

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



# ACCENTS 2021

Prosody at Work

14th International Conference on Native  
and Non-native Accents of English

Łódź, 9 Dec - 11 Dec, 2021

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THE BOOK OF ABSTRACTS

*edited by*

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Matysiak*

ACCENTS 2021  
CONFERENCE PROGRAMME

Thursday, December 9th

13.30-13.50	<b>Conference Opening:</b> <b>Prof. Michał Lachman, the Vice Dean of the Faculty</b> <b>Prof. Tomasz Dobrogoszcz, the Head of the Institute of English Studies</b> <b>Prof. Iwona Witczak-Plisiecka, the Head of the Department of English Language and Applied Linguistics</b> <b>Prof. Ewa Waniek-Klimczak, the Accents Founding Organiser</b>	
14.00-14.55	<b>Plenary talk</b> Chair: Anna Jarosz <b>The Limitations of Imitation: Instilling Metalinguistic Awareness of the Discourse and Pragmatic Functions of English Intonation</b> <b>Marnie Reed</b>	
15.00-18.30	Parallel sessions	
	Session 1 Chair: Anna Gralińska-Brawata	Session 2 Chair: Aleksandra Matysiak
15.00-15.30	Taylor Smith <i>"We're bringing cool vibes to the conversation": how Lithuanian and French university students use prosodic features of American social media influencers to signal inclusion</i>	Veronica G. Sardegna & Jarosz Anna <i>Exploring How YouGlish Supports Learning English Word Stress: A Perception Study</i>
15.30-16.00	Kevin Hirschi <i>The Intonation of L2 Collaborative Spoken Tasks: Pitch Concord and Dominant Tone Choices</i>	Alzi'abi Safi Eldeen <i>Arab EFL learners' stress of compound words</i>
16.00-16.30		Veronica G. Sardegna <i>Improving English Word Stress Through Orthographic Rules</i>
16.30-17.00	Coffee break	
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17.00-17.30	Hirschi Kevin, Okim Kang, John Hanson & Stephen Looney <i>Effects of technology-based suprasegmental instruction and feedback on advanced L2 English speakers' intelligibility and accentedness</i>	Agnieszka Bryła-Cruz <i>More harm than good – why dictionaries using ordinary spelling instead of the IPA should be handled with care</i>
17.30-18.00	Aleksandra Matysiak <i>Using Apps in Teaching and Learning English Pronunciation</i>	Mara Haslam <i>Orthographic diacritics and the acquisition of L2 phonology</i>
18.00-18.30	Beata Walesiak <i>Use of mobile apps and other technologies for prosody training</i>	Tatiana Polushkina <i>The effect of reflective learning on developing L2 prosody in advanced EFL learners</i>

**Friday, December 10th**

9.00-9.55	<b>Plenary talk</b> Chair: Joan Carles Mora <b>Acquisition of speech from a multilingual perspective</b> <b>Magdalena Wrembel</b>	
10.00-11.00	Session 1 Chair: Izabela Grabarczyk	Session 2 Chair: Marta Nowacka
10.00-10.30	Sanne Ditewig, Kerstin Endes, Ulrich Reubold, Robert Mayr & Ineke Mennen <i>Foreign accent in the L1 speech of English migrants to Austria: Relating perceived non-native features to acoustic changes in production</i>	Małgorzata Baran-Łucarz & Konrad Kosmala <i>The link between musical aptitude and foreign language word stress perception and production on the example of Polish EFL students</i>
10.30-11.00	Gemma Archer <i>Variation not deviation: encouraging tolerance of English diversity in the English language classroom</i>	Anna Gralińska-Brawata <i>Language and music - designing a course at an academic level</i>

11.00-11.30 Coffee break

11.30-13.30	Session 1 Chair: Beata Walesiak	Session 2 Chair: Izabela Grabarczyk
11.30-12.00	Karolina Hansen <i>Lay beliefs about nonnative accent</i>	Hua Congchao <i>Prominence for focus produced by Mandarin-speaking EFL learners</i>
12.00-12.30	Anna Maria de Bartolo <i>Native/Non-native English accent perception: analysing Italian university students' attitudes</i>	Błażej Wieczorek & Arkadiusz Rojczyk <i>Phonetic imitation of English VOTs by Polish young learners: Investigating the effect of a model speaker gender</i>
12.30-13.00	William Gottardi & Hanna Kivistö-de Souza <i>Intelligibility of foreign accented speech by ASR technology</i>	Kamil Kaźmierski <i>/aɪt/ sequences that sometimes flap end up with less dramatic F1 trajectories than those that never flap</i>
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12.00-12.30	Francisco Gallardo-del-Puerto & Esther Gómez-Lacabex <i>A longitudinal exploration of the perception of English vowels in CLIL</i>	Marta Nowacka <i>EFL pronunciation of Polish university students: a quantitative and qualitative pronunciation attitude questionnaire</i>
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## **PLENARY SPEAKERS**

### **PROMOTING A FOCUS ON PHONETIC FORM: INDIVIDUAL DIFFERENCES AND TASK DESIGN FEATURES IN L2 SPEECH LEARNING.**

**Joan Carles Mora**

University of Barcelona, Spain

Pedagogic and training interventions intended to induce a focus on phonetic form (such as difficult phonological contrasts) to enhance L2 speech learning remain remarkably difficult to integrate into meaning-oriented communicative approaches to language teaching (Darcy, 2018; Darcy et al., 2021; Mora & Levkina, 2017). In addition, the effectiveness of communicative tasks and the pronunciation gains they might lead to, may depend on the type of speech dimension under analysis (Plonsky & Saito, 2019), such as wholistic (e.g. comprehensibility, accentedness) vs. specific (e.g. vowel production accuracy, VOT), on the type of communicative task used (e.g. cognitively simple vs. complex; Gurzynski-Weiss et al, 2017), and on a myriad of individual differences factors (e.g. attention control skills, Mora & Mora-Plaza, 2019).

Research on the cognition hypothesis (Robinson, 2011) has shown that making communicative tasks cognitively more complex, enhances a focus on form, which leads to increased lexical and grammatical complexity and accuracy (at the expense of fluency), thus promoting language development. Research on the effectiveness of manipulating task complexity to enhance a focus on phonetic form during communicative tasks is scarce and has so far produced mixed results. For example, Solon et al. (2017) found modest pronunciation accuracy gains in the production of some L2 Spanish vowels for a group of learners performing a complex map task, but not for those performing a simple map task. However, Gordon (2020) implemented a task-based intervention based on either simple or complex tasks and found comprehensibility, but not pronunciation accuracy (accentedness), to improve for those learners doing complex tasks. Mora-Plaza et al. (2021) implemented a communicative task-based intervention where integrated segmental targets (L2 vowels) were made essential for task completion and found robust improvement in L2 vowel perception and production at the segmental acoustic level. Whether increased cognitive task complexity can, by itself (without making target forms essential for task completion), effectively induce a focus on phonetic form beyond drawing learners' attention to lexis and grammar to promote L2 pronunciation development remains an empirical question. In addition, despite a renewed interest in L2 pronunciation teaching and learning, we still know little about the individual learner factors that may be interacting with pedagogic task features, such as cognitive task complexity, to either enhance or diminish the effectiveness of pronunciation instruction and phonetic training.

In this talk I will discuss recent and upcoming research that examines various strategies to promote a focus on phonetic form in pronunciation tasks and to enhance gains in phonetic training that take into account both attention-related individual differences and task design features.

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## **THE LIMITATIONS OF IMITATION: INSTILLING METALINGUISTIC AWARENESS OF THE DISCOURSE AND PRAGMATIC FUNCTIONS OF ENGLISH INTONATION**

**Marnie Reed**

Boston University, USA

Intonation, modulation of voice pitch across words or phrases, has been shown to be challenging in L2 speech learning. Multiple factors contribute to the challenges; intonation is inextricably context-bound, it fulfills multiple functions, and its instruction has historically been unsuccessful in promoting carry-over beyond classroom contexts. Textbook treatment of intonation addresses grammatical roles in differentiating question types, or affective roles in conveying attitudes and emotions, but may steer teachers to overly focus on eliciting imitation without addressing the communicative functions intonation signals. Even learners whose native language resembles English in the use of prosody often fail to transfer it in the L2, suggesting failure to grasp its importance in conveying speaker intent. Metalinguistic awareness of the functions of intonation is necessary to advance learners beyond surface level imitation to real-life communication. These functions are systematic, and their features can be learned. Instruction that proceeds from alternating stress assignment at lexical to discourse levels facilitates learner ability to detect marked intonation, differentiate it from neutral, unmarked intonation, identify the locus of the pitch contour, and assign intent. The proposed model equips instructors to explain intonation's discourse and pragmatic functions, promoting learner cognitive grasp of the intonation system and its significance.

**Keywords:** metalinguistic awareness, English prosody, discourse intonation, pragmatic functions

## ACQUISITION OF SPEECH FROM A MULTILINGUAL PERSPECTIVE

**Magdalena Wrembel**

Adam Mickiewicz University, Poznań

This talk aims to advance our understanding of the acquisition of speech from a multilingual perspective by offering a state-of-the-art overview of findings as well as some theoretical and methodological considerations in research on L3 phonological acquisition. As the discipline grows dynamically, the methodologies employed develop, yet certain aspects continue to pose a challenge, including varied designs; different types of L3 learners; comprehensive measures of production and perception; task complexity or language modes in testing (see Cabrelli & Wrembel 2018). From a theoretical perspective, the applicability of the established L3 morphosyntactic models to phonetic/phonological data is being challenged, while alternative explanatory approaches are put forward. Further, the talk will focus on new insights into the field by overviewing selected findings from a recent longitudinal “Multi-Phon” project on cross-linguistic influence (CLI) in phonological acquisition. The discussion of selected results will concern developmental trajectories of foreign language phonologies from initial stages of the L3 over the first year of classroom instruction; complex cross-linguistic interactions over time; the production and perception interface in L2 and L3; phonological awareness explored through accent mimicry as well as the effects of L1 background and language proficiency. Finally, some avenues for further research in the area will be suggested.

## PARALLEL SESSIONS

### THE ROLE OF VIDEO IN TEACHING AND LEARNING PRONUNCIATION: A CASE STUDY

**Kafi Razaaq Ahmed**

University of Pannonia

Doctoral School of Multilingualism

Veszprem, Hungary

Speaking fluently in a second language requires vocabulary, grammar and pronunciation skills (De Jong, et al 2013). Teaching English language entails the teaching of pronunciation. In professional literature there have been a lot of attempts to integrate technology into improving the pronunciation of learners (Gilakjani, 2013); however, few focus on using videos. The technique is also neglected in Kurdish contexts, Salahaddin University – Erbil included. Thus, the main aim of the research is to point out the efficiency of using video materials for both language teachers and learners within and beyond classroom learning and teaching environments to enhance student's pronunciation (Bajrami & Ismaili, 2016, Shahani, et al 2014). To collect practical data a research project has been designed. In subsequent research, a posttest will be administered after each lesson to 100 first year students at Salahaddin University-Erbil English departments. All students will be taught the same material using different methods, one based on video materials the other based on traditional approach to teaching pronunciation. Finally, the results of both tests will be analyzed (also knowing the attitudes of both the teachers and the students about both lessons) to indicate the impact of using video in the process of teaching and learning pronunciation.

**Keywords:** video, pronunciation, teaching, learning

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## DOES L1 DIALECT MATTER? AN EXTENSION OF THE LANGUAGE FAMILIARITY EFFECT TO DIALECTAL FOREIGN ACCENTS

**Hind Aldakheelallah**

George Mason University

The Language Familiarity Effect (LFE) in which people are better at distinguishing and identifying speakers of their own language than those of others (Baker et al., 2009; Fleming et al., 2014; Thompson, 1987) has been found to have an effect on foreign accent (FA) rating and identification (Almohareb, 2020; Huang; 2013). The current study aimed to examine whether the LFE also extends to dialects. Would listeners perform differently when judging accents of speakers with different clearly-defined dialects of their native language (hereafter, Dialectal Foreign Accents; DFAs)? That is, would we find a Dialect Familiarity Effect in the L2? This was done by looking at the effect of listeners' familiarity with the L1 dialect of the speaker on the rating and identification of FAs. We determined whether Najdi Arabic (NA) listeners rate and identify the FAs of different L1 Arabic dialects differently based on their familiarity with each dialect. 45 short EnglishL2 speech samples from speakers of 3 different Arabic dialects were chosen from the Speech Accent Archive (Weinberger, 2020). A pre-vetting group of 15 English native (EN) listeners were used to get a baseline rating of these samples.

A total of 100 NA native listeners were recruited. They were asked to rate the English FA of the Arabic speakers and identify the L1 dialect of those speakers. Based on previous research, it was predicted that NA listeners will rate different dialects differently; they will be more accurate and more lenient in their accent rating of NA speakers compared to their ratings of other Arabic dialects. It was also predicted that NA listeners will be able to identify the Arabic L1 dialects of the speakers, but they will be more accurate at identifying NA speakers than other Arabic speakers. Rating and identification data were analyzed using multiple mixed effects models followed by Tukey's HSD post hoc pairwise comparisons in R to answer the research questions. The results showed a significant effect of L1 dialect familiarity on both accent rating and dialect identification in the L2. NA listeners rated NA speakers more similarly to EN listeners than other speakers, which were rated more leniently. They were also able to identify the NA dialect in the L2 more accurately than the others. The results of this study confirm that the LFE extends to DFAs and help add to our understanding of the role of the listener's background in both FA rating and identification.

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## ARAB EFL LEARNERS' STRESS OF COMPOUND WORDS

**Alzi'abi Safi Eldeen**

Isra University, Jordan

Compound words exist in all contexts. Speakers of English widely use these constructions in their discourse. Stressing such constructions is not only problematic for EFL learners but also for native speakers, especially when the meaning of the compound is not simply the sum of that of the parts. Assigning stress correctly to the right constituent was particularly not easily attainable, according to some pieces of evidence obtained in earlier studies. This study attempts to explore and analyse the stress strategies adopted by Arab EFL learners and the difficulties they face when stressing compounds. It also investigated whether the part of speech, orthography, the study of phonetics and phonology, age of the subjects and their GPA had any influence on the subjects' stress behaviour and their total correct scores.

The researcher used 50 opaque non-frequent compound words, half of them stressed on the first element and the other half on the second, with a group of 136 second-and third-year Jordanian English majors. They had to read out the items loud in a language lab. The results showed that more subjects stressed compound words on the second element, but they got slightly more than half of the stimuli correctly stressed. The subjects stressed the second element more often in compound verbs, nouns and adjectives; this also applied to closed-form, open-form and hyphenated compounds. Subjects' performance was significantly affected by their study of phonetics and phonology and their GPA as more correct answers were given by those who did phonetics and phonology and those with larger GPA's. However, no relationship existed between subjects' performance and their age. The above findings will be of some use to both Arab EFL learners and teachers. More training and instruction in the way compound words are produced is needed. The current research remains a step towards a more comprehensive examination of Arab EFL learners' acquisition of suprasegmental features.

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## **VARIATION NOT DEVIATION: ENCOURAGING TOLERANCE OF ENGLISH DIVERSITY IN THE ENGLISH LANGUAGE CLASSROOM.**

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For many international students of English, perceptions of the language and its speakers is still intrinsically tied to outdated and unrealistic notions of L1 prestige models. These perceptions may come from coursebooks and publishers' overreliance on said L1 models and limited (if any) use of diverse speakers, being taught and assessed to sound native-like rather than intelligible, or even from an attachment to a celebrity L1 speaker seen in popular media. However, when confronted with the reality of English and its diverse forms, such as when studying abroad at an international university, students' lack of experience and familiarity with different varieties can lead to the development of negative beliefs, beliefs which can affect their willingness to interact, and even their overall comprehension (Major, 2005). As per current estimates of 2 billion global users of English (Crystal, 2019), the likelihood of diverse L1 and L2 speakers meeting and conversing is increasing, therefore it is important for teachers to address such attitudes, encourage tolerance of diverse Englishes, and above all provide exposure and guidance, enabling students to accept English in its many forms.

Based on qualitative research in a regional L1 academic environment (Glasgow, Scotland) this session plans to discuss the issues international students may face when living and studying in a location where unfamiliar forms of L1 and L2 English are the norm, and

prestige L1 accents a rarity. It will then suggest a range of strategies and tools teachers can incorporate into their teaching to increase exposure and normalise diversity.

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# THE LINK BETWEEN MUSICAL APTITUDE AND FOREIGN LANGUAGE WORD STRESS PERCEPTION AND PRODUCTION ON THE EXAMPLE OF POLISH EFL STUDENTS

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One of the crucial aspects of pronunciation that significantly determines intelligibility and comprehensibility of a foreign language is word stress (e.g., Field, 2005). At the same time, for many learners of English, its mastery is highly challenging, and the rules that could help progress in this area “have a very limited pedagogical value in the context of learning English as a foreign language” (Sobkowiak, 2004, p. 241). Some students, however, are equipped with unique capacities that ease their acquisition of word stress. A better understanding of this cohort of features can help, among others, in the search for more effective pronunciation instruction approaches and techniques. Since, as in the case of English, a stressed syllable is characterised predominantly by changes in pitch (Cruttenden, 1997; Crystal, 2008) and lengthening of the stressed vowel, among learner factors that can be assumed to positively correlate with successful word stress acquisition/learning is musical aptitude. Although some researchers have already observed the importance of musical abilities in FL pronunciation, and specifically word stress, acquisition (e.g., Balčytė-Kurtinienė, 2015; Gralińska-Brawata & Rybińska, 2017; Magne et al., 2016), more data, gathered and analysed with various methodologies and tools, are welcome to shed light on the nature of this link. Consequently, the study reported in this paper explores further the relationship between musical giftedness and word stress perception and production.

The participants in the study were 51 Polish university students; all non-English majors. The data were collected with the use of a few instruments, i.e. a three-part musical aptitude measure (questionnaire addressing students’ self-assessed level of musical abilities, a musical pitch test, adapted from a musical IQ test, a musical rhythm detection test), a non-existent word perception test (to measure perception of word stress), and word reading test (to measure production of word stress). The research hypotheses were verified with the use of Pearson correlation and t-tests. The results, lending support to the importance of musical aptitude for word stress perception and production, are supplemented with pedagogical implications and suggestions for further research.

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## TARGETING THE [phə'veɪsɪv] ISSUE: PERCEPTION AND PRODUCTION OF /v/ - /w/ IN LITHUANIAN STUDENTS' ENGLISH

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Previous interlanguage studies (Shea 2009, Bikelienė 2012) highlight the danger of overgeneralising interlanguage (IL) features, which stand in opposition to learner's L1-specific features. While the Contrastive Analysis Hypothesis (Spolsky 1979) views IL phonology as influenced by L1 transfer, later studies advocate a more complicated view. Thus, incorporating the Markedness Hypothesis (Eckman 1977), the Ontogeny Phylogeny Model (OPM) (Major 2001) expands IL formation to a tripartite system: L1, L2, and universals.

Against this background and despite the abundance of English textbooks developed for learners with common native languages like Spanish or Chinese, learner needs of representatives of smaller nations are underexplored. The present study seeks to contribute to filling in this gap.

Focusing on Lithuanian learners of English (LLE), our study examines one phenomenon LLE consistently find problematic, namely, /v/-/w/ distinction. Lithuanian consonantal inventory has no phonemic equivalent of /w/ while treatment of the letter <v> varies from a labial fricative, labiodental to a bilabial approximant (Girdenis 2014, Aprijaskytė-Valdšteinienė 1960, Balbonas & Daunys 2005, Urbanavičienė & Indričėnė 2016). The LLE production of /v/ as /w/ is regularly identified for remediation, necessitating further analysis.

Our data are drawn from perception and production tasks completed by Vilnius University students majoring in the English language. Based on the chronological and stylistic corollaries of the OPM, we hypothesize the results to be close to L2 given that the students' level is B2 while test-like tasks presuppose a rather formal language production. Better results are expected for perception data, given that in "phonology acquisition, perception precedes production chronologically" (Escudero 2007, p. 110). The findings of this study may have implications for the refinement of the phonetic theory as well as teaching methodology for students of smaller nations.

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## **MORE HARM THAN GOOD – WHY DICTIONARIES USING ORDINARY SPELLING INSTEAD OF THE IPA SHOULD BE HANDLED WITH CARE**

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The aim of the present paper is to shed more light on using L1 (Polish) orthographic spelling to represent the pronunciation of English words in English-Polish dictionaries (e.g. journey /dżerni/, ship /szyp/) and discuss multiple drawbacks of this practice. While there are numerous advantages of using the International Phonetic Alphabet (IPA) in foreign language teaching (Wells, 1996; Mompean & Lintunen, 2015), some Polish lexicographers insist on, what they call, a “simplified” phonetic transcription, explaining (on the cover, blurb or in the introduction to their dictionaries) that this system is less complicated, “increasingly more popular” and “recommended by teachers in particular.” Needless to say, substituting the IPA symbols with Polish letters is doomed to failure, because “if ordinary spelling reliably indicated actual pronunciation, phonetic transcription might be unnecessary, but often it doesn’t” (Wells, 1996), which can be observed too well in the Polish context.

In my presentation I conduct an overview of four English-Polish dictionaries which use ordinary spelling instead of the IPA and exemplify inevitable confusion and serious problems they present the learner with. This topic is considered both worthy of investigation

and urgent, because the dictionaries in question are primarily aimed at children, whose potential as language learners is unjustifiably underestimated. In a similar way that “a myth persists that pronunciation should not be taught to beginning-level learners because it is deemed too complicated, too intimidating and difficult to explain” (Jones, 2018:372), phonetic transcription is also ruled out from the outset implying that children would not be able learn it. Moreover, some of these publications contain inaccuracies and, thus, instead of “simplifying” the task of pronunciation practice, they do the opposite and contribute to the fossilization of phonetic errors that Poles typically make when learning English (e.g. plosive insertion after the word-final velar nasal, substitutions of the dental fricatives, neutralizing vocalic contrasts).

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## DEVELOPING UNBIASED TEACHER IDENTITY IN PLURI-ACCENT REALITY: RESEARCH-BASED CLASSROOM ACTIVITIES

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In the current paper we draw on and further develop our previous research examining pre-service teachers' attitudes and beliefs about accent in which we proposed a pedagogical intervention reflecting certain aspects of our research outcomes, mainly the positive trend of embracing one's non-nativeness (Červinková Poesová & Lancová, 2021; Lancová & Červinková Poesová, 2019). The set of five classroom activities were piloted in three different online undergraduate courses in the winter and summer semesters 2020/2021 at the Department of the English Language and Literature, Faculty of Education in Prague. The piloting process will be partly repeated in face-to-face classes in the upcoming winter semester unless the pandemic situation deteriorates. The common goal was to raise awareness of accent variation, especially in such a linguistically homogenous country as the Czech Republic, and cultivate future teachers' ability to address accent-related issues confidently, objectively and sensitively.

The first phase of the pedagogical intervention aims at opening up pre-service teachers' minds about accent diversity and thus make them more knowledgeable and respectful of other speakers' preferences. It consists of Nativeness perception test and the activity called Four corners in which the participants develop their ability to recognize (non)nativeness and formulate intuitions about accents using adequate terminology. This stage is followed by a pedagogically more challenging second phase which aims at helping pre-service teachers

develop unbiased personal identities by increasing their sensitivity to mocking student remarks or subtle biases they may face in their future careers. These goals were pursued in the activities Bank of experiences and Glad game. In the last activity, Sociodynamic teacher, the students were designing and presenting a lesson plan focusing on a selected sociolinguistic concept that reflects potential biases in ESL students such as standard language ideology, sexism, or racism represented in language.

The preliminary results obtained from the students' recorded group and/or pair discussions, written and/or oral feedback, submitted tasks and teachers' observations during and after the piloting of the above-mentioned activities indicate a good level of confidence in the target area and increased awareness of accent variability. Particularly, the respondents

proved to be highly creative when devising adequate and supportive reactions to imagined negative comments related to accents or preventing them by specifically designing their lesson plans.

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## PROMINENCE FOR FOCUS PRODUCED BY MANDARIN-SPEAKING EFL LEARNERS

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It has been widely reported that L2 English learners from a wide variety of L1 backgrounds tend to overproduce end prominence in their speech (e.g., Grosser, 1993; Baker, 2010; Zubizarreta & Nava, 2011; Hua & Li, 2016). However, previous studies seldom distinguish between end prominence for broad focus and for narrow focus. Thus, it is unclear whether and how L2 English learners deploy prominence in relation to position and type of focus.

This study investigated the prominence for broad focus and narrow focus in relation to position produced by Mandarin-speaking EFL learners at different proficiency levels. To this end, a group of 80 L1 Mandarin EFL learners (divided into four proficiency groups by a Cambridge English proficiency test) and 20 native English speakers participated in a reading task. The reading task included 12 question-answer pairs, with the questions eliciting different prominence patterns (end vs. non-end) for different focus types (broad vs. narrow).

The results of auditory and acoustic analyses revealed that 1) the learners were better at broad focus prominence than at narrow focus prominence, and better at end prominence

than at non-end prominence; 2) the learners showed more variations for narrow focus prominence and non-end prominence than for broad focus prominence and end prominence; more specifically, they were most accurate on end broad focus prominence, followed by non-end broad focus prominence and end narrow focus prominence, and they performed the worst on non-end narrow focus prominence; 3) the learners were better at phonetically realizing end prominence than non-end prominence, and they were especially poor at realizing non-end broad focus prominence; 4) the learners' performance approached the native speakers' as their English proficiency increased. These findings suggest that in L2 speech focus type may overrun the position of prominence, as the learners performed better on non-end broad focus prominence than on end narrow focus prominence. Therefore, the learners, at least to some extent, were able to deploy prominence in a native-like way to



signify different types of focus rather than blindly place prominence in the utterance-final position.

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## THE DIFFERENCES OF VIETNAMESE AND ENGLISH UNRELEASED VOICELESS STOPS AS SYLLABLE CODAS

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As an effect of L1 transfer, the dissimilarities between standard Vietnamese as an L1 and RP as an L2 are a linguistic barrier against the Vietnamese learners' acquisition of English pronunciation. In particular, the comparison between Vietnamese unreleased stop codas [p̚, t̚, k̚] and English unreleased stop codas [p̚, t̚, k̚] are found to be an issue worth researching because these sounds' dissimilarities may not be perceived by learners and cause L1 transfer. With the aim of identifying these differences, from which the suggestions to the teaching of English pronunciation to Vietnamese learners can be offered, the study focuses on addressing two core research questions: (1) What are the differences between Vietnamese unreleased stop codas [p̚, t̚, k̚] and English unreleased stop codas [p̚, t̚, k̚]? and (2) What pedagogical suggestions can be made to deal with these differences?

The prior studies (including Lisker 1999, Luu 2011, and Cruttenden 2014) showed that one important difference between English and Vietnamese is that the absence of release in English voiceless stop codas is optional while that in Vietnamese stop codas is a rule. Nonetheless, many Vietnamese speakers failed to recognise the differences; consequently, they unreleased all occurrences of English coda [p, t, k].

As a verification of the literature, a recorded structured interview was conducted using three methods: the researcher recorded (i) fully spontaneous speech in the form of monologues, (ii) partially controlled speech, (iii) fully controlled speech. Nine selected English learners as the informants were at pre-intermediate level of English (A2) in EFL classrooms at Saigon University in Hochiminh City, Vietnam. Each informant consented to the interview recording and received the interview form without any prior awareness of the interview focus. The interview consisted of four parts: (I) questions about the informants' genders, ages, English proficiency level, Vietnamese dialect backgrounds, and preference for American English or British English; examining the informants' performance in free-controlled speech; (II) a reading task of an incomplete passage to consider the informants'

performance in partially controlled speech; (III) and (IV) reading tasks of long words and minimal pairs, respectively; studying the informants' performance in fully controlled speech. Quantitative analysis, frequency statistics in particular, was carried out to specify the informants' pronunciation mistakes and the frequency of each mistake in the particular speech type.

For the most part, the findings support those of the previous studies, however, the various variables such as proficiency level, speech type, age of learning English, and learners' efforts mark their influences on the informants' production of English syllable-final [p',t',k']. Furthermore, these interview results facilitate the teaching of the pronunciation of English codas by highlighting the dissimilarities between English syllable-final [p',t',k'] and Vietnamese word-final [p',t',k'], of which a number of Vietnamese learners of English are usually unaware.

**Key words:** applied linguistics, English phonology, Vietnamese phonology, interlanguage, unreleased voiceless stop codas

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## **NATIVE/NON-NATIVE ENGLISH ACCENT PERCEPTION: ANALYSING ITALIAN UNIVERSITY STUDENTS' ATTITUDES**

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English has spread all over the world and is increasingly being used worldwide as a contact language, a lingua franca (ELF) for international communication (Baker 2015; Jenkins 2012, 2014; Mauranen 2014; Seidlhofer 2011). It is widely recognised that about 80% of conversations happening in English (Timmis 2002, p. 240) are taking place not among native speakers of English but among non-native speakers who do not share a common language. If users of English are likely to communicate with non-native speakers who use the language in a variety of forms and with different accents, therefore learners need to be equipped with the necessary skills, knowledge and awareness to successfully interact in ELF communicative contexts. This phenomenon has implications for English pedagogy in general and for pronunciation and accent awareness in particular as the present study will draw attention to. The study aims to identify learners' attitudes towards native and non-native English accents and pronunciation.

A group of Italian university students studying at the University of Calabria (Italy) has been examined. An online link to a questionnaire was sent via email to all participants and was used as a research instrument to collect quantitative data. Overall, 72 participants responded and data were analysed using SPSS. The research objectives revolve around the following key points: what pronunciation goals students set for themselves, how they perceive

English teachers on the basis of native or non-native accents and pronunciation, the perceived impact of pronunciation and accent on communication, and how accent is conceived as related to one's identity. The study aims to gain useful insights that may hopefully raise students and teachers' awareness of what models, if any, we expect learners to imitate and attain in the language classroom, how appropriate and relevant these may be especially in the multifaceted English world where non-native speakers will increasingly use English in a diversity of forms to achieve their communicative goals. Ultimately, teaching materials may be revised and strategies to better address students' needs identified. The preliminary results will be presented and pedagogical considerations suggested.

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## **FOREIGN ACCENT IN THE L1 SPEECH OF ENGLISH MIGRANTS TO AUSTRIA: RELATING PERCEIVED NON-NATIVE FEATURES TO ACOUSTIC CHANGES IN PRODUCTION**

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Bilinguals can be perceived as foreign accented in their L1, especially due to L2-induced changes after emigration to an L2 environment [1-3]. Only one study has investigated what listeners perceive as foreign accented (FA) in bilinguals' L1 speech [3], reporting (based on FA-ratings of 15-second semi-spontaneous speech) that segments may contribute more to the perception of global FA than prosody [3]. No study has investigated the extent to which FA-ratings relate to actual changes in L1 speech production. This study investigates the relation between perception and production of FA of short (2-6 seconds) read sentences. Eight native speakers of Standard Southern British English (SSBE) who emigrated to Austria after pubescence (MIGRANTS: AoA: 21-58 years; LoR: 3-37 years) and 3 SSBE-speaking CONTROLS living in England read out 12 short sentences in English.

Twenty-five SSBE-speaking listeners in England were asked to decide whether these samples sounded native or non-native, and state their level of confidence (certain/semi-certain/uncertain). Together, this resulted in a 6-point FA scale [1,4]. When listeners perceived a sample as non-native, they were asked to comment on what informed their choice. Comments were categorized as relating to segmental or prosodic features and subsequently assigned to more specific subcategories.

The results of Ordinal Regression Models revealed that MIGRANTS obtained higher FA-ratings than CONTROLS, and that this was well correlated with the MIGRANTS' LoR, but not with their AoA. Contrary to [3], comments on segmental features only marginally outnumbered those for prosody (51.6 vs 48.4%). For prosody, intonation and fluency were mentioned most; for segments, vowels were mentioned more often than consonants.

A persistent comment was the perceived closeness of /ɪ/ and /i:/ (as in: ["ee" sound instead of "i" in "ni" of "minimal"]). This may reflect an L2 influence, as Austrian German is reported to show a diminished tense-lax vowel quality difference, but to maintain duration differences in the high front vowel space [5]. Acoustic analyses seem to confirm this hypothesis, showing a greater proximity of [i:] and [ɪ] in the acoustic vowel space in long-term MIGRANTS compared to CONTROLS and short-term MIGRANTS, whereas vowel durations remain well separated.

Further analyses of several mentioned features are ongoing, to determine whether there are deviances in L1 production where listeners perceive them. These analyses will allow us to discuss the salience of particular features and their acoustic characteristics, and to evaluate the quality of listeners' comments on what makes speech sound non-native.

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## IS MULTI-SENSORIAL INPUT USEFUL FOR LEARNING PROSODY?

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Research has shown that prosody plays an important role in the intelligibility, comprehensibility and accentedness of non-native discourse (Munro and Derwing, 1995, 1998). Yet prosody is deemed difficult to teach (Setter et al., 2010). Previous studies have used software such as PRAAT (Olson, 2014, Imber et al., 2017, Setter et al., 2010) but they appear to be too complex for L2 learners to use (Setter et al., 2010; Jenkins, 2005). Could a more comprehensive tool be useful to L2 learners? An experiment was set up to determine if seeing a 3D spectrogram of words and utterances as well as the movement of the intonation contours impacts learners' productions. The spectrogram appears on the screen in different colours which correspond to different degrees of intensity: red indicates high intensity and blue or green low intensity.

Four groups of French students enrolled in a BA in English took part in this trial experiment. The corpus is divided into 2 parts. The first focuses on lexical word stress and the second on intonation in short sentences. The corpus was recorded by a female native British speaker. All participants had one trial at the beginning of the experiment to familiarise themselves with the tool and they all read and recorded the words and phrases as they appeared on the screen. The first group only had access to this text (limited input) before recording their own productions whereas the other 3 groups received supplementary input. Group 2 read the text and heard the corresponding audio (audio input), group 3 read the text and saw the corresponding 3D spectrogram (visual input) and group 4 read the text, heard the audio and saw the corresponding 3D spectrogram (multi-sensorial input).

Participants who had supplementary input were asked to imitate what they saw or heard as closely as possible and groups 3 and 4 received an explanation regarding the spectrogram and what the colours meant.

An initial auditive analysis leads us to believe that both hearing speech and seeing the corresponding spectrogram is beneficial. Positive results came from the students' feedback; they generally found the tool useful, easy to use, fun and interesting. The participants who saw the spectrogram found it especially effective when they were able to match their own spectrogram with the provided model. This result is encouraging and fulfils our first objective of assessing the usefulness of this multi-sensory tool.

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## **ATTENTION CONTROL AND AUDITORY PROCESSING IN TRAINING L2 VOWEL PRODUCTION**

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High Variability Phonetic Training (HVPT) employs multiple talkers in a variety of phonetic contexts, which has been shown to improve perception of L2 speech sounds. Gains in perception will usually precede production, therefore, benefits in production of L2 vowel contrasts may not always be apparent (Thomson, 2018). Moreover, individual differences in attentional and auditory processing skills influence the detection and discrimination of acoustic and articulatory components of contrasting L2 vowels (Mora & Mora-Plaza, 2019; Saito, et al., 2021), which can lead to variable benefits from training. This study examined how individual differences in attentional control and auditory processing skills contribute to benefits from HVPT on production.

Forty Catalan-Spanish advanced learners of English as a foreign language received four HVPT sessions using AX discrimination, identification, and immediate repetition tasks focusing on the L2-English vowel contrast /æ/-/ʌ/. Productions of /æ/ and /ʌ/ were elicited through a delayed word repetition task (DWR) before and after training. Vowel quality was measured in Hz (F0, F1, F2), converted to Bark (B0, B1, B2), and normalized using a Bark distance metric for height (B1-B0) and frontness (B2-B1). Based on these acoustic measures, production accuracy was assessed by computing the Mahalanobis distance between each learners' vowel productions and the distribution of the productions of each vowel by native speakers. Participants' auditory selective attention (Humes et al., 2006), and auditory processing (Zheng et al., 2020) skills were assessed before and after training.

Participants were assigned to high and low performance groups in auditory processing and auditory selective attention through a median split. Results of a linear mixed-effects model showed that training gains in production (DWR) were significant depending on group. A significant time (pre to post) x group interaction indicated larger improvements in production accuracy for the high than the low auditory processing group over time. A significant three-way interaction, driven by increased accuracy for learners with high auditory processing and high auditory attention over time, suggested complex relationships between individual differences in attention, auditory processing, and production gains. Whereas the literature has predominantly focused on perception, these results show that pre to post HVPT can also benefit production of vowel contrasts. Furthermore, production gains are significantly related to auditory processing and marginally interact with auditory selective attention skills, as higher performing learners perceived greater benefits from HVPT. Overall, these findings reveal that better auditory processing and attentional control mediate benefits from HVPT on L2 vowel production.

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## A LONGITUDINAL EXPLORATION OF THE PERCEPTION OF ENGLISH VOWELS IN CLIL

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Research on pronunciation in Content and Language Integrated Learning (CLIL) contexts is very limited with inconclusive findings on whether CLIL poses an advantage for phonetic skills (Gallardo-del-Puerto, Gómez-Lacabex & García Lecumberri 2009; Gallardo-del-Puerto & Gómez-Lacabex 2013, 2017; Rallo-Fabra & Garau, 2010), only one study having

explored longitudinal data (Rallo-Fabra & Jacob, 2015). The present study investigated the development of the perception of English vowels on the part of CLIL students by using i) a pseudo-longitudinal analysis with four different age groups (age 12, 15, 16 and 18) along five years of CLIL exposure and ii) a longitudinal intra-group analysis with two different groups after two further CLIL years (ages 15to17 and 16to18).



150 Spanish/Basque students performed an AX identification task on 12 minimal pairs (bed-bad) which explored the perception of British English vowels KIT /ɪ/, FLEECE /i:/, DRESS /e/, NURSE /ɜ:/, TRAP /æ/ and BATH /ɑ:/. The pseudo-longitudinal analysis yielded significant pronunciation gains for KIT, NURSE, FLEECE and BATH vowels. The DRESS vowel underwent significant deterioration and the TRAP vowel was perceived at ceiling level at all age stages. Inter-age comparisons revealed that the significant improvement only showed at age period 12to15 for KIT, NURSE, FLEECE and BATH vowels, the later stages not showing significant changes except for a significant deterioration in the period 16to18 for the DRESS vowel.

The longitudinal analysis revealed non-significant changes in the perception of the vowels except for the DRESS vowel, which was found to significantly downgrade in both 15to17 and 16to18 samples.

Overall, results indicate that phonetic improvement can be expected in CLIL in the long run. The data ascertain that there were perception gains for most vowel contrasts and that these tended to happen at the earliest age stage examined (12to15). Post-hoc analyses of vowel contrasts revealed that the BATHtrap, FLEECEkit and KITfleece contrasts were pervasively difficult.

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## INTELLIGIBILITY OF FOREIGN ACCENTED SPEECH BY ASR TECHNOLOGY

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Pronunciation teaching notoriously receives little focus in foreign language (FL) classes. Speech technology such as pronunciation apps, websites, computer programs and dictation tools, offers interesting possibilities for learners to complement their in-class pronunciation learning (Carlet & Kivistö-de Souza, 2018). Automatic Speech Recognition (ASR) technology is especially suited for autonomous pronunciation learning (McCrocklin, 2016) when used as a dictation tool that orthographically transcribes the learner's speech. ASR dictation tools thus offer the learner an opportunity to generate more output (Liakin, Cardoso & Liakina, 2017) and receive instant feedback in a motivating manner (Levis & Suvorov, 2013). However, ASR programs are created with native speakers in mind and foreign accents might result in reduced intelligibility. The present study examined how well ASR-based dictation tools understand foreign-accented speech, and which FL speech features cause intelligibility breakdowns. English speech samples of 15 Brazilian Portuguese and 15 Spanish speakers were obtained from an online database (Weinberger, 2015) and submitted to two ASR dictation tools: Microsoft Word and VoiceNotebook. Each audio file was played without pausing to the computer where the dictation tool was open in a procedure that minimized external noise. Same procedure was followed for both dictation tools. The resulting transcriptions were manually inspected, coded and categorized. An intelligibility score (percentage of correctly transcribed words) was calculated for each speaker in the two programs separately. The results show that overall intelligibility was high for both L1 groups and for both ASR dictation tools, even though the FL speakers as a group were more intelligible to Microsoft Word (88.9%) than to VoiceNotebook (80.1%) ( $t(29)=-6.07$ ,  $p<.001$ ). The inaccurate production of consonant clusters (e.g. laps for slabs), interdental fricatives (e.g. six for thick), vowel quality (e.g. this for these), voicing (e.g. piece for peas) weak forms (kind for can) and word stress (Redbox for red bags) contributed to intelligibility breakdowns. Both programs coped with lost intelligibility by substituting the

lexical item with another or by omitting words. VoiceNotebook omitted significantly more words than Microsoft Word ( $Z=-2.62$ ,  $p=.009$ ). When used as a teaching tool, learner's noticing of a wrongly transcribed or omitted words can lead to noticing of the gap and aid L2 pronunciation development. The results are discussed from a pedagogical viewpoint.

**Keywords:** intelligibility; Automatic Speech Recognition; pronunciation teaching

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## LANGUAGE AND MUSIC - DESIGNING A COURSE AT AN ACADEMIC LEVEL

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Language and music are believed to be linked in many ways and function similarly on different levels. The pitch of a music note may correspond with the pitch of human voice engaged in a conversation. The rhythmic organisation of a piece of music may be found in declamation speech. Both seem to be "complex communication systems, in which basic components are combined into higher-order structures in accordance with rules" (Kraus & Slater 2015: 207). The parallels that are present between the two domains, together with popular beliefs that musicality may be a factor enhancing language learning, especially with regard to pronunciation, have prompted the idea of designing an academic course whose main aim was to demonstrate the relation between language and music from the linguistic perspective.

There were seventeen students participating in the course which was an elective for 1st year MA students of English studies at the University of Łódź. The course content included presentation of direct links between language and music, and selected studies indicating the influence of music on developing various aspects of linguistic performance, e.g. second language learning (Pastuszek-Lipińska 2008), early reading abilities (Fonseca-Mora et al 2018), lexical stress (Kolinsky et al. 2009), or pitch processing (Besson et al. 2007). The practical part of the course involved testing the students musical abilities with the use of various tools: tests available online (Distorted Tunes Test DTT, Adaptive Pitch Test, Tone Deaf Test, Rhythm Deaf Test, Profile of Music Perception Skills PROMS) and a sample of music school entrance exam test (based on Rybińska et al. 2016). The participants were also asked to complete tasks related to their English speech performance, i.e. recording a passage The North Wind and the Sun and analysing their English speech production with the use

of acoustic speech analysis software (Praat) in order to explore the relationship between their music tests results and selected elements of English prosody.

The majority of students claimed that they had not been aware of the degree of the interplay between language and music, and had overestimated their musical abilities prior to taking the tests, but see the potential of music training not only in language learning, but other spheres of human activities.

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## Tests:

Distorted Tunes Test (DTT): <https://www.nidcd.nih.gov/tunetest/take-distorted-tunes-test>

Adaptive Pitch Test, Rhythm Deaf Test <http://jakemandell.com>

Tone Deaf Test: <http://tonedeafest.com> jakemandell.com

Profile of Music Perception Skills (PROMS):

[https://www.uibk.ac.at/psychologie/fachbereiche/pdd/personality\\_assessment/proms/take-the-test/proms-demo/](https://www.uibk.ac.at/psychologie/fachbereiche/pdd/personality_assessment/proms/take-the-test/proms-demo/)

## LAY BELIEFS ABOUT NONNATIVE ACCENT

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People's foreign accent in speech strongly influences how they are perceived by others, even more than their foreign appearance (Hansen, Rakić, & Steffens, 2017). Although accents are important and accent beliefs have been studied in the past, there is a lack of a validated scale measuring accent stability and accent diagnosticity. The present paper briefly presents the development of such a scale and two studies that validated it and showed its use.

The developed Accent Beliefs Scale was inspired by psychological work on stigmatization, implicit theories of intelligence (Dweck, Chiu, & Hong, 1995), and essentialism (Haslam, Rothschild, & Ernst, 2000). The scale has two dimensions: accent stability and diagnosticity of the accent for other traits. The validation studies showed that diagnosticity and stability beliefs are independent of each other. The scale was developed in Polish and English. In the present paper, I present two studies that used the scale in different countries (US, UK, and Poland).

The aim of Study 1 was to validate the Accent Beliefs Scale and verify whether it predicts the evaluation of nonnative speakers. In an online questionnaire, American participants listened to a recording of a Chinese woman speaking American English with a clear foreign accent and were asked to evaluate her employability for a lower manager position and her assimilation to the American culture. The results showed that the more participants perceived the accent as diagnostic of other traits, the less they wanted to hire the candidate. Furthermore, the more they believed that the accent is something stable that cannot be changed with effort, the more they believed that the speaker (despite the accent) is well assimilated.

Study 2 tested the possible nuances of accent beliefs and potential differences between cultures. In an online questionnaire, Polish and British participants evaluated a Vietnamese-accented speaker, completed the Accent Beliefs Scale, and were asked to explain their answers on the scale. The results showed that the overall levels of accent beliefs did not differ between the UK and Poland, but they differentially influenced the evaluations of the

Vietnamese-accented speaker in each country. When explaining their opinion about whether people are capable of eliminating their accent, most participants in both the UK and in Poland believed that a nonnative accent in speech can be modified to some extent, but that it is hard to fully eliminate it.

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## ORTHOGRAPHIC DIACRITICS AND THE ACQUISITION OF L2 PHONOLOGY

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Recent studies have shown that orthography can have a bearing on the acquisition of L2 phonology (e.g. Bassetti, et al., 2015; Showalter, 2020), though exactly what causes these effects is relatively unstudied. The present study departs from the hypothesis that beliefs about orthography on the part of the L2 learners affects L2 phonological acquisition. Specifically, if learners think letters with diacritics are the same as unadorned letters, will they learn the same phonemes in association with those letters? The Swedish alphabet has the letters “ä”, “å”, and “ö”, which are considered to be separate letters from “a” and “o” and also stand for different vowels. The English alphabet uses no letters with diacritics, while Polish has several letters with diacritics that are similar to letters without diacritics, such as “c” vs. “ć”. Also, English and Polish have relatively similar vowel inventories to each other in relation to Swedish, lacking many of the vowels that are represented by the Swedish letters in question. In this study, English- and Polish-speaking learners of Swedish were trained on the phonology of Swedish words containing these letters by exposure to orthographic information, recordings of the words spoken by native speakers, and images representing the meanings of the words. After this training, the participants were tested on their perception and production of the learned words and on their beliefs about whether letters with diacritics are the same or different from their unadorned counterparts.

Previously obtained results show that, while native language did not seem to play a role in perception and production of the target vowels, proficiency level is related to perception and production scores. Judgment of production results of native speakers was performed previously using a forced-choice task, which may have artificially inflated learners’ production scores if judges chose a word they expected to hear rather than the word they actually heard. This presentation includes analysis of new judgment data collected using a dictation task, which is expected to give more insight into just how the Polish and English speakers’ productions were perceived by native-speaker judges and how these productions may be affected by orthography.

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## **USING PERSPECTIVE TRAINING TO BETTER COPE WITH ACCENTED SPEECH: A UNIVERSITY CAMPUS PILOT STUDY**

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This paper presents results from training workshops at a large, internationalized/izing French university. The workshops aim to improve participants' ability to decipher FAS (foreign-accented speech) and to increase their tolerance for it, in order to improve communication on campus. Hartwell & Ounoughi (2019) found that hosts and international students operated in “divergent comfort zones”, with limited interactions creating a “two-way deficit”. Perspective-taking exercises (see Vorauer, 2013) in intercultural training can prepare people for such interactions.

As universities become more linguistically and culturally heterogeneous, it is becoming more and more urgent to explicitly 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 non-native lecturers' English (e.g., Rubin & Smith, 1990; Jensen et al. 2013). Whereas research into English-medium instruction has tended to focus on speakers' pronunciation, the project Understanding Other Accents (UndOA) concentrates on listeners' bottom-up skills and attitudes to FAS, which are at least as important (Fraser 2011). UndOA was inspired by Derwing and Munro (2009) and Derwing et al.'s work (2002) training Canadian social workers to work in the Vietnamese community, as well as by Thomson's HVPT (2018) work.

The UndOA database consists of 60 recordings of foreign students replying to questions in English and/or French, in a semi-guided interview format. These non-native recordings are exploited in exercises to improve perception of a different phonemic inventory and more broadly, to raise awareness of variation in spoken language.

Results are presented from four pilot sessions, including qualitative analyses of discussion periods. One session was with administrative staff (26 people from 7 different countries) and three were with engineering students (approx. 50). Each 90-minute, on-line session sought to raise awareness of the following:

- understanding accented speech is both cognitive and socio-affective (see e.g., Cristia et al. 2012);
- accentedness, comprehensibility and intelligibility are different constructs (Munro & Derwing, 1995);

- new “ear skills” can be transferred to better understand novel talkers and L1s (Baese-Berk et al., 2013).

Accent only exists relative to a listener’s perspective, so sessions focus on listeners not speakers. However, listener-focused training may prove to have greater impact on easing spoken interactions for certain learners, partly because it avoids direct confrontation with identity issues (see e.g., Beinhoff, 2013; Tajfel 1978).

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## THE INTONATION OF L2 COLLABORATIVE SPOKEN TASKS: PITCH CONCORD AND DOMINANT TONE CHOICES

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Discourse intonation posits that prosody plays a critical role in managing the flow of information between interlocutors (Brazil, 1997; Pickering, 2018). Two features – prosodic alignment and tone choices – contribute to such interactions by signaling agreement and turn-taking amongst native speakers of traditional English varieties (Pickering, 2018; Szczepek Reed, 2006). However, such prosodic cues are not always salient to second language (L2) users of English and learners may not fully exploit prosodic cues to clarify their communication (Anderson, 1990; Mok et al., 2016; Pickering et al., 2012).

This study investigates the use of pitch concord and dominant tone choice, forms of prosodic alignment and turn management within the discourse intonation framework, amongst three proficiency levels of L2 English learners in a North American intensive language program. Sampling from the Corpus of Collaborative Oral Tasks (Crawford & McDonough, 2014), features were analyzed in the prosody adjacent to 421 turns in dialogic interactions of 84 L1 Arabic and Mandarin learners of English. The use of pitch concord and dominant tones were then compared to human ratings of collaborative success and task completion using a series of linear mixed-effect models.

The results indicate that there is no relationship between the use of prosodic features and proficiency level. However, the two prosodic features were significantly related to collaboration ( $R^2 = .36$ ) and the use of pitch concord alone was a moderate predictor of the task completion rating ( $R^2 = .27$ ). The findings support previous evidence of the importance of pitch concord (Pickering, 2001; Pickering et al., 2012), but also suggest that such prosodic competencies may not be acquired with commonly taught or acquired in typical English language learning trajectories. Rather, their use may be related to exposure, aptitude, or other learner-internal factors. Based on the analyses and findings, recommendations for future prosodic analyses of interaction will be outlined and suggestions for the incorporation of prosody in English language teaching will be given.

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## EFFECTS OF TECHNOLOGY-BASED SUPRASEGMENTAL INSTRUCTION AND FEEDBACK ON ADVANCED L2 ENGLISH SPEAKERS' INTELLIGIBILITY AND ACCENTEDNESS

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**John Hanson**  
University of Texas at Dallas

**Stephen Looney**  
Pennsylvania State University

An increasing number of studies have addressed the importance of suprasegmentals in listeners' judgments of accentedness and comprehensibility of L2 speakers (Kang et al., 2010; Munro & Derwing, 2001). In addition, some L2 pronunciation researchers (e.g., Celce-Murcia et al., 2010; Kang & Kermad, 2020) argue that giving priority to the suprasegmental aspects of English can be less frustrating for learners because it improves learners' comprehensibility with grater changes. However, the acquisition of suprasegmental features has been studied in a limited scope, especially by employing the technology-based feedback approach. Accordingly, the current presentation reports two consecutive studies that examined the effects of technology-based pronunciation instruction and feedback on international teaching assistants' (ITAs) intelligibility and accentedness: (1) mobile-based instruction and (2) computer-based individualized feedback.

The first study included 32 prospective ITAs from seven different L1 backgrounds who completed 25 lessons for about 3 weeks, designed for the study using a mobile-based pronunciation training platform. The current presentation focused on the lessons that targeted lexical stress, rhythm, prominence, and interactional prosody known to be important for intelligibility and campus interactions (Kang et al., 2020; Pickering et al., 2012). All participants completed all lessons as well as academic speaking tasks before and after the intervention.

Results from trained raters' analyses indicate that the participants improved on individual suprasegmental features from pre- to post-test, but the intervention only minimally impacted learner intelligibility and accentedness.

Therefore, the second study was conducted qualitatively with six prospective ITAs from two different L1 backgrounds. They completed three lessons (2-3 weeks) in an online pronunciation program tailored to their individual suprasegmental needs. Learner-specific feedback was provided with a web-based speech analyzer that produced immediate analysis of speech rate and pause features and learners were asked to assess their own speech production. Preliminary analyses indicated that participant's speech rate and pause pattern changes resulted in increases in intelligibility but not in accentedness.

These results suggest that individualized feedback-based instruction is efficient at increasing intelligibility. Recommendations for effective tailoring of technology-based pronunciation interventions to individual needs and provision of meaningful feedback for suprasegmental training will be provided.

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## **/aɪt/ SEQUENCES THAT SOMETIMES FLAP END UP WITH LESS DRAMATIC F1 TRAJECTORIES THAN THOSE THAT NEVER FLAP**

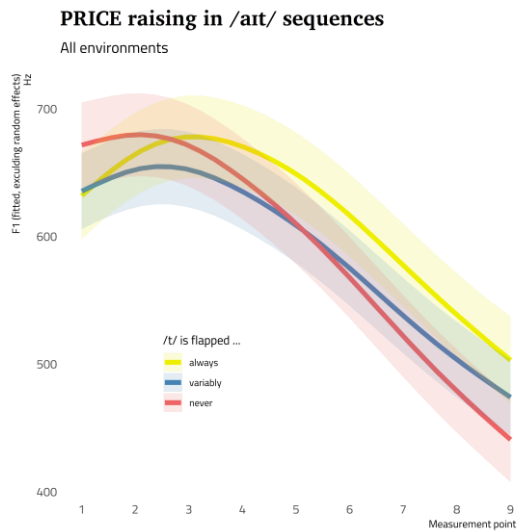
**Kamil Kaźmierski**

Adam Mickiewicz University in Poznań

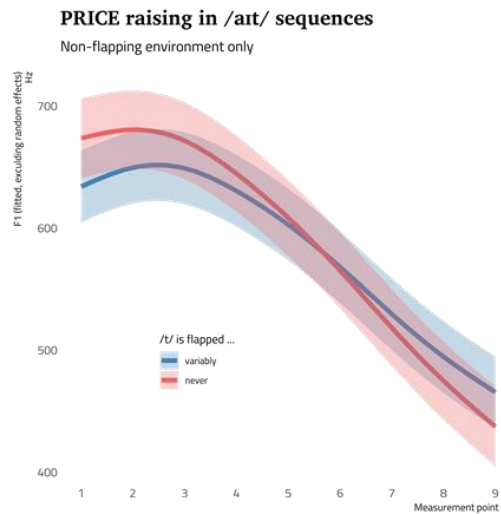
PRICE-raising is the raising of the nucleus and/or off-glide of the PRICE vowel /aɪ/, typically before voiceless obstruents to something like [ʌɪ]: sight [saɪt] vs. side [saɪd] (e.g. Chambers 1973). Flapping of /t/ is a process where the voiceless alveolar stop /t/ is realized as an alveolar, often voiced flap [ɾ] (cf. de Jong 2011). Flapping, by turning a voiceless /t/ into a voiced [ɾ] might counterbleed PRICE-raising (cf. Bermúdez-Otero 2003): raising is arguably triggered by the voicelessness of /t/, and once the voiceless /t/ becomes a voiced [ɾ], the pressure to raise is no longer there.

The interplay of PRICE-raising and flapping provides a testing ground for a hypothesis grounded in the Cumulative Context Effect (Raymond et al. 2016): are /aɪt/ sequences that variably show up in the less-raising (=flapping) environment raised less often, even when they show up in the prototypically raising (=non-flapping) environment?

One group of instances of /aɪt/ never undergoes flapping: e.g. in *rights*, *nightmare*. In them, /t/ is always voiceless, and so each time such a sequence is pronounced, full pressure to raise /aɪ/ is applied. As a result, I expect such words to show the largest extent of raising. Another group of instances of /aɪt/ (almost) always undergoes flapping: e.g. *biting*, and so /aɪ/ in them is typically followed by a voiced obstruent. As a result, I expect such words to show the least amount of raising. The third and final group of instances of /aɪt/ falls in between the first two groups: word-final /aɪt/ sequences are sometimes followed by a vowel-initial word, hence inducing flapping and counterbleeding raising (e.g. *bite it*), and sometimes occur in other environments, which do not induce flapping and maintain the voicelessness of /t/ (e.g. *bite this*). I expect this group to show an intermediate extent of raising. This differentiation is tested (and supported) by a Generalized Additive Mixed Model (GAMM) of spontaneous speech data from the Buckeye corpus (N = 1,524, see Figure 1; note: lower F1 means higher vowel). For the crucial test, I compared the non-flapping group (e.g. *rights*, *nightmare*) to the variably-flapping group when it doesn't flap (e.g. *bite this*). The sequences from the never-flapping group show a larger amount of formant movement overall: while they (somewhat unexpectedly) start out lower than the variably-flapping group, they end up higher (see Figure 2; note again: lower F1 means higher vowel). This result lends support to the idea that the environment in which a phonological constituent often shows up influences its shape in other environments as well.



**Figure 1:** GAMM predictions for three groups of /aɪ/ sequences, for all environments in which they occur.



**Figure 2:** GAMM predictions for the never-flapping and variably-flapping /aɪ/ sequences, for the latter: in the non-flapping environment only.

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## **APPLIED PHONOLOGY IN SURVEY-BASED RESEARCH: TRADITIONAL AND MODERN SECOND LANGUAGE PRONUNCIATION TECHNIQUES (IN THE AGE OF DISTANCE LEARNING)**

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The present study describes the level of effectiveness of both traditional and modern second language pronunciation techniques from the students' perspectives. By traditional techniques we mean those activities which make use of phonetic alphabet, including transcription practice, detailed description of the articulatory systems, drills (e.g. minimal pair drills), reading aloud, tongue twisters, rhymes, etc. (Hismanoglu and Hismanoglu 2010: 985). On the other hand, modern techniques include activities based on listening and imitating tasks, which use technology, such as self-imitation practice, recordings of L2 learner's, visual aids, and automatic speech recognition tools. However, this study does not aim to classify L2 pronunciation methods by allocating them to previously mentioned categories but rather attempts to examine the intricate relationship between students' knowledge, perceptions, attitudes and their most preferable practices which, in their opinion, result in improvement of their L2 pronunciation.

118 study subjects were Polish students of Applied Linguistics at the University of Rzeszów (97 females, 21 males) with an average age of 20 years old. In order to investigate which L2 pronunciation teaching/learning technique is the most preferable among L2 learners, the study was based on a questionnaire created specifically for the purpose of this research paper. The questionnaire comprised six questions, within which numbers 4 and 5 (Likert-scale items) gathered data about the students' most preferable L2 pronunciation teaching and learning techniques, including listening, recording, drilling, transcription practice, imitation and self-imitation practice, visual feedback and theoretical background. The students were asked to create their own list, starting from the most useful to the least beneficial techniques. In question three, the participants of the study were asked to choose one of three given options about their attitude towards L2 pronunciation. Number six was an open-ended question about other techniques than mentioned in the questionnaire.

The analysis of the obtained data involved a two-stage process: a) data segmentation; b) techniques categorisation. The first step was to select pronunciation teaching/learning techniques in terms of their frequency and utility and to adjust them to the research group. The second stage, techniques categorisation, was based on a careful analysis of the answers given by the students in the questionnaire. By comparing the reflection of how the proposed techniques were assessed by the participants of research, we also based our final techniques categorisation on other studies, including Brown (2007) or Celce-Murcia et al. (2010) who present various approaches and methods of teaching pronunciation. Following that, five categories were distinguished: (1) traditional and used only in the classroom, (2) traditional but also used in distance learning, (3) modern but used only in the classroom, (4) modern and also used in distance learning, (5) innovative: combining students' needs and available online.

Highlighting the prominence of pronunciation in acquiring communicative competence, the authors propose their own, innovative suggestions for the future creation of teaching materials incorporating activities more fully addressing the technological and e-learning dimensions of foreign language teaching techniques.

**Keywords:** foreign language teaching, pronunciation teaching techniques, foreign language phonetics and phonology, e-learning

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## **USING APPS IN TEACHING AND LEARNING ENGLISH PRONUNCIATION**

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The multimodality and accessibility of modern technologies are especially beneficial for pronunciation learning and teaching (Chen, 2008; Haggag, 2018; Liu et.al., 2015). Google Play Store offers more than thirty English pronunciation apps that got the scores ranging from 4,5 to 4,9 out of 5 stars. Most are free of charge. Thanks to their capacity for individualized, customized, self-paced “anytime-anywhere” kind of learning, and automated feedback on individual performance and progress, these apps are increasingly gaining popularity among learners of English from around the world (Ducate, Lomika, 2013; Walesiak, 2021)

This paper reports on a study that examined five of these free apps with the highest scores: Elsa Speak – Learning English Pronunciation by ELSA, English Pronunciation 2019 – Correct Pronunciation by Grounders, English Pronunciation by NVG Std, Pronounce It by Maclo Studios, and Quick Pronunciation Tool by Tiago English Tutor. Twenty first-year BA students of English Philology from the University of Łódź and Jan Kochanowski University in Poland agreed to test the five apps and answer questions in relation to their utility, potential for learning, teaching, and pronunciation assessment.

The results revealed learners’ practical uses as well as their views regarding the value of using these apps for practicing, teaching, and assessing English pronunciation skills.

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## MICROSOFT READING PROGRESS – ASSESSING THE ASSESSMENT TOOL

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Computer-Assisted Pronunciation Training (CAPT) has been a rapidly-developing field of foreign language instruction for at least a decade (Henrichsen, 2021). However, the progress in technology is not necessarily reflected in improved pedagogy, as a significant number of tools still rely on drilling and repetition techniques proposed in the audiolingual method (Pennington & Rogerson-Revell, 2019). By contrast, some affordances of ideal CAPT software proposed by Levis (2007) are still largely under-represented. One such feature is individualized feedback based on Automated Speech Recognition or ASR (Henrichsen, 2021; Walesiak, 2021). In theory, ASR based on large amounts of natural spoken data, such as the datasets collected by Google, Microsoft, Amazon or Apple, should be able to successfully cope with problems related to low CAPT accuracy (Rogerson-Revell, 2021) and the need to use exaggerated pronunciation to satisfy the assessment algorithm (Davey, 2017).

Therefore, we decided to assess the quality of the new (as of 2021) entrant to the CAPT market, namely Microsoft Reading Progress available as a free component of MS Teams.

While the tool was designed with oral reading skills in mind, it features a separate pronunciation assessment module with the ability to set the target pronunciation sensitivity (Ray, 2021). Since the program provides mostly binary feedback for specific words, we decided to compare its output against the feedback from two independent raters who work as pronunciation teachers at the University of Łódź, Poland.

Our aim was to determine to what extent assessment provided by Reading Progress is consistent with feedback from pronunciation teachers. The analysis included both quantitative focus on normalized assessment data as well as qualitative approach to selected phenomena. Our results comprise the analysis of reliability tests (Cronbach' alfa) with information on implicit targeted feedback given by the speech recognition module. The results indicate that while there have been many advancements in ASR-based CAPT, there is still considerable room for improvement in this area.

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## **EFL PRONUNCIATION OF POLISH UNIVERSITY STUDENTS: A QUANTITATIVE AND QUALITATIVE PRONUNCIATION ATTITUDE QUESTIONNAIRE**

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Numerous comprehensive pronunciation attitude surveys have been performed worldwide with the purpose of examining learners' attitudes to various aspects of pronunciation learning and to their own or other native and non-native accents. Frequently a native English standard accent has been a preferred pronunciation model in expanding circle countries in Europe (Henderson et al., 2012) in: Belgium (Simon, 2005), Bulgaria (Chernogorova, 2013; Dimitrova and Chernogorova, 2012), Croatia (Stanojević et al., 2012; Vodopija-Krstanović and Brala-Vukanović, 2011), Czech Republic (Jakšić and Šturm, 2017), Finland (Lintunen and Mäkilähde, 2018; Tergujeff, 2013; Tergujeff et al., 2011), Italy (Nowacka, 2012), Norway (Rindal and Piercy, 2013), Poland (Janicka et al., 2005; Szpyra-Kozłowska, 2015; Waniek-

Klimczak and Klimczak, 2005; Waniek-Klimczak et al., 2015), Serbia (Paunović, 2009), Spain (Carrie, 2017; Mompeán, 2004) and Sweden (Skibdahl and Svensäter, 2012; Vidén, 2018).

This paper examines the issue of learning pronunciation by students of English studies in Poland (n=113) by means of a mixed method questionnaire consisting of: 6 open- and 4 close-ended statements, 2 questions and 23 scalar judgments.

The quantitative results concern: the best place to study pronunciation (England - 50% and USA - 43%), the preferred accent (BrE - 49%, AmE - 46%), the types of communication problems (non-phonetic - 49%, phonetic and non-phonetic - 31%, phonetic - 20%) and the informants' awareness of their own pronunciation problems (31%).

The qualitative part sheds some light on such issues as: the specificity of learners' own mispronunciations (complex words, Polish accent, 'th', 'flap', stress placement), their preferred sounding (native English accents - 71%), the best ways to learn pronunciation (cognitive and social strategies) and, 'likes' (a positive influence on their overall English) and 'dislikes' (theory of phonetics, unexpected pronunciation of words) of this process, the responsibilities of a teacher (correction of students' pronunciation) as well as the actual occurrences of discrimination against (8% - Polish accent) and compliments on (44% - impressive, native-like, non-Polish) a learner's accent.

The results of the judgments confirm a very traditional approach to the notion of accent in a FL in which a close proximity to a native speaker norm is still regarded as an ideal. It also shows, for example, that good pronunciation boosts the learners' confidence, sounding correct is one of the goals in conversations with all types of speakers (native, non-native, teachers and peers), communicative practice is the best form of practicing and phonetic training has a positive effect on being understood.

## **THE EFFECT OF REFLECTIVE LEARNING ON DEVELOPING L2 PROSODY SKILLS BY RUSSIAN EAP STUDENTS**

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The learning outcomes of teaching L2 prosody (Council of Europe, 2020) have signaled an important shift from accent reduction to intelligibility when communicating with both native and non-native speakers. What has come to the forefront is the speaker's ability to deliver a planned communicative intention in an intelligible way using prosodic keys (Munro & Derwing, 2015; Levis, 2020). Since the paradigm of pronunciation teaching changed, it has become necessary to revisit an EAP course design in terms of a greater focus placed on learners' ability to produce meaningful speech and interpret meaning rather than eliminate foreign accent by means of drilling and imitation. This study provides the rationale for integrating reflective practices (reflection-in-action and reflection-for-action) in an EAP course (Zee & Minstrell, 1997; Huang, 2010; Vaiyavutjamai et al., 2012; Huang, 2012; Celce-

Murcia, Brinton, & Goodwin, 2014; Munro & Derwing, 2015; Kang & Ginther, 2017; Carless & Boud, 2018; Levis & McCrocklin, 2018; Cassidy et al., 2019; Chen, Hwang, & Chang, 2019; Sultana, Lim, & Liang, 2020) and suggests a framework for indirect assessment appropriate for prosodic training of EAP learners.

Accordingly, two research questions were formulated:

1. How can reflective practices be efficiently integrated into L2 prosody teaching in an EAP course?
2. How meaningful is reflective assessment for developing L2 prosody skills of NNS EAP students?

The data of 40 undergraduate and graduate NNS Russian students with B2-C1 proficiency level were collected. A combination of qualitative methods was used to analyze data (interviews, questionnaires, participant observation, visual research, and portfolio data analysis). Each stage of the methodological framework (pre-teaching, instruction, post-teaching) was explained and illustrated with examples from practice. Assessment rubrics were developed to measure the students' capacity to reflect on action and for action. The findings show that reflective learning was efficient in terms of eliciting learning goals and increasing learners' awareness of L2 prosody role in professional communication. It was shown that reflective practices can efficiently mediate L2 prosody learning by NNS engineering students.

The study looked at the current principles of reflective learning in an EFL context and analyzed them against NNS engineering students' needs. We specifically focused on implementing reflective practices for developing L2 prosodic competence – one of the most underrated skills in EAP courses. It is hoped that this paper will provide guidance to EFL practitioners and researchers attempting to integrate reflective practices to design a more comprehensive EAP course.

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## **THE RELATIONSHIP BETWEEN INTERLOCUTOR'S NATIVENESS, L2 ENGLISH SPEAKERS' SELF-PERCEPTION AND ACTUAL SPEECH FLUENCY**

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The concept of “native/nonnative English speakers (NES/NNES)” has proved to be a problematic dichotomy and has been extensively explored in English Language Teaching and focus on teachers (Chun, 2014; Aneja, 2016). However, the influence of NES/NNES on the second language (L2) English speakers is investigated to a limited extent. How interlocutors' nativeness influences L2 English speakers' self-perception for their speech fluency and actual speech fluency is particularly under-researched. Given that current intercultural communication usually involves speakers with diverse backgrounds, establishing the association between L2 speech fluency, speakers' self-perception, and interlocutors' nativeness is inspiring for facilitating language learning in the future.

This presentation reveals an exploratory study that included a survey and interviews. Thirty-nine students participated in the survey to share their self-perceptions of their speech fluency when talking with NES and NNES. Eight Chinese English speakers participated in the interviews. Their speech was recorded through semi-structured interviews, where two interviewers, one NES and one NNES, asked about participants' college life during the pandemic. The speech fluency was analyzed based on the Rate A and Rate B proposed by Yuan and Ellis (2003). The averages of participants' speech fluency with NES and NNES will be analyzed. The survey responses will also be compared with the results of the speech analysis.

After presenting the research design and literature review, I will also present the major findings: The survey responses showed that participants' self-perceptions of speech fluency with NNES were more positive than their self-perception of speech fluency with NES. This contradicted the interview data, in which the average speaking fluency with NES was higher. Although this is an exploratory study, the findings addressed the potential influence of

interlocutor's nativeness on L2 English speakers' speech fluency. They also inspire future scholars to incorporate the concept of NES/NNES in the curriculum, empowering L2 English speakers in intercultural communication. The reasons for the contradiction between speakers' self-perception and actual speech fluency and future research directions will also be discussed at the end of the presentation.

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## IMPROVING ENGLISH WORD STRESS THROUGH ORTHOGRAPHIC RULES

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Without accent marks in standard writing to guide stress-placement in English words, it is not uncommon to see English learners struggle when pronouncing long English words. When the main stress is not assigned to the correct syllable, it affects the quality of the vowel in the stressed syllable, and may also impact other vowels and consonants in the word. As a result, an unexpected rhythm is created which may obscure the meaning of the word (Field, 2005) or leave it unrecognized by the listener (Cutler et al., 1997). Because of this, it has been argued that word stress in English is critical for speech intelligibility and that learners would benefit from instruction on how to stress polysyllabic words (Levis, 2018).

To guide learners' stress-placement predictions, Dickerson (2015) proposed a set of four orthographic word-stress rules. This presentation reports on a study that tested the efficacy of three of these rules for improving learners' ability to stress English polysyllabic words. To compare instructed learning outcomes to naturalistic development, two comparable groups of international graduate students (intervention group N = 12; control group N = 12) at an American university took a read-aloud test three times. From the pre- to the post-test (4 months), the intervention group learned the orthographic rules in a pronunciation course and practiced them using pronunciation learning strategies (PLS). Survey results revealed that they continued using PLS after the course ended, i.e., from the post- to the delayed post-test (9 months). The control group did not receive any kind of pronunciation instruction during the study (13 months).

Results from a repeated measures ANOVA revealed that the intervention group outperformed the control group in the post- and delayed post-tests. However, only two of the three rules contributed to the observed short- and long-term improvements. Pedagogical implications are discussed.

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## **EXPLORING HOW YUGLISH SUPPORTS LEARNING ENGLISH WORD STRESS: A PERCEPTION STUDY**

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Wrong lexical stress placement affects listeners' ability to recognize words, especially when the misplacement leads to vowel quality change (Cutler, 2012, 2015). Yet, despite its importance for intelligibility, EFL teachers rarely devote class time to teaching word stress.

Based on suggestions for an intelligibility-based approach (Levis, 2018), this study investigated the effectiveness of using [www.youglish.com](http://www.youglish.com) to support students' out-of-class perception practice of lexical stress. YouGlish is a YouTube-based site that has more than 100 million tracks of speeches in different varieties of English. Users can search for a word and automatically get short video clips showing how native people use that word in a real context. Students can listen to the video clips one after the other by clicking on an arrow, and pause and listen to each video multiple times.

Participants were 12 Polish EFL learners (16-18 years old) taking a language course at a school in Poland. To facilitate students' learning of long academic words, the teacher assigned worksheets for homework. The worksheets explained two main orthographic rules that guide the stress of English polysyllabic words, and offered some practice applying the rules. The rules were based on Hahn and Dickerson's (1999) word stress system. Students were instructed to practice lexical stress using the worksheets and listening to the words pronounced in YouGlish out of class for four weeks. Data were gathered from pre- and post- tests assessing students' ability to predict and perceive the stress of 20 English polysyllabic words (different from the ones used for practice); a background questionnaire; and pronunciation trackers eliciting students' opinions on the practice materials and experience. Students' self-reported practices explained differences in students' improvement to predict and perceive word stress in polysyllabic words. Pedagogical implications of the findings are discussed.

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## THE DEVELOPMENT OF READING PROSODY IN ADVANCED EFL LEARNERS

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We focus on EFL learners' ability to read aloud with expression (Cowie et al., 2002), examining the efficacy of guided pronunciation practice in developing expressivity of oral reading. Reading with expression, or prosodic reading (Dowhower, 1987), is a complex skill combining appropriate chunking of words, pause distribution, intonation, lexical and phrasal stress (Godde et al., 2019, Kuhn et al., 2010). Here we operationalize expressivity in terms of pitch range and speaking tempo. We assume that monotonous reading displays flatter F0 contours and faster tempo (fewer pauses, insufficient emphatic and phrase-final lengthening) and that these deficiencies are amplified by non-nativeness.

Our study had a one-group pretest–posttest design. A 12-week online pronunciation course was expected to enhance learners' speaking skills including their prosodic reading ability. The learners' post-training performance was predicted to show a wider pitch-range and slower tempo. Sixteen Czech advanced EFL learners (11 women), all future English-language professionals, read aloud the same children's story to an assumed audience of pre-schoolers before and after the course. In each reading, the same 7 direct speech sentences were analysed for pitch range (Patterson, 2000, Mennen, 2007) and speaking tempo. The effect of training was examined by Mixed-Model ANOVAs, one for pitch range (in semitones) and one for tempo (syllables/s) as the dependent variable, and Test (Pretest, Posttest) as the fixed factor. Subject and Sentence were included as random factors. Individual learners' performance was also compared to the baseline data from 4 English native speakers.

For pitch range, no effect of Test ( $p=.10$ ) was found, i.e. the learners' pitch range remained unaffected. A Test-Subject interaction ( $p<.01$ ) indicated that learners' responses to the training varied. A follow-up probing revealed a slight pre-to-posttest drop in pitch-range for 8 learners (average pre-to-posttest difference of  $-.97$  STs), and a varying degree of increase for the other 8 learners (average pre-to-posttest difference of  $4.0$  STs). For tempo, there was an effect of Subject ( $p<.01$ ), the learners varied in how fast they read; and an effect of Test ( $p=.021$ ), the learners read more slowly on the posttest. A Test-Subject interaction ( $p<.012$ ) again suggested differential responses to training: 5 learners were somewhat faster on the posttest (on average by  $.25$  syllables/s), while 12 learners slowed down to a variable degree (on average by  $.74$  syllables/s).

To conclude, the efficacy of the course (i.e. of explicit instruction, practice materials, teacher and peer feedback on each learner's weekly-submitted self-recordings) in improving prosodic reading depended greatly on what each individual learner did (or could do) with the course content.

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## **“WE’RE BRINGING COOL VIBES TO THE CONVERSATION”: HOW LITHUANIAN AND FRENCH UNIVERSITY STUDENTS USE PROSODIC FEATURES OF AMERICAN SOCIAL MEDIA INFLUENCERS TO SIGNAL INCLUSION**

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When reflecting on Lithuania’s previous history of forced asymmetrical bilingualism and French language policy aimed at protecting the French language from outside, especially anglophone influence, one might assume that the language practices of young, university students (aged 18-20) in these regions might differ greatly in regard to English. French students would seem to have less immediate exposure to English pop culture, as they often do not begin studying English in the school system until ages 9-11, and the loi Toubon dictates how much radio, television and film content can be broadcast in English (while all Lithuanian students begin learning English at the age of 6 and fewer restrictions apply to broadcast languages). Yet, as this age group spends more and more time online and as the internet becomes an international meeting place, their linguistic practices in English continue to converge, especially in regard to accent and use of American slang. Through a series of semi-guided interviews and questionnaires with university students at Vytautas Magnus University (Lithuania) and La Sorbonne Nouvelle (France) this paper will explore

the relationship between the consumption of English-language social media and content and students’ desire to mimic both the prosody and accent features of internet personalities from social networking platforms, such as YouTube, Instagram, and TikTok. These particular features are most often associated with AAVE, such as fricative stopping, elision, front-stressing, reduplication, and final devoicing, yet for these students, these features typically

represent what they refer to as an “Internet accent” or “Internet slang.” Drawing on a body of research in sociolinguistics, we will then demonstrate how these specific accent and prosodic features are used in English-language learners to mark inclusion in this international age group beyond national borders, creating a linguistic framework associated with modernity, belonging, coolness, and anti-establishment characteristics, but rejected in self-described “formal” contexts. This paper will be of a descriptive, qualitative nature, involving original data collection in the form of questionnaires, open-ended, guided interviews, and an assessment of the most frequently accessed English content across social media in relationship to students’ social media consumption habits.

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## **HOW STRESSFUL IS INCORRECT WORD STRESS FOR THE NATIVE ENGLISH INTERLOCUTOR? ANALYSING CASES OF UNCORRECTED ERRORS IN NS-NNS CONVERSATIONS**

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The paramount importance of correct word stress in enhancing the intelligibility of L2 English speech has long been established in SLA literature (e.g., Cruttenden 2001, Levis 2018, Richards 2016). Our own study of communication breakdowns (CBs) in the bilingual SITAF corpus of English/French conversational exchanges also corroborates this assertion. The corpus, described in Horgues & Scheuer (2015), contains video recordings of face-to-face interactions held by 21 pairs of students, each consisting of a native speaker of English and a native speaker of French.

In that study, discussed in detail in Scheuer & Horgues (2021), L2 pronunciation problems were identified as the single most important trigger of CBs in the English data analysed (45% of all tokens). Half of those pronunciation-induced cases of impeded intelligibility appeared to be due to an incorrect word stress pattern employed by the NNS. On the other hand, pronunciation issues were a factor in 28% instances of corrective feedback (CF) offered by the native English speaker to their French partner. Lexical stress issues featured in just over a quarter of those.

The present paper expands this line of research by studying those tokens of erroneous word stress which were not included in either of the previous analyses. In other words, we are now looking at instances where a stress error was neither targeted by the native English interlocutor in a subsequent CF episode, nor did it lead to a communication breakdown which was overtly manifested (as only such cases made it into our CB study).

In particular, we are aiming to provide answers to two research questions:

- (1) What proportion of lexical stress errors was left uncorrected (i.e., unaccompanied by CF) by the native speaker?
- (2) What seem to be the most likely reasons for this lack of corrective feedback?

Among the answers to the latter question one can list: (a) a simple “let it pass” strategy; (b) the stress error being compounded by other – e.g., syntactic – issues, which monopolised the NS’s corrective intervention; and (c) the meaning intended by the learner being so unclear as to leave the NS unable to help, but without the problem being explicitly signalled (a case of covert CB; by definition very difficult to ascertain). The key overarching factor in this analysis is the type of error, i.e., the direction of stress shift. As demonstrated e.g., by Field (2005), the rightward shift (\*foLLow) may have graver consequences than the leftward one.

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## SELECTED L2 SELF-CONCEPTS AND ACCENTEDNESS

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Pronunciation has long been acknowledged to be associated with one's self. The way a foreign language learner articulates segmental and suprasegmental aspects may be affected not only by well researched biological and cognitive factors, such as age and L1 articulatory setting, but also several psychological and individual learner dimensions. One of the psychological phenomena under-researched in the area of L2 pronunciation acquisition is language self-esteem, which may be defined as a positive or negative emotional response that an individual experiences while contemplating and evaluating different things about

themselves (Heatherton & Wyland, 2003) and their processes of L2 learning, including those regarding their L2 pronunciation. L2 learners with a low language self-esteem may create a negative image of their L2 pronunciation, which may, in turn, discourage them from making an effort to adjust articulatory setting needed for less accented L2 speech. The aim of this paper is to investigate the relationship between the degree of language self-esteem that L2 learners declare to experience and their L2 accentedness, understood as the extent to which a learner's L2 pronunciation differs from a listener's representation of it (Munro, 2017). Additionally, the concept of ideal L2 self, regarding a target language pronunciation and beliefs about L2 pronunciation are inspected. The participants of the study were 59 learners of English with the age ranging between 19 and 24. They recorded their speech samples based on a reading aloud task. These recordings were later evaluated by two independent raters with the focus on the target language accentedness. The participants completed also an online survey, containing the instruments measuring their L2 self-esteem, beliefs about

L2 pronunciation and the place of L2 pronunciation in their ideal L2 self. The results of this research provide some interesting insights into the role of self-esteem and other self-concepts in L2 pronunciation learning.

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## THE ACQUISITION OF A NON-SALIENT L2 PHONE: INPUT VERSUS PHONOLOGICAL AWARENESS

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Prior research shows that less salient forms are less likely to be learned and noticed than more salient items (Ellis, 2018; Wulff & Ellis, 2018). This seems to be the case for the acquisition of English /ð/ by L1 Brazilian Portuguese (BP) learners of English (Reis, 2006; Schadech & Silveira, 2013). The voiced interdental fricative is considered a non-salient phoneme since it is mainly present in grammatical function words, which are short, not highlighted by intonation, not produced in isolation, and not accompanied by stressed vowels (Shi et al., 1998). This study investigated the extent to which the acquisition of a non-salient, low functional load L2 phone—namely /ð/—is associated with input-related variables (L2 experience, L2 use, input quality) and phonological awareness. We hypothesized that participants with higher noticing abilities (Schmidt, 1995) would show more accurate production, whereas the amount of input would not necessarily be correlated with accuracy of /ð/.

Eighteen advanced L1 BP learners of English completed a paragraph reading task, answered a language background questionnaire, and completed a battery of phonological awareness tests. Participants' recordings were submitted to acoustic analysis and to accuracy rating by L2 English teachers. Results indicate that the production of /ð/ was challenging and mostly inaccurate. Furthermore, correlational analyses revealed that perceived accuracy was strongly related to phonological self-awareness, but not to the other variables ( $\rho = .671, p = .002$ ). Accuracy as measured through acoustic analysis was found to be moderately associated with input quality only ( $\rho = .486, p = .041$ ). Results suggest that language experience and use alone are not enough for the development of all L2 speech categories. Nevertheless, interaction with L1 speakers of the target language—as predicted by the SLM-r (Flege & Bohn, 2021)—and phonological self-awareness may play an important role in the acquisition of non-salient, classroom-neglected L2 phones.

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## SPEECH RHYTHM IN ITALIAN-ENGLISH EARLY SEQUENTIAL BILINGUAL SPEAKERS: LIMITATIONS OF INTERVAL-BASED METRICS AND FUTURE APPROACHES

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Different studies suggest that simultaneous bilinguals produce intermediate rhythmic patterns which do not fit into the paradigmatic categories set by the isochrony hypothesis (Howell and Borsel, 2011). However, little research has been conducted on early sequential bilinguals. Therefore, I present the results of my Master thesis project, which investigated the dynamics of speech rhythm in early sequential bilingual children who had access to Italian-English immersion programs.

The research focused on the Italian and English semi-spontaneous narrative outcomes of 9 students, aged between 6;7 and 10;11 and distributed across three different classes (Year 1, Year 3, Year 5). Their productions were recorded and subject to an interval-based analysis via computation of %V/ΔC, PVI and Varco metrics. The retrieved metrics were subject to both within-group and between-group one-way ANOVAs in order to identify valuable cross-linguistic variations among children of the same age and statistically significant differences between children of different ages (Y1, Y3, Y5). Three different predictions had been made: children could progressively develop divergent native-like rhythmic patterns for



the two languages; they might have developed intermediate rhythmic templates, as claimed by the “rhythmic compromise” hypothesis (Howell and Borsel, 2011); they could display the same rhythmic pattern (either syllable- or stress- timed) in both languages.

The results obtained from the analysis are inconsistent with the L1-L2 intermediate rhythmic trends identified by other studies on bilingualism. More specifically, the data seem to support a stress-centered interpretation of speech rhythm (Dauer, 1983): according to this view, all languages could be arranged on a stress-timed continuum in which “syllable-timing” is marked by sparser occurrences of (regular) prominence due to the relative absence of vocalic elision and consonantal complexity. Indeed, the comparative analysis drawn between the normalized vocalic indexes of Y1, Y3 and Y5 students revealed a statistically relevant increase in vocalic variation phenomena – usually associated to stress-timed languages – both in Italian and in English. Moreover, Y1 and Y3 consonantal scores were comparatively higher in the Italian sample. As I will illustrate during my presentation, in the specific context of bilingual acquisition different stress-timed patterns can arise as a function of proficiency, speech-rate and age-related disfluencies. Finally, given the similarity between meter-like rhythmic structures and the cognitive mechanisms underpinning auditory processing – i.e. speech-to-brain entrainment (Arvaniti, 2009; Kotz et al., 2018) –, I propose that further neuroimaging studies should be conducted in order to investigate the role and development of speech rhythm during language acquisition.

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## HISTORIOGRAPHICAL APPROACH TO THE STUDY OF SPEECH RHYTHM (FROM THE RUSSIAN POINT OF VIEW)

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The present paper is devoted to a critical survey of the past investigations in the field of speech-rhythm science. The study of rhythm in language and speech has been in the focus of phonetic research for ages. However, some cardinal issues and facets of contemporaneous rhythmology have so far been neglected. Rhythm (ῥυθμός, “rhythmus”) is generally understood as a universal qualitative phenomenon of the sound matter of the language, along with time and space. Verbal rhythm, being a part of the overall rhythm, from the view point of the systemic approach, is thought to be a fundamental hierarchically

structured unit which organizes language and speech. It is formed by means of all linguistic strata and all their units and features (phonetic, grammatical, lexical, semantic, stylistic, pragmatic, etc.) (Zlatoustova, 1981; Antipova, 1984, 1990; Potapov, 2016, etc.). The phonetic and phonological level of speech rhythm, in the opinion of Russian linguists, is formed by a complex of various units and features – segmental and suprasegmental.

The history of speech-rhythm research can be subdivided into the following periods or waves: the first wave (antiquity); the second wave (psychological and early phonetic approaches); the third wave (rhythm typologies); the fourth wave (critical approaches to the “Pike-Abercrombie” hypothesis and alternative theories); the fifth wave (studies on language acquisition); the sixth wave (rhythmic metrics and its critical facets); the seventh wave (the systemic and convergent approach).

Rhythm itself plays an exceedingly pivotal role in human life and it is entirely intrinsic to human beings. In this paper, speech rhythm is approached through the prism of a systemic paradigm. Further research of the general rhythm theory should be directed, on the one hand, towards a convergence of general scientific knowledge and specific data of different other disciplines. On the other hand, these studies should be based on the systemic approach to rhythm using the material of native and non-native (speech) discourse. It should be noted that English rhythm is exceedingly difficult for non-native speakers to master and it is one of the most relevant aspects in acquiring the pronunciation model of a studied language. The isochronic nature of English rhythm requires more careful consideration and continual

work (Adams, 1979). Historiographical approach to speech rhythm, reflected in the works of Russian phoneticians, helps to better understand language and speech mechanisms involved in creating universal, typological and specific features of verbal rhythm (Nikolayeva, 1977).

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## USE OF MOBILE APPS AND OTHER TECHNOLOGIES FOR PROSODY TRAINING

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Mobile pronunciation apps can encourage more autonomous work and stimulate learner's phonological development as well as increase their confidence. What's more, the pronunciation app content and affordances may offer a range of possibilities for individualised practice along with more personal feedback. As a result, learners are happy to resort to such apps to learn pronunciation on their own, however, their self-reported retention and engagement subsides without the teacher's guidance (Walesiak, 2021).

As to the content and learning models promoted by mobile pronunciation apps, the results of an exploratory study in native speaker models abounding in 296 free Google Play Store apps for pronunciation training demonstrates that a substantial majority (92.9%) relies on the standard British and/or American accent (Walesiak, 2020), making other varieties of English significantly underrepresented. On top of that, the tasks offered by the apps centre mostly upon segmentals and word-stress, with only a few of the apps including prosody-related tasks.

This talk will aim to present the results from further exploration into the apps as regards training in suprasegmental features. It will also comment on the alternative types of technologies that can be run on smartphones for prosody training and offer some insights from the author's research on Mobile Assisted Pronunciation Training (MAPT). The talk will strive to ensure that attendees will have a greater knowledge of prosody-related mobile app content that learners can benefit from.

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## PHONETIC IMITATION OF ENGLISH VOTS BY POLISH YOUNG LEARNERS: INVESTIGATING THE EFFECT OF A MODEL SPEAKER GENDER

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Phonetic imitation is an automatic adjustment of one's pronunciation towards the pronunciation of a model talker. Imitation is a fundamental human behaviour that plays a pivotal role in language learning and language use. Previous studies have shown that a number of spectral and durational features are imitated in both conversational interactions and in laboratory conditions (Babel 2012; Lewandowski and Jilka 2019; Nielsen 2011)). Imitation has also been found to play an important role in second-language speech learning with a number of studies showing that L2 learners are able to approximate native-like pronunciation in tasks based on direct shadowing (Llompart and Reinisch 2019; Rojczyk 2013; Rojczyk et al. 2013).

In the current study we extend previous research on phonetic imitation in L2 learning in two elements. Firstly, we recruited 20 young learners at the age of 11 who participated in a shadowing task in imitating tokens with long-lag VOT values in English. Long VOTs are considered problematic for Polish learners because /p, t, k/ in Polish are unaspirated. Secondly, we investigated if, and to what extent, the gender of the model talker's voice facilitates the magnitude of imitation. We assumed that, considering the fact that the majority of English teachers in Poland are women, the participants will be more accurate in imitating female model voices. The results of this study may extend the current research on phonetic imitation by including factors that are typical for learning processes in the classroom setting.

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## STUDENT PERCEPTIONS OF SPANISH-ACCENTED SPEECH IN THE CLASSROOM: A STUDY OF ESL TEACHERS IN MIAMI

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As defined by Holliday (2005), native speakerism is an ideology which views “native English speakers” as not only being representatives of Western culture, but also as the best models and teachers of the English language. This ideology has important consequences in ESL classrooms. On one hand, research has shown that “native speaker” teachers can use their first language as their main qualification for teaching English abroad. (Mahoob and Golden, 2013) On the other hand, there have been reports of teachers whose English is “deemed heavily accented or ungrammatical” being fired. (Jordan, 2010) This is particularly alarming, as the validity of the label “native speaker” has been questioned because non-linguistic variables, such as ethnicity, familiarity with the variety, and nationality have been shown to influence the perception of accent. (Rubin 1992, Eisenclas 2016, Buckingham 2014, respectively)

In this research, I investigate whether Spanish-accented speech holds less value in the context of ESL classes in Miami-Dade County – a county where 69.4% of the population is Latinx/Hispanic, and 66.07% are Spanish speakers. (US Census, 2010)

This study uses a matched-guise technique in order to investigate the perception of Spanish-accented speech of ESL teachers in Miami. Two female Cuban Americans are preselected to perform both “accented” and “non-accented” speech. Thus, participants are presented with a sample of spoken English by the same individual, with either a “Spanish-accented” production, or a “non-Spanish-accented” production. A test group confirms the validity of the guises’ accents – subjects do not detect that it is the same individual speaking in two different ways.

The participants of this study are ESL students enrolled in a high-intermediate class at a large community college in South Florida. For each audio sample, the participants are asked to rate the speaker on a five-point Likert scale for a range of characteristics relating to teaching competence, including the teacher’s use of English and suitability as an English teacher. A modified version of the surveys used in Buckingham (2014) are implemented in order to collect data regarding students’ pronunciation learning goals and beliefs, as well as their perceptions of the Spanish-accented speech. This study helps us understand how ideologies related to native speakerism, standard languages, and English-speaking countries take shape in multilingual Miami.

**Keywords:** matched-guise technique, Miami, dialect perception, sociolinguistics, ESL

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