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

ACCENTS 2018

ACCENTS GO TO SCHOOL

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THE BOOK OF ABSTRACTS

edited by
Przemysław Ostalski

Thursday, November 29

11. 00 - 13.30 Registration

12.30 - 13.20 Lunch (Buffet at the conference venue)

13.20-13.30	**Conference Opening**	A5
13.30-14.20	**Plenary talk** Chair: Ewa Waniek-Klimczak	
	Ron Thomson *Different strokes for different folks: Universal, contextual and learner variables in pronunciation learning and teaching*	
14.30-16.00	**Parallel sessions**	
14.30-16.00	Session 1 Room A5 Chair: Ewa Waniek-Klimczak	Session 2 Room 2.20 Chair: Jan Volín
14.30-15.00	Agnieszka Bryła-Cruz *English pronunciation instruction for learners with different educational biographies and the same professional goal – a special case of (re)training teachers*	Jolanta Sypiańska & Elena-Raluca Constantin *Phonetic learnability and accuracy of new and similar L2 sounds*
15.00-15.30	Julia Forsberg, Sandra Jansen & Susanne Mohr *Pronouncing accents of English in the Swedish classroom: teacher reflections and views*	Arkadiusz Rojczyk& Andrzej Porzuczek *Complex patterns in L1-L2 phonetic transfer: The release of English pre-stop obstruent occlusives in non-native speech*
15.30-16.00	Piotr Steinbrich *Received Pronunciation Perceived: NSs' acceptability ratings of selected features of RP*	Pavel Šturm & Lea Tylečková *Dialectal differences in voicing assimilation patterns: The case of Moravian Czech English*
16.00-16.30	**Coffee break**	
16.30-18.30	Session 1 Room A5 Chair: Piotr Steinbrich	Session 2 Room 2.20 Chair: Małgorzata Baran-Łucarz
16.30-17.00	Gemma Archer *Do pronunciation models matter? Reflections on a 5-week study*	Marta Nowacka *Progress in L2 pronunciation after one-year phonetic instruction: first-year English Department students*
17.00-17.30	Łukasz Stolarski *Reading Tempo as a Function of Reader's Dialect and Gender*	Šárka Šimáčková & Václav Jonáš Podlipský *Using IPA for teaching L2 vowels: English Vowel Trainer for advanced EFL learners*
17.30-18.00	Magda Sučková *First language attrition and maintenance in the accents of native speakers of English living in the Czech Republic*	Renáta Timková *Pronunciation learning from a learner´s point of view*
18.00-18.30	Omar Alkhonini & Steven H. Weinberger *The Impact of Segmental and Suprasegmental Information on the Perception of Saudi Arabic Accented English*	Dorota Lipińska *Training primary school learners in L2 speech production: Why not?*

19.00 Dinner (Heksagon Restaurant, Pomorska 144, walking distance from the conference venue)

Friday, November 30

9.30-11.30	**Workshops**	
9.30-11.30	Session 1 Room 2.22 Chair: Anna Jarosz	Session 2 Room 2.20 Chair: Paulina Rybińska
9.30-10.30	Beata Walesiak *Mobile Pronunciation Apps* *Participants are encouraged to bring their mobile devices (smartphones/tablets) into the workshop, as we will be installing some tools and testing some of the applications to check how they can be used in the classroom setting. However, if someone doesn't have a smartphone, they might work in pairs with their peers or follow what is on the board.*	Giedrė Balčytytė-Kurtinienė *The resemblance of rhythm in language and rhythm in music: The merge as an EFL tool*
10.30-11.30	Ron Thomson *English Accent Coach – Minimal pairs on steroids*	Kallio Heini *Assessing and analysing L2 prosody: new tools & methods*

11.30-12.00   **Coffee break**

12.00-13.00	**Parallel sessions**	
12.00-13.00	Session 1 Room 2.22 Chair: Marta Nowacka	Session 2 Room 2.20 Chair: Giedrė Balčytytė-Kurtinienė
12.00-12.30	Anna Jarosz *Pronunciation instruction and upper-secondary school learners: individual differences but the same goal*	Marta Załuska *The influence of musical aptitude on the quality of L2 pronunciation*
12.30-13.00	Małgorzata Baran-Łucarz *The influence of pronunciation form-focused instruction on pronunciation anxiety: The Polish EFL secondary school context*	Paulina Rybińska & Anna Gralińska-Brawata *English phonetics for musicians: a review of tools for testing the degree of musicality*

13.00-15.00   **Lunch (Heksagon Restaurant, Pomorska 144, walking distance from the conference venue)**

Friday, November 30

15.00-15.50	**Plenary session** **Chair: Giedrė Balčytytė-Kurtinienė** **A5** **Miroslaw Pawlak** **Pronunciation learning strategies: Forging a link between research and practice**

16.00-18.30	**Parallel sessions**	
16.00-17.00	Session 1 Room A5 Chair: Kallio Heini	Session 2 Room 2.20 Chair: Zeyu Li
16.00-16.30	Jan Volín & Damien Galeone *Prosodic breaks in foreign-accented speech*	Josephine P. S. Yam *Classroom or Online Learning: The Learning Experience of Hong Kong Undergraduates on English Prosodic Features*
16.30-17.00	Ágnes Piukovics, Klaudia Üstöki, & Pázmány Péter *Factors affecting the perception and production of English word stress patterns by Hungarian learners of English*	Akihito Desaki *A Preliminary Study on Production of English Tonic Intonation by Japanese Junior High School Students*

17.00-17.30 Coffee break

17.30-18.30	Session 1 Room A5 Chair: Arkadiusz Rojczyk	Session 2 Room 2.20 Chair: Akihito Desaki
17.30-18.00	Nancy Niedzielski *English Variation in the Classroom: A Linguistic Approach in a Houston High School*	Zeyu Li *Perception and production of rhoticity by L2 learners of English*
18.00-18.30	Geoff Schwartz, Jerzy Dzierla & Ewelina Wojtkowiak *Why is aspiration easier to produce for L2 learners than lenis stops without pre-voicing?*	Iza Grabarczyk *Pronunciation instruction desperately needed*

19.00 Conference Dinner , Klub Nauczyciela, Piotrkowska 137/139 (18.45 – departure from Pomorska 171/173)

Saturday, December 1

9.30-10.20	**Plenary session** Chair: Ron Thomson A5 Giedrė Balčytytė-Kurtinienė *The music of English connected speech: How and why singing affects EFL learners' pronunciation*	
10.30-14.00	**Parallel sessions**	
10.30-11.30	Session 1 Room A5 Chair: Gemma Archer	Session 2 Room 2.20 Chair: Geoff Schwartz
10.30-11.00	Jan Volín & Leona Rohrauer *Functional sentence perspective and speech melody parameters*	Christina Golin *Development of perceptuo-motor skills in the first year of L3 acquisition: A case of English and Polish /v/-/w/ learning by German children*
11.00-11.30	Julia Forsberg & Åsa Abelin *Pragmatic intonation across languages? Perception of L2 English by native and non-native listeners*	Jolanta Sypiańska & Zuzanna Cal *The influence of level of proficiency in the L2 and L3 on the production of the L3 Spanish apico-alveolar sibilant*

11.30-12.00   Coffee break

12.00-13.30	Session 1 Room A5 Chair: Agnieszka Bryła-Cruz	Session 2 Room 2.20 Chair: Andrzej Porzuczek
12.00-12.30	Karin Puga *L2 Intonation of Advanced Learners of English*	Susana Cortés & Lucrecia Rallo *Language Dominance Effects on the Production of Epenthetic Vowels in Initial Consonant Clusters by Catalan-Spanish Bilingual Learners of English*
12.30-13.00	Małgorzata Kul *Perception of reduced forms in English by non-native users of English*	Urszula Chwesiuk *Vowel epenthesis in English consonantal clusters pronounced by Poles*
13.00-13.30	Konrad Szczesniak *A new kind of an IPA transcription practice manual*	Geoff Schwartz *Spit or sbit? ST-type consonant clusters in the speech of Polish learners of English*
13.30-13.45	Conference Closing	

14.00-15.00 Lunch (Heksagon Restaurant, Pomorska 144, walking distance from the conference venue)

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PLENARY SPEAKERS

THE MUSIC OF ENGLISH CONNECTED SPEECH: HOW AND WHY SINGING AFFECTS EFL LEARNERS' PRONUNCIATION

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The parallels in language and music have been the focus of research by many scholars in vast majority of fields, ranging from anthropology and neurology to cognitive sciences and education (Mithen, 2005; Jackendoff, 2009; Patel, 2003, 2011; Harvey, 2017; etc.). In the last few decades the connection between the two domains has been recorded highly beneficial and thus widely employed in the teaching of English as a foreign language (EFL), as manifested by a series of experiments on the positive transfer on English vocabulary, grammar structures and exclusively phonological awareness (Salcedo, 2010; Mora & Gant, 2016; etc.). There is emerging evidence that music instruction in an EFL classroom positively affects the acquisition of aspects of English connected speech: rhythm, elision, assimilation and linking in particular (Milovanov, 2009; Gordon et al., 2011; Besson et al., 2011; etc.). The resemblance is not accidental, a number of studies find close correlations between the prosodic processes in language and music (Lerdahl & Jackendoff, 1983; Palmer & Kelly, 1992; Schreuder & Gilbers, 2001; etc.). The current study aims at examining the research regarding language and music in the areas of prosodic structural parallels as well as affective and cognitive impacts on education and language acquisition in order to find clues as to how and why singing affects EFL learners' connected speech. The provisions of the current study are also grounded on the results of a classroom experiment that reports advantages of music instruction on the phonological awareness of the subjects.

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PRONUNCIATION LEARNING STRATEGIES: FORGING A LINK BETWEEN RESEARCH AND PRACTICE

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The field of language learning strategy research has been able to withstand the attacks mounted by its critics (e.g., Dörnyei & Ryan, 2015) and many recent publications have demonstrated that it still holds considerable potential for future empirical investigations and classroom practice (e.g., Cohen, 2017; Griffiths, 2018; Oxford, 2017; Oxford & Amerstorfer, 2017; Pawlak & Oxford, 2018). For this potential to be fully exploited, however, there is a need to focus more squarely on the actions and thoughts that learners engage in to more effectively learn and use target language (TL) skills and subsystems. One such domain are pronunciation learning strategies (PLS) which can be employed to better understand how various segmental and suprasegmental features function, and to use them accurately, whether in controlled production or in spontaneous communication. The paper is intended to achieve two main goals. First, it illuminates the specificity of PLS and offers a state-of-the-art overview of research into strategies for learning TL pronunciation, focusing on studies that have sought to identify and classify PLS, tap learners' preferences in this respect, single out the variables that mediate PLS use, and gauge the effects of strategies-based instruction in this area (Pawlak & Szyszka, 2018). Second, it considers the future directions in which this line of inquiry can be taken and suggests the ways in which research findings can in fact inform classroom practice.

DIFFERENT STROKES FOR DIFFERENT FOLKS: UNIVERSAL, CONTEXTUAL AND LEARNER VARIABLES IN PRONUNCIATION LEARNING AND TEACHING

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Often, second or subsequent (L2) pronunciation instruction (PI) takes a one-size fits all approach, without adequate attention given to group and individual differences. In this presentation, I distinguish between universal, contextual, and individual factors

that contribute to L2 pronunciation learning, and discuss how these variables interact to determine goals and possible outcomes of pronunciation instruction (and training). For example, underlying cognitive constraints appear to preclude adult acquisition of nativelike pronunciation, while context of learning may motivate some learners to strive for this unattainable goal. Further, the extent to which individuals are able to approximate an L2 accent often depends on individual aptitude, which may not, itself, be recognized without appropriate instruction or training. After discussing the efficacy of traditional classroom-based PI, Computer assisted pronunciation training will be presented as an emerging technology that allows for greater learner control over their own L2 pronunciation development, in ways that are individually and contextually appropriate.

PARALLEL SESSIONS

THE IMPACT OF SEGMENTAL AND SUPRASEGMENTAL INFORMATION ON THE PERCEPTION OF SAUDI ARABIC ACCENTED ENGLISH

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The debate on the relative contribution of segmental vs. suprasegmental information on foreign accent is still quite alive. This paper investigates these effects and contributions on Saudi Arabic accented English. Some studies have suggested that suprasegmental information has a major influence on foreign accentedness (e.g., Anderson-Hsieh & Koehler, 1988), while others have proposed that segmental information has more influence on accentedness (e.g., Jilka, 2000). Some studies have looked at accentedness alongside other variables, such as comprehensibility or intelligibility, which adds complexity to the analysis (e.g., Sereno et.al. 2016). Other studies, such as Munro and Derwing (1995) have tested the contribution of both segmental and suprasegmental information on accentedness without separating these factors in their speech samples when testing. Many studies, such as Anderson-Hsieh et al. (1992) have tested the accentedness of speakers of different language backgrounds, i.e., different L1s, and this too complicates the analysis. Our study aims to control for the myriad of variables that plagued the earlier studies. We avoid these shortcomings by separating accentedness from other variables, separating segmental from suprasegmental information when testing, and focusing on speakers that share the same L1.

In the current study, six phrases produced by 54 different Saudi Arabic native speakers—three accented speakers for each phrase—are rated by American English native speakers. These phrases are taken from the Speech Accent Archive (Weinberger, 2015), which were part of a passage the participants were asked to read. Four phrases only have segmental accent issues, and two only have suprasegmental accent issues. Forty-seven judges were asked to rate the accentedness of these samples on a 9-point scale (where 1 means no accent, and 9 means heavy accent). To investigate the significance of the results, linear mixed-effects model analyses (see Jaeger, 2008) were performed in R with the lme4 package (see Bates, Maechler, Bolker, & Walker, 2014). As depicted in Figure 1 below, results showed that L1 English raters judged the phrases with only segmental accent cues to be significantly more accented ($M = 6.77$) than the phrases with only suprasegmental cues ($M = 5.39$). Moreover, in the segmental group of phrases, consonants ($M = 7.11$) contributed to foreign accentedness more than vowels ($M = 6.43$). These results suggest that English learners may want to spend more time on improving their segmental accent issues.
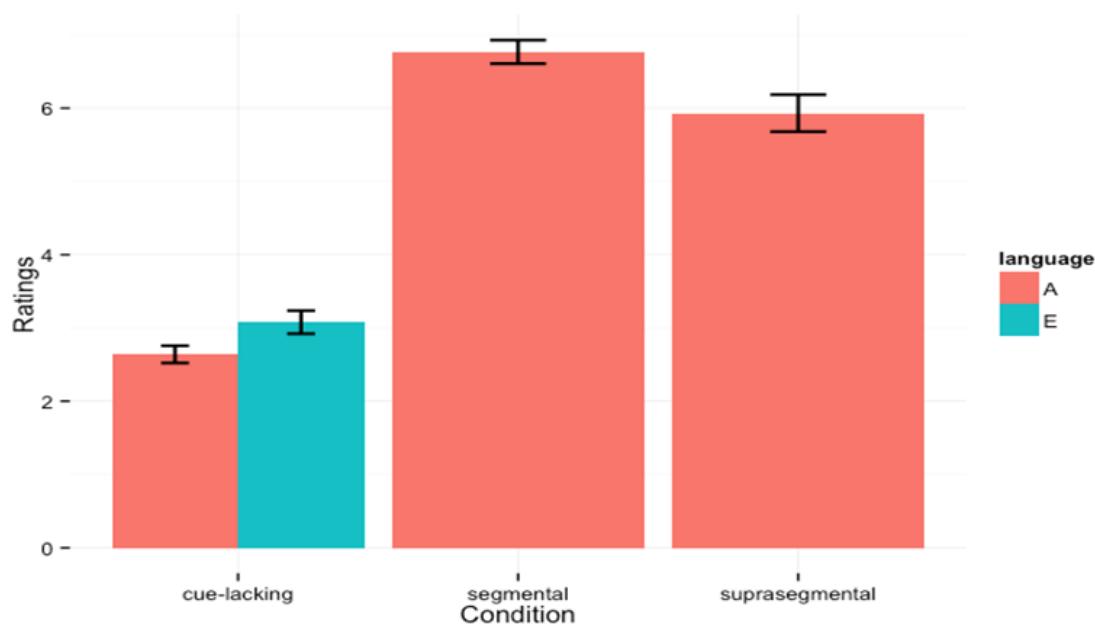
Figure 1. Results for the three types of phrases.*In the figure: Cue-lacking= used as a control group, E=English speakers, A= Arabic speakers.

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DO PRONUNCIATION MODELS MATTER? REFLECTIONS ON A 5-WEEK STUDY

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While pronunciation is slowly beginning to reclaim its place as the 'pinnacle of importance' in teachers' repertoires (Levis, 2005), one factor can still bring uncertainty in the classroom: the choice of pronunciation model. Although prestige accents such as Received Pronunciation (RP) and, more latterly, General American (GA) dominated in publications and course content for much of the 20th century, the global demand for and uptake in English means that there are countries and regions where these models

are, for historical, cultural, or practical reasons, no longer the most appropriate choice. So what model should teachers in these areas be using in the classroom if not RP or GA? In response to this question, and as a regional L1 speaking teacher sharing in this pronunciation model dilemma, I ran an explicit classroom based study whereby international university students were invited to attend a 5-week pronunciation course and randomly assigned to a class with either an RP model or a regional accent (Scottish Standard English -SSE) model.

This talk aims to reflect on this study, and share the following key points:

1. A summary of the study's content and testing procedure.
2. A comparison of the students' perceptive and productive results after 5 weeks.
3. The link between students' attitude towards their assigned pronunciation model and their overall progress.

The talk will conclude with my recommendations for other teachers, be they L2 or regional L1 speakers, based on the results of the study, and my experiences leading it.

Reference

Levis, J. (2005). Changing contexts and shifting paradigms in pronunciation teaching. TESOL Quarterly, 39, 3.

THE INFLUENCE OF PRONUNCIATION FORM-FOCUSED INSTRUCTION ON PRONUNCIATION ANXIETY: THE POLISH EFL SECONDARY SCHOOL CONTEXT

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Pronunciation anxiety (PA) is one of the types of skill-specific language anxiety. It has been conceptualized as "a multidimensional construct referring to the feeling of apprehension experienced by non-native speakers in oral-communicative situations in classroom and/or natural contexts, deriving from their negative/low self-perceptions, beliefs and fears related specifically to pronunciation" (based on Baran-Łucarz, 2014, p. 453). Empirical data imply its significant negative link to L2 Willingness to Communicate, which is the most immediate determinant of actual FL use. Speaking, in turn, appears to be not only the main goal of most FL learners, but also a means to achieve communicative competence (e.g., Savignon, 2005). Thus, keeping the level of PA at a low level seems to be of particularly importance.

The main objective of this presentation is to report a longitudinal experimental study conducted among two groups of Polish pre-intermediate secondary school students attending typical classes of English. While, during one school year, one of the groups (experimental group) was provided with pronunciation form-focused instruction integrated with practice of other FL (sub)skills, in the other group (control group), pronunciation teaching was limited to the correction of outstanding mispronunciations. Among the variables whose changes were observed after the treatment was PA. The paper will offer a presentation of the outcomes of an independent t-test, complemented by an analysis of qualitative data. The report of

methodology and achieved results will be preceded by a presentation of the construct of PA.

Baran-Łucarz, M. (2017b). FL pronunciation anxiety and motivation: Results of a preliminary mixed-method study. In E. Szymańska-Czaplak, M. Szyszka & E. Kuciel-Piechurska (Eds.), *At the crossroads: Challenges in FL learning* (pp. 107–133). Heidelberg & New York: Springer.

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ENGLISH PRONUNCIATION INSTRUCTION FOR LEARNERS WITH DIFFERENT EDUCATIONAL BIOGRAPHIES AND THE SAME PROFESSIONAL GOAL – A SPECIAL CASE OF (RE)TRAINING TEACHERS

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As reported by previous empirical studies, one of the key reasons why language educators tend to neglect pronunciation instruction is their conviction that pronunciation teaching is difficult and ineffective (Waniek-Klimczak, 2014; Derwing & Munro, 2014). In addition to that, pronunciation is not addressed in many classrooms, as it is frequently considered a low priority skill (Henderson, Frost, Tergujeff et al., 2012) and also due to L2 instructors' lack of confidence (Burns, 2006; Foote et al., 2011).

The present work contributes to the ongoing research into teacher training and was inspired by my experience of conducting a phonetics course at two tertiary level institutions for Polish graduates not majoring in English. Their primary motivation for undertaking an additional course in English was to upgrade their qualifications and thereby be entitled to teach English at their current place of employment, i.e. pre-school and early primary school[1]. The paper sets out to discuss manifold challenges which stem from teaching pronunciation to learners with different educational biographies and sharing the same professional goal. Oral interviews and surveys conducted prior to the course revealed that the learners had negligible experience of phonetic instruction and held misconceptions about it. Consequently, designing an appropriate syllabus constituted a big challenge on the one hand, and an opportunity to implement research-based practices, on the other. Since beliefs have been found a powerful factor influencing both the teaching process and outcome (Borg, 2012), it was also considered vital to instill in this group of teacher trainees a feeling of responsibility for their own broadly understood phonetic development as well as raise their awareness why pronunciation matters, how it can be taught to the youngest learners and that it is in fact teachable.

The present paper is thus an experience-based account of both problems and possible solutions inherent in the area of teacher training with respect to

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[1] In order to comply with the recent educational reform and ensure more job security at their workplace, many teachers at the lowest levels feel obliged to enrich their qualifications (before 2020) so that in addition to current professional duties they can also teach English.

pronunciation. It is an attempt to offer practical ideas how to face alarming and increasingly frequent situations in which less and less qualified adults sign up for English (crash)courses with the aim of teaching English to the youngest and, what is regrettably ignored, perhaps the most demanding group of learners.

Borg, S. (2012) Current approaches to language teacher cognition research: A methodological analysis. In: Roger Barnard and Anne Burns (eds.) *Researching Language Teacher Cognition and Practice: International Case Studies*. Bristol: Multilingual Matters, pp. 11-29

Burns, A. (2006) Integrating research and professional development on pronunciation teaching in a national adult ESL program. *TESL Reporter* 39, pp. 34-41

Derwing, T., M. Munro (2014) Once you have been speaking a second language for years, it's too late to change your pronunciation. In: Linda Grant (ed.) *Pronunciation Myths: Applying Second Language Research to Classroom Teaching*. Ann Arbor, MI: University of Michigan Press, pp. 34-55

Foote, J.A., A. K. Holtby and T.M. Derwing (2011) Survey of the teaching of pronunciation in adult ESL programs in Canada, 2010. *TESL Canada Journal* 29 (1), pp. 1-22

Henderson, A., D. Frost, E. Tergujeff, A. Kautsch, D. Murphy, A. Kirkova-Naskova, D. Levey, E. Waniek-Klimczak, U. Cunningham and L. Curnick (2012) The English Pronunciaton Teaching in Europe Survey: selected results. *Research in Language* 10(1), pp. 5-27

Waniek-Kimczak, E. (2013) It's all in teacher's hands: English pronunciation teaching. In: Danuta Gabryś-Barker, Ewa Piechurska-Kuciel and Jerzy Zybert (eds.) *Investigtions in Teaching and Learning Languages. Studies in Honour of Hanna Komorowska*. Heidelberg: Springer Verlag, pp. 245-260

VOWEL EPENTHESIS IN ENGLISH CONSONANTAL CLUSTERS PRONOUNCED BY POLES

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The aim of this article is to examine the phenomenon of vowel epenthesis in English consonantal clusters pronounced by Poles. Even though Polish phonotactics permits numerous consonantal combinations in all word positions, it proves to be challenging for Poles to pronounce word-final consonantal clusters containing a syllabic consonant. The Polish language lacks syllabic consonants forming the peak of the syllable itself, e.g. /l/ in circle [ˈsɜːkl̩] or /n/ in fashion [ˈfæʃn̩], and the speakers of Polish are generally unaware of the existence of syllabic consonants. The paper presents how they are affected by the Polish phonotactics while speaking English and epenthesise a vocalic sound before the final sonorant, which is thus deprived of its syllabic characteristic.

The experiment designed for the purpose of this research involved recording sessions of ten Polish female undergraduate students during their first year of studying English philology. All the subjects had participated in the 60-hour practical phonetics course during two semesters and in 15 hours lectures on phonology. They were asked to read sentences containing 10 words ending with a consonant and either /l/ or /n/. All the words occurred in the same syntactic environment and were pronounced three times. The recording session was repeated a year later engaging the same students in order to examine potential pronunciation improvement. In other words, whether the subjects have enhanced the sounds articulation of the English language to that extent in which the vowel epenthesis occurs less frequently or not at all.

The speech samples were analysed by means of PRAAT software. Every token was examined in terms of the occurrence of vowel epenthesis. Since the tokens can be divided into words containing the syllabic /l/ and /n/, the chi-square test of independence was conducted in order to verify whether the syllabic consonant affects vowel epenthesis. One-way analysis of variance (ANOVA) was applied in order to examine whether the dissimilarity of epenthetic vowels quality inserted before /n/ and /l/ is statistically significant. While the difference between the number of vowel insertions before the syllabic /l/ and /n/ did not prove statistically significant, the data revealed a substantial difference in the quality of the vowels inserted in words ending with /n/ and /l/, respectively.

LANGUAGE DOMINANCE EFFECTS ON THE PRODUCTION OF EPENTHETIC VOWELS IN INITIAL CONSONANT CLUSTERS BY CATALAN-SPANISH BILINGUAL LEARNERS OF ENGLISH

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University of the Balearic Islands

Previous research has focused on the role language dominance plays in the segmental production of bilinguals (Amengual & Chamorro, 2015; Amengual, 2016). When bilinguals learn a further language, the dominance of one of their L1s might also play a role in their speech. Apart from that, the acquisition of complex L2 consonant clusters by speakers of languages with simpler syllable structures is problematic (Broselow, 1988). For instance, Spanish speakers have difficulties in producing English initial clusters (Carlisle, 1994) with initial /s+ STOP/ and generally insert an epenthetic vowel before those clusters. Thus, in this paper we examine the production of epenthetic vowels before English /s+STOP/ initial consonant clusters by Catalan-Spanish bilinguals who learn English as a foreign language.

Historically, in Spanish and Catalan, epenthesis occurs when words add a vowel before an initial syllabic /s/ in Latin: SCHOLA > Sp. [esˈkwela] (O'Grady et al., 1997) but Cat. [əsˈkɒla] (Lloret, 1997). Due to the difference in the resulting historical epenthetic vowel in these languages, our first research question examines the impact of language dominance in the vowel quality of the epenthetic vowel that Catalan-Spanish bilinguals sometimes produce before English /s+STOP/ initial clusters, which are not possible in either language (Prieto, 2004; Hualde, 2005). Another relevant process for our research is that of vowel reduction: Catalan shows vowel reduction in which /e/, /ɛ/ and /a/ reduce to schwa in unstressed syllables (Recasens, 1996) whereas Spanish does not (Hualde, 2005). Thus, our second research question is whether the duration of epenthetic vowels will differ in Catalan-dominant and Spanish-dominant speakers.

In our study, 14 teenage bilingual speakers (i.e., 7 Catalan-dominant and 7 Spanish-dominant) were recorded while producing monosyllabic English words with initial /s+STOP/ in isolation in a two tasks. Results show that they produce epenthetic vowels in 38% of the cases in the naming task and 20% in the reading task. The formant structure which appeared before the sibilant was acoustically analysed. No significant difference was found in the F1 or in the F2 between groups. The formant

values actually correspond to those of the Majorcan unstressed schwa (Recasens & Espinosa, 2016). Thus, no matter what L1 these speakers are dominant in, the default epenthetic vowel in all these speakers is the schwa. As for duration, all epenthetic vowels are short but an initial analysis points in the direction of longer vowels by the Spanish-dominant speakers than in those by Catalan-dominant speakers.

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A Preliminary Study on Production of English Tonic Intonation by Japanese Junior High School Students

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Intonation is said to be of communicative importance (eg. Brown 2014, Dalton and Seidlhofer 1994), and Low (2015) states the scarcity of research on intonation of Outer Circle varieties of English and its practical non-existence of Expanding Circle counterparts. Amongst certain features of intonation, Jenkins (2000) stresses the significance of teaching nuclear placement (tonicity), being the only suprasegmental feature of the Lingua Franca Core, as this works at a more conscious level, whereas she claims that tones are not teachable in that they operate at an unconscious level and that the use of native-speaker tone does not matter very much for intelligibility between non-native speakers of English. Hence this suggests that teaching tonicity should be prioritised over that of tones.

However, the research on tonicity in Japanese English is scarce and students in Japan are only taught that statements or wh- questions end with a falling tone while

yes/no questions end with a rising tone, which shows that they have little opportunity to learn about tonicity.

Based on the framework above, the aim of this study is to verify how Japanese junior high school students tend to realise tonicity. Twenty-nine students (aged 13-14) participated in this study and they had received no formal instruction on how to realise tonicity. They were recorded in reading aloud eighteen target sentences that they had already learnt in lessons before. The target sentences were chosen from five types of texts (five sentences from Text 1, two from Text 2, three from Text 3, five from Text 4 and three from Text 5). Before the recording, the participants were given time to check the meaning of each sentence and the context of the text where the sentences lie. Some of the target sentences contain pronouns (old-information), repeated words (old-information), phrasal verbs and compound nouns. The results of analysis shows that the participants employed tonicity fairly correctly in sentences with broad focus, but on the other hand, they failed to do so when the sentence contained pronouns, repeated words, phrasal verbs and compound nouns. The remarkable finding is that the participants tended to place a nuclear tone on a pronoun in a sentence final position, which means that old-information is realised as new-informaiton. As Derwing and Munro (2015) show, this tendency involves the risk of causing misinterpretation, or at the very least leads to either "low intelligibility and comprehensibility" or "high intelligibility and low comprehensibility".

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PRONOUNCING ACCENTS OF ENGLISH IN THE SWEDISH CLASSROOM: TEACHER REFLECTIONS AND VIEWS

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Changes in the English curriculum in Sweden in 1994 appear to have brought about some changes in the teaching of varieties of spoken English. Prior curricula dictated that British English (BrE) should be the target variety, but nowadays specifications about the use of specific varieties are not included, but instead orienting towards communicative competence (Modiano 2006; Tholin 2012; Swedish Government 2010a; 2010b).

Previous research has reached a number of (sometimes seemingly conflicting) conclusions in regard to the preferred varieties of English in Sweden (Mobärg 2002; Westergren Axelsson 2002; Söderlund & Modiano 2002), with Westergren Axelsson

(2002) reporting that teachers generally prefer using BrE over American English (AmE) when teaching, and in private. In this paper, we focus on the language variety choices by Swedish teachers of English. Online questionnaires were used to investigate the teaching practices and views in regards to varieties of English and the teaching of pronunciation of 46 teachers of English in Sweden.

BrE and AmE reportedly remain the most commonly used varieties in TEFL in Sweden, with a slight preference for AmE or a 'neutral' or 'non-specific' variety of English. However, teachers are not necessarily consistent in sticking to one variety across their teaching or between teaching/private use of English). This is in line with results in Rindal & Piercy (2013) and Aiello (2018) where speakers in Norway and Italy (respectively) aim for a 'fluent non-nativeness' when speaking English. Just over half of the teachers report that they expect their pupils to choose and be consistent with using one variety of English (usually BrE/AmE), but the responses vary as to how much this is enforced in practice. Teachers are further asked about their methods for teaching pronunciation, and while most report using native speaker audio and listen-and-repeat exercises, some report using the IPA and/or articulatory/phonetic instruction or giving feedback or corrections (individually and/or in groups). Some, however, report that they have neither the time nor the resources to teach pronunciation in a satisfactory manner (cf. Jarosz 2017).

This paper investigates Swedish TEFL teachers' views and practices in regards to varieties and pronunciation in the classroom and attempts to detail their teaching methods while identifying variation in responses by teachers depending on background variables such as years of experience, school type and level, and the teachers' own preference when it comes to spoken varieties of English.

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PRAGMATIC INTONATION ACROSS LANGUAGES? PERCEPTION OF L2 ENGLISH BY NATIVE AND NON-NATIVE LISTENERS

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The present paper investigates the ability of L1 and L2 speakers of English to correctly identify the language of utterances in isolation; and to identify the inferred meaning of the utterance. Previous research on pragmatic intonation, i.e. variation in intonation used to convey meaning in speech, or the pragmatic functions of intonation in interaction, includes (but is not limited to) discourse particles in isolation, surprise responses and emotional prosody (Local 1996; Couper-Kuhlen 2009; Vassière 2009, Abelin 2011, Forsberg & Abelin 2018), but very little appears to have been done to connect the pragmatics and intonation (of discourse particles) for L2 speakers of a language.

Speech from 13 female adolescents aged 16-19 from the Gothenburg area was elicited through map-tasks, where interaction in self-selected peer dyads took place in both Swedish (the strongest language for these speakers) and in English (their L2, learned in school since ages 7-9). Utterances containing the word *OK* (the same word in both languages) were identified, in total 193 tokens were annotated for F0 range, final F0 contour, speaker role and utterance meaning within the interaction; and in addition, IPA transcriptions were made.

A subset of the tokens was randomly selected (balanced for language) for inclusion in a listener experiment, 24 in total were presented to listeners in an online form where listeners could hear the utterance as many times as they wished and were subsequently asked to identify which language was spoken, and what the speaker meant by the utterance. Both questions were forced-choice, Swedish/English for the former, and 4 levels of agreement for the latter: *I agree with you*; *I am listening, keep talking*; *Hold on, let me think*; and *I am surprised by what you are saying.*

To date, 180 Swedish listeners have completed the experiment, and their results have been correlated with the acoustic data. Responses from English L1 listeners are currently being collected. Preliminary results indicate that these listeners are fairly capable of interpreting the inferred meaning of an utterance out of context (cf. Couper-Kuhlen 2009; Abelin 2010), with more correct responses given in the full agreement-category. Further, final F0 contour appears to be the best indicator for Swedish listeners when interpreting the meaning of an utterance. Listeners are not, however, very adept at determining which language the token is uttered in – they tend to interpret them as being uttered in Swedish more often, whether they were or not.

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DEVELOPMENT OF PERCEPTUO-MOTOR SKILLS IN THE FIRST YEAR OF L3 ACQUISITION: A CASE OF ENGLISH AND POLISH /V/-/W/ LEARNING BY GERMAN CHILDREN

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The hypothesis that in the phonological acquisition of a foreign language accurate perception precedes accurate production has found much empirical evidence in the past decades (e.g. Rochet 1995). Yet, it has been demonstrated that the perception-production interface may additionally be influenced by factors such as target language proficiency, the ability to perceive one's own speech accurately, or task type (Baker & Trofimowich 2006; Flege 1999). To this date, the question of how exactly the two domains interact and develop in a multilingual instructed learning context remains unclear. The present small-scale study thus examined the perception-production link in a group of eleven speakers of L1 German (aged 12-13), who had been learning L2 English for 5-6 years, and had just started learning L3 Polish at school. Over the course of their first year of L3 acquisition, their perception and production of the sound contrast /w/-/v/ in both L2 and L3 was tested four times (one, three, five and ten months into their L3 acquisition) by means of an ABX and delayed repetition task. This contrast is of interest because it exists in both of their non-native languages but not in their L1; hence, it has been shown to be difficult to acquire for L1 German speakers (Iverson et al. 2008; Ankerstein & Morschett 2013). The results show initially significantly higher ($p = .000$) accuracy scores for perception and production of their L3 (74% and 93%, respectively) than their L2 (59% and 46%, respectively), which may suggest that at the very early stages of L3 acquisition, the children use different perceptual categories for their L2 and L3, and that their ability to produce and perceive the contrast in their L3 may be more stable and focused than for their L2. At the later testing times, however, L3 scores for both perception and especially for production first drop and then recuperate towards the end of the first year of acquisition, whereas their development in English seems more linear, with perception scores always being slightly higher than their production scores. Interestingly, after the first testing time,

there are no significant differences between the two languages anymore, so it can be assumed that the contrast is eventually handled similarly for both languages. These findings partially lend support to the hypothesis of perception preceding production, but also demonstrate that the link between the two may be more complex depending on the stage of learning.

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PRONUNCIATION INSTRUCTION DESPERATELY NEEDED

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This study focuses on pronunciation issues among Chinese students and learners of English in a Polish context. The aim of the paper is to investigate problems with English pronunciation displayed by a group of Chinese nationals during an intensive English course and compare them with their overall performance in English – reading, listening, writing and grammar skills. The data was gathered during a full-time English course organised on an annual basis by a language school in Łódź. The course included 300 teaching hours spread over a period of two months. It aimed at preparing a group of eighteen Chinese learners of English, currently students at the University of Łódź, for the First Cambridge Certificate Exam. The data included in the study was collected from six participants of the course during two sessions – the students were recorded at the beginning and at the end of the course. The recordings included samples of spontaneous and controlled speech (reading of a short passage). The author also took regular notes of individual students' performance during everyday classes with emphasis on communication issues connected to pronunciation. The paper refers to pronunciation problems of Chinese learners of English as described in background literature by David Deterding (2006, 2011), Danxin Liang (2015), Zhichang Xu, Deyuan He and David Deterding (2017), Fachun Zhang and Pengpeng Yin (2009). The author of the paper stresses the need to introduce a more individualised and structured pronunciation training into the course in order to breach the gap between

the students' overall performance in English and pronunciation and to improve their general command of English. This in turn may not only lead to improved FCE exam scores, but also to an enhanced overall experience of studying in English.

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PRONUNCIATION INSTRUCTION AND UPPER-SECONDARY SCHOOL LEARNERS: INDIVIDUAL DIFFERENCES BUT THE SAME GOAL

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Most of the research dedicated to practical phonetics instruction concentrates on either students at the English departments (Waniek-Klimczak, 1997, 2002; Waniek-Klimczak and Klimczak, 2005) or ESL learners (Kim, 1995; Derwing and Munro, 2005; Derwing, Munro and Thomson, 2007). Few studies, however, explore the potential of secondary school learners, their beliefs and their individual differences as well as how those differences determine their choices and perceptions. The study reported here aims to bridge the gap in research practices and literature.

The paper presents selected results of a longitudinal (one-year) action-research study conducted with a group of 10 Polish secondary school learners who volunteered to attend an additional, stand-alone, extracurricular course entirely devoted to pronunciation instruction. They explicitly voiced their needs to learn to sound correctly and to pronounce words in an accurate manner. Even though the participants displayed a number of individual differences and several dissimilarities with regard to their general aptitude in English and other subjects, their interests, future plans and attitudes to learning as such; they unanimously asserted that pronunciation is the most vital element of language learning and the most crucial factor in successful communication. The study based on triangulation of data included a number of instruments, such as pre-, mid- and post-course questionnaires, participant observation, interviews as well as pre- and post-course recordings. The paper will focus on and discuss the results of observation, interviews and recordings. The data analysis of participant observation and interviews permits to arrive at conclusions with respect to learners' awareness raising process, incidental pronunciation learning strategies development (Peterson, 2000; Eckstein, 2007) and fostering learner autonomy (Dam, 2002; Pawlak, 2006). The auditory assessment results of learners' recordings of *Please call Stella* (speecharchive.gmu.edu) before and after the course, on the other hand,

exhibit the learners' pronunciation development and progress. They are conducive to an interpretation that systematic pronunciation instruction, albeit mainly dedicated to segments and accuracy, leads to considerable improvement in self-confidence, prosody and fluency of the learners.

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PERCEPTION OF REDUCED FORMS IN ENGLISH BY NON-NATIVE USERS OF ENGLISH

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Due to low degree of formality, less attention (Labov 1994), audience design (Bell 1984, 2001) and high speech rate, reduced forms abound in casual speech, affecting both vowels (centralization) and consonants (elision, assimilation) (Shockey 2003, Johnson 2004). While perception of reduced forms by native users of a language has been previously studied (Shockey and Bond 2007, Warner et al. 2012), insights into perception by non-native speakers are infrequent in comparison. The present study aims to fill the gap by testing three hypotheses: (i) reduced forms with context are recognized more accurately and faster than reduced forms without following and preceding words (ii) gradient reduction in which a segment is reduced (fricativization,

assimilation, Yod coalescence) is perceived more slowly and less accurately than the categorical ones where a segment is not realized (deletion) (Ellis and Hardcastle 2002, Hanique et al. 2013) (iii) subjects with musical background and/or a stay in an English-speaking country perceive reduced forms better than those without.

To verify these hypotheses, a perception study on 102 Polish learners of English was implemented in E-Prime (Language and Communication Laboratory). The study was corpus-based in using reduced forms from the Phonologie de l'Anglais Contemporain corpus (Durand and Pukli 2004), containing casual speech. The task consisted in clicking either of two buttons labelled "I recognize the word/phrase"/"I don't recognize it" and writing down what they actually had heard. In addition, the subjects filled in a questionnaire about their musical background and exposure to English. Participants' accuracy and reaction times were measure and compared with a control group of native speakers.

The results indicate that (i) lexical context, unlike phone density, significantly affects perception; however, the learners' low accuracy in recognizing the stimuli with the context (41 per cent) in comparison with the stimuli without the context (31 per cent) suggests considerable processing difficulties. For native listeners, results without context were 44 per cent and 87 with context (ii) category of reduction process (gradient or categorical) seems to be irrelevant (iii) neither music education nor exposure to casual English through stay in an English-speaking country play a role in non-native perception (Pastuszek-Lipińska 2009).

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PERCEPTION AND PRODUCTION OF RHOTICITY BY L2 LEARNERS OF ENGLISH

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Since rhoticity arguably constitutes the most important phonotactic difference among English accents, and a multitude of linguistic and extra-linguistic constraints are known to modulate its gradience, postvocalic-/r/ forms an instructive linguistic marker for investigating the dynamics of second language (L2) phonological acquisition. The realization of the /r/ variant has been frequently examined from both diachronic and synchronic perspectives on English world-wide. To date, studies focussing on the production of rhoticity in Korean English (Kang, 2013), Yunnan English (Sundkvist and Gao, 2016), and Chinese English (Li and Kabak, 2017) demonstrated this gradient phenomenon in Expanding circle Englishes from a variationist perspective. However, little is known on its acquisition process by L2 English learners.

This study attempts to fill this research gap and contribute to existing L2 phonological theories with an experimental study on the production and perception of English postvocalic-/r/ by advanced Mandarin-speaking learners of English, whose first language (L1) has various degrees of rhoticity depending on their places of origin in China. 47 subjects were selected on the basis of their degree of rhoticity in L1, and whether they targeted a rhotic or nonrhotic L2 English norm. Rhoticity production data collected from a picture naming and a passage reading task were investigated auditorily by the author and a second coder using praat. Their perception accuracy of postvocalic-/r/ was assessed via an oddity discrimination task using E-prime 3.0. This study further draws on variationist sociolinguistic theory and controls for potential sociolinguistic (e.g. cross-linguistic influence and target norms) and phonological (e.g. prosodic features) factors conditioning rhoticity using mixed-effects logistic regression model.

Results show that speakers' perception accuracy was constrained only by the phonological factor preceding vowel, which is consistent with the hypothesis of Flege's Speech Learning Model (SLM; 1995) on the prosodic level that learners establish new categories for sounds found in the L2. The preceding vowel was shown to be a significant factor affecting the production of rhoticity as well. The production pattern is, however, in contrast with perception, revealing that new categories easier to be perceived are rather difficult for learners to produce, which contradicts SLM's prediction. Potential reasons for this finding may involve the articulatory difficulty and cognitive processing of certain linguistic contexts. Furthermore, Linguistic-external factors including gender, speech style, participants' places of origin in China exerted statistically significant influence on the production of postvocalic-/r/, but not on perception. In addition, significant inter- and intra-learner variability was shown in both perception and production of postvocalic-/r/.

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TRAINING PRIMARY SCHOOL LEARNERS IN L2 SPEECH PRODUCTION: WHY NOT?

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Despite the fact that research on L2 pronunciation has developed greatly for a couple of last decades (e.g. Schwartz et al., 2014), the conclusions drawn from the studies are unfortunately rarely applied in practice, especially in the school curricula. Numerous studies carried out since the early 2000s (e.g. Majer, 2002; Nowacka, 2008; Sobkowiak, 2002; Szpyra-Kozłowska, et al., 2002; Szpyra-Kozłowska, 2008; Waniek-Klimczak, 2002; Wrembel, 2002; Lipińska, 2014) have shown that pronunciation teaching is almost absent at schools (apart from the academic programmes) and that L2 learners critically assess their teachers' pronunciation in L2. Although it has been proven that correct pronunciation is crucial in L2 communication (e.g. Littlewood, 1994; Setter and Jenkins, 2005) and this element of L2 learning has been included in the oral part of the *Matura* school-leaving exam (CKE, 2013), it is still very difficult to find the substantial amount of pronunciation training in textbooks designed for lower education levels.

At the same time, most teachers are aware of the fact that "the earlier, the better" and that it is much easier to teach correct pronunciation from the very beginning than to eliminate fossilized pronunciation errors at later stages (e.g. Baker, 1996; Nixon and Tomlinson, 2005). While young children are simply able to acquire L2 phonetics by listening to stories, songs, nursery rhymes and by playing games, teens who are above 13 are much more conscious learners (Nixon and Tomlinson, 2005) and may start learning pronunciation just like they study L2 grammar or vocabulary. What is more, a few studies on L2 pronunciation training in young teenagers (e.g. Lipińska 2017a; Lipińska, 2017b) have shown the effectiveness of such training with regard to both speech production and speech perception.

The aim of this paper is to present the teaching methods aiming at training adolescent learners of English in segmental production, as well as to report the results of such training. A group of learners (n= 12), aged 11 at the beginning of the study, participated in the project. They were trained in EFL pronunciation for three years – the programme included practice in both speech production and speech perception. The subjects performed a reading task and a conversation task twice – at the very beginning of the course (pre-test) and at the end of it (post-test). They were provided with sets of minimal pairs, differing in one vowel or one consonant only, as well as short stories to be read aloud. Then they used printed prompts to create simple conversations on everyday topics. Their utterances were recorded and then analysed and evaluated by a group of English teachers (both native speakers of English and Polish teachers of this language). The results have proven that young teenagers can relatively easily learn the basics of correct English pronunciation.

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ENGLISH VARIATION IN THE CLASSROOM: A LINGUISTIC APPROACH IN A HOUSTON HIGH SCHOOL

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It has been the sincere desire of most sociolinguists to have our knowledge of language variation used to help the communities we study (Labov 1995, Wolfram 2009, etc). For instance, sociolinguists believe that linguists can provide educators with a more nuanced knowledge of language variation, and that this knowledge can have an impact on how students are taught and assessed (Charity-Hudley and Mallinson 2011). In addition, it has been shown that when teachers have more training in linguistics, they adopt "more tolerant, pluralistic attitudes towards sociolinguistic variation" (Rickford

et al 2013: 28). And such collaborations have often involved undergraduate and graduate students in service learning endeavors (Bucholtz et al 2011).

This paper presents a description and results of a program we had developed in conjunction with a charter school in Houston, Texas. The program contained four phases: first, we assess students' use of and attitudes toward "non-standard" linguistic features. Second, we provide teachers with materials and training to use in the classroom, offered through a series of workshops, which are then implemented in the third phase. The fourth phase centers on an end-of-the-year reassessment of the students and an evaluation their progress.

One variable feature that we focus on, after Fought (2003), is variable usage of prepositions found in Chicano English, perhaps directly tied to Spanish. When students use these non-standard features in their writing, teachers are often capable of "marking the error" without being able to provide an explanation. To combat this situation, we provide teachers with the knowledge to recognize the "error" as a varietal feature, and give them a grammar variation guide that they can refer to in teaching standardized writing. For instance, we have found that we can draw on findings from cognitive linguistics, examining the differences in meaning between *on/in*, and *of/from*, that teachers can use in the classroom.

Based on the needs of this particular school, we have thus far focused on Chicano English and African American English, and as the program expands, we anticipate providing guidance on LEP (Limited English Proficient) assessment. We have been quite pleased with the overall results, and this presentation will also offer evaluations from the undergraduate participants, and the teachers and students from the charter school.

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PROGRESS IN L2 PRONUNCIATION AFTER ONE-YEAR PHONETIC INSTRUCTION: FIRST-YEAR ENGLISH DEPARTMENT STUDENTS

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The primary aim of this study is to determine whether first-year English Department students' pronunciation has progressed during a one-year course of practical and theoretical phonetic instruction and, if so, to verify in what respects. Our intention is also to discover what phonetic problems still remain despite the course. We are also planning to answer the question of whether the choice and arrangement of practical phonetic issues in the syllabus has been shown to be appropriate. A comparison of the full-time and part-time students' initial and final results leads us to a re-examination of their varying phonetic needs.

A self-designed diagnostic pronunciation test was administered to 91 first-year students in their first week of study at the university and then repeated twice after the first semester and at the end of the course. The results of two reading-aloud tasks are presented here. The word-reading exercise encompasses 35 lexemes (43 phonetic aspects) which exhibit a variety of phonetic difficulties, including orthography and lack of transparent letter-to-sound correspondence, e.g. the silent letter <b> in *comb*, problematic letters and letter combinations, e.g. 'o' in *oven* versus *protein*, and 'ch' in *charlatan* versus *archives* and 'words commonly mispronounced' (*ancient*) together with examples showing frequent word-stress misplacement (*purchase*). The sentence-reading task, in which 34 phonetic elements are taken into account, comprises among other things such phonetic aspects as weak forms, contractions (*mustn't),* a selection of 'trap' words (*dough*), words with difficult word stress (*determined*) and rendition of verb forms.

This evidence-based testing method proves that the one-year course of phonetic instruction has been beneficial because it leads to the participants making overall progress (r = 0.71 for word-reading, r = 0.75 for sentence reading in pre-test and post-test). It also shows that contracted forms and some phonetically challenging words (*area, purchase, Niagara*) still call for attention, which is why we offer some suggestions as to how to modify the teaching process to enable future English language specialists to overcome this deficiency.

FACTORS AFFECTING THE PERCEPTION AND PRODUCTION OF ENGLISH WORD STRESS PATTERNS BY HUNGARIAN LEARNERS OF ENGLISH

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The acquisition of English word stress patterns causes considerable difficulties for Hungarian learners of English (Nádasdy 2006), which is rooted in the typological difference between the two languages (Hungarian being a syllable-timed language, while English has stress-timed rhythm). As Hungarian has fixed stress on the the first syllable of words, and stress cannot be responsible for meaning contrasts within a morpheme (Siptár–Törkenczy 2000), even the perception of English stress may be highly problematic for Hungarians: it may happen that learners perceive no differences in stress levels in English words, and thus are unable to distinguish between stress minimal pairs like *presént* (verb) and *présent* (noun), and generally have problems with the pronunciation of words with non-initial stress. This phenomenon is dubbed "stress deafness" (Dupoux et al. 1997), and is of particular interest in the contact of a Hungarian substrate and an English superstrate due to the above-mentioned issues.

In this paper we examine the factors affecting the acquisition of English word stress patterns by Hungarian learners of English, from the point of view of both perception and production. Our analysis is based on Coetzee's (2016) model of phonological variation, according to which the possible variants in a pronunciation variety are determined by grammatical factors, and non-grammatical factors only contribute to the frequency of the variants. The grammatical (phonological) factors examined in our paper are transfer or interference and syllable weight, and among the many possible non-grammatical factors to be examined we have chosen proficiency level and musical aptitude or musicality. The relationship between musicality and foreign language pronunciation skills have been proved in numerous studies (e.g., Dolman–Spring 2014, Gralińska-Brawata–Rybińska 2017, Milovanov et al. 2010, etc.), and in the case under scrutiny we claim the effect of musicality to be especially decisive, as pitch plays an important role in determining English stress levels, and pitch perception is one of the components of musicality.

In the light of Coetzee's (2016) model, the paper aims to prove the following claims based on the examination of ten elementary (14-15 years old) and ten advanced learners (18-19 years old):

1. On elementary level the perception and production of English word stress patterns are mostly determined by L1 transfer.
1. On advanced level the effect of syllable weight gains ground, which may even lead to hypercorrections.
2. Irrespective of proficiency level, the degree of musicality positively correlates with the degree of the correct perception and production of stress.

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COMPLEX PATTERNS IN L1-L2 PHONETIC TRANSFER: THE RELEASE OF ENGLISH PRE-STOP OBSTRUENT OCCLUSIVES IN NON-NATIVE SPEECH

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The occurrence of positional allophones in world languages is largely motivated by articulation economy. Numerous effects of interactions between neighbouring phonemes are universal and thus naturally expected in human speech. However, not all languages allow the same variety of possible effort-saving phonetic processes and, in foreign language learning, the resulting asymmetry between L1 and L2 offers a major challenge to the learner.

This paper analyses the way that Polish learners of English articulate plosives and affricates preceding another obstruent occlusive in both L1 and L2. Considering that English allows unreleased plosives before any stop (e,g. Cruttenden 2001), i.e. in a wider range of contexts than Polish, a Polish learner may find it confusing that it is considered unacceptable to block the affricate release before another (in English always homorganic) affricate (Cruttenden 2001, Gómez González 2016, Carley et al. 2018). In Polish the first of two homorganic affricates is often reduced to the occlusion phase (e.g. Thurgood 2001), while unreleased plosives appear very rarely in non-homorganic contexts.

This apparent paradox in the treatment of affricate and plosive consonant clusters may lead to complicated transfer patterns, which we try to examine by observing the release suppression tendencies in Polish and English phrases and sentences read by phonetically trained and untrained Polish learners of English.

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L2 INTONATION OF ADVANCED LEARNERS OF ENGLISH

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Prosodic deviances in non-native speech can contribute to a perceived foreign accent and/or impede communication, intelligibility, and comprehensibility (cf. Mennen et al. 2014; Trofimovich & Baker 2007; Jilka 2000, 2007). Even advanced learners still deviate from native-like intonation patterns (cf. Scovel 2000; Bongaerts et al. 1997). Previous studies on L2 prosody (e.g. Gut 2009 (German); Ramírez Verdugo 2002 (Spanish)) reported that learners overuse rises and replace falls with rises and vice versa. Although the general interest in L2 prosody has grown (cf. Mennen & de Leeuw 2014; Li & Post 2014; Mennen et al. 2014), there is still a demand for more exhaustive approaches. In response to this need, the present study adopts a corpus-based approach examining native and interlanguage data.

Within the autosegmental-framework this paper reports on a study on L2 learners' intonational deviances in spontaneous monologic and dialogic speech derived from a "Contrastive Interlanguage Analysis" (CIA) (cf. Granger 1998) and "Contrastive Analysis" (Granger 1998) of Czech, German, and Spanish. Through quantitative analyses, the structure of intonational phrases and the frequency and use of pitch and phrase accents, boundary tones, and pitch range are compared. Additionally, the interlanguages based on the Czech, German, and Spanish components of the *Louvain International Database of Spoken English Interlanguage* (LINDSEI; Gilquin et al. 2010) are compared to English native speech with prosodically annotated versions of the *Louvain Corpus of Native English Conversation* (LOCNEC; cf. De Cock 2004), representing British English, and the *New South Voices* (NSV; cf. Atkins 2017) corpus, representing American English. Since neither of the corpora include prosodic annotations, the manual annotation had been performed with the *Tone and Break Indices* (ToBI) (Silverman et al. 1992) system. In total the corpus consists of 225 annotated files, which contain similar spontaneous speech on similar topics (e.g. a country travelled to) produced in an interview situation, the same age group (18-30), and same length of speech (≈550 tokens = 1-2 minutes) consisting only of statements, to ensure data comparability. For the analysis of the files, information was extracted and significance tests were conducted by the help of Praat- (Boersma & Weenink 2016) and R-scripts (R Core Team 2015).

The analysis of a smaller subset of the data (n=30) indicates that German, Spanish and British speakers of English, deviate from each other in their intonational phrasing and pitch heights at utterance-final and -medial position. For instance, the learners

broke their utterances into considerably more intermediate phrases (ip) and intonation phrases (IP) than native-speakers. While the British native-speakers (n=10) mainly stick to the usage of falls within IPs and ips, the German learner's (n=10) speech was characterized by a frequent usage of rising tones and the Spanish learners (n=10) overuse falling tones. This deviant usage of pitch found in the pilot study can be attributed to many different factors such as L1-transfer and/or developmental factors, the relationship between the interviewer and the interviewee, genre-dependent differences (dialogue vs. monologue), learner variables (age, gender, years of English, stays abroad, etc.), pragmatic functions such as turn-taking, etc.

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ENGLISH PHONETICS FOR MUSICIANS: A REVIEW OF TOOLS FOR TESTING THE DEGREE OF MUSICALITY

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The connection between pronunciation skills in a foreign language and musical abilities has been investigated by various scholars (Pastuszek-Lipińska, 2008; Milovanov et al., 2010; Połać, 2014; Balčytytė-Kurtinienė, 2015; Malarski & Jekiel, 2016; Gralińska-Brawata & Rybińska, 2017, among others), with the results indicating that musicians can be more successful than non-musical learners when it comes to phonetic training. An important step in the procedure of such studies is to conduct a specially designed musical test which aims at checking the degree of participants' musicality.

The goal of our presentation is to focus on different musical aptitude tests which were used in the selected studies on the relationship between students' musicality and their phonetic performance. As we have obtained professional musical training (graduates of Secondary Music School and the Academy of Music) and are well-acquainted with the demands of the entrance exams to music schools, we will critically review the chosen tests first, and then we will present the idea for our own music perception and production test for both musicians and non-musicians.

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SPIT OR *SBIT*? ST-TYPE CONSONANT CLUSTERS IN THE SPEECH OF POLISH LEARNERS OF ENGLISH

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This presentation takes up the question of VOT of English fortis stops after the fricative /s/ (ST-type clusters) produced by L1 Polish speakers. The post-/s/ context is of course familiar as a position in which aspiration in English does not occur.

Acoustic studies (e.g. Cho et al. 2014) have shown that /p t k/ closely resemble /b d g/ in this position, with short-lag positive VOT. Indeed, native productions of a word like *space* with the /s/ removed are often identified as *base*. This may be attributable to the short VOT, which is in the 15 ms range in Cho et al's study. In Polish, fortis plosives are often described as having short-lag VOT, analogous to lenis plosives in English, yet it is clear that the 'short' VOT in Polish fortis plosives is longer than the short VOT in both English lenis plosives and English fortis plosives after /s/ (e.g. Keating 1979; Rojczyk 2010; Schwartz & Wojtkowiak 2017). Thus, Polish *spółka* /spuwka/ 'partnership' with the /s/ removed does not sound like *bułka* /buwka/ 'roll' produced with an English accent, but rather resembles *półka* /puwka/ 'shelf'.

These facts have implications for the acquisition of English ST-type clusters by Polish learners. More proficient learners should show VOT shortening of fortis plosives after /s/, producing more lenis-like variants. Preliminary acoustic data has been gathered, comprising 256 tokens produced by a group of first year students (N=16) and university-level English teachers (professors and PhD students: N=16). The quality of the following vowel was controlled for (always /æ/), as was the stop consonant place of articulation (counterbalanced between /t/ and /k/), since these factors are known to affect VOT measures. The teachers' group produced significantly shorter VOTs of the stops after /s/ (Mean=32.8 ms, SD=13) than the students (Mean=47.3 ms, SD=15), producing the same English clusters, $F[1,254]=65.8$, $p<.001$. These results provide preliminary support for the claim that acquisition of English ST-type clusters involves mastering stops that are weaker than fortis plosives in Polish, yet not pre-voiced like Polish /b d g/.

This study has implications for the phonological representation of consonant clusters in the two languages. The post-/s/ context is associated with weakening in English, yet assuming the students' results are due to greater L1 interference, Polish fortis stops do not appear to be significantly weakened after /s/. This discrepancy is best explained by postulating distinct prosodic structures for ST-type clusters in the two languages.

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WHY IS ASPIRATION EASIER TO PRODUCE FOR L2 LEARNERS THAN LENIS STOPS WITHOUT PRE-VOICING?

Geoff Schwartz
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This paper presents a status report on a project investigating the acquisition of L2 English laryngeal contrasts by L1 Polish learners. While most production studies of laryngeal features in L2 English concentrate on aspirated fortis plosives, we devote equal attention to lenis stops, which are characterized by short-lag positive VOT in most native varieties. Failure to suppress L1-induced pre-voicing can spawn productions such as [fejzbuk] and [fudbol] for *Facebook* and *football*, respectively, which are salient errors in Polish-accented speech.

Schwartz & Dzierla (2017) found that pre-voicing persists even in C2-level L1 Polish speakers, who produced unvoiced lenis items only about 40% of the time, a rate that was quite similar to that of a group B2-level speakers. In this study we compare acquisition rates of unvoiced lenis and aspirated fortis stops in a group of B2-level Polish learners of English (N=10). Successful acquisition was operationalized as positive VOT for lenis stops, and VOT of greater than 60 ms for fortis stops. Participants were more successful in producing aspiration (75%) than suppressing pre-voicing (40%).

These results suggest that 'equivalence classification' (Flege 1987) is more robust between Polish and English /bdg/ than between /ptk/ in the two languages. Although lenis and fortis stops have different realizations, the lenis stops appear to be more 'similar' from the point of view of the Speech Learning Model (SLM; Flege 1995). To explain this asymmetry, Schwartz (2017) hypothesizes that pre-voicing in Polish /bdg/ does not reflect the presence of a phonological feature [voice] (cf. Cyran 2014), but rather comprises an acoustic carrier signal (Traunmüller 1994).

To test this hypothesis, we present acoustic data from L1 Polish involving cues other than VOT. While voiceless consonants are known to raise pitch on neighboring vowels (e.g. Ohde 1984), we also find effects of fortis consonants on the first formant of the vowel (cf. Stevens & Klatt 1974). These additional laryngeal cues suggest that voice languages may be characterized by a feature [fortis], which is realized more robustly on vowels in languages like Polish, but is associated with the aspiration and VOT in English. Thus, while /bdg/ in the two languages are phonologically equivalent irrespective of pre-voicing, learning /ptk/ entails the formation of a new category based on the timing of the [fortis] feature. It is this newness that facilitates more successful acquisition of /ptk/ by Polish learners.

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USING IPA FOR TEACHING L2 VOWELS: ENGLISH VOWEL TRAINER FOR ADVANCED EFL LEARNERS

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Explicit phonetics instruction in a foreign-language classroom can lead to improved perception of L2 sounds for a range of language proficiencies but may especially benefit advanced learners[1] and learners' L2 phonological representations profit from explicit feedback[2]. In our experience, many advanced learners of English as a foreign language (EFL) continue to struggle with the rich English vowel system. Hence we make perceptual training of English vowels the focus of our paper.

Our effort is to contribute towards one of Derwing's utopian goals for pronunciation teaching, namely "to see more development of easy-to-use and useful software"[3]. We used the freely available software Praat to create a vowel training programme[4] for upper-intermediate-to-advanced EFL learners in tertiary education for whom English is an academic subject. Such learners typically receive phonetics classes and are familiarized with the IPA transcription system. For us IPA is a useful tool in perceptual vowel training as learning distinct vowel symbols forces the awareness of there being distinct vowel phonemes.

The Vowel Trainer is implemented as a Praat Demo window script and is easy to operate. When a learner runs the script, a window opens with a vowel space area and eleven circled IPA symbols representing the stressed RP monophthongs. A learner presses the spacebar to hear a stimulus, which is a word pronounced in citation form by one of several RP speakers included. The learner then identifies the stressed vowel in the stimulus by clicking on an IPA symbol in the vowel space or may use the replay button to listen again. The learner receives immediate visual feedback. A correct choice is indicated by green. In case of an incorrect choice, the circled symbol turns red and the stimulus is immediately played again. The feedback can be enhanced by the stimulus word appearing in writing outside the vowel space. The programme adapts to the learner's performance, i.e. a vowel will stop occurring in a current training session after a specified number of correct identifications while incorrectly identified vowels continue to reappear. The session ends after a specified number of trials or after all vowels have been correctly identified a specified number of times.

Preliminary testing with 15 Czech learners showed significantly higher error-rates for low-frequency words. The most common misidentifications involved /æ/, then /ɔ, ɜ/, followed by /ɑ, ʌ, ɒ/ and /u/. The most accurately identified vowels were /i, ɪ, ɛ,

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RECEIVED PRONUNCIATION PERCEIVED: NSS' ACCEPTABILITY RATINGS OF SELECTED FEATURES OF RP

Piotr Steinbrich

Received Pronunciation has a peculiar status among British accent varieties in that it is often treated as if regular sociolinguistic processes did not apply. As Fabricius aptly notes (2002, p. 115) the treatment of RP as a stable and non-dynamic trait rather than a sociolect that undergoes change stems from the ambiguity of the term itself. On the one hand, RP is often regarded as an idealized construct involving norms. On the other hand, however, it is viewed as an accent variety subject to sociolinguistic observation. In the last fifty years or so, numerous studies focusing on the changes within RP have been conducted. Windsor-Lewis (1990) observes that a more tense quality of the unstressed word-final /I/ has become more common than its less tense counterpart. Henton (1983) and Bauer (1985) report the lowering and retraction of the ash vowel among RP speakers. Przedlacka (2002) notes the fronting of the GOOSE vowel, especially in the case of younger RP users. Collins and Mees (1996) offer a comprehensive account of accepted and unaccepted uses of glottalisation. The following paper reports on a study which aims to determine the degree to which certain phonetic features otherwise associated with other accent varieties are acceptable in RP spoken production. The features include, for example, glottalization, happY-tensing, elision or monophthongization. The study also attempts to address the issues that go beyond the notion of pronunciation and include various discourse attributes typically associated with casual speech. The experiment is conducted among educated British English speakers working in academic contexts.

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READING TEMPO AS A FUNCTION OF READER'S DIALECT AND GENDER

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The current project continues the investigation began in two previous studies focusing on sociolinguistic aspects affecting reading tempo. One of them examined the effects of the reader's gender (Stolarski, in press), while the other one analysed the influence of dialect (General American vs. Received Pronunciation) (Stolarski, 2017). Both former projects used the same methodology. It involved collecting recordings of the same texts read by 30 readers representing the categories under investigation. Neither of the studies found statistically relevant effects of the explanatory variables.

The aims of the present project are twofold: first, to extend the scope of the previous investigations by using a larger dataset; second, to examine possible combined effects of gender and dialect on reading tempo. In order to achieve these goals, a large database of 105 audiobooks downloaded from "librivox.org" was used. Each of these audiobooks was read by a different group of readers, so each gender and dialect was adequately represented. Next, the corresponding "txt" version of the novels were downloaded from "gutenberg.org". The texts were divided into syntactically and prosodically independent units with the use of a script written in Python. After that, they were aligned with the corresponding fragments in the recordings using *Aeneas*, which is a Python/C library designed to automatically synchronize audio and text. All the text units were quantified in terms of the number of words, syllables and phonemes, and the duration of each corresponding audio fragment was measured in seconds. These results were used to quantify the reading rate of each fragment in terms of words per second, syllables per second and phonemes per second.

The results of an ANOVA performed on the data obtained reveal weak but statistically significant tendencies. The reading tempo of female readers tends to be higher than the tempo of male readers. Moreover, American participants read slightly faster than British participants. Finally, an analysis of the combined effects of the two explanatory variables suggests that gender affects reading rate to a higher degree than dialect. These findings may be useful in text-to-speech software development as well as for researchers focusing on education and language acquisition.

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DIALECTAL DIFFERENCES IN VOICING ASSIMILATION PATTERNS: THE CASE OF MORAVIAN CZECH ENGLISH

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The current study investigates voicing in word-final obstruents in Czech English, building on previous descriptions of the phenomenon [1], [2], [3], [4], [5]. These studies examined the implementation of the voicing contrast itself [2], [4], or they analyzed the process of voicing assimilation, i.e., the way neighbouring voiced (lenis) and voiceless (fortis) consonants interact. The latter work [5] focused on voicing assimilation in L1 British English and in the L2 speech of Czech and Slovak speakers. An interesting finding was that whereas the two L2 groups showed comparable patterns before obstruents, the context before sonorant consonants yielded disparate patterns: the Czech participants tended to produce voiceless pre-sonorant obstruents (*at*[t] *least*), but the Slovak speakers had a tendency to assimilate voicing to the following sonorant segment, producing a voiced sound (*at*[d] *least*). Crucially, this reflected the voicing assimilation rules of the respective L1 languages, which differ in the pre-sonorant context. However, the Czech language is not uniform in terms of voicing assimilation across the word boundary, which is similar for instance to Polish, whose dialects may be classified into "voicing" and "devoicing" based on assimilatory activity before sonorants [6]. The difference between the two main varieties of Czech, Bohemian and Moravian (see [7]), is comparable to that between the previously investigated (Bohemian) Czech and Slovak [5]. Our aim is therefore to establish whether L2 Moravian Czech English will be closer to Bohemian Czech English (the same language), or to Slovak English (a different language, but with similar assimilation rules). Moreover, the speakers have different levels of proficiency in English, given that general pronunciation competence might influence the strength of L1-L2 transfer. The material includes 12 speakers (all female, 6 more advanced, near-native and 6 less advanced, with a marked Czech accent in their English). The structure of the material, including the recording conditions, is directly comparable to [5], which is taken as a baseline. The presence of phonetic voicing in the final obstruent is analyzed in two ways: as the percentage of voicing (how much of the consonant is produced with vocal fold vibration) and as the voicing profile (probability of voicing throughout the given sound category; see [8]). Preliminary results suggest, apart from the effects of group (dialect) and assimilatory context, also an influence of prosodic breaks and lexical content of the words.

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FIRST LANGUAGE ATTRITION AND MAINTENANCE IN THE ACCENTS OF NATIVE SPEAKERS OF ENGLISH LIVING IN THE CZECH REPUBLIC

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Native speakers of English living and working in the Czech Republic find themselves in a peculiar sociolinguistic situation: one the one hand, they are expected to exhibit authentic English (this is especially the case of ESL professionals), yet on the other hand they often need to modify their accent in order to be better understood by their low-proficiency Czech interlocutors. In addition, they daily receive high doses of Czenglish.

In my paper I present the results of a foreign accent rating experiment, showing that the Anglophone expatriates' speech is perceived as sounding less native-like than that of the control native speakers. Next, I investigate the characteristics of several potentially vulnerable variables – the duration of word-initial plosive VOTs, word-final obstruent (de)voicing, and retention of dental fricatives – in two word-list task datasets obtained from the expatriates and the controls. These particular variables were selected as they present very salient features of Czech accent (e.g. Tomková, 2008), and, as is the case of VOTs, have been shown in the previous research to be subject to L1 attrition (Flege, 1987; Major, 1992).

I conclude that the accents of the expatriates exhibit both signs of first language attrition (manifested as shortening of VOTs) and of language maintenance efforts (manifested as enunciation of word-initial and word-final lenis plosives, and of dental fricatives). I complement the results with extracts from the expatriates' personal narratives.

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THE INFLUENCE OF LEVEL OF PROFICIENCY IN THE L2 AND L3 ON THE PRODUCTION OF THE L3 SPANISH APICO-ALVEOLAR SIBILANT

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Zuzanna Cal
Politechnika Koszalińska

Current Third Language Acquisition research takes into consideration only certain factors, typically the L2 status (e.g. Hammarberg, 2001, Bardel and Falk, 2007) or linguistic proximity (e.g. Cenoz 2001, Westergaard et al. 2016). Limited research has been conducted on the influence of a potentially significant factor of level of proficiency whereas proficiency in both the L2 (Tremblay 2006, Woll 2016) and the L3 (Hammarberg 2001, Wrembel 2010) may be considered as a conditioning factor for the shape of the L3. The aim of the current study was thus to determine the influence of L2 and L3 level of proficiency (L2LoP and L3LoP) and the interaction of the two factors on the production of the L3 Spanish apico-alveolar sibilant in a group of L1 Polish, L2 English and L3 Spanish trilinguals (N=25). The speakers had different levels of overall proficiency in the two foreign languages with three levels of L2LoP and three levels of L3LoP corresponding to B1, B2 and C1 according to the Common European Framework of Reference.

The parameters of the sibilant under analysis were spectral moments: centre of gravity (M1), skewness (M2), kurtosis (M3) and standard deviation (M4) in intervocalic position in two-syllable words with initial stress. The recordings were made with the use of a RØDE N1 condenser microphone connected to a computer by means of a Focusrite Scarlett 2i2 2Gen audio interface in a sound-treated room. The spectrum was set at 18000Hz (Barreiro 1994) and a high-pass filter was applied to exclude frequencies below 800Hz to avoid the influence of possible intervocalic voicing (Koenig et al. 2013).

A MANOVA was conducted in order to compare the main effects of L2 level of proficiency and L3 level of proficiency and the interaction effect between the two variables on the production of the L3 Spanish apico-alveolar sibilant measured by means of spectral moments. Significant multivariate effects were found for L2LoP (F=4,896, p=.00) and L3LoP (F=2,620, p=.08) and their interaction (F=3,212, p=.01). L2LoP was shown to have a statistically significant influence on M1 (F=18,952, p=.00), M2 (F=15,494, p=.00) and M3 (F=4,900, p=.008). On the other hand, L3LoP only impacted M1 (F=7,402, p=.001). The interaction effect of L2LoP and L3LoP was also visible only for M1 (F=4,070. p=.018).

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PHONETIC LEARNABILITY AND ACCURACY OF NEW AND SIMILAR L2 SOUNDS

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The Speech Learning Model (Flege 1988, 1995) assumes that the learnability of an L2 sound is inversely correlated with its similarity to an L1 sound. It is easier to develop a new category in L2 for what is referred to as a new sound, i.e. not similar to any L1 sounds. Although the process of equivalence classification reduces the ability to form a new category for a similar sound, it does not block learnability. For such cases, a merged L1-L2 category will be used to produce the „perceptually equated L1 and L2 speech sounds" (Flege 2002:227). The new versus similar sound differentiation also has a bearing on the accuracy of L2 sound production. A new sound will ultimately be produced more accurately than the merged L1-L2 diaphone.

In order to test the predictions of SLM with regard to L2 phone learnability and accuracy, the production of the L2 English schwa of two groups of bilinguals with different native languages (Group 1: L1 Polish; Group 2: L1 Romanian) was compared. The English schwa is a new sound for the L1 Polish group as Polish does not have a central vowel in this region of the phonetic space, whereas it is a similar sound for the L1 Romanian group as Romanian has a schwa vowel which is backer than the English one. The stimulus included a word-final schwa preceded by a voiceless obstruent. For the L1 Romanian group both L1 and L2 were tested in order to see the possible L1-L2 merger. The coda position was chosen as in English this schwa is a mid central vowel with a relatively consistent vowel quality (Bates 1995; Flemming and Johnson 2007). Additionally, the participants' general proficiency was tested. The hypothesis was that the L1 Polish group should be more likely to establish a separate category for the L2 English schwa and with increased general proficiency pronounce the sound more accurately. The L1 Romanian group, on the other hand, should exhibit signs of equivalence classification in the form of a merged L1-L2 diaphone and a lower L2 English schwa accuracy.

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A NEW KIND OF AN IPA TRANSCRIPTION PRACTICE MANUAL

Konrad Szcześniak

This presentation reports on work on an IPA transcription practice textbook whose main objective is to exploit transcription skills in helping students improve their practical pronunciation skills. The book features exercises focusing on specific phonetic patterns which may help remember the correct pronunciation for many words, especially those that tend to be mispronounced by Polish learners of English (e.g. *broad, develop, computer, sword* etc.) For instance, the following screenshot from the textbook shows exercises focusing on the spelling-pronunciation correspondence *u*Ce-u:C, where words whose spellings end in the *u*-CONSONANT-*e* sequence have the u: vowel (and not ʊ) before the final consonant (*absolute, cute, crude, dude, exude, immune, include, mute, nuke, rude, use,* etc.)

Figure 1 Examples of exercises in the textbook

The present approach is based on the hypothesis that learners become sensitive to patterns observed in input and then apply these patterns to newly encountered instances. This supposition has been tested explicitly in studies whose results converge on the conclusion that "novel formations are heavily based on similarity to existing exemplars" (Bybee 2010: 60) She reports an experiment in which "nonce verbs that had a final velar nasal were much more likely to be given a Past Tense form with the vowels [æ] or [ʌ] than nonce forms ending in other consonants." (p. 61) Analogically, learners aware of a pattern like *u*Ce-u:C holding in words *absolute, cute, crude, dude,* etc.

can be expected to apply it to new words ending in *u*Ce and correctly predict the pronunciation with [u:].

Cognitive linguistic studies on pattern extensions assume that the patterns in question are acquired by natural exposure to input, a characteristic of first language acquisition, but not necessarily of second or foreign language acquisition, where the amount of input is thought to be much less abundant (e.g. Taylor 2012: 16). Because foreign language learners may not have enough exposure to input to discover the relevant patterns, there is the alternative of teaching them to learners explicitly. While some controversy surrounds the practicability of explicit instruction (e.g. DeKeyser 2009: 121), most university-level courses in phonetics include items like the aspiration or the devoicing of *-ed* after voiceless consonants, under the assumption that the theoretical knowledge thus gained will ultimately benefit the learner's practical pronunciation skills. The present textbook follows this rationale to introduce more phonetic patterns through transcription practice.

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PRONUNCIATION LEARNING FROM A LEARNER´S POINT OF VIEW

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Learning to pronounce a language is a very complex task (Kenworthy, 1987, p.27) and the process of second language pronunciation acquisition requires a focused effort of a learner in order to reach intelligibility in communication. In the centre of our study is a learner of English as a second language in Slovakia. We are interested in the learners´ reflections on teaching pronunciation they received during their school years and we focus both on pronunciation learning at school and students´ individual strategies and practices used for pronunciation improvement.

The presentation reports on the results of the survey of the EFL university students´ attitudes to their learning experience in the process of developing their English pronunciation awareness. Our intention is to obtain an insight into the students´ perspective and perception of English pronunciation acquisition which is often considered as a neglected area of teaching and learning in primary and secondary schools in Slovakia. Previous research on pronunciation teaching and learning in Slovakia carried out in recent years has been primarily focused on teachers´ views however the learners´ experience was not taken into consideration. Our interest led us to designing a questionnaire for our post-entry university students - non-native speakers of English. The students are enrolled in the 3-year university degree course in British and American studies at Pavol Jozef Šafárik in Košice and their English language proficiency ranks from B2 – C2. Altogether 60 students were invited to complete a questionnaire which included multiple-choice questions, questions on

a Likert scale 1 – 5 and open items. The paper presents results obtained from the gathered and analysed data.

The presented findings contribute to a broader discussion on English pronunciation teaching and learning. This paper is a part of the research project VEGA n. 1/0273/16 A Comparative Research of the Distinctive Features of Phonemes in Slovak, English and German.

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FUNCTIONAL SENTENCE PERSPECTIVE AND SPEECH MELODY PARAMETERS

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It has been argued on many occasions that speakers adapt their pronunciation to the estimated needs of their audience (e.g., Lieberman, 1963; Lindblom, 1989; Lindblom, 1990). Noteboom (1991b) calls this the *principle of cooperative behaviour.* In this sense professional news readers should be considered cooperative speakers as they are trained and paid to be well understood by a large body of listeners with whom they are not in a direct contact.

One of the many aspects that the cooperative speakers should pay attention to is the differentiation of the new and given information in their utterances. The importance of this aspect was noted by Terken and Nooteboom (1987), who showed that 'new' words were processed faster when correctly accented than when incorrectly unaccented, while 'given' words were processed faster when correctly unaccented than when incorrectly accented.

Our present objective is to investigate whether the above mentioned facts can be traced in the behaviour of EFL learners. Our chief analytical tool was the Functional Sentence Perspective (FSP), which, as one of the approaches to the information structure, has been employed in linguistics over the past sixty years. The fundamental

guidelines of FSP were put forward by Firbas (e.g., 1956, 1992) and they are further developed by new generations of linguists (e.g., Svoboda, 1989; Adam, 2008).

Our material comprised recordings of the BBC news bulletins by professional and non-professional native speakers, and non-professional non-native speakers. Three manners of parsing were employed. First, it was plain identification of the theme, transition and rheme, where the theme represents the elements with the lowest communicative dynamism, and the rheme with the highest one. Second, a finer classification was performed through a fuller range of units in the quality scale perspective: ThPr (Theme Proper), DTh (Diatheme), RhPr (Rheme Proper), Set (Setting), B (Bearer of Quality), Q (Quality), Sp (Specification), and FSp (Further Specification). Third, the presentation scale was also used to add further specifications. The selected speech melody correlates were the F0 mean, median and baseline (Lindh & Eriksson, 2007) for level, and standard deviation, variation range, 80-percentile range and CSI (Cumulative Slope Index) for span. The declination gradient in longer units was also measured.

The results show that the dependent variables (i.e., the F0 measures) are influenced by both sets of independent variables (i.e., the information structure factors and the speaker status factors). Although the interaction of the independent variables is complex, the results offer an interesting outlook at possible areas of speaker training.

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PROSODIC BREAKS IN FOREIGN-ACCENTED SPEECH

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The views on speech prosody have undergone substantial changes in the past decades. What used to be regarded a secondary element to the segmental structure of languages is gradually accepted as a fundamental organizing principle of which segments are just metalinguistically discernible elements. More than 20 years ago, Auer suggested that syntax and prosody complement each other to serve the coding of the utterance meanings (Auer, 1996). Wheeldon and Lahiri showed through 4 experiments that prosodic structure significantly influenced speech perception even if syntactic

structure, number of lexical items and number of syllables were held constant (Wheeldon and Lahiri, 1997). This fact had already been hinted earlier (Price et al., 1991). Substantial evidence in favour of the key role of prosody in speech comprehension and against the mechanistic models of prosodic mapping onto other aspects of linguistic structure was also offered by Cutler et al. (1997).

In the present study we develop further our last year's findings concerning foreign accented speech (Volín and Galeone, presentation at Accents 2017). We demonstrated that a learner of a foreign language is constrained in the efforts to create proper prosodic phrasing, arguably by substantial detrimental processing factors (e.g., tedious search for words, morphosyntactic rules, or neuro-physiological planning of articulatory gestures).

In comparison with the last year's study we have enlarged the sample of speakers under all three conditions (i.e, native professionals, native non-professionals, non-native speakers), giving more power to the results. Moreover, we have carried out new, more detailed analyses of both linguistic and acoustic aspect of prosodic phrasing. Apart from corroborating the fact that foreign-accented speech is considerably more broken than native speech we show similarities and differences in the nature of the prosodic breaks. Didactic consequences of our findings are discussed and methodological proposals put forward.

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CLASSROOM OR ONLINE LEARNING: THE LEARNING EXPERIENCE OF HONG KONG UNDERGRADUATES ON ENGLISH PROSODIC FEATURES

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The rhythm and intonation of English spoken by Hong Kong Cantonese learners of English are different from native speakers of English (Setter, 2003). It is due to the fact that Cantonese, a Chinese dialect, is a syllable-timed tonal language and English is a stress-timed non-tonal language. Hong Kong learners of English are sometimes described as speaking English with a machine-gun rhythm (Bauer and Benedict, 1997). This rhythm of speech may hinder intelligibility as native speakers are not used to syllable-timed rhythm of speech.

Same as segmental features, prosodic features are equally important in pronunciation as it is related to native speakers' perception of fluency and intelligibility.

In English pronunciation teaching and learning, emphasis is often put on the area of prosody (Celce-Murcia, Brinton, & Goodwin, 1996; Grant, 2001; Miller, 2000).

The present study aims at investigating whether students find tradition pronunciation class with instructor or afterschool independent online learning more effective in improving their English pronunciation in the area of prosody.

23 undergraduate English majors attended 4 lessons (8 hours in 4 weeks) on English rhythm and intonation and spent 8 hours (in 4 weeks, individually) focusing on the same areas using the online software EYESPEAK. After attending the lessons and working on the software, the students were asked to write a journal on their learning experience and evaluate the effectiveness of the two learning methods. More than two third of the students believed that both learning methods were beneficial to their English pronunciation. They thought that classroom learning could enhance their awareness of the pronunciation features as the instructor would explain the features and they could interact with other students and the instructor. On the other hand, independent online learning could provide them with the freedom to learn at their own pace and to focus on areas that they need more practices.

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THE INFLUENCE OF MUSICAL APTITUDE ON THE QUALITY OF L2 PRONUNCIATION

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Over the years there has been an ongoing debate on the existence of a link between musical aptitude and linguistic abilities and on the benefits this link brings in terms of language acquisition (Nardo & Reiterer, 2009; Zybert & Stepien, 2009). The research so far seems to indicate that musical aptitude does have an impact on language acquisition processes and its results, for example on working memory, speech perception and production, as well as the quality of reading (Jentschke & Koelsch, 2009; Połać, 2014; Schulze & Koelsch, 2012). However, the effects of the specific traits of musical aptitude and abilities on many aspects of language acquisition and use have still remained relatively unexplored. The aim of this study is to fill this gap by focusing on the link between musical abilities of one specific group of educated musicians – instrumentalists and the quality of their pronunciation in English as a foreign language.

The study analysed the perceived quality of accent of 30 adult intermediate learners of English: 15 instrumentalists and 15 non-musicians. Each participant of the study was asked to listen once to a recording of a text read by an American native speaker of English and then to record his or her own reading of the text. Next, the recordings were evaluated by 11 untrained native speakers of English representing different varieties of English and with varying degrees of experience with non-native accents. The raters assessed the recordings according to four criteria: degree of a foreign accent, intelligibility, irritation and fluency, using a seven-point scale. The analysis of the data involved comparisons between the two groups of the participants as well as correlations between the individual raters.

The results have demonstrated that the musicians-instrumentalists on average achieved significantly higher combined ratings in all the four criteria related to the quality of their pronunciation. Their individual scores, however, were more varied than those of non-musicians. On the other hand, the correlations between the 11 raters in all the four assessment categories have were found to be quite diverse.

The outcome of the study indicates that musical abilities, even in musicians who are not vocalists, have a positive impact on the quality of foreign pronunciation and as such should not be underestimated during the process of foreign language teaching, but rather perceived as yet another factor which has the potential to facilitate learning. In addition, the results seem to suggest that the perception of accent is to a large extent subjective and may depend on such factors as the rater's personality, background, life experience and the amount of contact with non-native speakers of English.

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WORKSHOPS

THE RESEMBLENCE OF RHYTHM IN LANGUAGE AND RHYTHM IN MUSIC: THE MERGE AS AN ELT TOOL

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In order to sound natural and fluent the learners of English as a foreign language (EFL) should master the specifics of English rhythm. Despite the dispute on the traditionally acknowledged stress-timed nature of English (e.g. Roach, 1982; Dauer, 1983), the pedagogic implications on the acoustic cues of the particular rhythmic category are still relevant and noteworthy discussing and employing. The acoustic cues involve the isochronous nature of sentence stress position, alteration of strong and weak forms, vowel reduction and other aspects of connected speech. Music in its turn is highly isochronous and contains rhythmical information to aid the recall of information. Studies have shown that the common prosodic nature of language and music may be successfully used in English language teaching (ELT) and result in positive effect on the enhancement of the feel for English rhythm (Palmer & Kelly, 1992; Patel, 2003; Low, 2006; Mora & Gant, 2016). The current study is based on a classroom experiment with a cohort of 28 EFL students who were exposed to selected sentence patterns through musically rhythmical expertise. The subjects demonstrated a better skill in stressing, strong /weak syllable production and recognition as well as vowel reduction.

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ASSESSING AND ANALYSING L2 PROSODY: NEW TOOLS & METHODS

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This workshop provides an overview of recent and ongoing studies on L2 prosody and fluency assessment and introduces the participants the new CEFR scale for Phonological Control (Council of Europe 2017) as well as a state-of-the-art method for analysing prosody (Suni et al. 2017).

Producing the correct prosody plays a fundamental role in achieving intelligibility and fluency in L2. Intelligibility and fluency, in turn, are central elements in many assessment criteria of oral L2 skills. Prosodic signals, however, are complex, containing information on syllable, word, phrase, and utterance levels. This information is encoded in parallel in one-dimensional signal, which makes prosodic phenomena challenging to study. *Continuous wavelet analysis* is a step towards a representation for prosody, where the contribution of different phonological layers is distinguishable. This provides new possibilities for analysing prosodic events and illustrate prosodic differences in L1 and L2 speech. I will introduce experiments, where continuous wavelet analysis is applied to L2 speech, and we will discuss its potential use in L2 speech research and assessment.

This workshop has two hands-on practices: the use of the new CEFR phonological control in assessing spoken L2 skills, and interpreting the output of continuous wavelet analysis for the purposes of L2 speech research, teaching or assessment.

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ENGLISH ACCENT COACH – MINIMAL PAIRS ON STEROIDS

Ron Thomson

In this workshop, I will provide a brief introduction to English Accent Coach, (www.englishaccentcoach.com), a free web-based pronunciation learning tool that trains learners to better perceive English vowels and consonants. I will begin with a short description of High Variability Phonetic Training (HVPT), the technique implemented on the website. The use of HVPT distinguishes this website from other pronunciation teaching tools currently available. I will present empirical evidence for the efficacy of this technique, while also addressing some of its limitations. Next, I will demonstrate how to create an account, give participants a brief tour of the tool's various game modes, and describe how to help learners navigate and benefit from the website. Some time will also be given to having workshop participants discuss what

sort of obstacles they can envision in using the tool, and how to overcome them. Although participants do not need to have computers during the workshop, the tool is only beneficial in contexts where teachers and learners can use the web application on a consistent basis.

MOBILE PRONUNCIATION APPS

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In their book *Pronunciation Fundamentals*, Derwing and Munro make a noteworthy remark about contemporary EFL teachers being expected to be able to 'direct learners to appropriate technological resources and content for self-study, in addition to designing classroom activities to address problems shared by the majority of students' (2015). This obviously leaves plenty of room for teachers to experiment with different kinds of technology and devise their own strategies to make use of it in a variety of teaching contexts. However, despite the considerable flexibility this brings in the resources they can use, it could also be overwhelming for tutors who are less computer-literate or unsure of where or how to start. Also, to meet the needs of both teachers and students, more cooperation is necessary between classroom practitioners and app developers. Both environments need to draw on each other's experience to design more effective and stimulating apps that will help learners achieve their learning goals.

As part of my ongoing research (Walesiak, 2017) on Mobile Assisted Pronunciation Teaching (MAPT), which still constitutes a considerable niche (Kaiser, 2017), and to ensure that teachers have a good understanding of the tools available to support phonological development of their students, I have identified 84 Android-based apps from Google Play advertised as apps aimed at improving users' English pronunciation. I analysed them with respect to their content, affordances, type of feedback provided, teacher's satisfaction and suitability for teaching various areas of pronunciation with the help of a personally devised checklist.

Based on the research outlined above, this workshop aims to demonstrate the affordances (Sobkowiak, 2013) of MAPT by outlining a number of Android pronunciation apps that might prove conducive to training pronunciation. I will present technical solutions for working with apps in computer labs, single stand-alone computer halls and in the Bring-Your-Own-Device (BYOD) environment. Practical ideas based on in-class experience will be also offered concerning the ways one may incorporate the apps in the process of English language teaching when integrating apps into EFL classes or teaching pronunciation as a separate skill. By the end of the workshop, attendees will have a greater knowledge of what MAPT constitutes and how to benefit from it in-class.

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