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

C ACCENTS 2019

Accents Across Contexts

13th International Conference on Native and Non-native Accents of English

Łódź, 12 Dec - 14 Dec, 2019

www.filolog.uni.lodz.pl/accents

THE BOOK OF ABSTRACTS

edited by

Aleksamdra Małysiak

CONFERENCE PROGRAMME Venue: Pomorska 171/173

Thursday, December 12th

12. 00 - 14.00 Registration9. 00 - 12.00 Walking trip (please sign up for the trip)12.00 - 13.00 Lunch

13.00-13.20	Conference Opening:	A 5
	Prof. Joanna Jabłkowska, the Dean of the Facu	lty
	Prof. Iwona Witczak-Plisiecka, the Head of Linguistics	the Department of English Language and Applied
	Prof. Ewa Waniek-Klimczak, the Accents Foun	ding Organiser
13.30-14.20	Plenary talk Chair: A	nna Jarosz A 5
	Where to next? Thoughts on t	the future of pronunciation research
	Murr	ay J. Munro
14.30-18.30	Parallel sessions	
	Session1 A5	Session 2 2.20
	Chair: Anastazija Kirkova - Naskova	Chair: Mehmet Kılıç
14.30-15.00	Joan C. Mora & Anja Ludwig	Skarnitzl Radek & Nina Laketić
	The relationship between accentedness and	Perception of Temporal Patterning of Czech English
	comprehensibility in non-native listeners'	by More and Less Experienced Listeners
	perception of L2 speech: effects of L1	
	background and L2 proficiency.	
15.00-15.30	Alice Henderson	Agnieszka Bryła-Cruz
	Foreign-accented speech (FAS) in a university	Problems with comprehending spontaneous speech by
	context: A pilot study of training for intercultural	Polish learners of English with a focus on hesitation
	interactions	phenomena – empirical evidence
15.30-16.00	Małgorzata Baran-Łucarz	Šárka Šimáčková & Václav Jonáš Podlipský
	<i>Teaching pronunciation to Polish senior</i> (60+)	Phonetic effects of language co-activation in bilingual
	EFL learners: Report on an ongoing project	speech production
16.00-16.30	Coffee break	
	Session 1 A5	Session 2 2.20
	Chair: Małgorzata Baran-Łucarz	Chair: Jan Volin
16.30-17.00	Esther Gómez-Lacabex & Francisco Gallardo-	Ewelina Wojtkowiak & Geoff Schwartz
	del-Puerto	Longitudinal cross-linguistic interaction in the speech
	English Medium Instruction (EMI) lecturers'	of Polish learners of English
	views on pronunciation and intelligibility: a	
17.00.17.20	preliminary account	
17.00-17.30	John Hodgetts	Kathrin Feindt
	A Mixed Methods Study of Institutional, Teacher,	Phonological Development of Bilinguals in Additional
	and Sudeni Fronunciation Priorities on a UK Pre Sessional FAP Course	
17 30 18 00	Dick Smakman	Iolanta Synjańska & Zuzanna Cal
17.30-10.00	Postmodern English pronunciation teaching	Percentual drift in L1 phonetic categories in
		multilinguals

Friday, December 13th

9.00-11.00	Session 1 2.23	Session 2 2.20
	Chair: Agnieszka Bryła-Cruz	Chair: Radek Skarnitzl
9.00-9.30	Sara Díaz Sierra	Ingrid Mora-Plaza, Mireia Ortega & Joan C. Mora
	Evaluating representations of the 'Norn Iron'	Training an L2 vowel contrast under different high-
	accent: A study of the interplay between	variability training conditions: Individual differences
	evaluative dimensions and the social variable of	in auditory attention control.
	gender	
9.30-10.00	Gemma Archer	Jan Volín & Tanja Kocjančič Antolík
	Accent diversity in the pronunciation classroom:	Internal and external competence assessment and its
	an evaluation of student receptivity.	reflection in vowel quality
10.00-10.30	Douglas Severo	Jolanta Sypiańska
	The role appearance plays in judging whether a	To velarize or not to velarize – this is the question. The
	person is a native speaker of English	lateral in Ukrainian Polish
10.30-11.00	Lucélia Ramos Alcantara & Pedro Amaral	Duygu Evis & Mehmet Kılıç
	Brandao	An Analysis of lexical stress in English pronunciation
	The "Englishes" on textbooks: Accents under	of Indo-European words loaned to Turkish by Turkish
	analysis	speakers

11.00-11.30 Coffee break

11.30-13.30	Chair: Beata Walesiak	Chair: Alice Henderson
11.30-12.00	Łukasz Zarzycki	Jan Volín & Ondřej Slówik
	Perceptual dialectology: The application of	Phonotactic constraints in foreign language
	Google Trends in the study of dialect labels on	acquisition: the case of Vietnamese English
	the basis of Brummie, Kentish and Mancunian	
12.00-12.30	Maria Szymańska	Ali S. Alelaiwi
	Speaking style in drag performances as an	Perception and recoverability of modified English L2
	element of identity creation	codas
12.30-13.00	Łukasz Stolarski	Małgorzata Kul
	Pitch Dynamism in Major Dialects of English	Towards modelling yod coalescence in American
		English

13.00-15.00 Lunch at Heksagon

15.00-15.50	Plenary talk Chair: Pavel Trofimovich		A 5	
	Evidence in Favor of a Strategy-Based Model for English Pronunciation Instruction Veronica G. Sardegna			
16.00-17.00	Parallel sessions			
	Session 1	A5	Session 2	2.20
	Chair: Gemma Archer		Chair: Anna Gralińska-Brawata	
16.00-16.30	Lina Bikelienė		Aleksandra Matysiak	
	The role of plosive codas: rec	ognition and	The influence of socio-psychological fact	tors on the
	perception by the Lithuanian l	learners of	English pronunciation in Polish immigra	ents to London.
	English			
	English			

16.30-17.00	Geoff Schwartz & Jerzy Dzierla	Izabela Grabarczyk
	Polish listeners' perception of TR/DR affrication in L2 English	Poles in Ireland continued – the use of Irish English slit t

17.00-17.30 Coffee break

Parallel sessions			
Session 1	A5	Session 2 Poster Session	2.20
Workshop			
Michał Wyciński Teaching British English Vowe Facial Expressions	els through	Andrea Rosenbergová Integrating EL Pronunciation Instruction into the Ad Classroom and the Impact on Student Perception POSTER 1Xinfeng Zhang Intelligibility of non- Englishes to Chinese learners POSTIIda Syvertsen Global English accent perceptions among Norwegian adole.Ágnes Piukovics & Réka Hajner Hum perception and production of intrusiv 	nglish hult Language ts' Production and native accented ER 2 exposure and scents POSTER 3 agarian Learners' be-r in English 2 phonetic skills ed phonetic
	Parallel sessions Session 1 Workshop Michał Wyciński Teaching British English Vowe Facial Expressions	Parallel sessions Session 1 A5 Workshop Michał Wyciński Teaching British English Vowels through Facial Expressions	Parallel sessions Session 1 A5 Session 2 Poster Session Workshop Andrea Rosenbergová Integrating E. Michał Wyciński Andrea Rosenbergová Integrating E. Teaching British English Vowels through Facial Expressions Facial Expressions Pronunciation Instruction into the Aa Classroom and the Impact on Studen Perception POSTER 1 Xinfeng Zhang Intelligibility of non- Englishes to Chinese learners POSTI Ida Syvertsen Global English accent perceptions among Norwegian adole. Ágnes Piukovics & Réka Hajner Hunperception and production of intrusive POSTER 4 Bartosz Brzoza The development of L following articulatory classroom-bas training POSTER 5

19.00 Conference Dinner at AFFOGATO restaurant, Piotrkowska 144 (18.45 - departure from Pomorska 171/173)

Saturday, December 14th

	Second language comprehensibility: Dynamic and context sensitive? Pavel Trofimovich	
10.00-13.00	Parallel sessions	
10.00-11.00	Session 1 A5	Session 2 2.20
	Chair: Izabela Grabarczyk	Chair: Aleksandra Matysiak
10.00-10.30	Marta Nowacka	Jean-Pierre Gabilan
	The pronunciation of orthographically non- transparent lexical items: letter-to-sound rules or memorization?	Why can't the French pronounce « Fish and chips » ?
10.30-11.00	Anna Jarosz	Anna Skałba
	On the usefulness of phonology/phonetics	The representation of vowel sequences: Is French similar
	training and pronunciation instruction– students' beliefs and attitudes	to English or Polish?

11.00-11.30 Coffee break

11.30-13.00	Chair: Marta Nowacka	Chair: Geoff Schwartz
11.30-12.00	Beata Walesiak	Ondřej Fischer & Pavel Šturm
	Adult learners on a mobile-assisted	Consistency in the rhoticity of Czech speakers of English
	pronunciation course: needs analysis and	
	post-course feedback	
12.00-12.30	Anna Gralińska-Brawata	Sara Albaladejo Albaladejo & Javier Jerónimo Maquilón
	Recent challenges in teaching English	Sánchez
	pronunciation at an academic level: Polish	Shifting future teachers' attitudes towards ELF
	and Ukrainian learners in one classroom	
12.30-13.00	Takehiko Makino	Hasnaa Hasan Sultan Abdelreheem
	Diagnostic passages for the pronunciation of	The Key Pronunciation Characteristics of English spoken
	English: From the perspectives of collecting	by Egyptian Learners of English: Teaching Implications
	Japanese speakers' speech data	and Suggestions for ESL and EFL Teachers
13.00-13.30	Abe Hideki	James Wilson & Martin Havlík
	The role of self-regulated learning strategy	How to avoid [bed] pronunciation: a perceptual analysis
	and its associated factors in L2 pronunciation	of the pronunciation of $/\alpha$ / among Czech speakers of English
13.30-14.00	Round-table discussion on the future of pron	unciation research A5
	Ewa Waniek-Klimczak	
14.00-14.10	Conference Closing	

14.15-15.30 Lunch at Heksagon

CONTENTS

PLENARY SPEAKERS

Murray J. Munro — Where to next? Thoughts on the future of pronunciation research	. 5
Veronica Gabriela Sardegna — Evidence in favor of a Strategy-Based Model for English Pronunciation Instruction	. 6
Pavel Trofimovich — Second language comprehensibility: Dynamic and context sensitive?	. 7

PARALLEL SESSIONS

Hideki Abe — The role of self-regulated learning strategy and its associated factors in L2 pronunciation
 Hasnaa Hasan Sultan Abdelreheem — The Key Pronunciation Characteristics of English spoken by Egyptian Learners of English: Teaching Implications and Suggestions for ESL and EFL Teachers
Sara Albaladejo Albaladejo and Javier Jerónimo Maquilón Sánchez — Shifting future teachers' attitudes towards ELF
Ali S. Alelaiwi — Perception and recoverability of modified English L2 coda11
Gemma Archer — Accent diversity in the pronunciation classroom: an evaluation of student receptivity
Małgorzata Baran-Łucarz — Teaching pronunciation to Polish senior (60+) EFL learners: Report on an ongoing project
Lina Bikelienė — The role of plosive codas: recognition and perception by the Lithuanian learners of English
Pedro Amaral Brandão and Lucélia Ramos Alcântara — The "Englishes" on textbooks: accents under analysis
Agnieszka Bryła-Cruz — Problems with comprehending spontaneous speech by Polish learners of English with a focus on hesitation phenomena – empirical evidence

Accents 2019	
Sara Díaz Sierra — Evaluating representations of the 'Norn Iron' accent: a study of the interplay between evaluative dimensions and the social variable of gender	. 18
Kathrin Feindt — Phonological Development of Bilinguals in Additional Language Learning	.19
Jean-Pierre Gabilan— Why can't the French pronounce "Fish and chips"?	.20
Esther Gómez-Lacabex and Francisco Gallardo-del-Puerto — English Medium Instruction (EMI) lecturers' views on pronunciation and intelligibility: a preliminary account	.21
Izabela Grabarczyk — Poles in Ireland continued – the use of Irish English slit t	.22
Anna Gralińska-Brawata — Recent challenges in teaching English pronunciation a academic level: Polish and Ukrainian learners in one classroom	it an . 23
Alice Henderson — Foreign-accented speech (FAS) in a university context: A pilot study of training for intercultural interactions	25
John Hodgetts — A mixed methods study of institutional, teacher, and student pronunciation priorities on a UK Pre-Sessional EAP course	.26
Anna Jarosz — On the usefulness of phonology/phonetics training and pronunciation instruction– students' beliefs and attitudes	.28
Mehmet Kiliç and Duygu Evis — An analysis of lexical stress in English pronunciation of Indo-European words loaned to Turkish by Turkish speakers of English	30
Małgorzata Kul — Towards modelling yod coalescence in American English	30
Takehiko Makino — Diagnostic passages for the pronunciation of English: From perspectives of collecting Japanese speakers' speech data	the . 32
Aleksandra Matysiak — The influence of socio-psychological factors on the production of rhoticity in Polish immigrants to London	.33
Joan C. Mora and Anja Ludwig — The relationship between accentedness and comprehensibility in non-native listeners' perception of L2 speech: effects of L1 background and L2 proficiency	.34
Ingrid Mora-Plaza, Mireia Ortega and Joan C. Mora — Training an L2 vowel contrast under different high-variability training conditions: Individual differences in auditory attention control	י 36

Accen	ts 2019
Marta Nowacka — The pronunciation of items: letter-to-sound rules or memoriza	of orthographically non-transparent lexical tion?
Geoff Schwartz and Jerzy Dzierla — P affrication in L2 English	olish listeners' perception of TR/DR
Douglas Severo — The role appearance speaker of English	plays in judging whether a person is a native
Šárka Šimáčková and Václav Jonáš Poc activation in bilingual speech production	llipský — Phonetic effects of language co-
Anna Skałba — The representation of in Polish?	itial vowels: Is French similar to English or
Radek Skarnitzl and Nina Laketić — English by more and less experienced lis	Perception of temporal patterning of Czech teners
Dick Smakman — Postmodern English	pronunciation teaching
Łukasz Stolarski — Pitch Dynamism in	Major Dialects of English
Pavel Šturm and Ondřej Fischer — Cor English	nsistency in the rhoticity of Czech speakers of
Jolanta Sypiańska — To velarize or not Ukrainian Polish	to velarize – this is the question. The lateral
Jolanta Sypiańska and Zuzanna Cal — multilinguals	Perceptual drift in L1 phonetic categories in
Maria Szymańska — Speaking style in drag	performances as an element of identity creation .
Jan Volín and Tanja Kocjančič Antolík assessment and its reflection in vowel qu	— Internal and external competence nality
Jan Volín and Ondřej Slówik — Phonot acquisition: the case of Vietnamese Eng	actic constraints in foreign language lish
Beata Walesiak — Adult learners on a malysis and post-course feedback	nobile-assisted pronunciation course: needs
James Wilson and Martin Havlík — He analysis of the pronunciation of $/a/ame$	ow to avoid [bed] pronunciation: a perceptua ong Czech speakers of English
Ewelina Wojtkowiak and Geoff Schwartz -	- Longitudinal cross-linguistic interaction in the

Łukasz ZarzyckiPerceptual dialectology: The application of Google Trends in the study	of
dialect labels on the basis of Brummie, Kentish and Mancunian	. 59

POSTER SESSION

Bartosz Brzoza — The development of L2 phonetic skills following articulatory classroom-based phonetic training
Ágnes Piukovics and Réka Hajner — Hungarian learners' perception and production of intrusive-r in English
Andrea Rosenbergová — Integrating English pronunciation instruction into the adult language classroom and the impact on students' production and perception
Ida Syvertsen — Global English accent exposure and perceptions among Norwegian adolescents
Xinfeng Zhang — Intelligibility of non-native accented Englishes to Chinese learners

WORKSHOP

Michał Wyciński — Teaching British English Vowels through Facial Expressions 68

PLENARY SPEAKERS

WHERE TO NEXT? THOUGHTS ON THE FUTURE OF PRONUNCIATION RESEARCH

Murray J. Munro

Professor, Department of Linguistics Simon Fraser University, Canada

During the first two decades of the 21st century, L2 pronunciation research has enjoyed a remarkable renaissance. Empirical findings have led us to discard outdated views about the "unlearnability" and "unteachability" of adult L2 pronunciation, thanks to well-motivated research foci and innovative techniques that probe learning processes. Brilliant new scholars are entering the field, and the opportunities for research dissemination are growing due to conferences like Accents in Poland and PSLLT in North America, and to journals like JSLP. The stage appears set for many exciting future accomplishments.

This plenary focuses on a number of methodological issues in pronunciation research that I see as most important for our continued success. For instance, an increased emphasis on "bigger" data appears necessary for further elaboration of such notions as comprehensibility and intelligibility. Although a turn in that direction seems inevitable, other changes will depend on our willingness to re-examine current orthodoxies, including our tendency to elevate statistical group comparisons above careful scrutiny of individual performance, often at the expense of insight into the variable pronunciation needs and acquisition trajectories of individual learners. Finally, we need to resolve some confusions about the types of data we collect, with careful attention to the merits and pitfalls of acoustic measurement, the meaning of "longitudinal," and the true nature of "bias" and "subjectivity" in assessment.

EVIDENCE IN FAVOR OF A STRATEGY-BASED MODEL FOR ENGLISH PRONUNCIATION INSTRUCTION

Veronica G. Sardegna

Duquesne University, Pittsburgh, Pennsylvania, United States of America

The Research has increasingly demonstrated that pronunciation difficulties in English pronunciation can seriously affect learners' intelligibility and their ability to comprehend spoken English. It is thus crucial that we find ways of helping learners of English become more intelligible. However, despite growing efforts to assess the efficacy of pronunciation teaching interventions (see Derwing & Munro, 2015; Thomson & Derwing, 2015), empirical evidence from these efforts has been inconclusive mostly due to research design limitations and lack of detail in methodological frameworks (Lee, Jang, & Plonsky, 2015). In this plenary talk, I answer the call for more rigorous research designs assessing the efficacy of pronunciation instruction models by presenting research evidence in support of Dickerson's (2000, 2013) Covert Rehearsal Model (CRM).

Grounded in self-regulation theory and strategy instruction research, CRM assumes that pronunciation improvement is gradual, and largely depends on students' self-regulated efforts and ability to self-correct their errors. The teacher's role is to facilitate learning through explicit teaching of pronunciation features and rules, strategy instruction, and the provision of resources that students can use for their self-teaching. Yet, it is up to the students to select and use the pronunciation learning strategies and resources that work best for them.

After describing the model and research that supports it, I present compelling evidence based on my cumulative body of work (both published and ongoing) suggesting the need for methodological refinements. Findings from studies I conducted involving different groups of learners and teachers show that students' self-regulated efforts at learning can be further enhanced and supported if combined with goal-setting and awareness-raising activities, online speech models and resources, guided reflections on progress, ongoing feedback, and re-assessments of goals after improvement. I conclude the talk with a discussion of pedagogical implications and possible avenues for future research.

References:

Derwing, T. M., & Munro, M. J. (2015). Pronunciation fundamentals: Evidence-based perspectives for L2 teaching and research. Amsterdam: John Benjamins;

Dickerson, W. B. (2000 March). *Covert rehearsal as a bridge to accurate fluency*. Paper presented at International TESOL, Vancouver, BC, Canada;

Dickerson, W. B. (2013). Prediction in pronunciation teaching. In C.A. Chapelle (Ed.), *The Encyclopedia of Applied Linguistics*. Oxford: Blackwell/Wiley;

Lee, J., Jang, J., & Plonsky, L. (2015). The effectiveness of second language pronunciation instruction: A meta-analysis. *Applied Linguistics*, *36*(3), 345–66;

Thomson, R. I., & Derwing, T. M. (2015). The effectiveness of L2 pronunciation instruction: A narrative review. *Applied Linguistics*, *36*(3), 326–344.

SECOND LANGUAGE COMPREHENSIBILITY: DYNAMIC AND CONTEXT SENSITIVE?

Pavel Trofimovich

Concordia University, Montreal, Canada

Comprehensibility, which captures listeners' ease or difficulty of understanding an interlocutor's utterance, has recently emerged as a practical and reliable measure of understanding, sensitive both to listeners' processing effort and their emotional and attitudinal reactions. Although listeners' perception of speech can change in a matter of minutes, comprehensibility has rarely been framed as a dynamic, variable process which can change in real time. In this presentation, I will demonstrate that second language comprehensibility can change dynamically according to interlocutors' immediate experience, particularly in interactive speaking tasks. I will also show that comprehensibility is linked to social and affective dimensions of interaction, including attitudinal biases, perceived speaking anxiety, and collaborativeness. A tentative conclusion emerging from this work is that comprehensibility captures multiple linguistic and non-linguistic, social dimensions shaping interlocutors' communicative behaviours.

PARALLEL SESSIONS

THE ROLE OF SELF-REGULATED LEARNING STRATEGY AND ITS ASSOCIATED FACTORS IN L2 PRONUNCIATION

Hideki Abe

Tsuruoka National College of Technology, Japan

There is growing recognition that one of the fundamental goals in L2 pronunciation instruction is developing learners' comprehensible speech in the classroom. There are, however, a set of questions which have remained unsolved, i.e., why learners learn L2 pronunciation, how they actually do so, and how these 'why' and 'how' work in tandem in developing L2 comprehensibility in the classroom. The studies that challenge the significant possibility that uncovers the mechanisms through which L2 learners regulate their motivation and learning strategies in L2 pronunciation are thus called for (Abe, 2019). Drawing upon the theoretical framework of self-regulated learning (SRL), the current study examined the joint interplay of motivation and pronunciation learning strategies in a structural equation modeling. Accordingly, two major research questions were formulated:

RQ1: What structural model best represents the relation between self-regulated learning and L2 comprehensibility?

RQ2: Do the EFL pronunciation strategies for SRL predict the comprehensibility of L2 pronunciation?

The data of 103 EFL learners (aged 15-17) in Japan, whose proficiency in English was approximately at the level of a Basic User (A level) according to CEFR, were collected via a questionnaire, assessing learners' SRL towards L2 English pronunciation learning, and an examination of L2 pronunciation comprehensibility, both of which are submitted to structural equation modeling (SEM) : a multivariate statistical analysis capable of revealing the multiple and complex relationships among observed and/or latent variables, under a hypothesized theoretical model, with the goal of establishing the extent to which the hypothesized model was supported by the response data. The fit indices indicated a good fit to the data, $\chi 2 / df = 0.41$, p = .96, GFI = .99, AGFI = .97, CFI = 1.00, TLI = 1.00, RMSEA = .00 [.00-.00], SRMR = 0.03. The preliminary findings supported that pronunciation learning strategies mediated the relationship between motivation and L2 comprehensibility in pronunciation.

This work was supported by JSPS Grant-in-Aid for Scientific Research in Japan (18K12482).

References:

Abe, H. (2019). *Examining the interplay of individual learner differences and comprehensibility in L2 pronunciation*. Poster presented at EPIP 6, Skopje, North Macedonia;

accessible from: https://sites.google.com/view/epip2019/home

THE KEY PRONUNCIATION CHARACTERISTICS OF ENGLISH SPOKEN BY EGYPTIAN LEARNERS OF ENGLISH: TEACHING IMPLICATIONS AND SUGGESTIONS FOR ESL AND EFL TEACHERS

Hasnaa Hasan Sultan Abdelreheem

Cairo University, Cairo, Egypt

"Every language has its own rules for combining sound segments to produce meaningful words" (Ahmad, 2011, p.23). In the process of learning a second or a foreign language, learners face some overlaps because of the different phonological systems of their mother languages and the second language they are learning (Ahmad, 2011, p.23). Trubetzkoy (1939, as cited in Ahmad, 2011, p. 23) stated that a language phonological system is like a "sieve" through which everything that is said passes. Everyone acquires the system of his or her mother tongue first. But when a person hears another language spoken, he or she naturally uses the familiar "phonological sieve" of his or her mother tongue to analyse what has been said. When this "sieve" does not fit the second or foreign language, mistakes and mispronunciations are the result.

English and Arabic belong to two different language families, Germanic and Semitic, respectively. They have various differences in their individual grammars. The grammar of a language includes its phonetic attributes, and there are many phonetic and phonological differences between English and Arabic (Javed, 2013, p.1). As a result, a lot of pronunciation errors are produced by Arab learners of English as a result of the interference of their first language in the process of second language acquisition (Hago & Khan, 2015, p.97), which may hinder the process of communicateon among speakers, and spoil the teaching and learning efforts (Ahmad, 2011, p.23).

This paper aims to investigate the key features, both segmental (e.g. consonants, vowels, consonant clusters) and suprasegmental (e.g. rhythm, stress, intonation, juncture), of the English spoken by the Egyptian learners. Both production and reception are considered. Based on my experience as an EFL teacher in the Egyptian context and on the previous research attempts in the area of phonetics and phonology targeting native speakers of Arabic in general, the features teachers should prioritise in their teaching of pronunciation to the Egyptian learners of English are outlined, with a focus on suggestions and implications for ESL and EFL teachers and the best teaching materials and techniques to deal with the chosen features of pronunciation and to reduce future problems.

References:

Ahmad, J. (2011). "Pronunciation Problems among Saudi Learners: A Case Study at the Preparatory Year Program, Najran University Saudi Arabia". *Language in India*, Vol. 11, 22-36. July, 7;

Hago, O. E., & Khan, W. A. (2015). 'The Pronunciation Problems Faced by Saudi EFL Learners at Secondary Schools'. Education and Linguistic Research. Vol. 1(2), 85-99;

Javed, Farheen. (2013). 'Arabic and English Phonetics: A Comparative Study'. The Criterion: An International Journal in English. Vol. 4 (4): 1-13;

Trubetzkoy, N. (1939). 'Grundzuege der Phonologie'. In Travaux du Cercle Linguistique de Prague 7.

SHIFTING FUTURE TEACHERS' ATTITUDES TOWARDS ELF

Sara Albaladejo Albaladejo and Javier Jerónimo Maquilón Sánchez

University of Murcia, Spain

It is undoubtable that English as a Lingua Franca (ELF) has gained popularity over the years, and that nowadays English speakers are more aware of some of the prejudices related to accents. In many workplaces the linguistic diversity of today's world has increased the need to give priority to effective communication and intelligibility (Hoekje, 2011). Nevertheless, in spite of the changing use of English, there is no real connection between its shifting role and teaching, leaving practitioners the task of deciding which approach to follow (Jenkins, 2012). Not surprisingly, in some areas the beliefs of the main agents in charge of teaching English seem to still support native speakerism and resist the acceptance of concepts such as accent addition or additive bilingualism (Kotzé, 2014; McCrocklin & Link, 2016; Rajagopalan, 2010). However, it is also known that beliefs can be reshaped and supplemented through education and reflection (Barcelos & Kalaja, 2011; Borg, 2011). Therefore, understanding future teachers' views and concerns plays an important role in the teaching and learning of an L2 (Couper, 2015).

The present research sought to, through a brief lecture on English as a Lingua Franca, measure its influence on university students' opinions towards issues such as accents, teaching and identity. The participants, all students in the English Department at CAU University, Germany, partook in two ninety-minute lectures introducing the topic of ELF. Qualitative data was obtained by asking participants to write comments on the lessons taught at the end of the teaching period. In addition to these, semi-structured interviews with volunteers were audio recorded and transcribed for content analysis. The two data sets comprised 36 comments and 15 interviews. Besides, quantitative data was obtained by means of a pre-questionnaire and a post-questionnaire, however the number of answers obtained after the lectures was meagre due to students being in their exam period. Nevertheless, the results of the pre-questionnaire were taken into consideration when qualitative data was analysed.

From the analysis of the information gathered, four larger themes emerged: i) attitude supporting native speakerism; ii) ELF and teaching; iii) New awareness; and iv) Society and identity. Once the four themes were determined, networks were then built using Atlas.ti, to see the patterns and trends in a clearer fashion. Results showed students' lack of awareness regarding ELF and, more worryingly, the idea that non-native accents are as valid as native ones. Whereas native accents were still preferred, almost every comment regarded the importance of being exposed to the diversity of English and ELF, and the need to include ELF-related courses for English teachers. It can be concluded that beliefs are not to be changed easily, but also that in order to gap theory and practice, future English teachers should be aware of their ability to make informed choices.

References:

Barcelos, A.F. & Kalaja, P. (2011). Introduction to Beliefs about SLA Revisited. *System*, 39, 281-289. http://dx.doi.org/10.1016/j.system.2011.07.001 Borg, S. (2011). The impact of in-service teacher education on language teachers' beliefs. *System*, 39, 370-380

Couper, G. (2015). Applying theories of language and learning to teaching pronunciation. In M. Reed & J. M. Levis (Eds.), *Handbook of English pronunciation* (pp. 413–432). New York: John Wiley & Sons.

Hoekje, B. J. (2011). International medical graduates in U. S. Higher education: An overview of issues for ESP and applied linguistics. In B. J. Hoekje & S. M. Tipton (Eds.), *English language and the medical profession: Instructing and assessing the communication skills of international physicians* (pp. 3–19). Bingley, UK; Leiden and Boston: Emerald; Brill.

Jenkins, J. (2012). English as a Lingua Franca from the classroom to the classroom. *ELT Journal*, 66(4), 486–494; https://doi.org/10.1093/elt/ccs040

Kotzé, E. (2014). The emergence of a favourable policy landscape. In Hibbert, L. and Van der Walt, C. (eds) *Multilingual Universities in South Africa. Bristol: Multilingual Matters*. pp. 15–27.

McCrocklin, S., & Link, S. (2016). Accent, identity, and fear of loss? ESL students' perspectives. *Canadian Modern Language Review*, 72(1), 122-149;

Rajagopalan, K. (2010). The soft ideological underbelly of the notion of intelligibility in discussions about 'World Englishes'. *Applied Linguistics*, 31(3), 465–470; https://doi.org/10.1093/applin/amq014

PERCEPTION AND RECOVERABILITY OF MODIFIED ENGLISH L2 CODAS

Ali S. Alelaiwi

George Mason University, Virginia, the United States of America

Previous studies have shown that when L2 learners are faced with structures that are illegal in their native language, they tend to simplify such structures (Sato, 1984; Weinberger, 1994; Osburne, 1996; Abrahamsson, 2003; Hansen, 2004; Yavaş, 2011; among others). This paper examines two different strategies for syllable structure simplification, namely, deletion and epenthesis, from a perspective of lexical access. Specifically, this paper investigates the recoverability principle (Weinberger, 1994), which suggests that epenthesis is functionally superior to deletion since it results in relatively less ambiguous structures. Even though both deletion and epenthesis convert the relatively complex CVC syllables into simple CV syllables, their outcomes differ in terms of the degree of lexical ambiguity. If we examine a word with a CVC syllable structure such as "lead", the following are possible simplification outcomes:

(1) Target word	Deleted form	Epenthesized form
lead [lid]	[li]	[lidə]

We can see that the deleted form results in more ambiguity since it could be interpreted as Lee leaf, leave, lean, lead, leak, leash, lease, etc.. The epenthesized form [lidə], on the other hand, results in less potential ambiguity because it can only be interpreted as "lead" or "leader" if the person speaks a variety of English where the deletion of final [I] is acceptable. We hypothesized that words modified by epenthesis should be chosen more frequently by listeners since epenthesis is better when it comes to meaning preservation (Weinberger, 1994). Up until this point, all research dealing with this notion of recoverability has been done with production data. This study attempts to document the perception of recoverability by native and non-native listeners of English.

Listeners from three different language backgrounds were recruited for this study: English(n=51), Japanese(n=38) and Spanish(n=48). The participants were presented with monosyllabic words with codas modified by either deletion or epenthesis accompanied by a picture of what the word denotes, and they were instructed to choose the word that best matches the picture based on their judgment. A mixed model regression test was conducted to see if the listeners' native language and the sonority of coda consonants significantly influenced the choice of repair strategy (deletion vs. insertion).

Our findings revealed that epenthesis was significantly preferred over deletion regardless of the listeners' L1, which provides support to the recoverability principle. The results show that the choice of strategy (epenthesis vs. deletion) was significantly influenced by the participants' native language [F (2,142) = 14.12, p < .001]. Furthermore, the choice of strategy was significantly influenced by the sonority profile [F (4,33) = 2.86, p = 0.038]. And finally, the interaction between language and sonority was also statistically significant [F (8,5024) = 4.88, p < .001].

References:

Abrahamsson, N. (2003). Development and recoverability of L2 codas: A longitudinal study of Chinese-Swedish interphonology. Studies in second language acquisition, 25(3), 313-349;

Hansen, J. G. (2004). Developmental sequences in the acquisition of English L2 syllable codas. Studies in Second Language Acquisition, 26, 85–124;

Osburne, A. G. (1996). Final cluster reduction in English L2 speech: A case study of a Vietnamese speaker. Applied Linguistics, 17, 164–181;

Sato, C. (1984). Phonological processes in second language acquisition: Another look at interlanguage syllable structure. Language Learning, 34,43-57;

Weinberger, S. H. (1994). Functional and phonetic constraints on second language phonology. In M. Yavas (Ed.), First and second language phonology (pp. 283–302). San Diego, CA: Singular Publishing Group;

Yavas, M. (2011). The role of sonority in the acquisition of interlanguage coda clusters. In: Wrembel, M.; Kul, M.; Dziubalska-Kolaczyk, K. (Eds.). Achievements and perspectives in SLA of speech: new sounds 2010. Peter Lang, 2011.

ACCENT DIVERSITY IN THE PRONUNCIATION CLASSROOM: AN EVALUATION OF STUDENT RECEPTIVITY

Gemma Archer

University of Strathclyde, Glasgow

Despite the upward trend in production and publication of pronunciation specific texts and resources for English language learners in the last decade, there is still a dearth of coursebooks which integrate pronunciation within all four skills. Often eschewed in favour of other skills and language features, or relegated to small decontextualised or repetitive exercises, responsibility for providing suitable pronunciation content therefore often lies with the instructor. However, the creation of said content can be complex with numerous variables to consider, one of which being student receptivity and acceptance of the pronunciation model provided.

In this session I will document my attempt to fill the gap in suitable practice materials and meet the needs of my university level students, reflecting in particular on the range of pronunciation models provided in class to highlight phonological features and for perception training. I will discuss students' responses to these diverse models and evaluate the efficacy of each one, concluding with recommendations for future content creation.

The presentation structure will be as follows: a brief outline of the reasons why I chose to use diverse pronunciation models in the classroom and not a prestige native speaker model, as is so often found in popular coursebooks, a discussion and justification of the pronunciation models chosen, these include features such as models' age, gender, nationality, L1/2 status, and accent, an evaluation of students' receptivity and reaction to the models presented to them followed by the conclusions and recommendations that will aid the creation of suitable pronunciation materials for future use.

TEACHING PRONUNCIATION TO POLISH SENIOR (60+) EFL LEARNERS: REPORT ON AN ONGOING PROJECT

Małgorzata Baran-Łucarz

University of Wrocław

One of the missions of contemporary universities and academic institutions is active involvement in the processes of social development in various spheres (economical, educational, ethical) and generating bonds with local communities, e.g. by organizing cultural meetings, social events and various courses. An example of a community particularly interested in cooperating with academic centres are seniors, whose number in Poland in the recent years has considerably grown (GUS, 2014). Data show (e.g., Cox, 2013; Bartosz, 2018; Słowik-Krogulec, 2019) that the courses Polish seniors are most interested in are foreign language courses, with English classes being the most popular. In response to the expectations and needs of seniors, numerous programmes and courses promoting life-long learning have been launched at many universities in Poland. Among the actions taken recently by the University of Wrocław is a project "Uniwersytet Seniorom - nowatorskie podejście w edukacji osób dorosłych" (University for Seniors – an innovative approach to adult education), financed by the NCBiR (National Centre for Research and Development), planned for the years 2019-2021, which aims at developing four different skills of seniors, one of which is English. The main objectives of the project are: developing syllabi/programmes for 50-hour courses on each of the four competencies, designing teaching/learning materials and teaching methodology handbooks for teachers/educators, testing the effectiveness and suitability of the programmes and materials, and finally, training those who wish to work with seniors.

The aim of the presentation is to share the ideas on how pronunciation has been planned to be taught in the project, what materials and approaches have been suggested to be applied, in hope to receive feedback from colleagues and introduce further amendments. Although a few English coursebooks/self-studies dedicated to seniors are available in Poland, neither the learners nor teachers consider them adjusted to the real needs, interests and profiles of the seniors (e.g. Słowik-Krogulec, 2019). When pronunciation is concerned, it is usually limited to a presentation of basic rules on how to read different graphemes, with the use of either IPA or Polish counterpart sounds. Further exercises offered in the books consist in repetition of words and phrases. This time in planning pronunciation development of seniors, it is not only the characteristic limitations and special educational needs of this particular group of learners that have been taken into account (hearing loss, problems with perception, high anxiety, poorer articulation skills, reluctance towards new approaches, expectation of fun and enjoyment during the course) but also the contemporary data from research on phonetics and phonodidactics that suggest what, when, and how to teach pronunciation to Polish learners (e.g. Derwing & Munro, 2015; Szpyra-Kozłowska, 2015). The ideas on implementing pronunciation teaching into the course have also been based on experiences of 5 EFL teachers working with senior groups for a few years, who shared their observations with the researcher in interviews. Finally, the presentation will close with opinions of the senior learners themselves on their preferences concerning pronunciation learning and teaching.

References:

Bartosz, B. (2018). Uniwersytet Seniorom - nowatorskie podejście w edukacji osób dorosłych. Projekt z UTW w UWR nagrodzony I miejscem w Konkursie Narodowego Centrum Badań i Rozwoju. In B. Górna, E. Jagielska, J. Sosnowski & M. Wieteska (Eds.), Kurier UTW. *Nieregularnik Uniwersytetu Trzeciego Wieku*, 29(2019), 11-16;

Cox, J. G. (2013). Older adult learners and SLA: Age in a new light. In Sanz, C., & Lado, B. (Eds.), *Individual differences, L2 development & language program administration: From theory to application* (pp. 90–107). Boston, MA: Cengage Learning;

Derwing, T. M., & Munro, M. J. (2015). Pronunciation fundamentals: Evidence-based perspectives for L2 teaching and research. Amsterdam: John Benjamins;

Slowik, A. (2019). Developing efficient foreign language classroom environment for older adult learners. *Journal of Education, Culture and Society*, 10/2(2019), 189-200;

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

THE ROLE OF PLOSIVE CODAS: RECOGNITION AND PERCEPTION BY THE LITHUANIAN LEARNERS OF ENGLISH

Lina Bikelienė

Vilnus University

The present pilot study reports on the role of voicing of the English plosive consonts in the coda position. Two tests were used to address the question from different perspectives: the influence of a plosive on the preceding vowel and the perception of the coda itself by the Lithuanian learners of English.

Though vowel sounds are typically described according to three main factors (the frontback dimension, the high-low dimension, and the lip aperture type (Cruttenden 2014, McMahon 2002), a large number of languages, English being one of them, distinguish a variable of duration, since words "differing in the vowel sound length, are <...> distinct words having different meanings" (Barman 2009: 28). A direct correlation between vowel length and its context has been previously reported in linguistic literature (Yavaş 2011, Yun 2018). The first test (recognition), therefore, aimed at the phenomenon known as 'pre-fortis clipping' (Wells 1990), 'vowel-length effect' (Ko 2007), 'post-vocalic consonant voicing effect' (Tauberer and Evanini 2009), 'consonantal voicing effect' (Beller-Marino 2014), 'shortening' (Cruttenden 2014), or 'voicing effect' (Yoneyama and Kitahara 2014) in one-syllable CVC words with a plosive coda.

The English plosives /b/, /d/, and /g/, though perceived as voiced, are fully devoiced in the final position (Cruttenden 2014). This might cause problems for Lithuanian learners of English, since the correlation mark, i.e. "the feature by which a marked member of an opposition <...> differs from the unmarked member" (Girdenis 2014[2003]: 165), of the Lithuanian plosives (/p/:/b/, /t/:/d/, and /k/:/g/) is voicing (ibid.). Using a variationist approach, the second test, thus, aimed at checking the role of several variables, namely, English variety (British vs. American), the force of articulation (fortis vs. lenis), and the preceding context, on the perception of post-vocalic plosives (codas) in one-syllable CVC minimal pair words by the Lithuanian learners of English with the Lithuanian mother tongue background.

References:

Barman, B., 2011. A contrastive analysis of English and Bangla phonemics. Dhaka University Journal of Linguistics, 2 (4), 19–42; https://www.academia.edu/27091767/A_contrastive_analysis_of_English_and_Bangla_phonemics [accessed 10 June 2018]

Beller-Marino, Y., 2014. Consonantal voicing effects on vowel duration in Italian-English bilinguals. PhD thesis. CUNY Academic Works. New York: The City University of New York. Available from: https://academicworks.cuny.edu/gc_etds/339. [Accessed 16 May 2018];

Girdenis, A., 2014 [2003]. Theoretical foundation of Lithuanian Phonology. 2nd edition. Vilnius: Vilnius University;

Cruttenden, A., 2014. Gimson's Pronunciation of English. 8th ed. New York: Routledge;

KO, E.-S., 2007. Acquisition of vowel duration in children speaking American English. Interspeech-2007, 1881–1884;

McMahon, A. M. S., 2002. An Introduction to English Phonology. Edinburgh: Edinburgh University Press;

Tauberer, J., Evanini, K., 2009. Intrinsic vowel duration and the post-vocalic voicing effect: Some evidence from dialects of North American English. Proceedings of Interspeech 2009, 2211–2214;

Wells, J., 1990. Syllabification and allophony. In: Studies in the Pronunciation of English, a Commemorative Volume in Honour of A.C. Gimson. Ed. S. Ramsaran. London: Routledge;

Yoneyama, K., Kitahara, M., 2014. Voicing effect on vowel duration: corpus analyses of Japanese infants and adults, and production data of English learners. Journal of the Phonetic Society of Japan, 18 (1), 30–39;

Yavaş, M., 2011. Applied English Phonology, 2nd ed. Malden, Oxford, Chichester: Wiley-Blackwell;

Yun, I., 2018. A study of the preconsonantal vowel shortening in Chinese. Phonetics and Speech Sciences, 10, 39-44.

THE "ENGLISHES" ON TEXTBOOKS: ACCENTS UNDER ANALYSIS

Pedro Amaral Brandão and Lucélia Ramos Alcântara

Instituto Federal de Educação, Ciência e Tecnologia da Bahia (IFBA), Campus Salvador, Brazil

This paper aimed at verifying how English textbooks used worldwide approach the matter of different English varieties through their audio content. This investigation is extremely relevant if one considers the need to promote the foreign language students' awareness about the existence of several English accents that go beyond the British and North American standard varieties for language acquisition/development. We propose an international, critical and reflexive approach to teaching English as a Lingua Franca (ELF), in such a way that we can find "the world on English textbooks" (Siqueira, 2012). We also analyzed how linguistic diversity and cultural identity permeate - if so - the authors' choices. It seemed that the standard Englishes (Received Pronunciation and General American) still hold privilege on textbooks, although some advances have taken place. Dialogues and listening activities rarely take into account the varieties from the expanding circle (Kachru, 1992), letting inner (mainly) and outer circle accents rule the way you should speak (and listen to) English. Unfortunately, textbooks work as a guide for many teachers around the world, who tend to repeat the discourse of what it is to teach and speak "well", influencing students to seek for the "perfect" accent, which means abandoning their own, as well as their cultural background, what ends up on silencing their identity.

PROBLEMS WITH COMPREHENDING SPONTANEOUS SPEECH BY POLISH LEARNERS OF ENGLISH WITH A FOCUS ON HESITATION PHENOMENA – EMPIRICAL EVIDENCE

Agnieszka Bryła-Cruz

Maria Curie-Sklodowska University, Lublin

Until recently focus on how learners use contextual cues (knowledge of the topic, the speaker, the world, the text itself) in L2 listening was far greater than research into how they handle the speech signal itself. Yet, owing to their insufficient command of the language, L2 listeners usually make less accurate linguistic predictions in their reconstruction effort and rely on the acoustic signal to a greater extent than native listeners. One of the usually neglected problems is that materials for developing listening skills used in the classroom are predominantly (if not exclusively) scripted (written down and then read out) and do not reflect spontaneously occurring speech. They also lack features of unplanned spoken texts such as false starts, redundancies, filled and unfilled pauses, repetitions and fillers. Negligible exposure to authentic speech results in learners' difficulty to process spoken language in real life.

The extent to which hesitation phenomena (hence HP) influence L2 users' comprehension is worth investigating and, to the best of our knowledge, has not been examined in the Polish context. Moreover, the studies conducted so far report conflicting views on HP as a both hindering (Voss, 1979; Griffiths, 1991) and facilitative (Vandergrift & Goh, 2012) factor in non-native listeners' comprehension.

The paper reports on the results of the experiment in which the proper decoding of HP is checked by means of dictation. The main aim of the study is to investigate the controversial role of HP in listening comprehension. 58 advanced Polish learners are asked to transcribe as accurately as possible an extract of spontaneous and authentic discourse in English (321 words) with naturally occurring HP. The text is divided into smaller units allowing the listeners sufficient time to write down what they hear without overburdening their memory. The comparison between the input and the transcriptions will provide information about whether HP posed perceptual difficulty and gave rise to misinterpretations.

The listeners are predicted to adopt the following possible strategies: they recognize and transcribe the HP correctly, they do not identify the HP correctly and attach semantic meaning to them or they recognize the HP and ignore them in their transcriptions, which shows their proper decoding of the speech signal as they do what competent users of language usually do, i.e. idealize the spoken message.

Apart from investigating HP, students' transcriptions are expected to reveal information on authentic speech listening comprehension in general, both objective (the extent to which the transcriptions correspond to the speaker's intended message) and subjective (the perceived difficulty in comprehending the spoken text).

References:

Griffiths, R. (1991) The Paradox of Comprehensible Input: Hesitation Phenomena in L2 Teacher-Talk. *JALT Journal 13*, 13 (1), pp. 23-41;

Vandergrift, L, C. Goh (2012) Teaching and Learning Second Language Listening: Metacognition in Action. New York: Routledge;

Voss, B. (1979). Hesitation phenomena as sources of perceptual errors for non-native speakers. Language and Speech 22, pp. 129-144.

EVALUATING REPRESENTATIONS OF THE 'NORN IRON' ACCENT: A STUDY OF THE INTERPLAY BETWEEN EVALUATIVE DIMENSIONS AND THE SOCIAL VARIABLE OF GENDER

Sara Díaz Sierra

University of Extremadura, Spain

English in Northern Ireland (pronounced by locals as 'Norn Iron') diverges from Standard English at the levels of lexis, syntax, pragmatics and, of course, phonology which is the focus of this paper. The distinctiveness of Northern Irish English (NIE, henceforth) started to develop during the 17th-century plantations when many migrants from Scotland and the north of England settled in the north of Ireland. The distinctive features of NIE have been widely investigated by many scholars in the past (Adams, 1964; Corrigan, 2010; Harris, 1984; Hickey, 2007; McCafferty, 2001; Milroy, 1981) yet few of them have explored the attitudes people have towards NIE or the way it is perceived (Millar, 1989; Milroy & McClenaghan, 1977; Zwickl, 2002) and no one has delved into how representations of NIE accent are regarded by non-linguists.

This paper presents some preliminary results from a pilot study that aims to find out about the attitudes of Northern Irish people towards fictional representations of NIE accent in films and TV series. The methodology employed is a questionnaire which consists of two parts: audios and videos. These two sections are made up of 4 auditory and 4 audio-visual stimuli, respectively, which have been taken from films and TV shows set and produced in Northern Ireland. Informants have to evaluate the 8 stimuli in terms of the commonly employed attitudinal dimensions of status and solidarity (Zahn & Hopper, 1985).

Some of the preliminary results show that men and women differ significantly in relation to the aesthetic dimension. Females seem to have a rather neutral attitude towards representations of NIE accent whereas male informants hold a more negative view. These results appear to be somewhat contrary to what the Milroys found out in Belfast back in the 1970s. According to their study on language production (Milroy & Milroy, 1985), men in the city of Belfast valued the vernacular more than their female counterparts, shown in a higher use of vernacular variants, and this was due to 'covert prestige'. With this in mind, it seems unpredictable that male informants exhibit such negative attitudes, especially in the 'solidarity' dimension since this is related to emotions and 'covert prestige' has a powerful emotional component. As regards females' prevailing neutrality, the logic behind might stem from their willingness to be seen as 'socially desirable' or it could just be that they are truly impartial.

References:

Adams, G. B. (1964). Ulster dialects: An introductory symposium. Holywood, Northern Ireland: Ulster Folk Museum;

Corrigan, K. P. (2010). Irish English, volume 1-Northern Ireland. Edinburgh University Press. Harris, J. (1984). 'English in the North of Ireland', in P. Trudgill (ed), *Language in the British Isles*. Cambridge: Cambridge University Press, 115-134;

Hickey, R. (2007). Irish English: its history and present-day forms. Cambridge: Cambridge University Press;

McCafferty, K. (2001). *Ethnicity and Language Change. English in (London)Derry, Northern Ireland.* Amsterdam: John Benjamins;

Millar, S. (1989). The role of ethnic identity in accent evaluation in Northern Ireland. In *Proceedings from* the Fourth Nordic Conference for English Studies, Helsingor (Vol. 1, pp. 243-253);

Milroy, J. (1981). Regional Accents of English: Belfast. Belfast: Blackstaff Press;

Milroy, L. (1987). Language and social networks. Wiley-Blackwell;

Milroy, Lesley and McClenaghan, Paul. (1977). 'Stereotyped reactions to four educated accents in Ulster', Belfast Working Papers in Language and Linguistics 2.4;

Zahn, C. J., & Hopper, R. (1985). Measuring language attitudes: The speech evaluation instrument. *Journal of language and social psychology*, 4(2), 113-123;

Zwickl, Simone (2002). Language attitudes, ethnic identity and dialect use across the Northern Ireland border.

PHONOLOGICAL DEVELOPMENT OF BILINGUALS IN ADDITIONAL LANGUAGE LEARNING

Kathrin Feindt

University of Hamburg, Germany

To investigate which linguistic system leaves traces in bilinguals' foreign language English, the oral performance of 29 bilingual Turkish-German students in school year 7 and 9 was examined for realisations of the $/\eta$ / phoneme, with 37 monolingual German participants in the same age to act as control group. While English and German have three nasal sounds, $/\eta$ / does not exist in standard modern Turkish. A tendency to substitute this phoneme with /ng/ or /nk/ has been proven (Demirezen 2009: 2724) to a high extent (Dikilitaş and Geylanioğlu 2012 : 43-44 report target-like speech in 51% of all cases). For German learners, production is not challenging, because of existing categories in the metal phoneme space. This study aims at examining the source language for phonological cross-linguistic influence (CLI) in mutilinguals' speech production. The hypothesis is that as Turkish-German bilinguals are acquainted with $/\eta$ /, this knowledge should ease the acquisition compared to Turkish monolinguals.

Examination of segments via praat reveals a domination of target-like usage. Of the 116 token, only 14 were instances of /n/+/k/, in the vast majority of cases $/\eta/$ was produced. No significant differences between mono- and bilingual participants result from statistical testing, neither in school year 7 (p-value = 0,444; df = 1; Chi-Square 0,285), nor in the older cohort (p-value = 0,177; df = 1; Chi-Square 1,861).

The Linguistic Proximity Model (Westergaard et. al. 2016) tries to give an account of the path that leads the bilingual learner to one specific language from which structures are transferred. Because every individual linguistic system is active, thus available to the speaker at any time, the main cause of CLI is assumed to be proximity of target and previously learned languages (ibid.: 5). As structures are actually shared by German and English languages, bilingual learners experience a facilitated acquisition process.

References:

Demirezen, Mehmet (2009): A model to rehabilitate a fossilized pronunciation error of Turkish English language teachers: the nasal devoicing of/ $\eta/as/\eta k$. *Procedia-Social and Behavioral Sciences* 1.1, 2722-2727;

Dikilitaş, K.; Geylanioğlu, S. (2012): Pronunciation errors of Turkish learners of English: Conceptualization theory as a teaching method. *The Journal of Language Learning and Teaching*, 2(2), 38-50;

Westergaard, Marit; Mitrofanova, Natalia; Mykhaylyk, Roksolana; Rodina, Yulia (2016): Crosslinguistic influence in the acquisition of a third language: The Linguistic Proximity Model. In: *International Journal of Bilingualism*.

WHY CAN'T THE FRENCH PRONOUNCE "FISH AND CHIPS" ?

Jean-Pierre Gabilan

Université de Savoie Mont-Blanc, France

It is common place to state that speakers of French struggle with the pronunciation of English but the causes of the problems at stake are not always accurately presented. Of course, the huge differences between the phonological systems of French and English have been identified and with « only » 16 vowels sounds – as opposed to 25 in English –, no opposition between lax and tense (e.g. ship/sheep), no stress syllables and no weak forms such as $/\mathfrak{d}/a$ as in gorilla , French speakers do come a long way. But some difficulties could be won over as some sounds of English seem to be out of reach just because of the spelling and not because of built in pronunciation inabilities. For instance, the vowel in the stressed syllable in the following words : mother, son, sun, cousin and also money and comfortable is the same - $/\Lambda/$ - but the letters « o », « u » and « ou » are misleading for speakers for whom these letters represent different sounds altogether. The French /a/ as in « patte » which is extremely close and helped introduce $/\Lambda/$ into modern English can only be written using the letter « a » and no other. But it can help pronounce $/\Lambda/$.

Then, when such words as fish /fIJ/, chip /fJip/, English /'IŋgIIJ/ etc. contain /I/ followed by a consonant, French speakers are at a loss because French does not possess a similar sequence at all. Those French speakers who say / fxɑ̃se/ (français) with a final /e/ always say /fxɑ̃sez/ (française) with a final / ϵ / and never /fxɑ̃sez/ because they just cannot – meaning they do not because French never uses /e/ + a consonant to end a syllable or a word. In English /I/ + consonant is a recurrent feature – and the sound /I/ can be related to the sound /e/ in French which is spelled « é » or « ez » among other possibilies. Having students pronounce made up French words such as bét or lét can help them to get bit or lit right.

The purpose of our presentation is both theoretical and pedagogical, showing that a lot can be done to help students become aware of what is at stake exactly. This « awareness of language », starting with the mother tongue, is a key feature in language teaching.

ENGLISH MEDIUM INSTRUCTION (EMI) LECTURERS' VIEWS ON PRONUNCIATION AND INTELLIGIBILITY: A PRELIMINARY ACCOUNT

Esther Gómez-Lacabex,

University of the Basque Country (UPV/EHU), Spain

Francisco Gallardo-del-Puerto

University of Cantabria (UC), Spain

The internationalization of tertiary education has triggered the rocketing rise of English medium-instruction (EMI) in university degree programmes in Europe (Coleman, 2006; Valcke & Wilkinson, 2017). Experts agree to associate EMI with a learner-centered approach, which implies that the lecturer does not only disseminate content in English but also activates teaching methodologies in which s/he is also expected to be sensitive to language. In the present study, 7 EMI teachers agreed to receive support on their own pronunciation skills and help them raise pronunciation awareness. The present paper presents the results of an 18-question survey on the perceptions on pronunciation on the part of these teachers and an intelligibility analysis after a brief pronunciation awareness intervention for one of them. This lecturer received a 30' session on techniques to signal pauses and to note stress in content words in reading aloud, a teaching procedure which he used in his EMI lessons. The read aloud activity was recorded during a first class, a pronunciation awareness session with the lecturer and the same class one year later. It was assessed for intelligibility by 15 listeners. The extracts were cut into i) utterances and ii) words with Praat. These were transcribed by five listeners in each phase, who listened to them randomized. The total number of words successfully identified were computed.

The survey data revealed that EMI teachers feel only moderately confident with their own pronunciation, that they consider English pronunciation difficult but very important for their careers and that they may not parallel good pronunciation to native-like pronunciation. In addition, they did not show an interlocutor concern, whether s/he may

be native or non-native, and they did not show much awareness about phonetic aspects of pronunciation. The intelligibility analysis indicated that the extract analysed was identified more successfully (more words correctly transcribed) by the listeners in the pronunciation session and in the second lesson than in the first lesson. This may suggest that (brief, customized) pronunciation awareness sessions may support EMI teacher intelligibility. In short, while further data await to be analysed, these preliminary results seem to indicate that collaboration between language and content experts may become supportive and productive in the development of intelligibility in EMI contexts.

References:

Coleman, J. A. (2006). English-medium teaching in European higher education. *Language teaching*, 39(1), 1-14;

Valcke, J., & Wilkinson, R. (2017). Integrating Content and Language in Higher Education: Perspectives on Professional Practice. Peter Lang Publishing Group;

Fortanet-Gómez, I. (2013). CLIL in higher education: Towards a multilingual language policy (Vol. 92). *Multilingual matters*.

POLES IN IRELAND CONTINUED – THE USE OF IRISH ENGLISH SLIT T

Izabela Grabarczyk

University of Łódź

Migration is not a novelty topic – people have been on the move since time immemorial. The challenges it poses for both, migrants and receiving societies, have become one of the most valid and frequently discussed issues in contemporary sciences. Members of migrant communities must face numerous challenges related to adaptation in a different country and cultural setting. They are confronted with a task of establishing themselves within the new community via the means of language that is not their mother tongue. This issue has become quite apparent in the recent years following the accession of Poland to the European Union in 2004, when the so-called post-accession migration intensified.

This presentation is a follow-up study on Polish adult migrants in Ireland. Polish community in Ireland was selected as a research subject due to its population size and a distinctive character – a young and vibrant community, currently establishing itself in a country where the problem of communication between the "old" and "new" migration does not exist, unlike in the United Kingdom or the United States. Previous study aimed to investigate the link between the participants' acculturation strategies, their identity, their attitudes toward Irish community and culture and the tendency to use one of the most characteristic pronunciation features of English in Ireland – Irish English slit t.

The author assumed that the more positive the immigrants' attitude and the more successful their cultural adaptation, the more inclined they were to acquire local variants of pronunciation, which may in turn indicate their adoption of a new identity as a member of a given group. The results of the study displayed a link between the use of Irish English

slit t and the degree of acculturation and positive attitudes towards the host community – the more participants interacted with the host community and the more actively they sought this interaction, the higher their level of Irish English slit t use. However, during the study it also became evident that the participants with a higher level of Irish English slit t use had closer relationships with the host community. Hence the current study not only includes an extended speech sample, but also a focus on the participants' self-declared social networks (Milroy 1980). The author assumes that one of the crucial aspects influencing the use of local phonetic features is not only the amount of English used on everyday basis, but also the context and the relation between the interlocutors.

The framework of the study includes acculturation theory (Berry 1997, 2006), social identity theory (Tajfel and Turner 1979), language identity (Norton Peirce 1995, Block 2007), model of second language acquisition (Schumann 1986) and social networks theory (Milroy 1980).

References:

Berry, J. W. (1997) Immigration, Acculturation and Adaptation. *Applied Psychology: an International Review* 46.1, 5-68;

Berry, J. W. (2006) Contexts of acculturation. In D.L. Sam & J.W. Berry (Eds.) *The Cambridge Handbook* of Acculturation Psychology. Cambridge: Cambridge University Press, 24-42;

Block, D. (2007) Second Language Identities. London: Continuum International Publishing Group;

Milroy, L. (1980) Language and Social Networks. Oxford: Basil Blackwell;

Norton Peirce, B. (1995) Social Identity, Investment, and Language Learning. TESOL Quarterly 29(1), 9-31;

Schumann, J. H. (1986) Research on the acculturation model for second language acquisition. *Journal of Multilingual and Multicultural Development 7(5)*, 379-392;

Tajfel, H. & Turner, J.C. (1979) An Integrative Theory of Intergroup Conflict. In S. Worchel & W.G.Austin (Eds.) *The Social Psychology of Intergroup Relations*. Monterey, CA: Brooks-Cole, 33 47.

RECENT CHALLENGES IN TEACHING ENGLISH PRONUNCIATION AT AN ACADEMIC LEVEL: POLISH AND UKRAINIAN LEARNERS IN ONE CLASSROOM

Anna Gralińska-Brawata University of Łódź

The number of international students at the University of Łódź has increased substantially in the past few years with Ukrainian students in the lead. Out of a wide variety of programs of studies offered at the University of Łódź, they often opt for English studies. As they constitute the largest group of foreign students, the teachers should not neglect their specific needs, especially with regard to the language-specific elements of their identity. This creates additional challenges to pronunciation teachers who are used to instructing Polish learners and focusing on the features that pose greatest difficulties to Poles. They are often unaware of the specific systematic differences and demands that Ukrainian learners bring about.

The present paper investigates the phonological differences between Ukrainian and Polish in relation to the acquisition of English pronunciation. It shows the results of the survey of most common pronunciation problems as demonstrated by a group of Ukrainian learners in comparison to Zajac et al.'s (2015) data. It also aims at presenting guidelines and types of instruction that could be integrated in the practical phonetics classes. The data used for the experiment were collected from Ukrainian first - year students of English studies at the University of Łódź. They were recorded at the very beginning of the academic year 2019/2020 reading a diagnostic passage 'Shopping List' included in Ann Baker's Ship or Sheep (2006) which is focused on examining individual segments of Standard Southern British English (SSBE). Auditory analysis was conducted to examine the most common mispronunciations and strategies the Ukrainian learners use to compensate for inadequate realisations of individual sounds as compared to the Polish learners. The paper also presents ideas concerning types of instruction the Ukrainian students should obtain in order to profit from the pronunciation classes with Polish peers.

References:

Kalyta, A.A., Taranenko, L.I. (2015). Some guidelines on teaching English pronunciation to Ukrainian learners. *Bichuk* 6/ 2015;

Kapera, I. (2017). Motives and expectations of students from Ukraine with respect to higher education in Poland in the field of tourism. *Tourism 2017*, 27/1;

Monk, B.& Burak, A. (2001). Polish speakers. In M. Swan and B. Smith (eds.) Learner English: A Teacher's Guide to Interference and Other Problems, 2nd edition. Cambridge: Cambridge University Press: 145-161;

Puffald, D. & Starko, V. (2012). Speak authentic English. A handbook for Ukrainians. 2nd edition. Lutsk;

Zając, M., Gralińska-Brawata, A., Cichosz, A., Rybińska, P., Adamczyk, M. (2015). *Exploring the pronunciation of Polish students of English: L1 influence vs. spelling pronunciations and overgeneralisations*. Paper presented at *ACCENTS 2015*, University of Łódź.

FOREIGN-ACCENTED SPEECH (FAS) IN A UNIVERSITY CONTEXT: A PILOT STUDY OF TRAINING FOR INTERCULTURAL INTERACTIONS

Alice Henderson

LIDILEM research group, Université Grenoble-Alpes

This paper presents initial results from Understanding Other Accents (UndOA), a project at a French university to create a database of recordings of FAS (foreign-accented speech) for use in intercultural workshops. The goals are to improve the ability of university students and staff to decipher FAS and to increase their tolerance for it.

As universities become more linguistically and culturally heterogeneous, it is becoming more and more urgent to address the challenge of understanding unfamiliar accents. Deciphering accented speech has both cognitive (Roussel et al. 2017) and social costs. In general, speech that is perceived as different frequently elicits negative value judgments about the speaker (Gluszek & Dovidio 2010) and this is particularly the case for nonnative lecturers' English (e.g., Rubin & Smith, 1990; Jensen et al. 2013). Whereas research into English-medium instruction has tended to focus on speakers' pronunciation, UndOA concentrates on listeners' bottom-up skills and attitudes to FAS, which are at least as important (Fraser 2011). Moreover, it might be more feasible to adjust people's perceptions of non-native speech (see Bradlow & Bent 2008) than to modify their L2 pronunciation.

The UndOA database consists of 52 recordings of foreign students e.g., from Mali or Colombia, replying to questions in English and/or French, in a semi-guided interview format. Project members selected pertinent extracts for ear-training exercises for use in a 45-minute workshop which was run during a university-wide "Languages Day" – not during normal language classes. This workshop involved asking participants to respond to the following scenario:

You are studying in a very competitive degree program at a large, prestigious university and your professor has given you 48 hours to solve a problem. You will be working with a partner - by phone only, not in person or by Skype. Listen to the voices of three students in order to choose your partner. They are all doing the same degree as you, at other, well-respected universities. Note that you'll need to justify your choice of partner as part of your final report.

Workshop participants chose their "partner", and then worked through ear-training exercises based on their partner's type of FAS (e.g., Bambara-accented English). The workshop concluded with a group debriefing.

This paper provides details of the features which project members selected as salient for each FAS, describes how the extracts were sequenced, presents results from the students' ear-training work and qualitatively analyses the final debriefing.

References:

Bradlow, A. R., & Bent, T. (2008). Perceptual adaptation to non-native speech. *Cognition*, 106(2), 707–729;

Derwing, T. M., M. J. Rossiter & M. J. Munro (2002). Teaching native speakers to listen to foreign accented speech. *Journal of Multilingual and Multicultural Development 23*, 245–259;

Fraser, H. (2011). Speaking and listening in the multicultural university: A reflective case study. *Journal of Academic Language and Learning*, 5(1), A110–A128;

Gluszek, A., & Dovidio, J. F. (2010). The Way They Speak: A Social Psychological Perspective on the Stigma of Nonnative Accents in Communication. *Personality and Social Psychology Review*, 14(2), 214–237;

Jensen, C. et al. (2013). Students' attitudes to lecturers' English in English-medium higher education in Denmark. *Nordic Journal of English Studies 13*(1): 87-112;

Roussel, S., Joulia, D., Tricot, A., & Sweller, J. (2017). Learning subject content through a foreign language should not ignore human cognitive architecture: A cognitive load theory approach. *Learning and Instruction*, *52*, 69–79.

A MIXED METHODS STUDY OF INSTITUTIONAL, TEACHER, AND STUDENT PRONUNCIATION PRIORITIES ON A UK PRE-SESSIONAL EAP COURSE

John Hodgetts

PhD Graduate (University of Łódż) Independent Researcher

This research examines the pronunciation goals of teachers, course leaders, and learners on a ten week UK pre-sessional access course, particularly with regard to suprasegmental instruction and target of instruction, how these goals are reflected in pronunciation instruction and assessment, and how teacher goals are informed by their attitudes and beliefs. The importance of suprasegmental instruction in terms of assisting intelligibility has been shown in a number of studies (Derwing, Munro & Wiebe, 1997; Derwing & Rossiter, 2003; Hahn, 2004). Also, the target of pronunciation instruction in terms of what Levis terms 'the nativeness principle' and the 'intelligibility principle' (2005) has become a key consideration in pronunciation instruction in different educational contexts (Jenkins, 2000, 2002; Sifakis & Sougari, 2005). There does seem to be much evidence to suggest that teachers lack confidence in providing pronunciation instruction, particularly in the area of suprasegmentals due to a lack of guidance, poor teacher training, and poor teaching materials (Baker & Murphy, 2011; Derwing, Dieponbrook & Foote, 2012; Foote, Holtby, & Derwing, 2011; Mac Donald, 2002; Piccardo, 2016). Pronunciation instruction has rarely been investigated in the context of EAP. In a relatively recent example, Baker & Burri (2016) examined a fourteen week EAP course and noted a lack of guided activities, form-focussed feedback, and scaffolding techniques which could better facilitate instruction.

A mixed methods approach, including direct observation and semi-structured interviews, is employed to address the area of enquiry. Results show a lack of clarity of course goals. Although there is a firm emphasis on suprasegmental instruction, in semi-structured interviews teachers report a lack of clear course goals and guidance. Assessment and practice do not always adhere to a goal of intelligibility, and support for teachers, in terms of the materials and how they might be exploited seems limited. The research concludes with tentative recommendations on how suprasegmental instruction might be facilitated on EAP and other course.

References:

Baker, A., & Burri, M. (2016). Feedback on Second Language Pronunciation: A Case Study of EAP Teachers' Beliefs and Practices. *Australian Journal of Teacher* Education, 41(6), 1-19;

[https://doi.org/10.14221/ajte.2016v41n6.1]

Baker, A., & Murphy, J. (2011). Knowledge Base of Pronunciation Teaching: Staking Out the Territory. *TESL Canada Journal*, 28(2), 29-50;

[https://doi.org/10.18806]

Derwing, T. M., Diepenbrook, L. G., & Foote, J. A. (2012). How Well do General Skills ESL Textbooks Address Pronunciation? *TESL Canada Journal*, 30(1), 22-44;

[https://doi.org/10.18806/tesl.v30i1.1124]

Derwing, T. M., Munro, M. J., & Wiebe, G. (1997). Pronunciation instruction for 'fossilized learners': Can it help? *Applied Language Learning*, 8(2), 217-235;

[https://eric.ed.gov/?id=EJ567518]

Derwing, T. M., & Rossiter, M. J. (2003). The Effects of Pronunciation Instruction on the Accuracy, Fluency and Complexity of L2 accented speech. *Applied Language Learning*, 13(1), 1–17;

[https://www.researchgate.net/publication/234570703_The_Effects_of_Pronunciation_Instruction on_the_Accuracy_Fluency_and_Complexity_of_L2_Accented_Speech]

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

[htpps://doi.org/10.18806/tesl.v29i1.1086]

Hahn, L. D. (2004). Primary stress and Intelligibility: Research to motivate the teaching of Suprasegmentals. TESOL Quarterly, 38(2), 201;

[https://doi.org/10.2307/3588378]

Jenkins, J. (2000). The phonology of English as an international language. Oxford: Oxford University Press;

Jenkins, J. (2002). A Sociolinguistically Based, Empirically Researched Pronunciation Syllabus for English as an International Language. *Applied Linguistics*, 23(1), 83-103;

[https://doi.org/10.1093/applin/23.1.83]

Levis, J. M. (2005). Changing contexts and shifting paradigms in pronunciation teaching. TESOL Quarterly, 39(3), 369-378;

[https://doi.org/10.2307/3588485]

Macdonald, S. (2002). Pronunciation-views and practices of reluctant teachers. Prospect, 17(3), 3-16;

[https://www.researchgate.net/publication/285517759_Pronunciationviews_and_practices_of_relucta nt_teachers]

Piccardo, E. (2016). Council of Europe: Common European Framework of Reference for Languages: Learning, teaching, assessment phonological scale revision process report.

[https://rm.coe.int/phonological-scale-revision-process-report-cefr/168073fff9]

Sifakis, N. C., & Sougari, A-M. (2005). Pronunciation issues and EIL pedagogy in the periphery: A survey of Greek state school teachers' beliefs. *TESOL Quarterly*, *39*(3),467-488.

[https://doi.org/10.2307/3588490]

ON THE USEFULNESS OF PHONOLOGY/PHONETICS TRAINING AND PRONUNCIATION INSTRUCTION – STUDENTS' BELIEFS AND ATTITUDES

Anna Jarosz

University of Łódź

The learners' perspective on pronunciation instruction has always lain in the centre of attention of both teachers and researchers. It is learners who are the addressees of the learning process. Undoubtedly, detailed investigations on how students feel about learning pronunciation in general and whether they perceive it as a vital element of language learning merit attention and analysis. Previous studies indicate a variety of different attitudes expressed by students of English. Waniek-Klimczak's investigation (1997) confirms that the vast majority of students recognise the relevance of pronunciation. However, students regard pronunciation instruction as a difficult endeavour (Smit and Dalton, 2000) and they wish to have more pronunciation practice in the course of their studies (Sobkowiak, 2002). In the study carried out by Pawlak (2008), pronunciation was ranked the second important language subsystem by English philology students. Pawlak (2008) explains this finding saying that students tend to realise the significance of the communicative aspect of speech and the important role of correct pronunciation in speaking. In an earlier study, though, Sobkowiak (2002) found that 67% of subjects did not consider pronunciation more significant than lexis or grammar, whereas Majer (2002) reported that teacher training college students of English put pronunciation errors at the bottom of error gravity scale, regarding them as the least important and as ones that do not affect understanding or communication. As for the pronunciation goals, most investigated students tend to value nativeness and British or American accents high (Dalton-Puffer, Kaltenboeck and Smit, 1997; Waniek-Klimczak, 1997, 2002; Smojver and Stanojevic, 2013; Waniek-Klimczak, Rojczyk & Porzuczek's, 2015), however certain studies show that some point to intelligibility as their goal (Nowacka, 2017).

The present paper intends to scrutinise the attitudes and beliefs of Polish students of English in their second year, after they completed a 60-hour course of Practical Phonetics (pronunciation instruction) and a 60-hour course of Descriptive Grammar (the phonology and phonetics of English including the sound system, allophony, connected speech processes) in their first year. In a questionnaire (with both open and Likert-scale questions) the students indicated how useful they found the courses and what kind of impact they had on their pronunciation skills, their speech and their convictions.

References:

Dalton-Puffer, C.; Kaltenboeck, G. & Smit, U. (1997). Learner Attitudes and L2 Pronunciation in Austria. *World Englishes 16*. 115-127;

Majer, J. (2002). In French Is Six Millions Docks. Where Error, Please? In: Waniek-Klimczak, E. & Melia, J. P. (eds). *Accents and Speech in Teaching English Phonetics and Phonology: EFL Perspective*. Frankfurt: Peter Lang. 107-123;

Nowacka, M. (2017). *More insight into university students' formal and informal pronunciation practice.* Paper presented at the International Conference ACCENTS 2017;

Pawlak, M. (2008). Another look at the use of pronunciation learning strategies. An advanced learner's perspective. In: Waniek-Klimczak, E. (ed.). *Issues in accents of English*. Newcastle upon Tyne: Cambridge Scholars Publishing. 304-322;

Smojver, V. J. & Stanojewic, M. M. (2013). Stratification as a lingua franca: Identity construction of learners and speakers. In: Waniek-Klimczak, E. & Shockey, L. (eds). *Teaching and researching English accents in native and non-native speakers*. Heidelberg: Springer. 191-206;

Smit, U. & Dalton, C. (2000). Motivational patterns in advanced EFL pronunciation learners. *IRAL*, *36*(3/4). 229–246;

Sobkowiak, W. (2002). English Speech in Polish Eyes: What University Students Think about English Pronunciation Teaching and Learning. In: Waniek-Klimczak, E & Melia, J. P. (eds). *Accents and Speech in Teaching English Phonetics and Phonology: EFL perspective.* Frankfurt: Peter Lang. 177-196;

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

Waniek-Klimczak, E. (2002). Context for Teaching English Phonetics and Phonology. In: Waniek-Klimczak, E & Melia, J. P. (eds). *Accents and Speech in Teaching English Phonetics and Phonology: EFL perspective.* Frankfurt: Peter Lang. 139-152;

Waniek-Klimczak, E., Rojczyk, A., Porzuczek, A. (2015). 'Polglish' in Polish Eyes: What English Studies Majors Think about Their Pronunciation in English. In: Waniek-Klimczak, E. & Pawlak, M. (eds). *Teaching and Researching the Pronunciation of English. Studies in Honour of Włodzimierz Sobkowiak*. Switzerland: Springer. 23-34

AN ANALYSIS OF LEXICAL STRESS IN ENGLISH PRONUNCIATION OF INDO-EUROPEAN WORDS LOANED TO TURKISH BY TURKISH SPEAKERS OF ENGLISH

Mehmet Kiliç and Duygu Evis

Gaziantep University, Turkey

This study intended to investigate lexical stress placement in English pronunciation of Indo-European words loaned to Turkish by Turkish speakers of English. Furthermore, it was aimed to increase awareness of prosodic features since the misusage of primary stress may cause breakdowns in communication. The sample of this study consists of 20 students in the English Language Teaching Department of the Education Faculty at Gaziantep University and 10 native English speakers. Non-native speakers were chosen from among the sophomore and junior students of the department. In order to achieve the aim of this research, participants were asked to read the 30 loanwords which are used both in English and in Turkish, in isolation and in sentences while their speech was being taped. The audio files were analyzed through Praat by the researcher to determine where the participants placed the primary stress by measuring the F0 values of each syllable. The accuracy of primary stress placement for each word was determined according to IPA transcriptions. After acoustic analyses with Praat, statistical analyses were conducted through SPSS.

The findings of the study revealed that there is a statistically significant difference in primary stress placement between native speakers and Turkish speakers of English. None of the Turkish speakers could pronounce the selected words without negative L1 transfer or the negative effect of their previous experiences with the words. The non-native speakers were divided into two groups for the purpose of observing the effect of treatment on lexical stress patterns of English. The results showed that the participants who were subjected to the treatment made significant progress. As a result of the analysis, no statistically significant difference between isolated utterances and in-sentence utterances of these words was found.

TOWARDS MODELLING YOD COALESCENCE IN AMERICAN ENGLISH

Magłorzata Kul

Adam Mickiewicz University, Poland

Yod coalescence (also referred to palatalization or neutral assimilation) is a special case of assimilation. In order for palatalization to occur, two conditions must be met: "the environment that induces the change must be a palatalizing environment (i.e. it must be a front vowel, a palatal semivowel or a palatal or palatalized consonant), and [that] the sound that results must be palatal or palatalized" (Bhat 1978: 48). Phonologically, palatalization is a segmental change where the place of articulation is altered in the surface form relative to the lexical form (Halle and Monahan 1985). From the viewpoint of articulatory and acoustic studies, palatalization results from an increased gestural overlap of the two sounds involved (Zsiga 1995, 2000).

The study considers only the cases across word boundaries in American English and is corpus-based in using the Buckeye corpus, a corpus of spontaneously produced speech elicited from forty long-time residents of Central Ohio, USA 2000 (Pitt et al. 2005, 2007). It contains 40 hours of recordings of 20 males and 20 females, 20 old, 20 young and was compiled between October 1999 and May. In total, Buckeye has 307,000 words.

The study pursues two objectives: to establish the frequency of occurrence of yod coalescence, and to correlate it with a range of linguistic and non-linguistic factors. Following previous scholarship, the following factors were considered: target sound, phonetic context (preceding and following sound), lexical frequency, speech rate, grammar, morphology, gender and age.

The first aim was realized by a quantitative analysis of the Buckeye corpus. The analysis consisted of comparing potential sites of processes with their actual realization (Dilley and Pitt 2007, Zimmerer et al. 2009), with the use of the LaBB-CAT, and acoustic analysis (Praat). Logistic mixed-effect modelling estimates the effects of phonetic context, lexical frequency, speech rate, grammar, morphology, gender and age on realization of the processes. The model was estimated in the R software environment (version 3.4.2, R Core Team 2018) using the glmer function (generalized logistic mixed effects model) from the lme4 package (Bates et al. 2014).

In light of the results, of all possible environments, 51 percent of processes were actually realized. The results are unexpected given the widespread conviction that assimilation in general is a frequent process (e.g. Shockey 2003, Cruttenden 2008). As for modelling, the results yielded by the developed model only partly trend in the expected direction.

References:

Bates, D., Maechler, M. Bolker, B. & Walker, S. (2014). lme4: linear mixed-effects models using eigen and s4 (Computer software manual).

[https://cran.r-project.org/web/packages/lme4/index.html]; accessed 6th May 2018

Bhat, D. N. S. (1978). "A general study of palatalization". In:. Greenberg, J. H. (ed.). Universals of human language. Volume 2: Phonology. Stanford, CA: Stanford University Press. 47-92;

Bush, N. (2001). "Frequency effects and word boundary palatalization in English". In: J. Bybee and P. Hoppers (eds.). *Frequency and the emergence of linguistic structure*. Amsterdam: John Benjamins Publishing Company. 255-280;

Cruttenden, A. (2008). Gimson' Pronunciation of English. 7th edition. Hodder Education, London. Dilley, L. C. & Pitt, M. (2007). "A study of regressive place assimilation in spontaneous speech and its implications for spoken word recognition". *Journal of the Acoustical Society of America (122)*. 2340-2353;

Halle, M. & Monahan, K.P. (1985). "Segmental phonology of modern English". *Linguistic Inquiry (16)*. 57-116;

Pitt, M., Johnson, K., Hume, E. S. Kiesling, S. & Raymond, W. (2005). "The Buckeye Corpus of Conversational Speech: Labeling Conventions and a Test of Transcriber Reliability". *Speech Communication (45)*. 90-95;
Pitt, M.A., Dilley, L., Johnson, K., Kiesling, S., Raymond, W., Hume, E. & Fosler-Lussier, E. (2007). *Buckeye Corpus of Conversational Speech* (2nd release) [www.buckeyecorpus.osu.edu] Columbus, OH: Department of Psychology, Ohio State University (Distributor);

R Development Core Team. (2018). R: A language and environment for statistical computing. R Foundation for Statistical Computing, Vienna, Austria. ISBN 3-900051-07-0, URL http://www.R-project.org. Accessed 5th November 2017;

Renwick, M. E. L. & Cassidy, C. N. (2015). "Detecting palatalization in spontaneous spoken English". Proceedings of Meetings on Acoustics (23). 1-10;

Shi, R., Gick, B., Kanwischer, D., & Wilson, I. (2005). "Frequency and category factors in the reduction and assimilation of function words: EPG and acoustic measures". *Journal of Psycholinguistic Research (34)*. 341-364;

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

Zsiga, E. (1995). "An acoustic and electropalatographic study of lexical and postlexical palatalization in American English". In: B. Connell and A. Arvaniti (eds.). *Phonology and Phonetic Evidence: Papers in Laboratory Phonology IV*. Cambridge: Cambridge University Press. 282-302;

Zsiga, E. C. (2000). "Phonetic alignment constraints: consonant overlap and palatalization in English and Russian". *Journal of Phonetics (28)*. 69-102.

DIAGNOSTIC PASSAGES FOR THE PRONUNCIATION OF ENGLISH: FROM THE PERSPECTIVES OF COLLECTING JAPANESE SPEAKERS' SPEECH DATA

Takehiko Makino

Chuo University, Japan

It has been quite some time since I began a descriptive study of Japanese speaker's pronunciation of English using part of a large-scale speech database (I published the first pilot study in 2007). Even with the small-scale segmental phonetic corpus made from the data, I have made several notable findings, and addition of prosodic annotation is under way. However, the nature of the original database led to several drawbacks in the corpus. The use of phonologically balanced sentence set devised for speech engineering meant that there were quite difficult words in it which the average learners of English in Japan were not likely to know, which very probably was the cause of mispronunciations. The sentences were all isolated, which may have led to the rather monotonous recordings with only part of the prosodic possibilities exploited. Also, selecting a very small subset (800 sentences) from the database for corpus building meant that the corpus was not really phonologically balanced for any particular speaker. These can only be solved with new recordings with a (hopefully) short passage, and I am beginning to do so with the "text for phonemic contrasts" in Labov's study of New York speech (Labov 1966) because of its animated content which could help speakers produce a variety of possible prosodic patterns. The problem with this text was that its vocabulary was rather difficult again and its content was very specifically mid-twentieth century New York that most speakers are not familiar with. Thus, I hope to find a better candidate.

There are other "diagnostic passages" used for the collection of English speech, such as "Stella" used in Speech Accent Archive, "Arthur the Rat" used in the fieldwork for Dictionary of American Regional English, its shorter version published in A Course in Phonetics (Ladefoged and Johnson 2015), and "The Boy who Cried Wolf" devised by Deterding (2006), among others. In this paper, I will examine those diagnostic passages and see if any of them could elicit specific characteristics of Japanese speakers' pronunciation, especially the difficulties in pronouncing consonant clusters and the junctures between words.

THE INFLUENCE OF SOCIO-PSYCHOLOGICAL FACTORS ON THE PRODUCTION OF RHOTICITY IN POLISH IMMIGRANTS TO LONDON

Aleksandra Matysiak

Jan Kochanowski University, Piotrków Tryb.

The main idea behind the study was to investigate the relationship between L2 pronunciation and the socio-psychological factors that could possibly influence SLA process in Polish adult immigrants to London (38 Polish immigrants – both male and female speakers – who came to London as adults and their length of residence was no shorter than half a year and no longer than 10 years). One of the phonetic parameters taken into consideration was the use of rhoticity (or the lack of thereof) mostly after a vowel sound within a word or at the end of the word (before a pause). Three extralinguistic factors that were taken into account in the course of the study were as follows: the length of residence, the L2 proficiency on arrival and the acculturation strategy; according to numerous studies (Piske et.al, 2001; Schumann, 1986) these factors are believed to be among the most decisive, affecting the whole SLA process in a significant way.

The study shows that although the participants seem to be aware of this parameter, they turn out to be inconsistent in the use of this pronunciation feature. It means that although rhoticity is considered to be one of the most characteristic features of British English pronunciation, Polish immigrants have some problems with the target variety use and omission of /r/ sound depending on the context (the tendency is to leave /r/ out at the end of words, but not necessarily after a long vowel) and – what is equally important – there are some problems with its quality, as many speakers produce retroflex quality of /r/ sound typical for General American pronunciation variety and some of them – especially the ones who are less proficient in their L2 – tend to produce taps which are associated with typical L1 pronunciation.

Investigating of possible socio-psychological factors that may influence SLA process within Polish immigrants to the UK suggests that length of residence as such is not a factor that would determine the pace and the efficiency of L2 acquisition. The situation changes with L2 proficiency on arrival – it turns out that this factor tends to be more decisive than LoR as those immigrants who are more proficient in English are usually more likely to use their second language on the daily basis and are much more prone to notice, differentiate and pick up native-like pronunciation patterns. From the point of view

of acculturation strategy, it is clearly visible that the vast majority of speakers use adaptation strategy and their overall approach to L2 language and environment they live in may create positive conditions for SLA as well.

References:

Matysiak, A. 2016. The effect of previous language experience and 'proper' L2 input on the aspiration of English voiceless stops by Polish adult immigrants to London. In Waniek-Klimczak, E. & Anna Cichosz (Eds.) 2016. *Variability in English across time and space*. Łódź: Wydawnictwo Uniwersytetu Łódzkiego, 57-75;

Piske, T., MacKay, I. R. A., Flege, J. E. 2001. Factors affecting degree of foreign accent in an L2: a review. *Journal of Phonetics 29*, 191-215;

Schumann, J. H. 1978. The acculturation model for second-language acquisition. Second Language Acquisition and Foreign Language Teaching. Washington D.C.: Center for Applied Linguistics

Waniek-Klimczak, E. and Matysiak, A. Poles in the UK: rhoticity revised. Paper presented at Accents 2016, Łódź, December 1-3, 2016

Waniek-Klimczak, E. and Zając, M. Variable Rhoticity in L2 English: The case of Polish advanced learners. Paper presented at Accents 2017, November 30 – December 2, 2017

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

THE RELATIONSHIP BETWEEN ACCENTEDNESS AND COMPREHENSIBILITY IN NON-NATIVE LISTENERS' PERCEPTION OF L2 SPEECH: EFFECTS OF L1 BACKGROUND AND L2 PROFICIENCY.

Joan C. Mora

Universitat de Barcelona, Spain

Anja Ludwig

Universitat de Barcelona, Spain (formerly)

Previous research has examined the relationship between accentedness and comprehensibility mainly through native speakers' ratings (Munro & Derwing, 1995a) and less frequently through non-native listeners' judgements (Jułkowska & Cebrian, 2015), mainly used in research on the interlanguage speech intelligibility benefit (Bent & Bradlow, 2003; Munro, Derwing, & Morton, 2006; Stibbard & Lee, 2006).

This study examined the relationship between accentedness and comprehensibility in nonnative English speech as a function of L2 listeners' L1 and proficiency level. Forty nonnative learners of English differing in L1 (20 L1-Catalan and 20 L1-German) and L2 proficiency level (10 low, 10 high) as well as 10 native English listeners separately performed two 60-trial rating tasks based on 7-point Likert scales, one for accentedness and one for comprehensibility. Both rating tasks consisted of the same 60 sentence stimuli, but were presented in cafeteria noise (SNR=-10dB) for comprehensibility rating. The sentence stimuli were 10 different true/false English sentences spoken by four non-native English learners at an intermediate L2 proficiency level (two L1-Catalan and two L1-German) and two native English speakers (one female of each L1 background), so that each listener rated the same sentence six times, two in each accent (Catalan-accented, German-accented and native English) in fully randomized order. In addition to performing the rating tasks, listeners self-estimated their familiarity with Catalan- and German-accented English, performed an English vocabulary size test, filled out a language background questionnaire, and completed a word familiarity test to assess knowledge of the content words in the sentence stimuli.

Non-native listeners perceived sentences spoken by L1-matched speakers as more weakly accented than those spoken by L1-unmatched speakers, irrespective of the listeners' proficiency level. However, L2 proficiency affected comprehensibility ratings: all sentences were judged less comprehensible by low- than high-proficiency listeners, and high-, but not low-proficiency listeners, found Catalan- and German-accented sentences as comprehensible as native listeners did. IN addition, analyses of individual listener data showed that accentedness and comprehensibility ratings correlated significantly and strongly, but showing large inter-listener variation. The differences in the strength of these correlations were found to be related to listeners' differences in L1 and L2 proficiency, overall indicating that the more proficient listeners are the more strongly their perception of difficulty in understanding was related to how much of an accent they perceived in the speech samples.

References:

Bent, T. and Bradlow, A. R. (2003). The interlanguage speech intelligibility benefit. *Journal of the Acoustical Society of America 114.3*: 1600-1610;

Jułkowska, I. A. and Cebrian, J. (2015) Effects of listener factors and stimulus properties on the intelligibility, comprehensibility and accentedness of L2 speech. *Journal of Second Language Pronunciation* 1.2: 211-237;

Munro, M. and Derwing, T. (1995a) Foreign accent, comprehensibility, and intelligibility in the speech of second language learners. *Language Learning 45*: 73-97;

Munro, M., Derwing, T. and Morton, S. (2006) The mutual intelligibility of L2 speech. *Studies in Second Language Acquisition 28*: 111-131;

Stibbard, R. and Lee, J. (2006) Evidence against the mismatched interlanguage speech intelligibility benefit hypothesis. *Journal of the Acoustical Society of America 120*: 433-442.

TRAINING AN L2 VOWEL CONTRAST UNDER DIFFERENT HIGH-VARIABILITY TRAINING CONDITIONS: INDIVIDUAL DIFFERENCES IN AUDITORY ATTENTION CONTROL

Ingrid Mora-Plaza, Mireia Ortega and Joan C. Mora,

Universitat de Barcelona, Spain

Cognitive attention control plays an important role in L2 proficiency development (Segalowitz & Frenkiel-Fishman, 2005) and guides auditory processes during speech perception and production (Astheimer et al., 2016), but its contribution to L2 speech learning is not well understood and remains relatively under-researched (Darcy et al., 2014; Mokari & Werner, 2019; Mora & Mora-Plaza, 2019). This study examines, from an individual differences perspective, the role of domain-specific (auditory) selective attention and attention switching skills in L2 learners' ability to benefit from high-variability phonetic training (HVPT) administered under different stimuli (word vs. nonword) and presentation (in silence and in noise with and without visual monitoring) conditions.

Catalan-Spanish adult learners of English (N=103) at an upper-intermediate level were randomly assigned to 8 HVPT groups and trained in four 45-minute sessions on the perception and production of English $/\alpha/-/\Lambda/$ through identification, discrimination and imitation tasks. Learners' gains (post- minus pre-test scores) in L2 perception (discrimination accuracy) were assessed through a categorical ABX discrimination task. Gains in L2 production (spectral distance scores between learners' and baseline native speakers' vowel productions) were assessed through delayed word and sentence repetition tasks. Improvement in the lexical encoding of the contrast was assessed through a lexical decision task. Auditory selective attention (ASA) was measured in the L1 and the L2 using the single-talker competition paradigm (Humes et al., 2006): 64 pairs of sentences presented simultaneously requiring correct identification of target words spoken by two competing voices (male female). Auditory attention switching (ASW) skill (accuracy scores and RT switching costs) was measured in the L1 using a novel version of the alternatingruns task-switching paradigm (Monsell, 2003). Participants were required to identify the duration (long, short) and voice quality (male, female) in isolated vowels as fast as possible while their attention focus shifted predictably between these dimensions.

In general, learners with better ASA were significantly more accurate (and faster) at perceptually discriminating $/\alpha/-/\Lambda/$ (r=.577, p<.001) at both testing times, whereas ASW was only weakly related to it. In group analyses performed by training condition, ASW was generally a stronger predictor of training gains than ASA, especially in production and in the lexical encoding of the contrast, irrespective of the nature of the training stimuli (word vs. nonword) but varying as a function of presentation conditions (silence, noise, visual monitoring).

References:

Astheimer, L.B., Berkes, M., & Bialystok, E. (2016). Differential allocation of attention during speech perception in monolingual and bilingual listeners. *Language, Cognition and Neuroscience*, 31(2), 196-205;

Darcy, I., Mora, J. C. & Daidone, D. (2014). Attention control and inhibition influence phonological development in a second language. In *Proceedings of the International Symposium on the Acquisition of Second Language Speech. Concordia Working Papers in Applied Linguistics, 5*, 115-129;

Humes, L.E., Lee, J. H., & Coughlin, M.P. (2006). Auditory measures of selective and divided attention in young and older adults using single-talker competition. *The Journal of the Acoustical Society of America*, 120(5), 2926-2937;

Mokari, P. G., & Werner, S. (2019). On the Role of Cognitive Abilities in Second Language Vowel Learning. Language and Speech, 62(2), 260-280;

Mora, J. C. & Mora-Plaza, I. (2019) Contributions of cognitive attention control to L2 speech learning. In Nyvad, A. M., Hejná, M., Højen, A., Jespersen, A. B., & Sørensen, M. H. (eds.) *A Sound Approach to Language Matters - In Honor of Ocke-Schwen Bohn. Dept. of English, School of Communication & Culture, Aarhus University, Denmark.* 477-499;

Segalowitz, N., & Frenkiel-Fishman, S. (2005) Attention control and ability level in a complex cognitive skill: attention-shifting and second language proficiency. *Memory and Cognition*, 33, 644-653.

THE PRONUNCIATION OF ORTHOGRAPHICALLY NON-TRANSPARENT LEXICAL ITEMS: LETTER-TO-SOUND RULES OR MEMORIZATION?

Marta Nowacka University of Rzeszów

The aim of the paper is to verify if pronunciation of orthographically non-transparent lexical items can be predicted on the basis of spelling or should rather be memorized. It reports on one-year pronunciation progress test results of first-year English majors (n=91). The study focuses on the qualitative analysis, an in particular errors in a word- and sentence-reading task in search of spelling pronunciation. In more detail, the examination concerns 73 aspects in 65 words.

The view we are taking in this study supports that one of Carney (1994: 32) who believes that "the identification of a word in reading is an informed guess and that several channels more-or-less simultaneously bring relevant information to bear, one of which channels may be spelling-to-sound correspondences." Spelling, a valuable resource that positively affects learners' oral accuracy and fluency, should be an integral part of a phonetic course (Wells, 1990; Carney, 1994; Boyer, 2003; Upward and Davidson, 2011; Crystal, 2012; Brooks, 2015; Dickerson, 2015).

The research confirms that the most frequent errors are examples of spellingpronunciation in 37% of cases (27 of 73 lexical items). In renditions of less familiar words letters are taken for sounds by means of the application of a default or an inappropriate alternative letter-to-sound rule. The former technique is represented by, e.g. <o> as LOT in don't (86%), won't (74%), yolk (69%), folk (48%) instead of GOAT or <i> as KIT in pint (65%), disciple (/'dIsIpl/* - 33%) instead of PRICE. The latter procedure occurs when, for example, instead of STRUT <o> in oven is rendered as a wrong alternative GOAT (/'əuən/ - 15%, /'əuv(ə)/ - 14%) or a default LOT (/'pv(ə)n/ -12%).

This paper also provides teaching hints with regard to spelling-pronunciation. In particular it shows how to learn orthographically non-transparent words and make good predictions about pronunciation of unfamiliar words. Foreign students of English should be warned against making spelling an authority for pronunciation, e.g. oven as /'vvan/ and be encouraged to memorize the pronunciation of orthographically non-transparent lexical items, e.g. draught, archives. To enable learners to make informed predictions about pronunciation of unfamiliar lexical items they should also be made aware of the complexity of grapheme-to-phoneme rules: default, e.g.: <i>=/I/ (kit), <a>= /a/ (trap), <o>=/v/ (lot), etc., and high-frequency alternative, e.g.: <a> in archives - <ar>=/a:(r)/ $|- {<C>, #} and in draught - <math><a>=/a:/a:/n non-<r>spellings.$

References:

Boyer, S. (2003). Spelling and Pronunciation for English Language Learners. Glenbrook: Boyer Educational Resources;

Brooks, G. (2015). *Dictionary of the British English Spelling System*. Cambridge, UK: Open Book Publishers, http://dx.doi.org/10.11647/OBP.0053;

Bryla-Cruz, A. (2016). Foreign accent perception: Polish English in the British ears. Newcastle upon Tyne: Cambridge Scholars Publishing;

Carney, E. (1994). A Survey of English Spelling. London: Routledge;

Collins, B., & Mees, I. M. (2008). Practical phonetics and phonology. New York: Routledge;

Crystal, D. (2012). Spell it out: the singular story of English spelling. London: Profile Books Ltd.;

Dickerson, W. B. (2015). Using Orthography to Teach Pronunciation. In M. Reed, & J. M. Levis (Eds.), *The handbook of English Pronunciation* (pp. 488–504). Chichester: John Wiley;

Nowacka, M. (2016). English spelling among the top priorities in pronunciation teaching: Polglish local versus global(ised) errors in the production and perception of *words commonly mispronounced*. Research in Language, 14(2), 123–148, DOI: 10.1515/rela-2016-0002;

Nowacka, M. (2018). Back to orthoepia – spelling in pronunciation instruction: "Words commonly mispronounced" by learners of six L1s. *Research in language*, *16*(4), 451–470, DOI: https://doi.org/10.2478/rela-2018-0022;

Nowacka, M. (2019). Progress testing after two-semester pronunciation instruction: Spellingpronunciation. In J. Levis, C. Nagle, & E. Todey (Eds.), *Proceedings of the 10th Pronunciation in Second Language Learning and Teaching Conference*, ISSN 2380-9566, Ames, IA, September 2018 (pp. 318-340). Ames, IA: Iowa State University; Porzuczek, A. (2015). Handling global and local English pronunciation errors. In E. Waniek-Klimczak, & M. Pawlak (Eds.), *Teaching and researching the pronunciation of English: Studies in honour of W. Sobkowiak, second language learning and teaching* (pp. 169–187). London: Springer;

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

Szpyra-Kozłowska, J. (2013). On the irrelevance of sounds and prosody in foreign-accented speech. In E. Waniek-Klimczak, & L. Shockey (Eds.), *Teaching and researching English accents in native and non-native speakers* (pp. 15–29). Berlin: Springer;

Szpyra-Kozłowska, J. (2015). Pronunciation in EFL instruction: A research-based Approach. Bristol: Multilingual Matters;

Upward, Ch., & Davidson, G. (2011). The History of English Spelling. Chichester: Wiley-Blackwell;

Wells, J. Ch. (1990). Pronunciation Dictionary. Harlow: Pearson Education Limited.

POLISH LISTENERS' PERCEPTION OF TR/DR AFFRICATION IN L2 ENGLISH

Geoff Schwartz and Jerzy Dzierla

Adam Mickiewicz University, Poznań

One commonly encountered phenomenon in phonetic descriptions of English clusters is affrication of /tr/ and /dr/ onsets in words such as *train* and *drive*. Scobbie et al. (2006) describe these clusters as rhotacized post-alveolar affricates, which are nevertheless distinct (Wells 2011) from the 'regular' post-alveolar affricates /tJ/ and /dJ/. This situation raises questions about (1) listeners' ability to distinguish the clusters from the affricates, and (2) how important the affrication is to the perception of the cluster. Olender & Schwartz (2015) found that L1 English listeners easily distinguish the affricate from the cluster, but that clusters produced without affrication hinder perception.

The present paper considers how Polish learners of English perceive TR affrication, building on Olender & Schwartz's (2015) study with a comparison of L1 and L2 perception. A forced-choice identification experiment implemented in E-Prime included the English words *train-terrain-chain* and *drive-derive-jive*, as well as a number of filler items from an unrelated experiment. Crucially, the train and drive items included both affricated and unaffricated tokens. Identification accuracy was near ceiling level for both L1 and L2 listeners, indicating that like L1 listeners, Polish learners distinguish affricated clusters from affricates. However, an asymmetry was found in the response time results, which revealed that the lack of affrication induced faster responses from L2 participants, unlike what was observed for the native speakers.

It will be argued that these results reflect distinct phonological structures of clusters in the two languages. According to Schwartz's (2018) typology of cluster synchronicity, affrication in English constitutes evidence for a prosodic configuration in which TR clusters are housed in a single constituent, structurally analogous to singleton onsets. In Polish, TR onset clusters are housed in two separate structures, as evidenced by the fact that such clusters contribute to word minimality; CCV-shaped words in Polish are inflected normally (e.g. gra-grze 'game'), but CV-shaped words are not.





References:

Olender, A. & G. Schwartz. 2015. *Affrication of English TR onsets – phonetics or phonology?* Paper presented at the 45th Poznan Linguistic Meeting;

Schwartz, G. 2018a. Towards a typology of consonant synchronicity. Paper presented at the LabPhon 16 session on phonotactics;

[http://labphon16.labphon.org/files/workshop/se-3-abstracts/002.pdf]

Scobbie, J., Gordeeva, O., Matthews, B. 2006. Acquisition of Scottish English phonology: an overview. QMU Speech Science Research Centre Working Papers, WP-7;

Wells, J. 2011. how do we pronounce train? (Blog post, 22 Mar. 2011). John Wells' Phonetic Blog

[http://phonetic-blog.blogspot.com/2011/03/how-do-we-pronounce-train.html].

THE ROLE APPEARANCE PLAYS IN JUDGING WHETHER A PERSON IS A NATIVE SPEAKER OF ENGLISH

Douglas Severo

University of Western Ontario, Canada

Studies on nativeness affirm that being judged /perceived as a native/non-native English speaker is determined by social factors such as nationality, variety spoken and ethnicity. These studies either problematize and provide new terminologies for the binary native vs. non-native speaker, or verify through experiments and interviews how people judge speakers as native/non-native (Davies, 1991; Davies, 1996; Brutt-Griffler and Samimy, 2001; Faez, 2011a; Faez 2011b).

This study investigated how listeners from seven different countries (Canada, the United States, Brazil, Italy, England, China and Australia) judged speakers who were audio and video recorded as native or non-native English speakers by comparing whether having access to the videos made listeners change their ratings. Nine speakers from different linguistic backgrounds who resided in Canada by the time of the data collection were audio and video recorded. Those recordings were imported to Qualtrics, and 32 listeners listened and watched the recordings and judged speakers as native/non-native English speakers. Listeners' judgements for the audios and videos were compared and analyzed as well as their comments for each speaker.

The results show that though a few listeners in this study did consider appearance when rating the speakers, only a minority of them, in a minority of cases, changed their judgements when they saw the videos, and of those, few referred explicitly to appearance or geographical origin as information they used in making their judgement.

References:

Brutt-Griffler, J., & Samimy, K. K. (2001). Transcending the nativeness paradigm. World Englishes, 20(1), 99-106;

Chomsky, N. (1965). Aspects of the theory of syntax. Cambridge, MA: MIT Press;

Davies, A. (1991). The native speaker in applied linguistics. Edinburgh University Press;

Davies, A. (1996). Proficiency or the native speaker: What are we trying to achieve in ELT?. Oxford University Press;

Davies, A. (2003). The native speaker: Myth and reality. Multilingual Matters;

Doerr, Neriko Musha. 2009. Investigating native speaker effects: Toward a new model of analyzing native speaker ideologies. In Neriko Doerr (ed.), *The native speaker concept, 15–43*. Berlin & New York: Mouton de Gruyter;

Faez, F. (2011a). Are you a native speaker of English? Moving beyond a simplistic dichotomy. *Critical Inquiry in Language Studies, 8*(4), 378-399;

Faez, F. (2011b). Reconceptualizing the native/nonnative speaker dichotomy. Journal of Language, Identity & Education, 10(4), 231-249;

Ferguson, C. A. (1992). Foreword to the first edition. The other tongue: English across cultures, xiii-xvii;

Kubota, R. (2009). Rethinking the superiority of the native speaker: Toward a relational understanding of power. In N. M. Doerr (Ed.), *Native speaker concept: Ethnographic investigations of native speaker effects* (pp. 233–248). Berlin: Walter de Gruyter;

Paikeday, T. M. (1985). The Native Speaker Is Dead! Toronto and New York: Paikeday Publishing Inc.;

Phillipson, R. (1992). Linguistic imperialism. Oxford, England: Oxford University Press;

Rampton, M. B. (1990). Displacing the "native speaker": Expertise, affiliation, and inheritance. *English Language Teaching Journal*, 44, 97–101;

Rubin, D. L. (1992). Nonlanguage factors affecting undergraduates' judgments of nonnative English-speaking teaching assistants. *Research in Higher Education*, *33*(4), 511-531;

Rubin, D. L., & Smith, K. A. (1990). Effects of accent, ethnicity, and lecture topic on undergraduates' perceptions of nonnative English-speaking teaching assistants. *International Journal of Intercultural Relations*, 14(3), 337-353.

PHONETIC EFFECTS OF LANGUAGE CO-ACTIVATION IN BILINGUAL SPEECH PRODUCTION

Šárka Šimáčková and Václav Jonáš Podlipský

Palacký University Olomouc, Czech Republic

Phonetic consequences of performing in a bilingual mode[1] have been investigated in language-switching (LS) tasks,[2] typically picture naming, and in code-switching (CS) tasks.[3] For CS, with both languages used within a single utterance, phonetic effects are often reported in words appearing before the switch from one language into the other, and are interpreted as a consequence of speech planning.[2,3,4] However, planning cannot explain carry-over phonetic effects found in LS picture-naming tasks in which new picture-and-language cues are given only after the previous word has been uttered. To our knowledge, phonetic effects of language co-activation have not been tested with the same bilinguals for both code- and language-switching.

Fourteen highly L2-proficient but L1-dominant Czech speakers of L2-English were recorded in two sessions, each time performing a LS picture-naming task followed by a CS sentencereading task. In Session-A, 75% of the stimuli were in one language (English or Czech) and 25% in the other, in both tasks; in Session-B the language bias was reversed. Session order was counterbalanced. In each task, the VOT of ten target k-initial words, 5 in switch and 5 in control non-switch positions, was measured. The words were English in the English-biased session (long-voice-lag /k/) and Czech in the Czech-biased session (short-voice-lag /k/). Questions: (1) In the CS task, will the VOT of /k/ in the target words be shifted towards the values of the language speakers switch into? (2) In the LS task, will the VOT of /k/ in the switch position be shifted towards the values of the previously spoken language? (3) Will the effect of planning (CS) be different from the effects of residual language activation (LS)? For the code-switching data, RM ANOVA with Language (Czech, English) and Position (preswitch, non-switch) revealed a significant effect of Language and, more importantly, a significant interaction: English-to-Czech switching led to shorter, more Czech-like, VOT of English /k/'s in words before the switch; Czech-to-English switching led to longer VOTs, more English-like in Czech pre-switch /k/'s. Thus, code-switching led to a bi-directional phonetic interaction.

For the LS picture-naming data, RM ANOVA with factors Language (Czech, English) and Position (Stay, Switch) also revealed a significant effect of Language and a significant interaction. However, this time the effect went in one direction: in L2 English, VOT of /k/ was significantly shorter, more Czech-like, in the switch words compared to the control stay words. Thus, language-switching increased L1-Czech phonetic interference in the bilinguals' L2-English, although it did not seem to affect the bilinguals' dominant language, Czech.

Even in contexts when most (roughly 75%) of what is being said is said in one language, can occasional switching have an effect on pronunciation of that language. Our code-switching result suggests that the "look-ahead" during the planning of the next word can affect the currently pronounced words irrespective of language dominance.

References:

[1] Grosjean, F. 2008. Studying bilinguals. Oxford: Oxford University Press;

[2] Olson, D. J. 2013. Bilingual language switching and selection at the phonetic level: Asymmetrical transfer in VOT production. *Journal of Phonetics* 41: 407–420;

[3] Bullock, B. E., Toribio, A. J., González, V. and A. Dalola. 2006. Language dominance and performance outcomes in bilingual pronunciation. In Proc. 8th Generative Approaches to Second Language Acquisition: The Banff Conference. Edited by Mary Grantham O'Brien, Christine Shea, and John Archibald. Somerville, MA: Cascadilla Proceedings Project, pp. 9–16;

[4] Fricke, M., Kroll, J. F. and P. E. Dussias. 2016. Phonetic variation in bilingual speech: A lens for studying the production-comprehension link. *Journal of Memory and Language 89*: 110–137.

THE REPRESENTATION OF INITIAL VOWELS: IS FRENCH SIMILAR TO ENGLISH OR POLISH?

Anna Skałba

Adam Mickiewicz University, Poznań

The realisation of vowel sequences differs cross-linguistically. Studies have shown that such units in Polish tend to be glottalised with a view to avoiding vowel hiatus (e.g. Malisz et al., 2013; Schwartz, 2013). In contrast, both English and French are known for sandhilinking, whereby adjacent heterosyllabic vowels undergo diphthongisation or gliding (e.g. Broadbent, 1991; Walker, 2001). However, there exists a small number of French words starting with the h-aspiré which resist the common linking processes and are frequently pronounced with a preceding glottal stop. Hence, the language shares some features with English and some with Polish. The present study aims to determine the representation of French vowel sequences within the Onset Prominence framework (Schwartz, 2012, 2013, 2016). This theory is based on the assumption that a CV sequence composed of a stop and a vowel is a universal, from which other units can be derived. It has been shown that vowels in Polish have consonantal Vocalic Onset affiliation allowing for glottal stop insertion in order to satisfy the Minimality Constraint. On the other hand, English vowels are associated with the Vocalic Target node which enables their linking. It is thereby proposed that the VO parameter setting for French is consonantal for the great majority of vowels, and vocalic for the h-aspiré words.

The study is aimed at L1 Polish speakers proficient in L2 English. They are divided into two groups according to their additional knowledge of L3 French. The experiment is composed of a word monitoring task and a word counting task presenting both glottalised and linked items. Faster reaction times for the linked items within the L3 French group would be indicative of the similarity of French to English and, accordingly, of consonantal specification of vowels except words starting with the h-aspiré.

References:

Broadbent, Judith. 1991. "Linking and intrusive r in English", University College London Working Papers in Linguistics 3: 281-302;

Malisz, Zofia, Marzena Żygis and Bernd Pompino-Marschal. 2013. "Rhythmic structure effects on glottalisation: A study of different speech styles in Polish and German", Laboratory Phonology 4, 1: 119-158;

Schwartz, Geoffrey. 2012. "Glides and initial vowels within the Onset Prominence representational environment", *Poznań Studies in Contemporary Linguistics* 48, 4: 661-685;

Schwartz, Geoffrey. 2013. "Vowel hiatus at Polish word boundaries – Phonetic realizations and phonetic implications", *Poznań Studies in Contemporary Linguistics* 49, 4: 557-585;

Schwartz, Geoffrey. 2016. "On the evolution of prosodic boundaries – Parameter settings for Polish and English", *Lingua* 171: 37-73;

Walker, Douglas C. 2001. French sound structure. Calgary: University of Calgary Press.

PERCEPTION OF TEMPORAL PATTERNING OF CZECH ENGLISH BY MORE AND LESS EXPERIENCED LISTENERS

Radek Skarnitzl

Institute of Phonetics, Charles University, Czech Republic

Nina Laketić

Department of English Language and ELT Methodology, Charles University, Czech Republic

It is well known that listeners are sensitive to the temporal patterning of speech. Reaction time experiments have shown that as long as the temporal structure of the incoming

Accents 2019

speech signal is, with respect to the given language, predictable, speech perception is smooth and seamless (e.g., Buxton, 1983; Quené & Port, 2005). The rhythmicity of one's speech is thus not determined by absolute temporal regularity between some events in the speech continuum, but by such a configuration of stronger and weaker elements which is typical in that language. The aim of this study is to explore the perception of manipulated temporal patterns of Czech English by two groups of listeners which differ in their experience with native English; we hypothesize that the different exposure to native English will affect the subjects' responses.

We used the speech of ten Czech speakers of English who spoke with a relatively strong Czech accent. Four phrases of approximately 3 to 3.5 seconds were carefully selected from a BBC News rendition of each speaker. We used PSOLA as implemented in Praat (Boersma & Weenink, 2019) to create two new versions of each of the forty phrases: one in which the temporal patterns approximated tendencies in British English and one in which they approximated Czech. Specifically, stressed vowels (or entire syllables) were lengthened and unstressed grammatical words were shortened in the former case, and manipulations in the opposite direction were performed in the latter case.

A two-part perception test was created in which listeners were asked to decide which of the two stimuli was more accented and more comprehensible. The order of the accentedness- and comprehensibility-focused part was counterbalanced. The perception test was administered to 20 respondents who study English at the Faculty of Arts in Prague and to 20 respondents who studied other programmes (however, they still had to be sufficiently proficient in English).

The results show that the English-like phrases (i.e., those which approximate English temporal structure) were identified significantly more frequently as less accented and more comprehensible by the Anglophone group of respondents, but not by the second group. The presentation will also focus on some speaker- and listener-dependent tendencies, as well as on order effects.

References:

Boersma, P. & Weenink, D. (2019). Praat: Doing Phonetics by Computer (Version 6.0.46). Retrieved from www.praat.org;

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

Quené, H. & Port, R. (2005). Effects of timing regularity and metrical expectancy on spoken-word perception. *Phonetica*, 62, 1–13.

POSTMODERN ENGLISH PRONUNCIATION TEACHING

Dick Smakman

Leiden University, Netherlands

Internationalisation and globalisation are inevitably changing the way scholars, teachers, and students treat and experience English pronunciation teaching. Departments of English at institutes of higher education are facing the challenges that come with this development,

and the Netherlands is no exception in this respect. Specifically, three changes have been taking place.

First of all, student populations are diversifying. Increasing numbers of non-Dutch students make it impossible to do what we've always been doing, namely teach Dutch students to sound less Dutch. Secondly, teacher and student views on native-accent ideologies are changing. The one-accent approach is by some considered to ill-fit the realities of a globalising world. Although a one-model-fits-all approach has many practical and other advantages, this approach nowadays often meets with disapproval as increasing numbers of students and our new staff find it uncomfortable and old-fashioned to apply strict native-speaker models and give low status to non-native accents. Respect for learners' first culture and first language is now a factor to consider, as is the issue of appropriation. Thirdly, pronunciation is increasingly seen as part of a larger sociocommunicative realm rather than an isolated and one-directional skill that acts independently of social setting or speaker/interlocutor background. Second-language accent is seen as being subject to many of the sociolinguistic forces that first languages are sensitive to, like identity. Discourse requires mutual pronunciation adjustment in all kinds of ways. Post-modern learners seem to be following their cultural idols and their closest friends, and they seem to be constructing their own, personalised accent and adjust it to social circumstances.

While most of our (rather conservative) Dutch students prefer to be taught in accordance with a native-speaker model, a growing group of students does not want to sound like a native speaker and prefer to develop their own pronunciation norms and apply them in appropriate ways. Typically, these are diverse groups of Dutch and non-Dutch students. Most of them merely want tips on how to sound more intelligible in daily communication in diverse social settings. At the same time, there are academic standards that these students should meet.

In this talk, I will present a possible approach to teaching this group of students English pronunciation and how an actual pronunciation model may still be used in order to meet the demands of diverse student groups with diverse pronunciation goals. I will also present a book and website designed to meet the demands of these students.

PITCH DYNAMISM IN MAJOR DIALECTS OF ENGLISH

Łukasz Stolarski

Jan Kochanowski University, Kielce

Pitch dynamism, also referred to as pitch variability or pitch explicitness, may be defined as "the amount by which a speaker varies around the average pitch" (Henton, 1989, p. 3). It is usually measured as either F0 range, or the standard deviation of F0, although other methods are also encountered. Among many possible factors affecting pitch dynamism, various linguistic aspects were investigated, such as the placement of focal and contrastive stress, discourse type or grammatical form. Moreover, many studies focus on extralinguistic factors. Among the most frequently discussed are the speaker's gender and age, but aspects such as emotional content are also debated. Of particular interest to the present project, however, are reports that suggest that pitch dynamism varies across different languages and dialects of the same language.

The major aim of this study is to compare pitch explicitness in three major varieties of English: American English, British English and Australian English. In order to accomplish this task, the database of audio recordings taken from the Phonetic Corpus of Audiobooks (pca.clarin-pl.eu) was used. The database involves 647 speakers representing different dialects of English. Each of the speakers reads a substantial piece of prose. The whole corpus contains over ten million word tokens. Normalized mean values of the standard deviation of F0 for each speaker were measured and the data obtained were examined across the three dialects under discussion. The results indicate a weak but consistent tendency for the values of the standard deviation of F0 to be higher in the articulation of British readers in comparison to American readers and Australian readers. The latter two groups, however, do not differ from each other in terms of pitch dynamism. The procedure was repeated on the normalized values of mean absolute pitch slope obtained for each reader. Again, the tendency for the British readers to exhibit greater pitch dynamism has been confirmed. These findings may be useful domains such as education, language acquisition and various kinds of natural language processing software development.

References:

Henton, C. G. (1989). Fact and fiction in the description of female and male pitch. Language & Communication, 9(4), 299-311.

CONSISTENCY IN THE RHOTICITY OF CZECH SPEAKERS OF ENGLISH

Pavel Šturm and Ondřej Fischer

Institute of Phonetics, Charles University, Prague

Native English varieties differ greatly in the realization and distribution of the rhotic phoneme /r/. In rhotic accents, etymological /r/ is realized in all positions (rail, far, barn), whereas in non-rhotic accents its occurrence is restricted to pre-vocalic positions (preconsonantal barn being realized as /bɑ:n/, and word-final far as /fɑ:/ unless it appears in a linking context, e.g. far away). Rhoticity is one of the most readily recognizable features of English accents and the division along these terms is fundamental in distinguishing English accent types [1]. Rhoticity predominates in North America and is the norm in Scotland, Ireland and some parts of Wales [2]. Non-rhoticity is typical of English in the southern hemisphere [3], in certain regions of the USA [4], in most of England and Wales [5] and in General British English [2, 6]. The predominant realization of /r/ is that of a post-alveolar [I] or retroflex [I] approximant.

The current research examines 24 Czech learners of English with respect to rhoticity. One group comprised 16 advanced university students of English who strived for either a rhotic or a non-rhotic accent (usually GenAm vs. GenBr). Another group included 8 non-

students of English with generally lower pronunciation proficiency. The main research question concerns the consistency of the speakers: if they aim for a (non-)rhotic accent, to what degree is their spoken production (non)-rhotic? Given that L2 learners of English tend to be rhotic if their L1 language allows syllable-final /r/ [5], we hypothesize for Czech speakers that the rhoticity of the advanced learners of a rhotic accent will be more consistent than the non-rhoticity of the non-rhotic group. Furthermore, the less proficient speakers are predicted to be consistently rhotic and, in addition, are expected to show a higher number of non-standard realizations (flapped [f] or trilled [r]).

The speakers were recorded in a studio reading a series of news bulletins, and they completed a questionnaire related to accent and their language background. The material included 74 target contexts per speaker, featuring potential /r/ in syllabic codas or vowel nuclei (both stressed and unstressed). The occurrence and realization of the sounds was examined auditorily with the help of a spectrogram. The results show a distinct and consistent inclination to rhoticity in the less proficient speakers, as opposed to a lower degree of consistency and an inclination to the preferred accent model in advanced students of English. Furthermore, younger learners pronounced the rhotic sounds in a standard manner, whereas older speakers showed a higher amount of non-standard (flapped) articulations. Stress and position within the syllable were also significant factors.

References:

[1] Wells, J.C. (1982). Accents of English. Cambridge: Cambridge University Press;

[2] Upton, C. (2015). British English. In: Reed, M., Levis, J.M. (eds.), *The Handbook of English Pronunciation*, pp. 251-268. Chichester: John Wiley & Sons;

[3] Bauer, L. (2015). Australian and New Zealand English. In: Reed, M., Levis, J.M. (eds.), *The Handbook of English Pronunciation*, pp. 269-285. Chichester: John Wiley & Sons;

[4] Boberg, C. (2015). North American English. In: Reed, M., Levis, J.M. (eds.), *The Handbook of English Pronunciation*, pp. 229-250. Chichester: John Wiley & Sons;

[5] Brown, A. (2015). Syllable structure. In: Reed, M., Levis, J.M. (eds.), *The Handbook of English Pronunciation*, pp. 85-105. Chichester: John Wiley & Sons;

[6] Cruttenden, A. (2014). Gimson's Pronunciation of English, 8th ed. London: Routledge

TO VELARIZE OR NOT TO VELARIZE – THIS IS THE QUESTION. THE LATERAL IN UKRAINIAN POLISH.

Jolanta Sypiańska

University of Szczecin

There is a growing body of research on foreign-accented Polish. The scope of interest includes perception of foreign-accented Polish and its users (Szpyra-Kozłowska and Radomski 2012, 2013a, 2013b, 2014), socio-linguistic predictors of accentedness in bilingual children with L1 Polish (Wrembel et al. 2019) and Polish as a heritage language (Krucka 1996; Lyskawa et al. 2016). Not much has been done in terms of the production of foreign-accented Polish (cf. Sypiańska 2018, 2019). This paper is a continuation of the project on Ukrainian-accented Polish.

The objective is to analyze the production of the Polish lateral by L1 Ukrainian, L2 Russian, L3 Polish speakers. In Polish the lateral is clear, except for the context of a high front vowel or the palatal approximant in which it becomes palatalized. In both Ukrainian and Russian the lateral can either be velarized or palatalized. It is hypothesized that the production of the L3 Polish lateral will be influenced by the level of proficiency in Polish, degree of dominance of the Ukrainian language over Russian and the realization of the lateral in the Ukrainian and/or Russian cognate. The level of proficiency in Polish was measured with a Polish placement test (Burkat et al. 2008) and allowed to place the participants on a scale from A2 to B1 in terms of CEFR (Common European Framework of Reference). The degree of dominance was assessed with the use of an adapted version of the Bilingual Language Profile (Birdsong et al. 2012).

The stimulus included tokens (n=427) of words with the lateral divided into four conditions depending on its production in Ukrainian/Russian: velarized/velarized (n=122), palatalized/palatalized (n=104), velarized/palatalized (n=104), not a cognate with Polish/not a cognate with Polish (n=97). The productions were coded into three realizations: velarized, palatalized and clear by means of an auditory analysis aided by the formant tracker in Praat (Boersma and Weenink 2019). It was hypothesised that with greater level of proficiency in Polish, there would be a greater number of clear realizations

of the lateral, whereas dominance in Ukrainian over Russian would interact with condition.

The results show that the most frequent production was a velarized lateral [1] (41%) followed by a clear [1] (38%) and a palatalized [1j] (21%). A multinomial logistic regression was run to investigate the effects of level of proficiency in Polish, the degree of dominance in Ukrainian over Russian and condition revealing no statistically significant result of either proficiency (χ 2=4,524, p=,104) or dominance (χ 2=3,687, p=158) but a significant effect of condition (χ 2=78,188, p=,000).

References:

Birdsong, D., Gertken, L.M., Amengual, M. Bilingual Language Profile: An Easy-to-Use Instrument to Assess Bilingualism. COERLL, University of Texas at Austin. Web. 20 Jan. 2012;

[https://sites.la.utexas.edu/bilingual/]

Burkat, A., Jasińska, A., Małolepsza, M., Szymkiewicz, A. 2008. HURRA!!! Po polsku – test kwalifikacyjny. Kraków: Prolog Publishing;

Dukiewicz, L. 1995. Fonetyka. In: Henryk Wróbel (ed.) 1995: Gramatyka współczesnego języka polskiego. Fonetyka i fonologia. Kraków: Wydawnictwo Instytutu Języka Polskiego PAN, 9-103;

Lyskawa, P., Maddeaux, R., Melara, E., Nagy, N. 2016. Heritage Speakers Follow All the Rules: Language Contact and Convergence in Polish Devoicing. *Heritage Language Journal 13*.219;

Krucka, B. 1996. Konfrontatywne nauczanie jezyka polskiego w grupach Polonii ze Wschodu. Acta Universitatis Lodziensis. Kształcenie Polonistyczne Cudzoziemców 78, 137-144;

Padgett, J. 2003. The emergence of contrastive palatalization in Russian. In D. Eric Holt (ed.), *Optimality Theory and Language Change*, 307-335. Dordrecht: Kluwer Academic Publishers;

Pompino-Marschall, B., Steriopolo, E., Zygis, M. (2016). Ukrainian. Illustrations of the IPA. *Journal of the International Phonetic Association*;

Sypiańska, J. 2018. Allophonic variation in L3 Polish. Paper presented at 30th International Conference on Foreign/Second Language Acquisition. Szczyrk, Poland, 17th-19th May 2018;

Sypiańska, J. 2019. Some characteristics of Ukrainian Polish. Paper presented at Approaches to Phonology and Phonetics (APAP). Lublin, Poland, 21st-23rd June 2019;

Szpyra-Kozłowska, J. and M. Radomski. 2012. The perception of English-accented Polish - a pilot study. Research in Language 10.1: 97-110;

Szpyra-Kozłowska, J, Radomski, M. 2013a. Foreign Accents in Polish: Non-native Speakers' and Native Listeners' Views. Research in Language 11(4): 377-388;

Szpyra-Kozłowska, J. 2013b. Czesze sze bardzo. Polszczyzna z obcym akcentem i jej percepcja. In: Woźniak T. & J. Panasiuk (eds). *Język. Człowiek. Społeczeństwo.* Lublin: Wydawnictwo Uniwersytetu Marii Curie-Skłodowskiej. 253-268;

Szpyra-Kozlowska J., Radomski, M. (2014) Between non-native speaking and native listening skills: Perceived phonetic properties of foreign-accented Polish. In H. Chodkiewicz & M. Trepczyńska (eds.) *Language Skills: Traditions, Transitions and Ways Forward*. Newcastle upon Tyne: Cambridge Scholars Publishing. 179-195; Wrembel, M., Marecka, M., Szewczyk, J., Otwinowska, A., The predictors of foreign-accentedness in the home language of Polish–English bilingual children. *Bilingualism Language and Cognition 22*(2), 383-400.

PERCEPTUAL DRIFT IN L1 PHONETIC CATEGORIES IN MULTILINGUALS

Jolanta Sypiańska

University of Szczecin

Zuzanna Cal

Adam Mickiewicz University, Poznań

Changes in the phonetic system of a healthy adult's native language may result from foreign language acquisition in the form of cross-linguistic influence from the foreign language(s) to the L1 referred to as L1 drift (e.g. Chang 2010). These changes have been reported in production (e.g. Chang 2011, 2012; Schwartz and Wojtkowiak 2017; Sypiańska 2016, 2017) and less frequently in perception (Dmitrieva 2010, 2019; Namjoshi et al. 2015; Tice and Woodley 2012). With a series of studies on early-onset changes in the L1 due to L2 exposure by Chang (2010, 2011, 2012) and with a body of research on long-term L1 phonetic attrition of immigrants residing in the L2 country (de Leeuw, Mennen and Scobbie 2010; de Leeuw, Tusha and Schmid 2017; Flege and Eefting 1987, Major 1992) there seems to be a paucity of studies on L2 and/or L3 learners who use their foreign language(s) extensively but remain in the L1 country.

The aim of this paper is to fill this research gap. For this purpose, a group of L1 Polish, L2 English, L3 Spanish (based on order of acquisition) who reside in their L1 country were presented with a vowel continuum of the Polish mid front vowel $/\epsilon/$ in two six-interval discrimination tasks (AX and ABX). The stimuli were created by means of source-filter resynthesis performed in Praat 6.1 (Boersma and Weenink 2019). The mean F1 and F2 values of the original vowel were 685 Hz and 1839 Hz respectively. The continuum ranged from F1=685 Hz to F1=460 Hz and consisted of 6 vowels, each varying from the other by 45 Hz (685Hz-640Hz-595Hz-550Hz-505Hz-460Hz). The files were sampled at 11000 Hz and the peak was set to 0.14 Pa to resemble that of the original vowel. The duration of all of the sounds, including the original one, was prolonged with the use of Praat Vocal Toolkit (Corretge 2019) so that each token was 220 ms long. Other formant values, pitch, as well as all other vowel characteristics remained unchanged. The experiment was designed with the use of PsyToolkit (Stoet 2010, 2017). The Spanish mid front vowel is higher than the Polish (and English) equivalent and it was hypothesised that, as a result of L1 phonetic drift, Poles with permanent exposure to L3 Spanish may experience a category shift in their L1 Polish vowel when compared to a control group who does not know Spanish (or other languages with a close mid front vowel).

References:

Boersma, P. & Weenink, D. (2019). Praat: doing phonetics by computer [Computer program]. Version 6.1, retrieved 13 July 2019 from http://www.praat.org/;

Chang, C.B. (2010). First language phonetic drift during second language acquisition. PhD thesis, University of California, Berkeley, Berkeley, CA;

Chang, C.B. (2011). Systemic drift of L1 vowels in novice L2 learners. In W.S. Lee & E. Zee (Eds.), *Proceedings of the 17th International Congress of Phonetic Sciences* (pp. 428–431). Hong Kong: City University of Hong Kong;

Chang, C.B. (2012). Rapid and multifaceted effects of second-language learning on first-language speech production. *Journal of Phonetics* 40(2), 249–268;

Corretge, R. (2019). Praat Vocal Toolkit. http://www.praatvocaltoolkit.com;

de Leeuw, Mennen and Scobbie (2010). Singing a different tune in your native language: First language attrition of prosody. *International Journal of Bilingualism 16*(1):101-116;

de Leeuw, E., Tusha, E., Schmid, M.S. (2017). Individual phonological attrition in Albanian-English late bilinguals. *Bilingualism: Language and Cognition*, 21(2), 278-295;

Dmitrieva, O. (2010). Phonological neutralization by native and non-native speakers: The case of Russian final devoicing. *Journal of Phonetics 38*, 483–492;

Dmitrieva, O. (2019). Transferring perceptual cue-weighting from second language into first language: Cues to voicing in Russian speakers of English. *Journal of Phonetics 73*, 128-143;

Flege J.E. & Eefting, W. (1987). Cross-language switching in stop consonant perception and production by Dutch speakers of English. *Speech Communication 6*, 185-202;

Major, R.C. (1992). Losing English as a first language. The Modern Language Journal 76, 190-208;

Namjoshi, J., Tremblay, A., Spinelli, E., Broersma, M., Martínez-García, M. T., Connell, K., Cho, T., & Kim, S. (2015). Speech segmentation is adaptive even in adulthood: Role of the linguistic environment. In The Scottish Consortium for ICPhS 2015 (Ed.), *Proceedings of the 18th International Congress of Phonetic Sciences* (paper number 0676). Glasgow, UK: University of Glasgow;

Schwartz, G., Wojtkowiak, E. (2017). *Asymmetries in L2-induced phonetic drift in L1 Polish.* Paper presented at the 11th International Conference on Native and Non-native Accents of English. Łódź, 30 Nov - 2 Dec, 2017;

Stoet, G. (2010). PsyToolkit - A software package for programming psychological experiments using Linux. *Behavior Research Methods*, 42(4), 1096-1104;

Stoet, G. (2017). PsyToolkit: A novel web-based method for running online questionnaires and reaction-time experiments. *Teaching of Psychology*, 44(1), 24-31;

Sypiańska, J. (2016). L1 vowels of multilinguals: The applicability of SLM in multilingualism. Research in Language 14(1), 79–94;

Sypiańska, J. (2017). Cross-linguistic influence in bilinguals and multilinguals. Wydawnictwo Naukowe UAM: Poznań;

Tice, M. & Woodley, M. (2012). Paguettes & bastries: Novice French learners show shifts in native phoneme boundaries. UC Berkeley Phonology Lab Annual Report.

SPEAKING STYLE IN DRAG PERFORMANCES AS AN ELEMENT OF IDENTITY CREATION

Maria Szymańska

University of Łódź

Drag can be perceived as visual art. Nonetheless the linguistic component of drag performances should not remain unnoticed. In fact, certain characteristic linguistic behaviours are prevalent among members of this group and play an important role in the creation of their identity both on stage and in the drag community (Szymańska 2018).

The notion of style in sociolinguistic studies refers to how speakers make meaning in social encounters through choosing language variations and also construct their identity in their social lives (Coupland 2007). Drag queens are an example of crossing in the styling of speech, which was shown in Barrett's (1999) study on the example of African American drag queens. On stage the subjects project white, heterosexual, upper-class women. In the creation of their characters, the performers refer to an American cultural ideal of femininity and idealized speech style of a lady characterized by "careful, Standard English phonology" (Barrett 1999, p. 323), which according to the author is one of the symbols of "ideal femininity" (Barrett 1999, p. 323). Much as it still may hold true for the older queens, the members of the new generation seem to lean towards another female "role model".

The study presents a new trend in the drag community according to which the "ideal femininity" they present is no longer a lady but rather a valley girl — a pop-culture female icon that emerged in the 80s and is still present since then. The Valley girl persona is a stereotypical depiction of a wealthy, self-centered and unintelligent young woman. The change is reflected in certain choices made by drag queens regarding their way of speaking, which include high rising terminal (also known as uptalk) and vowel shifting (v. Eckert & Mendoza 2007), and using vocal fry register (v. Anderson, Klofstad, Mayew & Venkatachalam 2014). It can be argued that in this way drag responds to a change in the cultural image of a woman in American society.

References:

Anderson, R. C., Klofstad, C. A., Mayew, W. J., Venkatachalam M. (2014). Vocal Fry May Undermine the Success of Young Women in the Labor Market. *PLoS ONE 9(5)*: e97506;

https://doi.org/10.1371/journal.pone.0097506

Barrett, R. (1999). Indexing polyphonous identity in the speech of African American drag queens. In: M. Bucholtz, A.C. Liang & Laurel L. Sutton (eds.) *Reinventing Identities: The Gendered Self in Discourse* (pp. 313–331). New York and Oxford: Oxford University Press;

Coupland, N. (2007). Style: Language Variation and Identity. Cambridge: Cambridge University Press;

Eckert, P., & Mendoza-Denton, N. (2006). Getting Real in the Golden State (California). In: W. Wolfram & B. Ward, (eds.) *American voices: How dialects differ from coast to coast* (pp. 139-143). Oxford: Blackwell Publishing Ltd;

Szymańska, M. (2018). Dyskurs "drag queens" – kilka refleksji na temat performatywnej roli języka. In: I. Witczak-Plisiecka & M. Deckert, (eds.). *Dyskurs – współczesne opracowania i perspektywy badawcze* (pp. 219-232). Łódź: Wydawnictwo Uniwersytetu Łódzkiego.

INTERNAL AND EXTERNAL COMPETENCE ASSESSMENT AND ITS REFLECTION IN VOWEL QUALITY

Jan Volín and Tanja Kocjančič Antolík

Institute of Phonetics, Charles University, Czech Republic

Despite the relatively liberal spirit of current Europe, the desire to speak foreign languages with the lowest possible degree of accentedness is clearly present among languages learners. Rather than ostentatious proclamations of freedom to do whatever anyone pleases, the actual driving force here is the (often semiconscious) fear of ineffective communication. Since the mechanisms of foreign accent perception are far from well-understood, the concern should be respected unless proved unfounded (Derwing & Munro, 2009). The responsibilities of researchers in this area are beyond question (Volín, 2018).

Vowel quality contributes to the overall impression of accentedness of speech, and affects both intelligibility and comprehensibility. Even though vowels are more variable than consonants across accents of English, it is the inventory of vocalic phonological oppositions that is kept broadly uniform (Wells, 1982). The oppositions maintain the functionality of the language. Fortunately for Czech students of English, the often highlighted ship \times sheep contrast is undemanding since it is present in Czech. Past research has identified beg \times bag contrast as the most troublesome (Šimáčková, 2003; Sturm, & Skarnitzl, 2011) and we would like to contribute to the data presented there. In addition to that, we also compare the above-mentioned contrast with pot \times port opposition, which is to some extent analogical but also importantly different in both phonological and phonetic attributes. Moreover, we relate our findings to the (a) internal and (b) external assessment of the students' pronunciation competence.

Two samples of 16 Czech students of English (n = 32) were recorded in a sound-treated studio reading out an abridged version of a realistic news bulletin. One half of them produced speech under "internal assessment" condition: they were asked to use their best English and, later, to simulate the typical Czech accent. The other half of speakers were not given any special instruction and they were assessed later by experts. The extracted formant values were compared not only mutually, but also with reference to the values from literature (Deterding, 1997; Hillenbrand et al., 1995).

The results indicate that individual students adopt different strategies when asked to "worsen" their accent. Most of them seem to focus on consonants and, possibly, fluency. However, a non-negligible subset of students modified their vowel sounds and displayed noteworthy patterns of change. These patterns converge to some extent with the outcome of the externally assessed group.

References:

Derwing, T. M. & Munro, M. J. (2009). Putting accent in its place: Rethinking obstacles to communication. *Language Teaching* 42/4, pp. 476–490;

Deterding, D. (1997). The formants of monophthong vowels in Standards Southern British English pronunciation. *Journal of the International Phonetic Association 27*, pp. 47–55;

Hillenbrand, J., Getty, L.A., Clark, M.J. & Wheeler, K. (1995). Acoustic characteristics of American English vowels. *Journal of the Acoust. Soc. of America* 97/5, pp. 3099–3111;

Šimáčková, Š. (2003). "Engela's eshes": cross-linguistic perception and production of English [æ] and [ε] by Czech EFL learners trained in phonetics", In: *Proceedings of 15th ICPhS. Barcelona: UAB*, pp. 2293–2296;

Sturm, P. & Skarnitzl, R. (2011). The open front vowel $/\alpha/$ in the production and perception of Czech students of English. In: *Proceedings of INTERSPEECH 2011*. Florence: ISCA, pp. 1161–1164;

Volín, J. (2018). Foreign accents and responsible research. In: J. Volín & R. Skarnitzl (Eds.) The Pronunciation of English by Speakers of Other Languages, pp. 4–18. Cambridge Scholars Publishing;

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

PHONOTACTIC CONSTRAINTS IN FOREIGN LANGUAGE ACQUISITION: THE CASE OF VIETNAMESE ENGLISH

Jan Volín and Ondřej Slówik

Charles University, Czech Republic

Just as each language has to be described in terms of its phonological inventory, there must also exist an account of its phonotactics to build a solid foundation for any explanatory undertakings (Geigerich, 1992). No known language uses all the combinatory and distributional possibilities for its phonological units. Along with prosodic dissimilarities (Slówik & Volín, 2018), the phonotactics principles governing the Vietnamese syllable differ considerably from those of English, which is predictably a source of difficulties for Vietnamese EFL learners.

Vietnamese-accented English is claimed to display notoriously low intelligibility to both native and non-native Anglophone listeners and even to the Vietnamese listeners themselves (Cunningham, 2009). One of the contributing factors are elisions and substitutions of consonants. Apart from mapping the situation as such (and expanding on similar descriptions from the past), our concern in the present study was the relationship between the number plus nature of deviations, and the articulatory flow. Even the relatively crude measures, such as articulation and speech rates (AR & SR respectively) can serve to stipulate thought-provoking hypotheses. For instance, consonantal elisions are often correlated with higher ARs, but so is foreign language proficiency (Volín & Skarnitzl, 2010), which would, in turn, imply more precise realizations of target syllables. Given that these tendencies operate against each other, can one of them be identified as stronger than the other? Also, does the account hold when other metrics like duration of inter-pause intervals or variation in local articulation rate (LAR) are used?

Speech samples produced by 10 Vietnamese learners of English (5 women & 5 men) were manually labelled as to canonical phonemes and actually materialised phones. Individual mismatches were analysed in terms of their predictability, i.e., consistency with the phonological framework of Vietnamese, and general acceptability by English interlocutors. Patterns of both systematic and idiosyncratic variation emerged in the data. Our study enlarges the pool of knowledge of Vietnamese-accented English, which has so far been based on relatively small speech samples.

References:

Cunningham, U. (2009). Phonetic correlates of unintelligibility in Vietnamese-accented English. In: *Proceedings of FONETIK 2009*. Stockholm: USDL, pp. 108-111;

Geigerich, H.J. (1992). English Phonology. Cambridge: Cambridge University Press;

Slówik, O. & Volín, J. (2018). Acoustic correlates of temporal structure in North-Vietnamese English. In: J. Volín & R. Skarnitzl (Eds). *The Pronunciation of English by Speakers of Other Languages*, pp. 196-209. Newcastle upon Tyne: Cambridge Scholars Publishing;

Volín, J. & Skarnitzl, R (2010). The strength of foreign accent in Czech English under adverse listening conditions. *Speech Communication* 52, pp. 1010-1021.

ADULT LEARNERS ON A MOBILE-ASSISTED PRONUNCIATION COURSE: NEEDS ANALYSIS AND POST-COURSE FEEDBACK

Beata Walesiak

University of Warsaw

In response to Derwing and Munro highlighting that EFL teachers are expected to integrate technological resources and content within the learning environment (2015: 123), this paper addresses the concept of teaching pronunciation as a separate skill supported by the affordances (Parsons, 2016: 44) of mobile tools and apps (Mobile-Assisted Pronunciation Training) (Walesiak, 2017) as defined by Kaiser (2018) within the Lifelong Learning framework.

Drawing on observations made during an 11-week mobile-assisted pronunciation course, designed for a group of 53 adult learners, the author presents her findings from the needs analysis conducted among the course participants, who, as non-university learners displayed substantial heterogeneity in terms of their education, motivation, linguistic background, awareness of their phonological aptitude, low perception of one's accent and a distinguishable speech anxiety. The participants' initial expectations concerning the progress achievable and the process of pronunciation learning are compared with the results of an immediate post-course questionnaire and a deferred questionnaire to trace their partiality towards the use of mobile apps to train pronunciation and retention of the

tools the participants were introduced to, as well as the strategies they were equipped with during the course. Among many, the conclusions point to a raised awareness of phonological issues and a noteworthy propensity towards speech recognition-based apps and quiz-based apps, offering a more personalised feedback. Participants self-report an increase in the importance of technology in their everyday lives and display greater readiness to use mobile apps to self-study pronunciation. This is not, however, to the exclusion of the teacher, as participants stress the need for external motivation and guidance.

References:

Derwing, T. M., & Munro, M. J. (2015). Pronunciation Fundamentals: Evidence-based perspectives for L2 teaching and research (Vol. 42). Amsterdam: John Benjamins Publishing Company. https://doi.org/10.1075/lllt.42;

Kaiser, DJ. (2018). Mobile-Assisted Pronunciation Training: The iPhone Pronunciation App Project. Speak Out! Journal of the IATEFL Pronunciation Special Interest Group, 58, 38-62;

Parsons, D., Thomas, H., & Wishart, J. (2016). Exploring mobile affordances in the digital classroom. In: I. Arnedillo-Sanchez, & P. Isias (Eds.), *Proceedings of the 12th International Conference on Mobile Learning 2016* (pp. 43-50). IADIS Press;

Walesiak, B. (2017). Mobile pron. apps: a personal investigation. Speak Out! Journal of the LATEFL Pronunciation Special Interest Group, 57, 16-28.

HOW TO AVOID [BED] PRONUNCIATION: A PERCEPTUAL ANALYSIS OF THE PRONUNCIATION OF /æ/ AMONG CZECH SPEAKERS OF ENGLISH

James Wilson

University of Leeds

Martin Havlík

Czech Academy of Sciences

This paper investigates the pronunciation of the "ash" vowel $/\alpha$ / among Czech speakers of English. Czech speakers of English, especially those who have not spent time in an English-speaking country, tend to pronounce $/\alpha$ / with domestic $/\epsilon$ /. We assume that $/\epsilon$ / is the established pronunciation for a number of reasons. First, $/\epsilon$ / is the recommended pronunciation for $/\alpha$ / in Czech Anglicisms (e.g. Harry Potter, Jack Daniel's,Manchester United) and is thus carried over into the L2. Second, $/\alpha$ / is described as an "e-like" sound in many ELF learner manuals published in the Czech Republic. Third, linguistic change with regard to the pronunciation of $/\alpha$ / in English has not been reflected in these manuals. Our hypotheses are that (1) the pronunciation of $/\alpha$ / as [ϵ] is highly salient for native speakers of English and immediately marks a learner as an outsider and (2) native speakers of British English are unable to distinguish between their realisation of $/\alpha$ / and Czech /a/. While a spectrogram may reveal a difference, we firmly believe that emphasis should be on the perception rather than production of these sounds.

To test our hypotheses, we recorded Czech speakers (n =18) reading 10 sentences that contained $/\alpha/$. The sample was stratified as follows: (1) 6 informants were Czechs who had learned English at primary and/or secondary school; (2) 6 informants were Czech students at Charles University studying English as a degree subject (but who had not spent time in an English-speaking country); 6 (3) informants were native speakers of Czech living in the UK. By stratifying informants in this way we were able to highlight differences in the pronunciation of $/\alpha/$ among occasional users of English, those with a formal education in English and those who come into daily contact with native speakers of English. Six informants took part in the perceptual analysis: 3 native speakers of English and 3 native speakers of Czech. Two of the native speakers of English were from the UK and one was from the USA, as we were interested in the perceptions of native speakers of both British and American English. One informant from each of the three native Czech speaker groups evaluated the sentences, as we wanted to identify differences in perceptions according to the type and amount of exposure to English.

LONGITUDINAL CROSS-LINGUISTIC INTERACTION IN THE SPEECH OF POLISH LEARNERS OF ENGLISH

Ewelina Wojtkowiak and Geoff Schwartz

Adam Mickiewicz University, Poznań

The present paper reports on a longitudinal study investigating cross-linguistic interaction (CLI) between L1 and L2 in the speech of first year Polish students of English. Unlike most research examining only the voiceless series of stops, the study included voiced stops as well. A group of 10 students read L1 and L2 word lists, comprising disyllabic words starting with /p, t, k, b, d, g/. Recordings were made in October, February and June of the participants' first year of university. The Polish productions were compared with the control group of 18 monolingual speakers.

Preliminary results suggest that the "correct", unvoiced realisations of voiced plosives in English are progressively more common at successive recording sessions; pre-voicing durations also get shorter: T1 Mean=-84.40ms; T2 Mean=-51.70ms; T3 Mean=-23.11ms. In the voiceless series, the mean VOT values did not differ between testing times, but were longer than the participants' Polish /p, t, k/ productions (Mean=60ms vs. 42ms respectively), suggesting early acquisition of English long-lag VOT.

In L1 Polish, pre-voicing was longer at T1 (Mean=-84.10ms) than at both T2 (Mean=-53.10ms) and T3 (Mean=-52.55ms) (p<.001) but no difference was found between T2 and T3 (p=.938). The mean duration of pre-voicing of the monolingual group was 92.30ms. Interestingly, while no unvoiced items were produced at T1, such realisations were present at both T2 and T3. In the voiceless series, no difference was found between T1 and T2 (Mean=45.51ms and 45.68ms respectively), but at T3 VOT was slightly shorter (Mean=42.11ms, p=.04). The mean /p, t, k/ VOT duration for the monolingual group was 41.66ms.

In sum, our L2 results suggest that at the start of their first year, the participants had already acquired English-style long-lag VOT, while the acquisition of unvoiced lenis plosives came later. In L1, it appears that the voiced series is subject to more L2-induced phonetic drift (Chang 2012) than the voiceless series. According to Flege's (1995) Speech Learning Model, CLI, manifested in both L1 and L2 productions, is due to 'equivalence classification', by which speakers classify the L1 and L2 sounds as instances of the same category. The asymmetry between voiced and voiceless plosives in our study supports the laryngeal typology proposed by Schwartz (2017), in which /b, d, g/ are phonologically identical (=unspecified) in Polish and English. Contrarily, /p, t, k/ are represented differently, and as a result are more 'stable'.

References:

Chang, C. (2012). Rapid and multifaceted effects of second language learning on L1 speech production. *Journal of Phonetics* 40, 249-268;

Flege, J. E. (1995). Second language speech learning: Theory, findings, and problems. In W. Strange (Ed.), *Speech perception and linguistic experience: Issues in cross-language research*. Timonium, MD: York Press, 233-276;

Schwartz, G. (2017). Formalizing modulation and the emergence of phonological heads. *Glossa: a journal of general linguistics, 2(1), 81*. DOI: http://doi.org/10.5334/gjgl.465.

PERCEPTUAL DIALECTOLOGY: THE APPLICATION OF GOOGLE TRENDS IN THE STUDY OF DIALECT LABELS ON THE BASIS OF BRUMMIE, KENTISH AND MANCUNIAN.

Łukasz Zarzycki

Pedagogical University of Cracow

The main objective of the presentation is to report the results of a perceptual and exploratory study of Google Trends data to analyze the usability of this search tool in dialect labelling. The motivation for the study was Jensen's (2017) suggestion to use Google Trends in the field of perceptual dialectology for further research. Following her idea, the paper presents the social perception of Brummie, Kentish and Manchester dialect (Mancunian or Manc) when Google users search for the dialect names using the Google Trends search tool.

The main question addressed here is whether those google search results denote dialect labels of the three dialects or rather they denote something different. Google Trends is an online software which can be used free of charge and allows to show the searches of Google users within the specified time period and area. The findings of the study revealed that Google Trends is a helpful tool in conducting research in the field of perceptual dialectology. Furthermore, there are differences between the three dialect labels concerning the collocates which they are related to.

References:

Jensen, Marie (2017). What can Google Trends data tell us about dialect labels: An exploratory study. *Globe: A Journal of Language, Culture and Communication, 5*: 48-76;

Montgomery, Chris and Joan C. Beal (2011). 'Perceptual dialectology'. [In:] Warren Maguire and April McMahon (eds.), *Analysing Variation in English*. Cambridge: Cambridge University Press. 121-148;

Preston, Dennis (1999). 'Introduction'. Handbook of Perceptual Dialectology. Amsterdam: John Benjamins;

Rogers, Simon (2016). What is Google Trends data – and what does it mean? www.medium.com, 08.10.2019;

Terttu Nevalainen, Elizabeth Closs Traugott (2012). The Oxford Handbook of the History of English. Oxford University Press;

Trudgill Peter (2000). The Dialects of England. John Wiley and Sons.

POSTER SESSION

THE DEVELOPMENT OF L2 PHONETIC SKILLS FOLLOWING ARTICULATORY CLASSROOM-BASED PHONETIC TRAINING

Bartosz Brzoza

Adam Mickiewicz University, Poznań

Laboratory-based phonetic training, especially involving high variability paradigm, has been evidenced to exert some positive influence on overall articulatory abilities (Insam and Schuppler 2015; Alshangiti and Evans 2015) and on speech perception (Hazan et al. 2005). However, the results of experiments are mixed and studies with little or no developmental benefits are also observed (Aliaga-García and Mora 2009; Lively et al.1994). Considering various studies in the area, it seems that lab-based training generates overall better results than classroom-based training. The artificiality of the instruction and mostly immediate testing sessions might be why the inflated effect of phonetic training is reported. In real life, learners rarely learn the sounds of L2 in a lab, most of them being taught in formal classroom settings.

The current contribution is an attempt to evaluate the effectiveness of a classroom-based phonetic training. The systematic L2 articulatory pronunciation course consisted of 45 hours of training spreading over 8 months. It familiarized 24 participants with segmental phonetics and some suprasegmental elements of British English, Polish participants' L2. Participants' speech was recorded both pre- and post-training, and the speech samples were evaluated in a perceptual judgement task completed by 8 independent evaluators – practising phoneticians.

The results show an overall positive influence of instructed L2 phonetic training on the quality of selected vowels, word-final consonant voicing, and nativelikeness (statistically significant gains). As expected, the progress is less pronounced than this reported in L2 phonetic training studies employing lab methods of training. Such differences serve as points for comparison of these types of training procedures.

The results will be discussed in the light of the findings from online processing psycholinguistic tasks performed by the same group of participants (learners enrolled in a classroom-based training). Juxtaposing these types of data allows to observe how the development of phonetic skills transfers into language processing patterns during online spoken-word recognition tasks.

Acknowledgments: This research is supported by a grant from the Polish National Science Centre (Narodowe Centrum Nauki), grant no. UMO-2016/21/N/HS2/02605

References:

Aliaga-García, Cristina and Mora, Joan C. (2009), Assessing the effects of phonetic training on L2 sound perception and production. In: M. Watkins, A. Rauber, and B. Baptista (eds), *Recent Research in Second Language Phonetics/Phonology: Perception and Production*. Newcastle upon Tyne, UK: Cambridge Scholars Publishing, 2-31;

Alshangiti, Waafa and Evans, Bronwen (2015), Comparing the efficiency of vowel production training in immersion and non-immersion settings for Arabic learners of English. In: *The Scottish Consortium for ICPhS 2015* (ed) Proc. 18th ICPhS Glasgow, online;

Hazan, Valerie, Sennema, Anke, Iba, Midori and Faulkner, Andrew (2005), Effect of audiovisual perceptual training on the perception and production of consonants by Japanese learners of English. *Speech Communication* 47: 360-378;

Insam, Milena and Schuppler, Barbara (2015), Evaluating the Effects of Pronunciation Training on Non-native Speech - A Case Study Report. In: A. Leemann, M.J. Kolly, S. Schmid and V. Dellwo (edss), *Trends in phonetics and phonology in German-speaking Europe*. Bern: Peter Lang, 317-330;

Leong, Christine, Price, Jessica, Pitchford, Nicola and Walter J.B. van Heuven (2018), High variability phonetic training in adaptive adverse conditions is rapid, effective, and sustained. *PLoS ONE 13*(10): e0204888;

Lively, Scott, Pisoni, David, Yamada, Reiko, Tohkura, Yoh'ichi and Yamada, Tsuneo. (1994), Training Japanese listeners to identify English /r/and/l/. III. Long-term retention of new phonetic categories. *The Journal of the Acoustical Society of America 96*(4):2076-2087.

HUNGARIAN LEARNERS' PERCEPTION AND PRODUCTION OF INTRUSIVE-R IN ENGLISH

Ágnes Piukovics

Pázmány Péter Catholic University, Budapest

Réka Hajner

Károli Gáspár University of the Reformed Church in Hungary, Budapest

Intrusive-r in English is not the feature of English pronunciation that an average Hungarian learner will be familiar with. In Hungary, where explicit pronunciation instruction only happens at university level, the first time a learner has the opportunity to learn about the existence of intrusive-r is when taking their first course in English phonetics and/or phonology at a BA program in English Studies. Our experience shows that not until being explicitly taught the feature can the learners even notice it (irrespective of to what extent they had been previously exposed to a pronunciation variety of English displaying intrusive-r), and the realisation even gives them a level of amusement that interestingly no other "unHungarian" characteristic feature of English pronunciation is able to generate. This is especially intriguing as the phenomenon of hiatus filling is not unknown for Hungarians: the Hungarian language though does not display liquid hiatus filling, it does resolve certain hiatuses via glide formation, which happens to be a part of what little phonetics and phonology is represented in school curricula. Nevertheless, in spite of its popular appeal, the acquisition of intrusive-r (including both its perception and production) by Hungarians is not in the least unproblematic.

The acquisition of intrusive-r by non-native speakers is apparently a severely underresearched area. The majority of empirical studies touching upon intrusive-r have examined native English pronunciation varities only (e.g., Mompean & Mompean, 2009); research involving non-native participants have either focussed on the acquisition of nonrhoticity as a whole (i.e., the r-dropping rule and r-liaison) and not specifically on intrusiver (e.g., Piukovics, 2018; Piukovics & Balogné Bérces, 2019), or the phonetic characteristics of the intrusive-r (e.g., Tuinman, Mitterer, & Cutler, 2011). Our paper intends to fill this gap by shedding light on what (both language-internal and language-external) factors play a role in the perception and production of intrusive-r by Hungarian learners. The paper will present the preliminary results of a project to be carried out from September 2019 to May 2020, in the course of which the factors of stress, r-quality, quality of vowel preceding the intrusive-r, amount of exposure to non-rhotic English varieties, exposure to explicit pronunciation instruction, and lexical bias will be examined on a group of BA students (n=15) before, during and after a specific pronunciation training. Our study will claim that lexical bias overrides all other factors prior to explicit instruction, while the other factors manifest themselves only during the training, and their effect fades away shortly after the sessions.

References:

Mompean, J. A., & Mompean, P. (2009). /r/-liaison in English: An empirical study. *Cognitive Linguistics*, 20(4), 733–776;

Piukovics, Á. (2018). A nem-r-ezés elsajtítása magyar nyelvtanulók angol kiejtésében. In Gy. Scheibl (Ed.), LingDok 17: Nyelvészdoktoranduszok dolgozatai (9–24). Szeged: SZTE NyDI;

Piukovics, Á., & Balogné Bérces, K. (2019). Factors influencing interlanguage rhoticity: The case of Hungarian-accented English. In J. Szpyra-Kozłowska & M. Radomski (Eds.), *Phonetics and Phonology in Action* (129–147). Berlin: Peter Lang;

Tuinman, A., Mitterer, H., & Cutler, A. (2011). Perception of intrusive /r/ in English by native, crosslanguage and cross-dialect listeners. *Journal of the Acoustical Society of America*, 130(3), 1643–1652.

INTEGRATING ENGLISH PRONUNCIATION INSTRUCTION INTO THE ADULT LANGUAGE CLASSROOM AND THE IMPACT ON STUDENTS' PRODUCTION AND PERCEPTION

Andrea Rosenbergová

Institute of Phonetics, Charles University, Czech Republic

Based on the research that has been done in this field, providing students with pronunciation and listening instruction on a long-term basis may help them significantly improve their production and perception of English, integrating pronunciation instruction into the classroom may be the best way of how to achieve it. (Derwing & Munro, 2015) The aim of this project is not to create a theory-driven research but to focus on adult students during a longer period of time. Students' progress is being monitored throughout the time of the research to discover whether they improve thanks to the integration of pronunciation. Participating students have been randomly selected after applying to the course. They are divided into three instructed groups and one control group, all of 4 to 6 students. The students are not be provided with any monetary reward and the research is a part of their general English course.

The research is focusing on (1) the production and perception of the English sounds /w/, /r/, $/\partial/$, $/\theta/$, and /a/ at the segmental level and (2) the word stress and sentence stress, and the basic intonation of questions at the suprasegmental level. Each course lasts 10 months. There is one 90-minute lesson every week. Pronunciation practice is integrated into each lesson of the instruction groups. The control group gets no specific pronunciation instruction. The activities are carefully chosen and individualised based on students' current needs. They consist of shadowing, mirroring, feedback (from teachers and peers), story-telling, and other exercises.

Once the courses are finished, all collected data will be analysed using the listening analysis in the combination with the acoustic analysis of the selected features. The presentation at the conference will include preliminary analyses of the students' production of dental fricatives $/\partial/$ and $/\partial/$, alveolar trill /r/, voiced labial-velar approximant /w/, and vowel /ae/. The target sounds will be analysed in Praat (reading, spontaneous production) using auditory analysis.

The first pre-test (recording of reading of The Boy who Cried Wolf and a non-scripted speech of a picture description) were taken before giving instructions to the students in January 2019 in order to determine their starting points. In June 2019, this recording was repeated. After several months of production training of selected sounds, in September 2019 production and perception recording tests will be added and repeated throughout the following months.

These segmental and suprasegmental features of the three instruction groups will be compared in the presentation to the data of the control group to see the progress. Further, comparisons will be drawn between the results of inexperienced students, encountering phonetics for the very first time, students with fossilised knowledge going back more than 20 years, and, possibly, skilled students with previous experience of English pronunciation. It will show us if "practice makes perfect" work, if pronunciation is really both learnable and teachable, and whether long-lasting results are achievable even after the critical period, and more.

References:

Cauldwell, R. Phonology for Listening. 2013. Charleston: Speech in Action. p. 332;

Derwing, T., Munro, M. Pronunciation Fundamentals. 2015. Philadelphia: John Benjamins Publishing Company. P. 208;

Grant, L. et al. Pronunciation Myths. 2014. Michigan: Michigan University Press;

Levis, J., Grant, L. Integrating Pronunciation into ESL/EFL Classrooms. In *TESOL Journal*. 2003. Vol. 12. p. 13-19.

GLOBAL ENGLISH ACCENT EXPOSURE AND PERCEPTIONS AMONG NORWEGIAN ADOLESCENTS

Ida Syversten

Inland Norway University of Applied Sciences

This poster presents an ongoing project in its initial phases that explores second language (L2) speakers' perceptions of global English accents in light of linguistic exposure. The project focusses on four specific research questions:

- 1. Where are adolescents exposed to English?
- 2. Which English accents are they exposed to?
- 3. What are their affective attitudes towards global English accents?
- 4. What are their beliefs about global accents?

A growing number of perception studies explore L2 speakers' perceptions of English accents. Some focus on perceptions of native English accents, like British accents (e.g. Evans & Imai, 2011; Jarvella, Bang, Jakobsen, & Mees, 2001; Ladegaard, 1998). Others also include so-called "nativised" English accents (Kirkpatrick, 2007, p. 7), like Nigerian English (e.g. Stephan, 1997). Some studies even include L2 English accents, i.e. non-native accents such as Austrian English (e.g. Chan, 2018; Dalton-Puffer, Kaltenboeck, & Smit, 1997; Xu, Wang, & Case, 2010).

In Norway the field of accent perceptions is young. One doctoral dissertation (Rindal, 2013) has investigated Norwegian adolescents' perceptions of native English accents. Rindal (2013) found that her participants favoured Standard Southern British English (SSBE) over others and could identify SSBE and General American but were uncertain about regional accents (Rindal, 2013, pp. 10, 137-138). The current project expands Rindal's (2013) study by also including nativised and non-native accents.

This project further investigates these perceptions together with the participants' linguistic input. Previous perception studies have included participants' exposure as background information (e.g. Chan, 2018; Dalton-Puffer et al., 1997; Ladegaard, 1998; Rindal, 2013), without analysing this exposure linguistically. There is thus a gap in the research which the current study fills.

The participants are pupils in a Norwegian upper secondary school and a mixed-methods design is employed to shed light on exposure and perceptions from several perspectives. Firstly, demographic and exposure information is collected through a questionnaire. Secondly, a selection of participants' exposure is analysed using auditory phonetic analysis. Finally, both indirect (verbal-guise test with identification test) and direct (group interviews) methods are used to uncover overt and covert perceptions.

Today non-native speakers outnumber native speakers (Haberland, 2011, p. 937). Thus, L2 learners need communicative abilities adapted to both native, nativised and non-native interlocutors. As perceptions are "an integral part of our communicative competence" (Garrett, 2010, p. 21) the current project has clear pedagogical implications.

References:

Chan, J. Y. H. (2018). Gender and attitudes towards English varieties: Implications for teaching English as a global language. *System*, 76, 62-79. doi:10.1016/j.system.2018.04.010;

Dalton-Puffer, C., Kaltenboeck, G., & Smit, U. (1997). Learner attitudes and L2 pronunciation in Austria. *World Englishes, 16*(1), 115-128. doi:10.1111/1467-971X.00052;

Evans, B. E., & Imai, T. (2011). 'If we say English, that means America': Japanese students' perceptions of varieties of English. *Language Awareness, 20*(4), 315-326. doi:10.1080/09658416.2011.592590;

Garrett, P. (2010). Attitudes to language. Cambridge: Cambridge University Press;

Haberland, H. (2011). Ownership and maintenance of a language in transnational use: Should we leave our lingua franca alone? *Journal of Pragmatics*, 43(4), 937-949. doi:10.1016/j.pragma.2010.08.009;

Jarvella, R. J., Bang, E., Jakobsen, A. L., & Mees, I. M. (2001). Of mouths and men: nonnative listeners' identification and evaluation of varieties of English. *International Journal of Applied Linguistics*, 11(3), 37-56. doi:10.1111/1473-4192.00003;

Kirkpatrick, A. (2007). World Englishes: Implications for international communication and English language teaching. Cambridge: Cambridge University Press;

Ladegaard, H. J. (1998). National stereotypes and language attitudes: the perception of British, American and Australian language and culture in Denmark. *Language & Communication, 18*(4), 251-274. doi:10.1016/s0271-5309(98)00008-1;

Rindal, U. E. (2013). *Meaning in English: L2 attitudes, choices and pronunciation in Norway.* (Doctoral thesis), University of Oslo. Retrieved from http://urn.nb.no/URN:NBN:no-67682;

Stephan, C. (1997). The unknown Englishes? Testing German students' ability to identify varieties of English. In E. W. Schneider (Ed.), *Englishes around the World: Studies in honour of Manfred Görlach. Volume 1: General studies, British Isles, North America* (pp. 93-108). Amsterdam: John Benjamins Publishing Company;

Xu, W., Wang, Y., & Case, R. E. (2010). Chinese attitudes towards varieties of English: a pre-Olympic examination. *Language Awareness*, 19(4), 249-260. doi:10.1080/09658416.2010.508528.

INTELLIGIBILITY OF NON-NATIVE ACCENTED ENGLISHES TO CHINESE LEARNERS

Xinfeng Zhang

School of Foreign Languages, Yunnan University, PR China

The current study is part of an on-going project 'Mutual Intelligibility between China Englishes and other English varieties'. The study aims to explore the extent to which Chinese learners understand non-native accented English and to determine the contributing factors to Chinese learners' perception of accentedness, intelligibility and comprehensibility. Accentedness and comprehensibility ratings and transcriptions of non-native speech from Burmese, Thai, Japanese, French and Chinese ESL learners were collected from 30 Chinese college students. Results showed that (1) there was a moderate correlation between accentedness, intelligibility and comprehensibility in Asian learners' speech, but not in French learners'; (2) there was an interlanguage intelligibility benefit for the Chinese listeners; (3) segmental deviations played a more detrimental role in accentedness and comprehensibility ratings. Future research directions and pedagogical implications are also discussed.
WORKSHOP

TEACHING BRITISH ENGLISH VOWELS THROUGH FACIAL EXPRESSIONS

Michał Wyciński

State University of Applied Sciences, Łomża

The workshop has been constructed in an attempt to find a tool that could ameliorate the process of teaching/learning of foreign vowels, within the example of British English vowels. It has been derived from such disciplines as psychology of emotions and phonetics depicted as a physical process. The main objective of the workshop is to share the findings emerged from classroom experience.

First, conclusions drawn form an experiment conducted by Paul Ekman are Wallace Friesan (1975) displayed. They were pioneers (previous studies had been arbitrary and subjective) to answer the questions: "How many emotions are there? What are their facial clues? Are emotions universal or do they have a cultural background?"

Next, through a series role-plays and techniques under the notion of Communicative Approach, the recipients learn about the relation between facial expressions and articulation of British English vowels (Porzuczek, Rojczyk, Arabski, 2013). They familiarise themselves with the idea of how conscious manipulation of facial expressions can aid acquisition of foreign vowels by learners, regardless of their mother tongue and the culture they have been brought up in. A set of exemplary exercises developed by the author of the workshop is shared amidst the participant, too. The exercises take advantage of a crosslinguistic scheme (Wierzbicka 1999, 2001): "language -> evoking thoughts-> arousing emotion", combined with the production of concrete sounds, that is to say: "emotion->facial expression->vowel".

The secondary aim pursues students developing their cognitive skills and social competences, with emotional intelligence, both interpersonal and intrapersonal, in particular.

References:

Baczyński, J., Będkowski, L., Krzemińska, A. (2012), O języku w mowie i piśmie. Warszawa: Polityka;

Ekman, P., Friesan, W. (1975), Unmasking the Face: A Guide to Recognizing Emotions from Facial Clues. Cambridge: Malor Books;

Ekman, P. (1993), Emotions Revealed: Recognizing Faces and Feelings to Improve Communication and Emotions. New York: Times Books;

Ekman, P., Davidson, R. (2002), Natura emocji: podstawowe zagadnienia. Gdańsk: Gdańskie Wydawnictwo Psychologiczne;

Green, S.M. (2007), Self-Expression. Norfolk: Oxford University Press;

Hansen Edwards, Jette G., Zampini, Mary L. (ed.) (2008), *Phonology and Second Language Acquisition*. Amsterdam / Philadelphia: John Benjamins Publishing Company;

Knapp, M.L., Hall, J.A. (2000), Nonverbal communication in human interaction. Wrocław: ASTRUM;

Porzuczek, A., Rojczyk, A., Arabski, A. (2013), Praktyczny kurs wymowy angielskiej dla Polaków. Katowice: Wydawnictwo Uniwersytetu Śląskiego;

Rojczyk, A. (2010), Forming new vowel categories in second language speech: The case of Polish learners' production of English /I/ and /e/. Research in Language 8: 85-97;

Rojczyk, A. (2011), Overreliance on duration in nonnative vowel production and perception: The within lax vowel category contrast. In: M. Wrembel, M. Kul, K. Dziubalska-Kolaczyk (eds.) Achievements and Perspectives in SLA of Speech: New Sounds 2010, Volume II. Frankfurt am Main: Peter Lang;

Sobkowiak, W. (2004), English Phonetics for Poles. Poznań: Wydawnictwo Poznańskie;

Waniek-Klimczak, E. and Pawlak, M. (Eds.) (2015), Teaching and researching the pronunciation of English. Berlin Heidelberg: Springer-Verlag;

Waniek-Klimczak, E. (2009), Badanie wymowy w języku obcym – od teorii do praktyki. Neofilolog 32: 19-32;

Wierzbicka, A. (1999), Emotions across languages and cultures. New York: Cambridge University Press;

Wierzbicka, A., Harkins, J. (2001), *Emotions in crosslingustic perspective*. Berlin, New York: Mouton de Gruyter;

Zajonc. R, Murphy S.T., Inglehart M., (1989) Feeling and facial efference: Implications of the vascular theory of emotion. *Psychological Review*: 395-416

PARTICIPANTS:

Abe Hideki habe@tsuruoka-nct.ac.jp Abdelreheem Hasnaa Hasan Sultan hassnaa_hasan@yahoo.com Albaladejo Albaladejo Sara sara.albaladejo@um.es Alelaiwi Ali S. aalelaiw@masonlive.gmu.edu Archer Gemma gemma.archer@strath.ac.uk Baran-Lucarz Małgorzata m.baranlucarz@wp.pl Bikelienė Lina l.bikeliene@gmail.com Brandão Pedro Amaral pedro.brandao1230@gmail.com Bryła-Cruz Agnieszka agabryla@gmail.com Brzoza Bartosz bbrzoza@wa.amu.edu.pl Cal Zuzanna zuzcal01195@gmail.com Comorek Jan comorekj@lfhk.cuni.cz De Bartolo Anna Maria anna.debartolo@unical.it Díaz Sierra Sara sarads@unex.es Feindt Kathrin Kathrin.Feindt@uni-hamburg.de Gabilan Jean-Pierre jean-pierre.gabilan@univ-smb.fr Gallardo Del Puerto Francisco francisco.gallardo@unican.es **Gómez-Lacabex Esther** esther.glacabex@ehu.eus Grabarczyk Izabela iza.molinska@gmail.com Grabski Maciej maciej.grabski@uni.lodz.pl Gralińska-Brawata Anna anna.brawata@uni.lodz.pl Henderson Alice alice.henderson.uds@gmail.com Hodgetts John jhodgetts2002@yahoo.co.uk Jarosz Anna anna.jarosz@uni.lodz.pl Kaszycka Mariola mariola.kaszycka@yahoo.com Kiliç Mehmet mehmet416@gmail.com Kocjančič Antolík Tanja tanja.kocjancicantolik@ff.cuni.cz Kul Małgorzata kgosia@wa.amu.edu.pl Laketić Nina nina.laketic@email.cz Makino Takehiko mackinaw@tamacc.chuo-u.ac.jp Matysiak Aleksandra olka0207@op.pl Mora Joan C. mora@ub.edu Mora-Plaza Ingrid imoraplaza@ub.edu Munro Murray J. mjmunro@sfu.ca Kirkova-Naskova Anastazija akirkova@flf.ukim.edu.mk

Nowacka Marta martha.nowacka@gmail.com Ortega Mireia m.ortega@ub.edu Piukovics Ágnes piukovics.agnes@btk.ppke.hu Réka Hajner hajnerreka@gmail.com Rosenbergová Andrea rosenbergova.an@gmail.com Sardegna Veronica G. vsardegna@gmail.com Schwartz Geoff geoff@wa.amu.edu.pl Severo Douglas douglasevero@gmail.com Šimáčková Šárka sarka.simackova@upol.cz Skałba Anna annska2@st.amu.edu.pl Skarnitzl Radek radek.skarnitzl@ff.cuni.cz Smakman Dick d.smakman@hum.leidenuniv.nl Stolarski Łukasz lstolarski@wp.pl Šturm Pavel pavel.sturm@ff.cuni.cz Sypiańska Jolanta jolanta.sypianska@gmail.com Syvertsen Ida ida.syvertsen@inn.no Szymańska Maria ma.szymn@gmail.com Trofimovich Pavel Pavel. Trofimovich@concordia.ca Volín Jan jan.volin@ff.cuni.cz Walesiak Beata beata@unpolish.pl Waniek-Klimczak Ewa ewa.waniek.klimczak@gmail.com Wilson James j.a.wilson@leeds.ac.uk Witczak-Plisiecka Iwona iw.plisiecka@gmail.com Wojtkowiak Ewelina ewojtkowiak@wa.amu.edu.pl Wyciński Michał michal.wycinski@gmail.com Zarzycki Łukasz lukezarzycki@gmail.com Zhang Xinfeng x.zhang76@ynu.edu.cn