomouc
sarka.simackova@upol.cz

Václav Jonáš Podlipský
Palacký University Olomouc

Equivalence classification has been an important concept in L2 phonology[1,2]. The extent to which late L2 learners can discern fine phonetic detail in the input, form new phonetic categories and produce them accurately remains a highly relevant topic, especially for foreign language learning characterized by paucity of interactional native input.

Our study focuses on advanced Czech EFL learners' realization of English high back vowels. Over the last forty-to-fifty years the GOOSE vowel has undergone fronting, in British and also American English[3-7]. A more recent innovative trend towards a fronted FOOT vowel is reported for young southern British English speakers[8,9], while newer acoustic measurements (e.g. in 10) show fronted FOOT vowel in American English compared to older data (e.g. 11&12). Phonologically equivalent vowels in Czech, a quantity language, are long /u:/ and short /u/, both realized as back[13]. Our research questions are: (1) Do Czech EFL learners produce a spectral as well as durational difference between English GOOSE and FOOT? (2) Do these learners, who have limited and varied exposure to authentic English input, learn to produce fronted back vowels?

The stimuli, 24 sentences containing 6 GOOSE and 6 FOOT monosyllabic target words placed sentence-initially and sentence-finally, were first recorded by 2 British and 3 American native speakers. Formant measurements confirmed the trends reported for English /u/ and /ʊ/ in literature. Subsequently, 20 Czech female EFL learners, all university students who have reached C1 proficiency level in CEFR[14], were recorded.

To analyze the learners' data, we first submitted their mean vowel durations to a Repeated-Measures ANOVA with factors Vowel (FOOT/GOOSE) and Sentence position (initial/final). The GOOSE vowel was significantly longer in both sentence positions. Next, two separate RM ANOVAs (Vowel-by-Position) on learners' mean F1 and F2 values each found a significant main effect of Vowel, with GOOSE being higher and more front compared to FOOT. Finally, one-sample *t*-tests compared F2s, averaged across the two sentence positions vowels, of learners' GOOSE and FOOT vowels to the mean reference values of Czech /u:/ and /u/ produced by young adult female Czechs[12]. The learners' mean F2 of both the GOOSE vowel (1561 Hz, 208 Hz Std.Dv.) and the FOOT vowel (1355 Hz, 69 Hz Std.Dv.) were significantly higher compared both to Czech /u:/ (757 Hz) and /u/ (1003 Hz).

The Czech EFL learners produced a clear spectral as well as durational difference between the English GOOSE and FOOT vowels. They also differentiated the two English vowels from their Czech back vowel categories, producing fronting. The GOOSE vowel fronting was more pronounced.

References

1. Flege, J.E. 1995. Second language speech learning: Theory, findings, and problems. In: W. Strange (Ed.), *Speech perception and linguistic experience: Issues in cross-language research*, 233-272. Baltimore: York.
2. Best, C.T. & M.D. Tyler 2007. Nonnative and second-language speech perception: Commonalities and complementarities. In: O. Bohn & M.J. Munro (Eds.), *Language experience in second language learning: In honor of James Emil Flege*, 13-34. Amsterdam: John Benjamins.
3. Deterding, D. 1997. The formants of monophthong vowels in Standard Southern British English pronunciation. *JIPA* 27, 47-55.
4. Harrington, J., Kleber, F., & Reubold, U. 2008. Compensation for coarticulation,/u/-fronting, and sound change in standard southern British: An acoustic and perceptual study. *JASA* 123, 2825-2835.
5. Hawkins, S. & Midgley, J. 2005. Formant frequencies of RP monophthongs in four age groups of speakers. *JIPA* 35, 184-199.
6. Henton, C. G. 1983. Changes in the vowels of received pronunciation. *J.Phonetics* 11, 353-371.
7. Labov, W. 2008. Triggering events. In: S. Fitzmaurice & D. Minkova (Eds.), *Empirical and analytical advances in the study of English language change*, 11-54. Berlin, New York: Mouton de Gruyter.

8. Harrington, J., Kleber, F., & Reubold, U. 2011. The contributions of the lips and the tongue to the diachronic fronting of high back vowels in Standard Southern British English. *JIPA* 41, 137-156.
9. Torgersen, E., & Kerswill, P. 2004. Internal and external motivation in phonetic change: Dialect levelling outcomes for an English vowel shift. *J. Sociolinguistics* 8, 23-53.
10. Jacewicz, E., Fox, R. A., & Salmons, J. 2011. Vowel change across three age groups of speakers in three regional varieties of American English. *J.Phonetics* 39, 683-693.
11. Peterson, G. E., & Barney, H. L. 1952. Control methods used in a study of the vowels. *JASA* 24, 175-184.
12. Hillenbrand, J., Getty, L. A., Clark, M. J., & Wheeler, K. (1995). Acoustic characteristics of American English vowels. *JASA* 97, 3099-3111.
13. Skarnitzl, R. & Volín J. 2012. Referenční hodnoty vokalických formantů pro mladé dospělé mluvčí standardní češtiny [Reference values of vocalic formants for young adult speakers of standard Czech]. *Akustické listy* 18, 7-11.
14. Verhelst, N., Van Avermaet, P., Takala, S., Figueras, N., and B. North. 2009. Common European Framework of Reference for Languages: learning, teaching, assessment. Cambridge: Cambridge University Press.

INTONATION CONTOURS OVER WORD-LENGTH UNITS IN ENGLISH-ACCENTED CZECH

Jan Volín
Metropolitan University Prague
Jan.Volin@ff.cuni.cz

Damien Galeone
Metropolitan University Prague
damien.galeone@mup.cz

Wesley Johnson
Metropolitan University Prague

Specific melodic features of foreign-accented speech represent an inseparable component of the descriptions of non-native patterns (Hirst, 2013; Jilka, 2000; Lippi-Green, 2012; Moyer, 2013). However, the research in the field is currently dominated by foreign-accented English. On the one hand, this is a reflection very practical considerations: English is a principal language of international communication and many people associate their aspiration to it. On the other hand, to answer universal questions of speech acquisition, the need for data from other languages is apparent.

Two studies presented at previous Accents conferences showed that (a) the F0 tracks in native English differ from those in native Czech in terms of global descriptors, and that Czech-accented English is not a mere compromise between the former two (Volín, Poesová & Weingartová, 2015) and (b) that learners of Czech whose mother tongue is English produce F0 parameters of a specific nature, again, not explicable by interference theory (Galeone, Johnson, Volín, 2015).

The present study is expanding on the previous research and focuses on shapes of F0 contours in polysyllabic speech units rather than global parameters analysed formerly. Twelve learners of Czech whose mother tongue was English were recorded in a sound treated studio reading a news bulletin originally broadcast by the Czech Radio. Their age ranged from 20 to 30 years and their command of Czech was between

B2 and C1 in CEFR. The news bulletin comprised 418 words in 7 paragraphs, produced in about 40 breath-groups. F0 tracks were extracted by the autocorrelation method and the resulting contours were manually corrected and quadratically interpolated through voiceless regions. Four-syllable stress-units were identified in comparable prosodic contexts. The shapes of F0 configurations were compared mutually and with those produced by native speakers of Czech. The results are discussed with respect to the previous holistic data presented by the authors at the last year's conference.

References

Galeone, D., Johnson, W. & Volín, J. (2015). Intonation contours in English Czech and Czech English, *In: Michał Adamczyk (Ed.) The Book of Abstracts, p. 12. University of Łódź. (http://filolog.uni.lodz.pl/accents/Accents_2015_BoA)*

Hirst, D. J. (2013). Melody metrics for prosodic typology: comparing English, French and Chinese, *Proceedings of Interspeech 2013*, Lyon: ISCA.

Jilka, M. (2000). *The Contribution of Intonation to the Perception of Foreign Accent* (PhD Thesis). Arbeiten des Instituts für Maschinelle Sprachverarbeitung (AIMS). University of Stuttgart.

Moyer, A. (2013). *Foreign Accent: The Phenomenon of Non-Native Speech*. Cambridge: Cambridge Univ. Press.

Lippi-Green, R. (2012). *English with an Accent: Language, Ideology, and Discrimination in the United States. 2nd Edition. New York: Routledge.*

Volín, J., Poesová, K. & Weingartová, L. (2015). Speech melody properties in English, Czech and Czech English: Reference and interference. *Research in Language 13/1, pp. 1-17.*

ACOUSTIC ENERGY IN ENGLISH STRUCTURAL WORDS: NATIVE VS. NON-NATIVE PATTERNS

Jan Volín
Metropolitan University Prague
Jan.Volin@ff.cuni.cz

Terezie Johaníková
Metropolitan University Prague
johanikova@gmail.com

Spoken English takes innumerable forms, of which some can be classified as L1 accents, others as L2 accents. Despite politically motivated controversies surrounding foreign-accented speech the researcher in the field of speech acquisition keep examining properties of the sound structure of various accents with the aim to describe their mutual differences and similarities, and to evaluate their impact on the objective intelligibility, subjective comprehensibility and perceived accentedness (e.g., Munro & Derwing, 2005).

One of the well-known acquisition problems is that of prominences. Typically, in a train of speech units, there is a clear alternation of weaker and stronger elements. The arrangement of units with varying levels of prominence is not random. It is language specific and it constitutes the base of speech rhythm, which in turn seems to influence the ease of cerebral processing of speech (e.g., Buxton, 1983; Grossberg, 2003) with various consequences for the communicative situation.

In the current study we focus on the so-called weak structural words. The structural or synsemantic lexical units form a closed class of words in a language and they are relatively frequent in both spoken and written texts. Major L1 accents of English possess a smaller set of high-frequency monosyllabic structural words that regularly manifest in weak forms, i.e, with low prominence. Our objective was to explore the distribution of acoustic energy in weak structural words relative to stressed syllables in their neighbourhood.

Recordings of BBC news bulletins that were read by 8 native speakers of English (NS) and 8 learners of the language, whose mother tongue was Czech (non-native speakers – NNS), were analysed. Four acoustic measures were taken: (1) mean sound pressure level (SPL, in Praat labelled 'intensity' – Boersma & Weenink, 2014) in the vowel, (2) mean SPL in the word, (3) maximum or peak in the word and (4) the correlate of acoustic energy in the word, which takes into account the duration of the measured sound. The results reveal not only clear differences between NS and NNS speakers, but also different behaviour of individual structural words, which leads to important implications concerning our psycholinguistic models. Also, each of the measures used produced specific type of the resulting patterns. In future, the significance of these findings should be tested in perceptual experiments.

References

Boersma, P., Weenink, D. (2014). *Praat: doing phonetics by computer* (Version 5. 3. 62), Retrieved from http://www.praat.org.

Buxton, H. (1983). Temporal predictability in the perception of English speech, in A. Cutler and D. R. Ladd (eds.) *Prosody: Models and Measurements*, pp. 111–121. Berlin: Springer-Verlag.

Grossberg, S. (2003). Resonant neural dynamics of speech perception. *Journal of Phonetics 31*, pp. 423–445.

Munro, J. M., Derwing, T. M. (2005). Second language accent and pronunciation teaching: A research based approach. *TESOL Quarterly, 39(3)*, pp. 379–397.

WHO DOESN'T SPEAK WITH AN ACCENT?

Chiung-Yao Wang
Chang Jung Christian University
chiungwang@mail.cjcu.edu.tw

Like a color of many shades (blue: baby blue, navy blue, greenish blue, etc.), there is nuance in the variation of the pronunciation of a word (rain: American English [ren] vs. Australian English [raɪn]). It is not uncommon for residents of a region in a country to quickly recognize the accented speech of a speaker from another region in the same country. The so-called *foreign accents* are even more detectable even to non-linguists.

The phonemic inventory of a language partially influences how its speakers pronounce words in a foreign language. Non-native speakers of English pronounce words distinctively different from native speakers of English (e.g. with more naturally linking sounds). Native speakers of English do not always have the identical pronunciation for the same words. (1) and (2) gives a simplistic illustration of what "accent" may convey.

(1) Native accents

a. by country: American accent, British accent, Australian accent, etc.
b. by region/state/city: Southern accent, Texas, New York, etc.

(2) Non-Native (foreign) accents: Polish, Spanish, Chinese, Japanese, Korean, German, French, etc.

For a languagae learner, being able to perceive a sound does not guarantee the ability to produce the sound (e.g. perceiving the Spanish trill, but can't produce it). However, failing to perceive a target sound will result in deviated production of the sound (e.g. perceiving [d] as [d]). Articulation of the "accented" pronunciation may be due to perception, or production, or both perception and production aspects of the sound.

Communication with people with native or non-native accents is inevitable. *Intelligibility* refers to speaker's intended message being understood (Yazan 2015) and *comprehensibility* concerns how easy it is to understand the speaker (Murphy 2014).To be communicatively competent, language students need to be guided to work on both *intelligibility* and *comprehensibility*, regardless of their accented speech. Also, language instructors should engage students in meaningful communications, and equip them with practical communicative strategies.

This paper focuses on:

1) How do English language instructors train their students to understand both native and non-native accents? And to be understood by native and non-native speakers?
2) How can a language instructor raise students' awareness of native and non-native accents?
3) What are the strategies for students to improve their intelligibility and comprehensibility?

Fostering students' intelligibility and comprehensibility, supplemented by communicative strategies, should precede the possible-but-unlikely dream of "speaking English without an accent." Who doesn't speak with an accent?

References

Murphy, J. M. (2014). Intelligible, comprehensible, non-native models in ESL/EFL pronunciation teaching. *System*, *42*, 258-269.

Thomson, R. I., & Derwing, T. M. (2014). The effectiveness of L2 pronunciation instruction: A narrative review. *Applied Linguistics*, amu076.

Yazan, B. (2015). Intelligibility. *ELT Journal*, ccu073.

POLES IN THE UK: RHOTICITY REVISITED

Ewa Waniek-Klimczak
University of Łódź
ewakli@uni.lodz.pl

Aleksandra Matysiak
University of Łódź

Rhoticity has long been established as one of major phonetic variables in the study of English, with accents of English divided into rhotic, non-rhotic or semi-rhotic (Wells,

1983) and the use of post-vocalic /r/ recognized as a socio-linguistic marker (Labov 1972). When studied in non-native speakers, the use of post-vocalic /r/ can be viewed as an element of target-accent learning or a socio-psychological marker reflecting the learner's attitude towards the target language community (Zuengler 1988). The approach taken in this paper builds on the assumption that the two aspects are interconnected: while the use of target-like pronunciation of /r/ reflects the process of L2 acquisition, it can also function as an element of socio-psychological marking in L2.

The paper discusses the use of post-vocalic /r/ in two groups of recent Polish immigrants to the UK: 'the experts' and 'the learners'. The first group comprises participants with high proficiency level in English on arrival, the second one – participants with varied language experience and proficiency level. Predictably, the use of rhoticity proves to be more variable in the latter group, however, the quality as well as the contexts for using post-vocalic /r/ suggest its possible marker function. In particular, while the degree of rhoticity tends to decrease in the learners with a higher level of language proficiency in English on arrival and longer length of residence, there is a strong tendency for the use of retroflex rather than tapped /r/ across all participants. This may suggest the use of American /r/ as an element of 'otherness' in the UK or the acceptance of (mixed) rhoticity as a signal an international status of the speaker.

/R/ QUALITY AND RHOTICITY IN THE SPEECH OF POLISH LEARNERS OF ENGLISH: STYLISTIC VARIATION

Magdalena Zając
University of Łódź
zajac1234@gmail.com

Although both Polish and English sound systems include a /r/ phoneme, the realisation of the rhotic is substantially different in the two languages. In Polish, it is typically pronounced as an alveolar tap or trill, and is generally produced whenever it is spelled (e.g. Ostaszewska and Tambor, 2000; Dłuska, 1983). In Standard British English and General American (the two accents that are usually employed as pronunciation models for L2 learners of English), /r/ is realised as a post-alveolar approximant, which is only pronounced before a following vowel in Standard British English (e.g. Ladefoged and Maddiesion, 1996). Despite the noticeable disparity in the quality and distribution of /r/ in the two languages, the realisation of /r/ by Polish speakers of English has not been thoroughly researched yet.

A recent pilot study on /r/ quality and rhoticity in Polish-accented English (Zając, 2016) was conducted on a group of intermediate, phonetically-naive Polish learners of English. The results revealed that the subjects produced more target-like than L1 variants and that their realisation of /r/ was characterised by considerable within-speaker variability. Since the pilot work concentrated solely on data collected through passage-reading, the goal of the current study is to expand on previous findings by comparing the realization of /r/ in read and spontaneous speech. In her classic work on the effect of stylistic variation on L2 speech, Tarone (1979, 1982) argues that more formal elicitation tasks such as word-list reading (in which the L2 learner is expected to

pay increased attention to the language form) should result in the production of more target-like forms than less formal tasks such as free speech (in which the learner is expected to be less focused on the language form). Based on Tarone's (ibid.) assumptions, the study aims to test the hypothesis that Polish learners of English will produce a greater proportion of native-like realisations of /r/ in read speech than in spontaneous speech.

The participants in the study are second-year students of English Studies, who took part in a recording session that included a passage-reading section and a free speech section. The dependent variable under investigation is the subjects' realisation of postvocalic /r/. Acoustic analysis of the collected data makes it possible to shed more light on the pronunciation of /r/ in Polish-accented English, and to examine the influence of style-shifting on the realization of English /r/ by Polish speakers.

References

Dłuska, M. (1983) Fonetyka Polska. Artykulacje Głosek Polskich. Kraków: Państwowe Wydawnictwo Naukowe Warszawa.

Ladefoged, P. and Maddieson, I. (1996) The Sounds of the World's Languages. Oxford: Blackwell Publishing.

Ostaszewska, D. and Tambor, J. (2000) Fonetyka i Fonologia Współczesnego Języka Polskiego. Warszawa: Wydawnictwo Naukowe PWN.

Tarone, E. (1979) Interlanguage as chameleon. Language Learning 29, 181-191.

Tarone, E. (1982) Systematicity and attention in interlanguage. Language Learning 32, 69-84.

Zając, M. (2016) Rhoticity and /r/ quality in the speech of L2 learners of English. Paper presented at PLM 2016 – 46th Poznań Linguistic Meeting, Poznań, September 15-17, 2016.

LIST OF PARTICIPANTS

NAME	AFFILIATION	E-MAIL
Michał Adamczyk	University of Łódź	michal.adamczyk.1990@gmail.com
Anna Balas	Adam Mickiewicz University, Poznań	abalas@wa.amu.edu.pl
Malgorzata Baran-Łucarz	University of Wroclaw	m.baranlucarz@wp.pl
Marcin Bergier	University of Silesia	emberg@o2.pl
Agnieszka Bryła-Cruz	Maria Curie-Sklodowska University, Lublin	agabryla@gmail.com
Katarzyna Dziubalska-Kołaczyk	Adam Mickiewicz University in Poznań	dkasia@wa.amu.edu.pl
Easter Faasoo-Tuilagi	Birmingham City University/ Victoria University of Wellington	easter.faasoo.tuilagi@gmail.com
Damien Galeone	Metropolitan University Prague	damien.galeone@mup.cz
Anna Gralińska-Brawata	University of Łódź	agrabra@uni.lodz.pl
Ewa Guz	John Paul II Catholic University of Lublin	ewasik@o2.pl
Dagmar Hanzlíková	Charles University in Prague	dagmar.hanzlik@gmail.com
Alice Henderson	LLSETI, Université Savoie – Mont Blanc, France	alice.henderson@univ-savoie.fr
Jhao-nan Hong	National Yunlin University of Science and Technology, Taiwan	m10341012@yuntech.edu.tw
Jan Jakšič	Charles University in Prague	jaksic.jan92@gmail.com
Mateusz Jekiel	Adam Mickiewicz University, Poznań	mjekiel@wa.amu.edu.pl
Miroslav Ježek	Masaryk University, Brno	mirekjezek@seznam.cz
Terezie Johaníková	Metropolitan University Prague	johanikova@gmail.com
Petek Klementina Jurančič	University of Maribor	klementina.jurancic@um.si
Anastazija Kirkova-Naskova	Ss. Cyril and Methodius University, Skopje, Macedonia	akirkova@t.mk
Paulina Kolbus		pola.kobus@gmail.com
Monika Konert-Panek	University of Warsaw	m.konert@uw.edu.pl
Grzegorz Krawczyk	University of Silesia	krawczykgrzegorz@poczta.onet.pl
Iga Krzysik	Adam Mickiewicz University in Poznań	ikrzysik@wa.amu.edu.pl
Malgorzata Kul	Adam Mickiewicz University, Poznań	kgosia@wa.amu.edu.pl
David Levey	Universidad de Cádiz	david.levey@uca.es
Halina Lewandowska	Adam Mickiewicz University in Poznań	hlewandowska@wa.amu.edu.pl
Pekka Lintunen	University of Turku	pekka.lintunen@utu.fi
Dorota Lipińska	University of Silesia	dorota.lipinska@yahoo.com
Kacper Łodzikowski	Adam Mickiewicz University, Poznań	klodzikowski@wa.amu.edu.pl
Jan Majer	University of Łódź	jlmajer@uni.lodz.pl
Kamil Malarski	Adam Mickiewicz University, Poznań	kmalarski@wa.amu.edu.pl
Anna Marczak		
Anna Matyszczyk	University of Łódź	anna.matyszczyk@gmail.com
Iza Molińska	University of Łódź	iza.molinska@gmail.com
Marta Nowacka	University of Rzeszów	martha.nowacka@gmail.com
Przemysław Ostalski	University of Łódź	ostalski@uni.lodz.pl
Mirosław Pawlak	State University of Applied Sciences in Konin, Adam Mickiewicz University in Kalisz	pawlakmi@amu.edu.pl
Catherine Pease	University of York	cp1034@york.ac.uk
Ramón Rubén Pérez	Universidad del País Vasco	rperez.ram@gmail.com
Ágnes Piukovics	Pázmány Péter Catholic University, Budapest	agnes.piukovics@gmail.com
Andrzej Porzuczek	University of Silesia	ampj24@wp.pl
Marek Radomski	Maria Curie-Sklodowska University in Lublin	marek.radomski86@gmail.com
Arkadiusz Rojczyk	University of Silesia	arkadiusz.rojczyk@us.edu.pl
Paulina Rybińska	University of Łódź	rybka_net@o2.pl
Geoff Schwartz	Adam Mickiewicz University in Poznań	geoff@wa.amu.edu.pl
Linda Shockey	University of Reading	l.shockey@reading.ac.uk
Šárka Šimáčková	Palacký University Olomouc	sarka.simackova@upol.cz
Radek Skarnitzl	Charles University in Prague	radek.skarnitzl@ff.cuni.cz
Piotr Steinbrich	John Paul II Catholic University of Lublin	piotr.steinbrich@gmail.com
Pavel Šturm	Charles University in Prague	Pavel.Sturm@ff.cuni.cz
Elina Tergujeff	University of Jyväskylä	elina.tergujeff@jyu.fi
Jean-Philippe Touffut	Centre Cournot	jean-philippe@centre-cournot.org
Pavel Trofimovich	Concordia University	Pavel.Trofimovich@concordia.ca
Jan Volín	Charles University in Prague	Jan.Volin@ff.cuni.cz

NAME	AFFILIATION	E-MAIL
Chiung-Yao Wang	Chang Jung Christian University	chiungwang@mail.cjcu.edu.tw
Ewa Waniek-Klimczak	University of Łódź	ewaklim@uni.lodz.pl
Celina Wijata	University of Łódź	celina.wijata@interia.pl
Magda Zając	University of Łódź	zajac1234@gmail.com
Paulina Zydorowicz	Adam Mickiewicz University, Poznań	zpaula@wa.amu.edu.pl

University of Łódź MA Student Participants

Anna Balicka
Honorata Blaszczak
Martyna Gałązka
Angelika Kluszczynska
Ewa Lesiak
Michał Mazurowski
Marlena Michalik
Andrzej Musiał
Aneta Ostrowska
Barbara Paździurek
Małgorzata Piekarska
Justyna Pilarek
Agnieszka Ronkiewicz
Magdalena Różycka
Natalia Selens
Rafał Szablewski
Maria Wendrowska
Martyna Wierucka
Monika Żychlińska