

PROGRAM BOOK OF ABSTRACTS



3rd International Conference on English Pronunciation:

Issues & Practices

EPIP3

University of Murcia (Spain), 8th-10th May 2013

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INTRODUCTION

The *Third International Conference on English Pronunciation: Issues and Practices (EPIP3)* was held at the University of Murcia (Spain), May 8th-10th, 2013. The conference was the third in the series of meetings starting in 2009 at the Université de Savoie in Chambéry, France (EPIP), and continuing in 2011 with a second meeting in Grahamstown, South Africa (EPIP2).

EPIP3 featured three plenary sessions delivered by **Linda Shockey** (Reading University/BBC Pronunciation Research Unit, UK), **Martha C. Pennington** (Georgia Southern University, USA/City University of Hong Kong), and **Felicity Cox** (Macquarie University, Australia). The conference was able to attract over 75 participants from 25 countries. Participants gave their presentations in oral and poster sessions and, for the first time at EPIP conferences, in a virtual format. The number of participants would have been higher at EPIP3 if university funding had been affected less harshly by the current global economic crisis, which caused several withdrawals.

The Organizing Committee of EPIP3 would like to thank the following people and organizations -also listed in the Credits at the end of this book- for their collaboration in the preparations for the conference. Without their dedication and generous contribution of their time and other support, the conference would not have taken place. To start with, thanks go to the University of Murcia, the Faculty of Arts, and the Department of English Philology for jointly sponsoring the conference. Thanks also to the Town of Murcia municipality for supplying conference material for participants and to the exhibitors. Last, but not least, a big thank you to the Scientific

Committee for their excellent work in the abstract reviewing process or in giving ideas and suggestions on the scientific aspects of the Conference. Their advice has been useful for the organizers to make decisions on the conference program, the abstract evaluation process, etc. Final responsibility for all decisions, however, lies with the local organizers. Finally, we are everlastingly grateful to all EPIP3 participants. Without their personal and financial efforts EPIP3 could not have been possible.

Jose A. Mompeán
(EPIP3 conference host)

Murcia, 10th May 2013.

Preliminary Overview Schedule (as of May 1st, 2013)**Wednesday, 8th May**

08.45-09.45	Hall to Hemiciclo, Fac. Arts Registration
09.45-10.00	Room: Hemiciclo, Fac. Arts. Opening
10.00-11.00	Room: Hemiciclo, Fac. Arts. Plenary lecture (by Felicity Cox)
11.00-11.30	Location: 1st floor landing, Fac. Arts Coffee break
11.30-13.00	Rooms: Hemiciclo/Mariano Baquero/Jorge Guillén Oral session
13.00-14.30	Lunch break
14.30-16.00	Rooms: Hemiciclo/Mariano Baquero/Jorge Guillén Oral session
16.00-17.00	Location: 1st floor landing, Fac. Arts Poster session
17.30-19.00	Location: Cloister (Campus de La Merced, Fac. Law) Welcome Reception

Thursday, 9th May

10.00-11.00	Room: Hemiciclo, Fac. Arts. Plenary lecture (by Martha C. Pennington)
11.00-11.30	Coffee break
11.30-13.00	Rooms: Hemiciclo/Mariano Baquero/Jorge Guillén Oral session
13.00-15.00	Lunch break
15.00-16.00	Location: 1st floor landing, Fac. Arts Poster session
16.00-17.00	Room: Hemiciclo, Fac. Arts. Plenary lecture (by Linda Shockey)
17.30-19.30	Guided walk (Murcia city centre)
21.00	Conference dinner

Friday, 10th May

09.30-10.30	Rooms: Hemiciclo/Mariano Baquero/Jorge Guillén Oral session
10.30-11.30	Room: Hemiciclo, Fac. Arts. Virtual presentations
11.30-12.00	Room: Hemiciclo, Fac. Arts. Closing ceremony / Award giving
12.00.	Trip to Cartagena

Preliminary Full Schedule (as of May 1st 2013)**Wednesday, 8th May**

08.45-09.45	Hall to Hemiciclo, Fac. Arts Registration		
09.45-10.00	Room: Hemiciclo, Fac. Arts. Opening Jose A. Mompean (Conference host), Alice Henderson (EPIP1 Organizing Committee), Keith Gregor (Faculty of Arts, UMU),		
10.00-11.00	Room: Hemiciclo, Fac. Arts. Plenary lecture <i>Sound Change in Australian English</i> Felicity Cox (Macquarie University, Australia)		
11.00-11.30	Location: 1st floor landing, Fac. Arts Coffee break		
11.30-12.00	Room: Hemiciclo Investigating foreign accent in third language acquisition Wrembel, Magdalena	Room: M. Baquero Accent Tolerance and Delayed Reactions to Accented Speech Lepage, Andrée / LaCharité, Darlene	Room: Jorge Guillén How can mobile phone apps enhance the learning of pronunciation? Reasons to 'go mobile' Fouz González, Jonás

12.00-12.30	Room: Hemiciclo The views and perspectives of EFL fourth year secondary-school students on the teaching and learning of pronunciation. A survey-based study. Calvo Benzies, Yolanda Joy	Room: M. Baquero Articulatory training enhances ability to perceptually discriminate problematic second language sounds Linebaugh, Gary / Roche, Thomas	Room: Jorge Guillén Making sense of nonce word stress in English Herment, Sophie / Turcsan, Gabor
12.30-13.00	Room: Hemiciclo TP Software: A Tool for Designing Audio, Visual and Audiovisual Perceptual Experiments Rato, Anabela / Rauber, Andréia / Kluge, Denise / Santos, Giane	Room: M. Baquero Perceived salience: relevance for acquisition & pedagogical implications Rupp, Laura	Room: Jorge Guillén Cognitive phonetics in an ESP classroom: experience and methodological implications Shikhantsov, Alexey S.
13.00-14.30	Lunch break		
14.30-15.00	Room: Hemiciclo <i>NURSING THE CURE: An acoustic analysis of /uə/ in South African English</i> Bekker, Ian	Room: M. Baquero Ongoing changes in stress-placement – a dictionary-based diachronic survey of British English Castanier, Jérémy	Room: Jorge Guillén A study of the distribution and pronunciation of /ɑ:/ and /æ/ by French learners of English Edensor, Kizzi

15.00-15.30	Room: Hemiciclo Evaluating and imitating English Pronunciation Models: Language Attitude and Language use amongst learners in Spain Carrie, Erin	Room: M. Baquero Teaching English Pronunciation to Improve Reading Accuracy and Listening Comprehension Sayenko, Tetyana	Room: Jorge Guillén Intonational variation of questions without morphosyntactic markers among Bukusu & Nandi ESL speakers in Kenya Otundo, Billiam K.
15.30-16.00	Room: Hemiciclo Sociolinguistic aspects and issues of identity. Clara or Sara? Zoe or Chloe? The perception of English forenames Arboleda Guirao, Inmaculada	Room: M. Baquero Sound symbolism and pronunciation teaching: A suitable match? Mompeán-Guillamón, Pilar	Room: Jorge Guillén Perceived foreign accent in the oral production of EFL learners in secondary education. A comparison of two learning contexts: Study abroad vs at home del Río-San Román, Carmen / Juan-Garau, María / Pérez-Vidal, Carmen
16.00-17.00	Location: 1st floor landing, Fac. Arts Poster session		
	Vowel Quantity and Quality in Northern Ireland English. The case of FOOT/GOOSE vowels Moritz, Nuzha	"Luke, these sheep's seen keen" (and other misperceptions of a learner's ear) Lipinska, Dorota	A systematic approach to pronunciation: Intonation in Autonomous Learning Sánchez Vázquez, Alan

	Non-Native Arabic Speaking Teachers of English Contribute Positively to their Arab Learners' Pronunciation Errors: A Case Study of Omani Students' Pronunciation Problematic Areas Al-Wahaibi, Munira / Al-Maawali, Asila	A study of language transfer and proficiency as factors influencing the recognition and usage of Greek origin English medical words: The case of Greek Cypriot nursing students Apostolou, Andry
17.30-19.00	Location: Cloister (Campus de La Merced, Fac. Law) Welcome Reception	

Thursday, 9th May

10.00-11.00	Room: Hemiciclo, Fac. Arts. Plenary lecture <i>Research, Theory, and Practice in Second Language Phonology: A Review and Directions for the Future</i> Martha C. Pennington (Georgia Southern University, USA/City Univ. Hong Kong)		
11.00-11.30	Coffee break		
11.30-12.00	Room: Hemiciclo Why some things are better done in tandem Horgues, Céline / Scheuer, Sylwia	Room: M. Baquero Non-Native Accent and Listener Perceptions of Grammaticality Kennedy, Alan Sloan	Room: Jorge Guillén Prosodic cues to the orator's authenticity: Remarks on a cross-language case study Fedoriv, Yaroslava

12.00-12.30	Room: Hemiciclo RP influences on Standard Scottish English: Scottish politicians and political broadcasters in the Westminster Village Brulard, Inès / Carr, Phil	Room: M. Baquero Phonological Adaptation of Stress in English Loanwords in Jordanian Arabic and its Implications to L2 Acquisition Abu Guba, Moh'd Nour	Room: Jorge Guillén Effects of short-term perceptual training on L2 vowel identification by Spanish/Catalan learners of English Carlet, Angélica / Cebrián, Juli
12.30-13.00	Room: Hemiciclo English pronunciation teaching in Europe: Inside and outside the classroom Henderson, Alice / Kautzsch, Alexander / Kirkova-Naskova, Anastazija / Frost, Dan / Levey, David / Murphy, Deirdre / Tergujeff, Elina / Curnick, Lesley / Waniek-Klimczak, Ewa		Room: Jorge Guillén Intelligibility, comprehensibility and foreign accentness in the speech of Polish L2 English speakers Julkowska, Izabela Anna / Cebrián, Juli
13.00-15.00	Lunch break		
15.00-16.00	Location: 1st floor landing, Fac. Arts Poster session		
	Doing phonetic transcription on Moodle Aperliński, Grzegorz / Weckwerth, Jarek / Łodzikowski, Kacper	Importance of English pronunciation in teacher training Idrees, Huma	Stuttering and speaking classes Masoudian, Fatemeh / Damaliamiri, Mehdi / Ghavidel, Azam / Jamshidi, Behbood

	Is the production of epentesis in loanwords influenced by English proficiency? A production study in Brazilian Portuguese Munhoz Xavier, Carla Cristina	Speech Development in Scottish Children: a comparative study of the influence of local vs. non-local parental dialect on vowel acquisition Thomas, Sarah / Scobbie, James M.
16.00-17.00	Room: Hemiciclo, Fac. Arts. Plenary lecture <i>Doing What Comes Naturally: Perception of Casual Speech Simplifications</i> Linda Shockey (Reading University/BBC Pronunciation Research Unit, UK)	
17.30-19.30	Guided walk (Murcia city centre)	
21.00.	Conference dinner	

Friday, 10th May

09.30-10.00	Room: Hemiciclo Variables involved in Australian English Accent Identification by EFL speakers Kapranov, Oleksandr	Room: M. Baquero ---	Room: Jorge Guillén L2 fluency development: tone-units in native and learner English Lintunen, Pekka / Peltonen, Pauliina / Webb, Joshua
10.00-10.30	Room: Hemiciclo Perception and	Room: M. Baquero English	Room: Jorge Guillén The non-realisation of

	production of the vowel schwa /ə/ by Colombian Spanish Speakers of L2 English Vera Diettes, Kelly Johana	pronunciation teaching for primary, lower secondary and upper secondary level. A mixed methods approach Tergujeff, Elina	the English schwa /ə/ as a variety marker of Nigerian English (NE) : A Case Study of Selected Students of English in Five Tertiary Institutions in Plateau State, Nigeria Gonsum, Christopher Longji
10.30-11.30	Room: Hemiciclo, Fac. Arts. Virtual presentations (public display of presentations)		
	Training French-speaking learners to interpret accentually-signalled focus in English declarative utterances Gray, Mark	Lack of Aspiration in Unvoiced Plosives in Pakistani English An Acoustic Analysis Based Study Malik, Sadia / Saeed, Tariq	EFL Teachers' Knowledge of Phonetics/ Phonology and Training in the Teaching of Pronunciation; the Case of Greece Kanellou, Vasiliki
	Prosodic Means of Subjective Modality in American and Ukrainian Television Interview Rudenko, Olena	Views and practices on pronunciation teaching in Cyprus Kyprianou, Marianna	Using a Phonetic Alphabet to facilitate teaching English pronunciation to Native Bengali Speakers Rahman, Amin

	Does proficiency matter? Effects of High Variability Phonetic Training on the Perception and Production of English Vowels by Cantonese ESL learners with high and low proficiency levels Wong, Janice Wing Sze
11.30-12.00	Room: Hemiciclo, Fac. Arts. Closing ceremony / Award giving EPIP3 Organizing Committee
12.00.	Trip to Cartagena

PLENARY LECTURES

Sound Change in Australian English

Felicity **COX**
Macquarie University, Australia

Australian English is accepted as a unique and standard form of English displaying distinctive linguistic characteristics of phonology, syntax, vocabulary and idiom. It differs from other World Englishes in many interesting ways, but it is pronunciation that immediately signals “Australian”. Like all spoken language, Australian English is subject to sociocultural influence (external to the linguistic system) and to internal phonetic self-organisational adjustment. The interaction between internal and external forces creates an environment highly conducive to variation; a precondition for sound change. Sound change is at the heart of dialectal differences and the analysis of change can therefore help us to understand the forces that shape sound systems.

Sound change regularly harnesses natural phonetic effects which may be amplified for perceptual, structural and/or social reasons. The sound changes currently in progress in the Australian English vowel system have the potential to provide valuable insights into these phenomena. Our acoustic analyses show phonetic lowering of the short front series of

vowels in words like BID BED BAD. This change is the reversal of a chain shift that began as a raising process. In fact raising of these vowels is still ongoing in New Zealand English. The most interesting vowel in the Australian short front set occurs in words like BAD which, for some speakers, has undergone an allophonic split between the nasalised and oral variants (BAD/BAN). The allophones are separated in phonetic space with extreme raising of the nasalised vowel such that a word like BAN bears some similarity to BEN. Interestingly, contrast between BAN and BEN is maintained by vowel length and there is a positive correlation between the phonetic height of the nasalised allophone and the length of the vowel. This may suggest contrast enhancement as a driving force.

In this talk I will discuss how our work on Australian English contributes to the understanding of the dialect as a global variety of English but also how this work furthers our knowledge of the phonetic processes involved in sound change.

Research, Theory, and Practice in Second Language Phonology: A Review and Directions for the Future

Professor Martha C. **PENNINGTON**
City University of Hong Kong

The presentation will address the state of the art of L2 phonology, including research, theory, and practice, to answer the questions “Where have we been?”, “Where are we now?” and “Where are we headed?” A review of the history and current state of the field makes it possible to identify both ongoing and shifting areas of focus over time, as well as biases and gaps in the research base, theoretical underpinnings, and

practices of L2 phonology. It also helps identify areas where progress has been made as well as issues from the past that have not been satisfactorily resolved or that have arisen more recently and should be addressed in the future. The issues-centered review of research, theory, and practice provides a basis for a call for improvements in these three areas and for recommended new directions in L2 phonology.

Doing What Comes Naturally: Perception of Casual Speech Simplifications

Linda **SHOCKEY**

Reading University/BBC Pronunciation Research Unit, UK

A previous study has suggested that Polish students of English are better than speakers of L1 languages with simple coda phonology in understanding casual speech “shortcuts” in English. It was hypothesised that one factor in this advantage was that Polish is, like English, a language with complex codas, but that further, based on expectations from Natural Phonology, Polish would also exhibit casual speech reductions along the lines of those found in English. Examination of several minutes of spoken Polish revealed that many shortcuts were taken, some much like English, some different. This is a pilot study and more research is called for, but it is very likely that lifelong practise in unravelling casual speech simplification of complex codas in their native language is an advantage for Poles learning English.

Most of the world’s languages differ from English by not allowing complex consonant clusters, especially in the coda. In the majority of languages, the favoured syllable structures are CV(s), CV(n) or simply CV.

The suggestion here is that speakers of such languages do not have experience with English-type reductions and thus have an understandable disadvantage in decoding conversational English. Preliminary results suggest, for example, that this is true for NSs of Greek. Casual speech phonology receives minimal attention in most EFL syllabi. I argue that this situation is not pedagogically ideal for NSs of most languages, as their native perceptual strategies are only partially adequate for listening to English.

ORAL/POSTER/VIRTUAL PRESENTATIONS

Phonological Adaptation of Stress in English Loanwords in Jordanian Arabic and its Implications to Second Language Acquisition

Moh'd Nour **ABU GUBA**

Sharjah University- United Arab Emirates (UAE)

This paper is a contrastive phonological study that explores the adaptation of stress in English loanwords in Jordanian Arabic in order to shed more light on the phonological processes and constraints that account for nativization of English loanwords in Arabic. The data has been collected over a period of three years from many oral and written resources. The researcher has come up with more than 6000 words. These words are divided into two main groups: Common and technical. The main concern of this research is the former. More than eleven hundred common loanwords are transcribed as they are pronounced and stressed by Jordanian Arabic native speakers. The words are studied and analyzed phonetically and phonologically adopting an optimality theoretic approach. A set of nine phonological constraints such as Non-Final, Weight-to-Stress Principle, Trochaic, and Foot-Binarity besides new suggested ones like Stress-Window could account correctly for stress assignment in all these loanwords. The study provides evidence for the fact that Arabic stress is

weight sensitive as all heavy syllables win over light ones in attracting stress given that these heavy syllables occur in the stress window in which stress never falls further than the antepenult. Moreover, unlike English stress, there is a striking tendency for stress to fall as close as possible to the right edge of the loanword. The ult is stressed in 332 words (about 29%) and the penult receives stress in 444 words (about 39%) in addition to the 332 monosyllabic ones. Only 43 words (less than 4%) are stressed on the antepenult. Furthermore, in quadrisyllabic and pentasyllabic words, stress is almost always placed on the ultimate or the penultimate syllable – intriguing facts that throw light on many phenomena in English pronunciation by Arab speakers. It also should be mentioned that pre-tonic syllables form binary feet in all these words –a strong tendency that casts more light on the phonological behavior of native words. The tendency is also apparent when vowels are shortened or lengthened to meet this preference. Although source and target stress sometimes happen to occur on the same syllable (34% of the words), it is borne out that the role of the source stress is not relevant at all in determining loans stress. Rather, it is the native phonology constraints that account for stress assignment. However, source stress takes part in other phonological processes. Moreover, the research investigates the sociolinguistic aspects that play an important role in the adaptation process. The paper concludes with a discussion of the importance of loanword phonology and its implications to second language acquisition especially when two distant languages like Arabic and English come into contact. Recommendations to foster and boost second language pedagogy are put forward.

Keywords: Stress, Phonological adaptation, Language contact, Second language acquisition

Non-Native Arabic Speaking Teachers of English Contribute Positively to their Arab Learners' Pronunciation Errors: A Case Study of Omani Students' Pronunciation Problematic Areas

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Sultan Qaboos University, Oman

Asila **AL-MAAWALI**

Ibra College of Technology (ICT),
Oman

The paper sheds light on the most salient pronunciation problematic areas students in the Arabian Peninsula generally and Omani students particularly encounter when pronouncing some English words. These areas were categorized into six categories; phonemes: consonants sounds and short vs. long vowels sounds, consonant clusters, gemination in Arabic, which is doubling in English, silent letters and English spelling, homographs and homophones, and different pronunciations of the same word: British and American English (Al-Abdali, 2012). In fact, many non-native Arabic speaking teachers of English who teach in the Middle East do consider these persistent pronunciation difficulties as challenging matters because they can identify their students' errors, but have no direct way to assist them reverse the lifelong habits of Arabic pronunciation (Quinn, 2010). Moreover, they sometimes undervalue their teaching ability due to viewing their students' pronunciation errors as a lack of understanding of their illustrations of the pronunciation teaching items despite the fact that they are equipped with second language learning theories, methodologies of teaching English for second language learners and classroom practice. This paper attempts to provide non-native Arabic speaking teachers of English with a detailed background about the Omani students' pronunciation errors. It will, therefore; make it possible for these teachers to appeal to the Omani students' L1 knowledge of Arabic to better understand the nature of their errors and how to correct them. To achieve

this goal, the researchers will first collect data of the common errors that the students make which are related to their L1 which is in this case Arabic and then they will proceed by classifying them under one of the six categories. Along with that, an explanation of why a student is making these mistakes will be explicated. In the end, a remedial plan on how these teachers can play amore active roles in grasping their students' pronunciation errors will be provided.

References

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Doing Phonetic Transcription on Moodle

Grzegorz **APERLIŃSKI**, Jarosław **WECKWERTH** and
Kacper **ŁODZIKOWSKI**

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Moodle (<http://moodle.org>) is an open-source learning management system (LMS), one of the leading e-learning platforms in use today at all levels of education. It has been used in the teaching of phonetics in various contexts (e.g. Ashby et al. 2009; Wilson 2008). The focus is usually on the audio-visual and interactive capabilities of the system. However, the teaching of phonetics invariably involves the application of phonetic transcription in some form; as a minimum, the correct display of transcription is required, and being able to use phonetic transcription efficiently in interactive assignments is usually desired. Even in the times of Unicode and content management systems that vastly simplify the creation of static and dynamic webpages, this is still a hurdle for many phonetics instructors wishing to make use of e-learning solutions.

This paper will present various aspects of the use of phonetic transcription on Moodle on the example of a b-learning module supporting a course in English Phonetics and Phonology within a university programme in English Studies. Various ways of delivering phonetic transcription to participants for presentation purposes will be presented (e.g. image vs. PDF vs. Flash vs. Unicode text), and their relative strengths and weaknesses will be discussed. Methods of styling the Unicode text of phonetic transcription as part of text pages, Moodle web pages, lessons and activities will be described.

Particular attention will be given to the utilisation of Unicode phonetic transcription in so-called quizzes. A Moodle quiz is an interactive activity type usually employed in testing or practice contexts. The paper will demonstrate how the preparation of quiz questions can be automated and performed in batch mode offline (bypassing the often cumbersome question-building interface of Moodle) using widely available word-processing software such as MS Word. The usage of phonetic transcription in the basic question types (“multiple answer”, “short answer” and “cloze”) will be presented. Various methods of enabling entry of phonetic symbols by students in the response fields of “short answer” and “cloze” questions will be shown, including two on-screen keyboards developed in-house. Finally, an approach to doing allophonic transcription will be demonstrated, along with a dedicated on-screen keyboard and comprehensive feedback functionality using phonetic transcription.

References

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A Study of Language Transfer and Proficiency as Factors Influencing the Recognition and Usage of Greek Origin English Medical Words: The Case of Greek Cypriot Nursing Students

Andry APOSTOLOU
Saint Louis University, USA

Most scholars have studied the issue of language transfer and how similarities between languages can be a great facilitator for the learner of another language. In the medical field there are thousands of English words which have a Greek origin (Ayers, 1986;Konstantinides, 2006) and it can be therefore assumed that native Greek speakers will have an advantage in the use of the English medical terminology which derives from the Greek language. This research implies that the similarity between the English and Greek medical terms can lead to easier identification for the native Greek speaker but in some cases resemblance among words can be a misleading factor with negative results either in the pronunciation or the aural identification of cognate words. The purpose of this research study was to examine how Greek Cypriot nursing students of three different levels of English language proficiency, pronounce and identify aurally and in their written form English medical terms that have a Greek root. These terms included the Greek clusters *eu-*, *pneu-*, *neur-*, *psy* and *ch* which share some similarities in the orthography but have a very different pronunciation due to the different pronunciation rules of each language.

The study employed quantitative research methods. Data collection included the use of demographic and language proficiency questionnaires and three achievement tests. The target population of this study was first semester Greek Cypriot nursing students studying at the Cyprus University of Technology. The final sample selected for the statistical analysis was 80

cases. The students' English language level of competence was found by the students' recent English Placement Tests. The samples underwent three tests. The purpose of the tests was to check their pronunciation, listening and reading identification of English medical words which derive from Greek.

The findings suggest that there are a statistically significant number of samples which mispronounce the Greek origin words when reading an English text. Even more advanced users of the English language mispronounce Greek origin medical English words, however less than the others. Moreover, a statistically significant number of the sample had a problem identifying English medical words when listening to them by an English speaker while it was much more effective identifying similar words when they see them in a written form.

This study identified a problem that the Greek Cypriots nursing students have in pronouncing and identifying aurally medical terminology in the English language and it implies that such a problem might create communication problems among healthcare providers and patients. In the medical field where any mistake can have terrible consequences any possible problems should be identified and treated.

Based on the findings of the research some pedagogical implications were discussed. These are recommendation for implementation of instruction focusing on the Greek clusters which are more likely to present a pronunciation problem for native speakers of Greek.

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Clara or Sara? Zoe or Chloe? The Perception of English Forenames

Inmaculada de Jesús **ARBOLEDA GUIRAO**
University of Murcia, Spain

Forenames (Valentine, Brennen & Brédart, 1996) have a major social importance (Albaigès, 1995). They are not just “a label (...) but rich in content and [have] many kinds of association” (Morgan, O’Neill & Harré, 1979: 10). Nonetheless, they have been in need of research for many years. On the other hand, the study of sound symbolism, which ties sound to meaning, was *left aside* by linguists for a long time (Hinton, Nichols & Ohala, 1997; Christiansen & Kirby, 2003). Although some remarkable discoveries (De Klerk & Bosch, 1997) have recently aroused the interest from researchers in the study of sound symbolism in forenames, it has not been sufficiently backed up by empirical data.

The present study examines the extent to which sound symbolism interrelates with other psycholinguistic and social factors in British English forenames. In two couples of related minimal pairs, in particular, Clara-Sara and Chloe-Zoe, we will explore the respondents’ choice of the name whose sound they like more. The informants were 425 males and females whose ages were over 25 and lived in the municipal district of Leeds, United Kingdom. Questionnaires were used as data sources. The information was quantitatively and qualitatively analysed.

The study reveals that 1) regarding the Sara-Clara couple, the negative results for Sara seem to be linked to the pronunciation of <a>proposed by the researcher, [ɑ:]. Many participants associated it to the upper class “probably because of [ɑ:] in BATH in the RP of the south (as distinct from that of the north) of England”. 2) Concerning the Zoe-Chloe couple, again, the initial /kl/ overcomes the alveolar fricative, in this case, the voiced /z/. We may wonder whether the preference for /kl/ would prevail over the classical but also frequent Sarah in its most common version, <a> being pronounced /eə/. This aspect needs further research.

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NURSING THE CURE: An Acoustic Analysis of /ʊə/ in South African English

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This paper is focused on providing the results of an acoustic analysis of the CURE vowel (i.e. /ʊə/ as in *cure*, *tour*, *sure*) in South African English (SAfE) and, in particular, in the main L1 sociolect of this Southern Hemisphere variety, General SAfE. While other non-rhotic varieties of English have undergone (or are undergoing) the Second FORCE Merger, whereby CURE merges with /o:/ (e.g. *cure* is pronounced [kjo:]), it would appear on an impressionistic level that the Second FORCE Merger has instead been arrested in GenSAfE (*contra* certain pronouncements in the extant literature and limited to certain lexical items such as *sure*) and that a partial merger is underway with rounded, fronted SAfE NURSE (i.e. [ø:]), in particular after a palato-alveolar segment e.g. *cure* is pronounced [kjø:]. A parallel phenomenon appears to occur in non-post-palatal contexts as well i.e. impressionistically *tour* becomes [twø:] or [tʃø], where in the latter case we have a rising instead of the traditional falling diphthong. Recorded data is subject to an acoustic analysis in order to test these impressionistic claims concerning the current status of the SAfE CURE vowel.

RP Influences on Standard Scottish English: Scottish Politicians and Political Broadcasters in the Westminster Village

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We present the results of phase 2 of our investigation into accent modification among speakers of Standard Scottish English (SSE), the accent of educated, middle class Scots. The aim is to establish whether, and to what extent, their speech contains features of Received Pronunciation (RP), the prestige accent associated with the English fee-paying schools. In Carr & Brulard (2006), we presented the results of phase 1 of our project, using data from recordings (using the methodology of the PAC project (www.project-pac.net/; see Carr *et al* 2004) of SSE speakers from Edinburgh, and video recordings of Scottish politicians and political broadcasters working in the Westminster Village. We showed that some of these SSE speakers showed, for the variables in question, little or no RP influence on their speech, while others exhibited clear, and fine-grained, structured, RP influences. In our 2006 paper, we investigated variable non-rhoticity and the realization of vowels from the Wells (1982) lexical sets TRAP vs START/BATH/PALM and LOT vs THOUGHT/NORTH/FORCE, showing that the implicational relationships postulated by Abercrombie (1979), whereby adoption of the RP LOT vs THOUGHT contrast by SSE speakers implies adoption of the RP TRAP vs START contrast, is not supported by our empirical evidence. Here, we report on our investigation of the realisations of vowels from the lexical sets FACE, GOAT and MOUTH, and realisations of words spelled with the <wh> digraph, which typically have the fricative /ɹ/ phoneme in SSE, but the /w/ phoneme in RP. We show that there are speakers who show no RP influences with respect to the variables studied by Carr & Brulard

(2006), but who exhibit RP influences with respect to the lexical sets FACE and GOAT. We also show that realizations of the MOUTH vowel are resistant to RP influence, even among speakers of SSE whose speech is heavily RP-modified. We critically review suggestions by Trudgill (1986) regarding structural influences on accent accommodation. We end by considering those of our speakers who were unaware of RP influences in their own speech. It has long been noted by sociolinguists and sociologists of language that speakers may not be consciously aware of their linguistic accommodation (Giles & Powesland 1975), a phenomenon referred to as 'covert accommodation' (Edwards 1985). We consider work by Braber (2009) and Braber & Butterflint (in press) on accent and sense of identity, and suggest that unconscious linguistic accommodation does not necessarily reflect a diminished sense of national identity.

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“Not Enough Time is Devoted to Pronunciation”, “I would Like my Textbook to Include other Types of Pronunciation Activities”. The Views and Perspectives of EFL Fourth Year Secondary-school Students on the Teaching and Learning of Pronunciation. A Survey-based Study

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Students who complete their obligatory secondary education should have acquired an intermediate level of both oral and written English, that is, they should know how to write different kinds of texts, express themselves correctly and understand and interpret written language. Moreover, they should have obtained a good level of English pronunciation to interact and communicate efficiently. However, is that really so?

Spanish learners of English tend to have serious problems with the learning of pronunciation (García 2000, Lambacher 2001, Martínez, Usó and Alcón, 2006). Several reasons may account for this: 1) the irregular correspondence between English spelling and pronunciation and the phonological systems of both languages; 2) individual learning differences such as motivation or language aptitude also influence on this learning process, and, 3) the fact that, apart from being intelligible and pronouncing a word or sentence correctly, one should also communicate with a certain degree of fluency and accuracy.

The following study aims at identifying the role that pronunciation currently plays in the last year of obligatory secondary education in Spain from the points of view of EFL students. In order to do so, 138 students belonging to four different secondary schools were asked to fill out a 51-item questionnaire on the current role that pronunciation has in their EFL classes and teaching materials. This research material included questions on several aspects such as error correction, EFL textbooks, attitudes towards pronunciation, frequency and format of pronunciation exercises or the students' main difficulties and preferences regarding the learning of segmental and suprasegmental features.

Although this project will be concerned with the last year of obligatory studies at secondary schools of a particular area and city of Spain, Santiago de Compostela, it is expected that the results, findings and conclusions could be extrapolated to other levels of secondary and tertiary education and even to many other Spanish regions.

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Effects of Short-term Perceptual Training on L2 Vowel Identification by Spanish/Catalan Learners of English

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Phonetic training has been found to enhance L2 learner's ability to perceive and consequently produce sounds of a second language, especially in the absence of native input (Wang & Munro, 2004). This study examined the short-term effects of a high variability phonetic training method on the perception of non-native vowel sounds, specifically of the English vowel contrasts /ɪ/-i:/ and /æ/-/ʌ/, by Spanish/Catalan bilingual speakers. The study also investigated if improvement generalized to other aspects not explored in the training, such as new words and new talkers. The experimental group (N=16) was tested by means of a

pretest/training/posttest design for a period of three weeks. The training consisted of four sessions, which included categorical discrimination tasks and identification tasks with natural stimuli produced by six different native speakers of Southern British English. Perceptual improvement was assessed through a 6-alternative forced choice identification test including 18 contrasting pairs of vowels.

The results suggest that the training techniques used improved L2 vowel identification. Post training identification revealed a positive effect of phonetic training in some cases: perception accuracy of the vowel sounds /i:/ and /ʌ/ improved significantly from pre-test to post-test phase. However, despite a numerical difference between pre and post test results, no significant improvement was found for the sounds /I/ and /æ/, which were already well identified from the outset. Interestingly, results indicate that listeners were first misled by the contextual variation in vowel duration, all vowels being longer before voiced consonants than before voiceless consonants. This may be related to previous findings that Catalan/Spanish learners of English overrely on duration in their perception of English vowels (e.g., Cebrian, 2006). Training helped learners to abstract away from context-sensitive duration differences and focus on other characteristics, namely spectral differences between the members of each pair. Finally, the generalization results indicated that the knowledge gained from perceptual training transferred to some new items and some new speakers, thus providing evidence that “robust learning” (Logan & Pruitt, 1995) may occur as a result of phonetic training.

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Evaluating and Imitating English Pronunciation Models: Language Attitudes and Language Use amongst Learners in Spain

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Given that ‘the implicit aim [...] is for students to achieve a native-like accent (i.e., Received Pronunciation or General American)’ in English at university (Dalton-Puffer *et al.* 1997: 115-116), this paper aims to investigate the way in which Spanish learners of English evaluate and imitate those varieties which are typically presented to them as British and American pronunciation models. The analysis is based on empirical data collected by means of questionnaire and sociolinguistic interview from a sample of 71 Spanish university students at various stages of their English language degrees.

The results of the language attitude study have revealed that, overall, British English speech is evaluated more positively by learners than American English speech. Though British English speech is evaluated more positively for features of *competence*, American English speech strongly competes on the dimension of *social attractiveness*. Furthermore,

British English speakers are rated as being significantly more competent than socially attractive. This is not reflected in the ratings of American English speakers, which do not differ significantly on the two dimensions. This is thought to be evidence of a perception amongst learners that British English is a more useful model for fulfilling instrumental goals, and of it being a variety to which students are primarily exposed in their academic lives; in less formal contexts, learners are thought to have greater exposure to American English.

As for learners' language use, an investigation into their pronunciation of the /t/ variable indicated that they tend mainly towards a [t] realization, as opposed to a [r] realization. These realizations correlate significantly with gender ($p < 0.05$), implying that female learners are more inclined towards a British English pronunciation. There is also a significant correlation between the variety of English that learners claim to have been taught at school and their current language use ($p < 0.05$), suggesting that the variety to which they were exposed at a young age is somewhat instilled in them. Interestingly, those learners who indicated that American English was their goal accent had significantly more tokens of [r] and those who indicated that it was not their goal accent had significantly more tokens of [t] ($p < 0.0005$), suggesting that the motivation (or otherwise) to speak American English is the stronger determinant of English language use. The results also indicate that those learners who stated that they would prefer to attend a British English pronunciation class realized significantly more tokens of [t] ($p < 0.01$) and those who claimed to prefer the British accent also realized significantly more tokens of [t] ($p = 0.001$).

It is possible to conclude, therefore, that there is a link between learners' attitudes towards British and American pronunciation models and their own linguistic behaviour. In other words, the positive evaluation of a

speech variety has been shown to be linked with the imitation of that speech variety.

Keywords: Language attitudes, Language use; language learning; models of English pronunciation; Spain

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Ongoing Changes in Stress-Placement – a Dictionary-based Diachronic Survey of British English

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It is sometimes thought that contemporary phonological change in English only has to do with regional accents, reference accents or globalisation. In this respect there is strong emphasis on segmental studies bearing for instance on the pronunciation of vowels or on the increasing use of glottal stops. Contrary to segmental change, accentuation is often considered as a now static set of data whose evolution – if any – took place several centuries ago.

Yet the evolution of stress-placement has never come to a standstill, in British English in particular. This is true for the 18th and early 19th centuries, but the 20th century is perhaps even more interesting if one considers the ongoing changes of which we may not yet be fully aware.

For example the original pronunciation of *shepherdess* ['ʃepədɪs], which remained the sole possibility in dictionaries for this word until the late 20th century, has now been superseded by [ˌʃepəˈdes] in British English. This is not an isolated example and, although many of them have retained initial stress (*governess*, *goddess*, etc.), feminine words in *-ess* seem to constitute a lexical class where final stress is gradually gaining ground (*poetess*, *lioness*, etc.). Similar evolutions, fairly numerous, are to be seen with words such as *primarily*, *ambulatory*, *accusatory*, *verifiable*, *hospitable*, *enfilade* (noun) or *adept* (noun), whose original pronunciations [ˈpraɪməɾɪli], [ˈæmbjulət(ə)ri], [əˈkjuːzət(ə)ri], [ˈverɪfaɪəbəl], [ˈhɒspɪtəbəl], [ˌɛnfɪˈleɪd] and [əˈdeɪpt] have been superseded (or may soon be) by [praɪˈmerɪli], [ˌæmbjuˈleɪt(ə)ri], [ˌækjuˈzeɪt(ə)ri], [ˌverɪˈfaɪəbəl], [hɒˈspɪtəbəl], [ˌɛnfɪleɪd] and [ˈædeɪpt].

Far from being series of unexplainable oddities, these words belong to lexical classes that seem to be evolving according to the principle of lexical diffusion (Wang 1969). In this regard it is possible to identify the triggering mechanisms and gradual propagation of these evolutions by using pronunciation dictionaries as a diachronic corpus, from the 18th and 19th-century dictionaries to the latest editions of the *Longman Pronunciation Dictionary* and of the *English Pronouncing Dictionary*. The latter dictionary, by Daniel Jones and his successors, is particularly useful since there have been 18 editions of it since the 1917 first edition. The comparison of all editions allows us to survey the step-by-step changes that words and classes of words have gradually undergone since the early 20th century, edition after edition; it also allows us to explain why some new accentuations may seem erratic, affecting only a small number of items.

This paper thus offers an overview of some of the main ongoing changes that have been taking place in British English for the past centuries as far

as stress-placement is concerned, with special focus on the 20th and 21st centuries. If the paper illustrates to what extent approximately forty dictionaries can be used as a diachronic corpus, it also aims to show the methodological difficulty there is interpreting the data offered by such a corpus because of the possible lacunae and mistakes introduced by older dictionaries. Most importantly, the data contained in these dictionaries often raise the issue of the more or less prescriptivist attitude of their authors, which makes it difficult to interpret correctly the presence or absence of a given pronunciation in a given dictionary.

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Perceived Foreign Accent in the Oral Production of Secondary Education EFL Learners. A Comparison of Two Learning Contexts: Study Abroad vs at Home

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Foreign accent (FA) refers to listeners' judgements of how closely the pronunciation of an utterance approaches that of a native speaker (Munro & Derwing, 1999). Several studies have examined the degree of FA in

non-native English speakers' oral production (Derwing & Munro, 1997; Gallardo del Puerto et al, 2005, 2007; Magen, 1998; Munro & Derwing, 1995, 1999; Pinget, 2011; Rallo Fabra & Juan-Garau, 2011; Trofimovich & Isaacs, 2012). Research on perceived foreign accent involving SA groups of participants is scant (see, however, Højen, 2003; Avelló, Mora and Pérez-Vidal, 2012). Moreover, these studies took undergraduate students as participants in their studies. Our study intends to make a contribution to this under-researched area examining the effects of SA context involving adolescent learners (Llanes 2012; Llanes and Muñoz, 2012). It explores the dimension of FA by assessing the impact of a 3-month SA programme on the oral production of a group of 25 Spanish learners of English in secondary education. A control group receiving formal instruction at their home school (AH) (n=32) and a group of native English speakers (n=15) provided base-line data for comparison purposes. The participants were recorded performing an oral narrative task before (pre-test) and after (post-test) SA. An excerpt was extracted from each narrative and the speech samples were rated by a group of judges (n=10). In previous studies English native speakers have been asked to assess learners' FA holistically using a Likert scale (Gallardo del Puerto, 2005; Magen, 1998; Munro & Derwing, 1995; Pinget, 2010; Trofimovich & Isaacs, 2012). English non-native instructors are frequently responsible for teaching EFL in AH context in Spain and, consequently, in charge of assessing EFL learners' pronunciation. For this reason, in this study judges were native speakers of Spanish, who were teaching EFL at the secondary education level in Spain. Listeners heard the stimuli in randomized order and assigned ratings using separate Likert scales for accent. They were also asked to report the aspects of speech which had affected their ratings most. In this paper we evaluate changes in perceived FA after the SA and AH learning contexts, and consider the features that influenced the listeners' evaluations. We also run correlations between FA and comprehensibility in

order to confirm results from previous research suggesting that a strong FA does not necessarily reduce the comprehensibility of EFL learners' oral production (Derwing and Munro, 2009). Preliminary results suggest that the SA group improves in perceived FA after SA, and that their scores in the post-test are higher than those of the AH group.

Keywords: accent, foreign language speech learning, learning contexts.

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A Study of the Distribution and Pronunciation of /ɑ:/ and /æ/ by French Learners of English.

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The lexical keywords designed by Wells (1982) are normally used to categorise different native English accents. For example, in a Received Pronunciation variety of English, the following three groups: BATH, START and PALM each have the phoneme /ɑ:/, whereas in a Northern English accent the BATH group has /a/ and both START and PALM have /a:/. These lexical keywords therefore make it possible to observe the various distributional patterns in native English. Most French learners of English are encouraged to aim for an accent which is close to either General American or Received Pronunciation; most of them choose the latter. However, certain linguists, such as Abercrombie (1967) and Jenkins (2006), maintain that RP is one of the most difficult accents to acquire for a non-native. Another difficulty in regards to the pronunciation of /ɑ:/ by French learners of English lies in the fact that words belonging to these lexical groups are often allotted to the closest French counterpart /a/ (Flege, 1995). These observations led to the question of how non-native learners of English realise these same lexical keywords. Can a distributional pattern similar to that of an RP accent be observed when dealing with French L2 learners? The first objective of this study is therefore to determine whether the lexical groups noted by Wells correspond to the non-native realisation of BATH, START and PALM. If this does not explain their distribution, the second objective is to find out what kind of pattern there is. An experiment was set up which consisted in reading a list of 80 words from Wells' lexical keywords. This list included

20 words from each group (BATH, START and PALM) plus 20 from the TRAP (/æ/) group. In order to focus purely on the pronunciation variable, the most common words were selected from each of the lexical keyword groups. Words from the TRAP group were added to this experiment to act as a control group, but also to ensure that the objective of the experiment was not completely transparent. The words were put into a random order and 15 M2 students majoring in English were asked to read and record them. They were given no direct instructions that would indicate the purpose of the experiment and given no preparation time. This research will contribute to understanding the distribution of /ɑ:/ and /æ/ by L2 English speakers and determine which words stand out as clearly belonging to one group or another. The comprehension of an underlying distributional pattern of /ɑ:/ and /æ/ can be put to use in teaching them and in helping students to improve their production of these phonemes. The results are currently being analysed and will be discussed in this paper.

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Prosodic Cues to the Orator's Authenticity: Remarks on a Cross-language Case Study

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This report discusses a 'by-effect' of a contrastive research into female speakers' oratory perception in different cultures (for an exemplary description of the audience's reaction see [2], [4]). When analysing and interpreting the results of qualitative and quantitative studies of ceremonial speaking performed by American and Ukrainian public figures (the case study was based, among others, on [1], [3], [6], [8]), I was compelled to examine the lack of the outcome data integrity despite the homogeneity of the corresponding communicative settings: the speaker-audience's shared language and cultural background, the speaker's gender and social role, the message type, the audience's common characteristics.

The investigation demonstrates that public speakers in both cultures similarly approach the structure, transitivity, modality, and rhetoric devices (in acknowledgement of [5], [7]), yet the phonation of particular figures of speech against the background of the speech continuum in general may

differ for individual performers. A deeper inquiry into the specific contexts showed that, alongside to the sticking out acoustic parameters (such as pitch and intensity range, amount and duration of pauses, etc.) of one orator's speech as compared to the others', the performance in question lacked the speaker-audience rapport and was followed by a formal, uncommonly restrained reaction (slow, quiet clapping, indicating either disbelief or sarcasm). Furthermore, the coverage of this event by the mass media suggested that the text of the public address under discussion had been plagiarized, with the excerpts from the original speech promptly quoted and commented upon (cf. [8]). This draws a hypothesis, and can be proved with hard data, that misuse, no matter how skilful, of rhetorical tools in a public speech can be aurally detected by sensitive listeners and instrumentally verified with the speech analysis equipment, furthering and diversifying the applications of the prosody research.

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How can Mobile Phone Apps Enhance the Learning of Pronunciation? Reasons to ‘Go Mobile’

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This paper looks at the possibilities offered by mobile phone apps to enhance the learning of English pronunciation. Pronunciation is usually one of the toughest competences to master for language learners, given that it entails not only mental capacities but also psychomotor and perceptual abilities. Paradoxically enough, its teaching is usually compromised in the FL classroom due to time constraints and a whole host of reasons. Given this, and thanks to the possibilities offered by smartphones (e.g. accessibility to materials or individual practice), these devices seem to be a very promising aid to support pronunciation training. Today’s phones offer endless possibilities and provide access to a range of materials (e.g. dictionaries, video/audio recordings or even activities that are instantly self-corrected). This paper comments on some of the current apps devised to teach pronunciation available and it examines the possibilities offered by these apps as well as some of their limitations. The paper weighs up the learning potential of the existing apps and it puts forward some arguments in favour of ‘going mobile’ when trying to learn English pronunciation. Finally, it also highlights the potential of some of the apps to help overcome factors that usually hinder the acquisition of pronunciation, like the above-mentioned time constraints, accessibility to materials, foreign language anxiety, or lack of motivation.

Keywords: Pronunciation, Mobile learning, Language learning apps, Computer assisted language learning, Computer assisted pronunciation teaching.

The Non realisation of the English Schwa /ə/ as a Variety Marker of Nigerian English (ne): A Case Study of Selected Students of English in Five Tertiary Institutions in Plateau State, Nigeria

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The schwa /ə/ in particular has presented itself as a recurrent problem to most Nigerian users of the English language. It is constantly given a changed quality in its realisation in connected speech. The Nigerian variety of the English language has its many nuances in speech which are often evidenced when we approximate it (Nigerian English) to the Standard English. The writer administered five hundred questionnaires on five hundred students of English studying at five different tertiary institutions in Plateau state, Nigeria. The investigation shows that most African languages, including the over four hundred Nigerian languages are tonal in nature. This is responsible for the overbearing influence of these languages on the English language manifesting in the constant misascription of the quality that is given to the schwa /ə/ by most Nigerian English speakers or its complete absence. The findings reveal that although stress placement in words is jettisoned, the linguistic meaning of words is not lost due to this 'wrong' pronunciation. The investigation also shows that the subjects are found to stress the syllable where the schwa/ə/ occurs, they sometimes approximate to exact Standard English, and most times they conveniently substitute the schwa with any nearest vowel. These contending problems are given the broad tags of 'wrong' or 'correct' pronunciation as the case may be. The 'nativisation' and adaptation of the English language in Nigeria with all the peculiarities that come with our pronunciation seems a

logical path out of this linguistic quagmire. The paper is therefore an added voice to the much advocated for- Nigerian English (NE).

Keywords: Schwa /ə/, Nigerian English, Standard English, Stress placement

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Training French-speaking Learners to Interpret Accentually-signalled Focus in English Declarative Utterances

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English and French differ in the extent to which prosody is used to signal the focus structure of utterances. While English appears to favour the use of prosody to signal narrow focus through the de-accenting repeated non-final material, French seems to disfavour non-final accents and tends to signal narrow focus by the use of syntactic means such as cleft structures. The following English example and its French translation illustrate this difference:

Who manages their restaurant?
GARY manages their restaurant

(Fr) Qui gère leur restaurant?
C'est GARY qui gère leur RESTAURANT

There is evidence to suggest that interference from L1 prosody may affect the ability of learners to interpret de-accented utterances correctly in L2 (see, for example, García Lecumberri's 2001 study of Spanish learners),

but relatively little research appears to have been carried out into the factors affecting the performance of French speaking learners at utterance level. I will present findings of a study into the effectiveness of training on the ability of advanced French-speaking students to interpret the focus structure of de-accented English declaratives.

The corpus used is almost identical to the one as used by García Lecumberri (2001) and consists of 30 affirmative utterances of the form NP1+VP+NP2 read by a native speaker of English in response to a series of WH-questions. Twelve of the thirty items presented de-accented material, with six items presenting initial focus (on NP1) and six items presenting medial focus (on NP2). The remaining eighteen items presented final focus (on VP).

A group of 26 advanced learners responded to a randomised 30-item, multiple choice questionnaire in which they were asked to listen and interpret the focus structure of items by means of a question-and-answer matching task as follows:

Answer: Gary **MANAGES** their restaurant
Question A: Who manages their restaurant?
Question B: What does Gary do in their restaurant?
Question C: What does Gary manage?

The questionnaire was administered twice: once before (T1) and once after (T2) a 5-week period of training consisting of weekly 90-minute sessions of presentation, listening and production exercises devoted to English prosody. No feedback was provided on the questionnaire between T1 and T2.

Similar to the Spanish learners studied by García Lecumberri, the French learners studied here performed less well when confronted with medial focussed items than with initial focussed items. Perhaps surprisingly, the French learners did not perform significantly better on the final focus items than they did on the medial focus items. Although training appears to have been beneficial, with a significant improvement in overall scores between T1 and T2, the higher overall scores are mostly accounted for by improvements in recognising initial focus.

The results suggest more research needs to be carried out into the phonetic clues used to identify accent placement by French-speaking learners of English in order to explain why these learners may have difficulties in correctly interpreting final focussed items.

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English Pronunciation Teaching in Europe: Inside and Outside the Classroom

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This paper provides an overview of some of the main findings from a European-wide, on-line survey of English pronunciation teaching practices. Both quantitative and qualitative data from eight countries (Finland, France, Germany, Ireland, Macedonia, Poland, Spain and Switzerland) are presented, focusing on teachers' comments about:

- What they do inside the classroom: teaching methods and materials, evaluation of pronunciation
- What happens outside the classroom in terms of students' exposure to English (eg. via on-line sources, interactions with native and non-native speakers, etc.)

The results of EPTiES and of follow-up interviews reveal interesting phenomena across Europe. For example, the majority of teacher-respondents are non-native speakers of English and rate their own mastery of English pronunciation favourably. However, most feel they had little or no training in how to teach pronunciation, which begs the question of how teachers are coping with this key aspect of language teaching. Differences between countries are explored, especially via replies to open-ended questions, allowing a more nuanced picture to emerge for each country. Other survey research is also referred to, in order to contextualise the analyses and implications for teaching English and for training English teachers.

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Making Sense of Nonce Word Stress in English

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This paper presents the findings of an experiment testing native speakers' intuition about the stress of disyllables. Similar experiments have been proposed for Spanish (Bárkányi 2002) or for Italian (Krämer 2009), languages much alike English in that they also display stress patterns

conditioned by either quantity sensitivity (phonology) or lexical properties (morphology).

The experiment has involved reading tasks where we embedded nonce words. These 53 nonsense words display different phonological and morphological structures forced by the spelling and allow us to test the validity of hypotheses based on dictionary data. The list of nonce words contain: i. underived looking words with heavy (*sturmone, capult*) / light ults (*sonnel, disper*) combined with ii. new formations with both transparent (e.g. *recane, exbain*) and opaque prefixes (*bepult, apel*). We have tested nominal and verbal forms by using the carrier sentence pair *My mum likes these ...She often ...when she's tired*. Each token occurs once as a verbal and once as a nominal form randomly distributed in the test. All in all, we recorded 10 speakers with 106 sentences giving 1060 tokens.

Our results concerning the preference of speakers for iambic / trochaic stress point to the following main conclusions:

1. Our findings, based on a nonce word reading experiment are comparable with studies based on random language samples (Hammond 1999) or on dictionary data (Fournier 2010), showing that these approaches may characterise speakers' knowledge equally well.
2. The overall agreement figures for our speakers concerning stress placement on nonce words reflect the hybrid nature of English stress (Hulst 1999). Our figures indicate that English cannot have a regular phonological stress system because of the lack of agreement on 24% of tokens. However, it cannot have a lexical system either since there is near total agreement on 30% of tokens and strong agreement (7/8 speakers out of ten) on the remaining

words. We would expect a lexical system to yield random results when it comes to stressing nonce words.

- Quantity sensitivity plays an important role for our verb tokens and a certain role for our noun tokens:

Percentage of trochees according to syllable weight:

/10/	LL	HH	LH	HL
V	42%	57%	19%	78%
N	84%	83%	56%	89%

- When there is no weight difference between syllables for verbs there is a strong tendency for final syllables with non coronals to attract stress, supporting Hammond's claim (1999) that non-coronal final consonants are moraic in English.
- Final consonant clusters do not always attract stress in disyllabic verbs contrary to what has been claimed in the literature.

Results 4 and 5 show an interesting dichotomy of descriptive generalisations over the lexicon. While both generalisations are valid if we consider the lexicon of English, only generalisation 4 is an active constraint according to our data. Generalisation 5 may have been true at some point of the history of English but it certainly does not reflect native speaker's phonological knowledge.

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Why Some Things are Better Done in Tandem

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The paper will report on the findings from the initial stages of the SITAF research project, launched at the University of Sorbonne Nouvelle (Paris 3) in October 2012. The project, entitled *Spécificités des Interactions verbales dans le cadre de Tandems linguistiques Anglais-Français*, aims to gather linguistic data, both verbal and non-verbal, from conversational exchanges held by 15 pairs of undergraduate students at the Department of

English. The dialogues will be both in English and in French, with each 'tandem' consisting of a native speaker of English and a native speaker of French, roughly matched for age, interests and communicative needs. While each pair is encouraged to hold regular, informal meetings throughout the semester, the subjects' interactions will be recorded on two occasions separated by a 4-month interval, which should provide around 30 hours' worth of data. The recordings will subsequently be orthographically and phonetically transcribed, as well as annotated for gestural information (all depending on research needs).

There are a few aspects to our project which we believe make it a valuable, and fairly unique, contribution to SLA research. First of all, we are sampling face-to-face conversations, whereas most studies on tandem learning conducted so far seem to revolve around on-line interactions. Secondly, the dialogues will be both audio and video recorded, which will allow for multimodal data analysis. For example, the phonetic data can be examined in parallel not just with the syntactic, but also with the gestural data. Thirdly, the fact that conversational exchanges occur in tandem creates a special communicative and learning environment in more ways than one. Solidarity and collaboration being at the root of tandem learning, our data will allow for the analysis of original learning strategies like self-correction, negotiation, requesting and providing assistance, adapting one's L1 when addressing a non-native speaker, etc. In contrast to the typical L2 learning setting – where certain participants are permanently relegated to the position of novices while their interlocutors are the linguistic experts – the hierarchical structure of the tandem is fluid as the expert-novice power relationship evolves as the meeting progresses: each participant takes turns being the native and the non-native side of the dialogue. Consequently, we will be collecting linguistic data generated by the same speakers not just at

two different points in time, but also in two different languages within which they occupy vastly different roles.

The corpus will offer ample opportunities for various types of analyses and contrastive studies. For instance, the data can be compared with previous research findings about the type of L2 pronunciation errors which tend to lead to communication breakdown and which native speakers are therefore most likely to correct. Because the study is semi-longitudinal, we will seek to establish which – if any – phonetic problems are among the first to disappear and which doggedly persist.

We hope that the data obtained through our corpus – which will be made available to the academic community – enriches our understanding of second language acquisition processes and informs L2 English pronunciation teaching.

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Importance of English Pronunciation in Teacher Training

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Learners with good English pronunciation are likely to be understood even if they make errors in other areas, whereas learners with bad pronunciation will not be understood, even if their grammar is perfect. Such learners may avoid speaking in English, and experience social isolation, employment difficulties and limited opportunities for further study. We judge people by the way they speak, and so learners with poor pronunciation may be judged as incompetent, uneducated or lacking in knowledge. Yet many learners find pronunciation one of the most difficult aspects of English to acquire, and need explicit help from the teacher. Therefore, some sort of pronunciation instruction in class is necessary. The goals of this paper are to define English pronunciation, review the history of English pronunciation instruction, explain the aim of English pronunciation instruction, elaborate pronunciation and communication, review the previous research about the effectiveness of pronunciation instruction on

learners' achievement, and discuss the English pronunciation and the target of comfortable intelligibility.

Intelligibility, Comprehensibility and Foreign Accentness in the Speech of Polish L2 English Speakers

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The status of the English language as a lingua franca has motivated a shift in linguistic research from merely comparing non-native speech with native speaker models to analyzing communication between non-native speakers. Similarly, traditional approaches aimed at the eradication of foreign-accent in the context of pronunciation teaching and intercultural communication have been questioned. Some recent studies have claimed that intelligibility of L2 speech is independent of the degree of foreign-accentedness (Munro & Derwing 1995, 1999). Subsequently, further research on native and non-native perception of accentedness has resulted in proposals such as the Interlanguage Speech Intelligibility benefit Hypothesis (Bent & Bradlow, 2003) and the Interlanguage Speech Intelligibility detriment Hypothesis (Stibbard & Lee, 2006), which predict that communication in an L2 will be more effective among non-native speakers who share the same L1 than between other combinations of native and non-native speakers. These claims have been explored by number of L2 speech perception studies involving different methodologies and participants of several L1 backgrounds (Smilianić & Bradlow, 2011; Imai et al., 2005; Hayes-Harb et al., 2008). A related issue concerns what

specific types of L2 errors contribute the most to accentedness. Attempts to assess which segmental and suprasegmental aspects of L2 speech have a greater influence on intelligibility have often arrived at contradictory conclusions (Caspers, 2010; Kang, 2010).

The purpose of the current study was to search for answers to these questions by evaluating the perception of Polish-accented English by both native and non-native speakers of English. Firstly, the interrelation of all three dimensions of L2 speech, that is intelligibility, comprehensibility and accentedness, in the perception of foreign language speech as perceived by listeners of different first language background was assessed. Secondly, the matched and mismatched interlanguage speech intelligibility benefit and detriment hypotheses were evaluated. Thirdly, the influence of lexical stress errors on the listeners' ratings of intelligibility, comprehensibility and accentedness of L2 speech was investigated. Polish speakers of L2 English were recorded producing a series of sentences in English. Native Polish, native Spanish and native English listeners performed a comprehensibility judgment task, an accentendness judgment task and an orthographic transcription task on the spoken stimuli. The Polish and Spanish listeners spoke English as an L2. Results indicated that the three measures under study are partially independent dimensions of L2 speech lending support to the claim that L2 speech may be accented yet intelligible (Murno & Derwing, 1999). No strong evidence for either matched or mismatched speech intelligibility benefit for the listeners was found, but an interlanguage speech intelligibility detriment was observed for Spanish listeners. Finally, lexical stress errors were found to affect foreign accent ratings, but this was only true for the Polish listeners. The above mentioned findings contribute to the ongoing debate on the nature of L2 speech in the context of intercultural communication and emphasize the

need to investigate the intelligibility of non-native speech from the perspective of both native and non-native speakers.

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EFL Teachers' Knowledge of Phonetics/ Phonology and Training in the Teaching of Pronunciation; the Case of Greece

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As part of an extensive survey on the practice of pronunciation teaching over 50 currently used and recently published 'English Language Teaching' (ELT) and 'Pronunciation' (PRON) handbooks and manuals were reviewed. A great number of ELT writers believe that in order to help learners improve their pronunciation, teachers need to acquire an understanding of phonetics and phonology (e.g. Bailey, 2005; Baker and Westrup, 2003; Seidlhofer, 2001). An important theme that runs through PRON handbooks refers to the need for teachers to have knowledge of phonetics and phonology with respect to the articulation and function of speech sounds (e.g. Dalton and Seidlhofer, 1994; Pennington, 1996);

teachers should also be aware of and familiar with a variety of techniques and procedures for the teaching of pronunciation in order to deal effectively with students' needs (e.g. Kelly, 2000; Celce-Murcia et al, 1996). The value for teachers possessing a knowledge of English phonetics and phonology and having received practical training in teaching English pronunciation is also supported by other specialists and/ or researchers in the field (see Gilner, 2008; Tsai; 2006; Derwing and Munro, 2005; Morley; 1994; Tench, 1981). For example, Tench (1981: 109) argued that "a teacher with a knowledge of phonetics is in a better position to understand and assess pronunciation problems, devise remedies for them, and handle them in class than a teacher without such knowledge".

As part of a large-scale survey on the practice of pronunciation teaching in the context of TEFL in Greece, quantitative and qualitative data were collected with respect to teachers' phonological knowledge and pronunciation training. Out of a representative sample of 47 teachers, it emerged that 48.9% had never attended a course in English phonetics and 72.3% had never received any specific training in the teaching of English pronunciation. This study is a valuable contribution in the area of pronunciation pedagogy as "scarcely any research has been conducted that explores teachers' knowledge of phonology" (Baker and Murphy, 2011: 41). Even though few studies have been conducted in this area, it is worth noting that teachers' lack of phonological knowledge and/ or pronunciation training is not unique to the Greek ELT context as similar findings have been demonstrated by other researchers: Breitzkreutz et al (2001) for ESL instructors in Canada; Fraser (2000) and MacDonald (2002) for ESL instructors in Australia; Burgess and Spencer (2000 cited in Derwing and Munro, 2005) for ESL teachers in Britain; Henderson et al (2012) for teachers in Finland, France, Germany, Macedonia, Poland, Spain and Switzerland. This paper focuses on the Greek ELT context, presents and

examines in detail the relevant results from the questionnaire and interview data and discusses them against those of the aforementioned studies in this area. Furthermore, this paper reveals the reasons why there is such a great gap between what the experts advise and the situation pertaining to teachers' phonological knowledge and pronunciation training in Greece and provides concrete suggestions in terms of the contents of 'English phonetics and phonology' and 'pronunciation training courses'.

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Variables Involved in Australian English Accent Identification by EFL Speakers

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The present paper involves an empirical experiment aimed at elucidating how speakers of English as a foreign language (EFL) identify Australian English accent. 30 EFL speakers (further referred to as ‘participants’) took part in the study in September 2012 at Stockholm University, Sweden. Material involved four audio texts in Australian English: two audio texts were retells and two were read stories. The speakers in all four stories were female Australian English speech pathologists from Perth, Western Australia. All audio texts were identical in duration (1.1 min). First, the participants were instructed to fill in a pre-task questionnaire with questions pertaining to their first language (L1), foreign language/languages (FL) and socio-demographic background respectively. Second, the participants were asked to listen to four audio texts. Then, the participants were given a post-listening questionnaire with questions involving accent identification, perceptual judgments of the speed of the speakers’ delivery and the speakers’ comprehensibility respectively. Data analysis indicated that 30% of the participants identified the speakers’ accent as Australian English. Data analysis revealed that successful accent identification involved the following variables: speed of the speaker’s

delivery and the participant’s previous sojourn to an English-speaking country. These findings will be presented and discussed in detail as a paper at the conference.

Keywords: Australian English, Accent identification, EFL speaker, Speed of delivery, Stay-abroad

Non-Native Accent and Listener Perceptions of Grammaticality

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Research thus far on perceptions of non-native accents in English has focused on native speaker/listener comprehensibility, intelligibility, and attitude (e.g., Derwing & Munro, 1997; Munro & Derwing; 1995, 1999, Yager, 1992). The intersection between perceptions of non-native pronunciation and perceptions of grammaticality by L1 speaker/listeners has also been examined, to a lesser degree – notably by Varonis & Gass’s 1982 study. The findings of that study supported the notion that perceptions of grammaticality do affect perceptions of pronunciation. The present study aimed to investigate the reverse – the role that accent plays in a listener’s perception of grammaticality of utterances. Grammatically accurate speech samples of 16 non-native English speakers from a variety of native language backgrounds were obtained. They were judged by 5 experts (professional ESL instructors) to be free of grammar errors. The experts also rated each utterance on a 6-point scale for strength of “foreign accent”. Native speaker/listeners of English were then asked to rate these utterances, again on a 1-6 point scale, for grammaticality. The relationship

between non-native accent ratings for each speaker and grammaticality ratings were examined using a Pearson correlation. The results support the notion that native speaker-listeners, when encountering non-native accented speech, may also incorrectly perceive grammar mistakes as well. This underscores the importance, in ESL/EFL instruction, of attending to a learner's pronunciation – not just for comprehensibility, but as part of the overall perceived accuracy of a speaker's English.

Views and practices on pronunciation teaching in Cyprus

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Pronunciation teaching is an area receiving much attention by researchers investigating different languages throughout the world. A study in this intriguing area was undertaken in relation to the educational scene in Cyprus, concerning public secondary schools (Gymnasia).

The purpose of this study was to investigate views and practices in the area of English Language Teaching (ELT) concerning the teaching of pronunciation. For this reason six sources of data were reviewed. Initially, a questionnaire was prepared and administered to teachers of English in order to establish how they view pronunciation in relation to other skills and how they approach it in class (if they do). Furthermore, the syllabi and the curriculum for teaching English were accumulated and evaluated in relation to the Common European Framework of Reference for Languages. The information was compared and contrasted with the content of an interview given by the Ministry of Education to the author along with information on English teachers' pre-service and in-service training. The

actual course books used at Gymnasia were also examined in order to produce a general idea of how the area of pronunciation is viewed and practiced. The results show that teachers, most of whom view pronunciation as the least important of all skills, generally underestimated it. No reference is made to it concerning pronunciation in the syllabi or curriculum prepared by the Ministry and, according to the interview, teachers are not obliged to teach it. The study highlights that pronunciation activities are usually disregarded when time is limited and priority is allocated to other skills.

The findings seem to agree with international research conducted in the area of ELT, which views pronunciation as a somewhat neglected area, and stresses the need to produce a curriculum with special reference to it. No previous studies have been addressed in relation to English pronunciation teaching in Cyprus (Gymnasia), and the present study aims to bridge this gap by making an objective appraisal of the situation in an effort to shed light on certain aspects of it.

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Accent Tolerance and Delayed Reactions to Accented Speech

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Intelligibility is the responsibility of not only speakers but also listeners, and it is influenced by many factors. One is claimed to be the listener's familiarity with the speaker's L1 and accented English L2 (Kennedy & Trofimovich 2008; Zielinski 2008; Levis 2011; Munro 2011). People extensively exposed to a particular L2 accent are said to become accent tolerant. Some research claims that familiarity with typical features of a particular accent results in faster, more efficient processing of accented speech (Gass & Varonis 1984; Levis 2011; Lima 2011; Weber & Broersma 2012). Lack of familiarity with an L2 accent is claimed to involve slower, less efficient perception (Floccia et al. 2006; Adank et al. 2009), hampering lexical access. However, some studies querying the effect of accent familiarity on processing speed and efficiency maintain that the accent tolerance effect is small and inconsistent (Munro et al. 2006; Major 2007).

We address this debate by comparing the reactions of 10 native (standard North American) English listeners who speak French as an L2, and who are highly familiar with French Canadian accented English, to those of 10 monolingual native (standard North American) English listeners who are not. We focus on two notable features of Canadian French accented English, the non-English-like production of word stress and vowel reduction (Tremblay & Owens 2010; Frost 2011); both have been shown to negatively affect the intelligibility of L2 English speech for native English speakers (Cutler & Clifton 1984; Cutler et al. 1986; Field 2005). The first group of (bilingual, accent-tolerant) listeners lives in the predominantly

French city of Montreal, Québec and they use, or are in daily contact with, French. The second group of (monolingual, non-accent-tolerant) listeners lives in the homogeneously English-speaking city of Kingston, Ontario. The participants performed a shadowing task that involved listening to recordings of two-, three- and four-syllable Canadian French accented English words and repeating them as they are pronounced in standard North American English. The stimuli presented to listeners included a complete array of naturally occurring error types (absence of stress vs. correct vs. incorrect placement, with or without vowel reduction). Words of different lengths and exhibiting different error types were randomly interspersed. Listeners' responses were recorded and analysed qualitatively and quantitatively. For qualitative analysis, each response was categorized as being correctly identified, unidentified or misidentified, and the percentage of correct identification for each error category was tabulated. For quantitative analysis, reaction times (RT) for each word were measured.

Results of the qualitative analysis show that the two groups correctly identified accented words equally well, suggesting that the accent tolerance effect is negligible, at least in this regard. However, the RTs of the bilingual, accent-tolerant listeners were *longer* than those of monolingual, non-accent-tolerant listeners. A possible explanation is that the former group of listeners, because they speak French, activate more lexical candidates during lexical access, thus slowing down their reaction times (Szakay 2012; Weber & Broersma 2012).

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Articulatory Training Enhances Ability to Perceptually Discriminate Problematic Second Language Sounds

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Learners of a second language often have difficulty in perceptually discriminating and producing certain sounds of the target language. For example, Arabic speakers learning English typically have difficulty distinguishing between /p/ and /b/ and between the vowel sounds in 'cat' and 'cut'. In many cases, learners simply do not hear the difference in such pairs of sounds. Typically this difficulty is addressed in foreign and second language classrooms through the intuitive-imitative approach, whereby learners are repeatedly exposed to those problematic sounds until they are able to repeat them (Ur, 2008). The research described in this paper reveals that explicit articulatory training in the production of such problematic sounds can improve the ability of learners to perceptually discriminate between those sounds, whereas simply providing focused aural exposure to them does not. This suggests that for a perceptually difficult subset of second language sounds, explicit instruction in production of the sounds benefits learners and has a place in the pronunciation curriculum. As such, we argue that the intuitive-imitative approach should be complemented by the analytic-linguistic approach, in which learners' attention is focused on

the mechanics of producing the sounds. Within this discussion of teaching pronunciation, we also present evidence that the accurate production of individual sounds is an important element of intelligibility within the context of English as an international language (Jenkins, 2000; Jenkins, 2002). In addition to the implications for teaching pronunciation, the results here make an important contribution towards understanding the complex relationship between perception and production in second language phonological acquisition. This is the first study to show that training in production directly leads to improvement in perception. In general, phonological acquisition is viewed as a mapping of perceived acoustic properties onto phonetic categories, which are then accessed in speech production. These findings indicate that this can be a bidirectional process, in which productive activities inform phonetic categories that are in turn accessed for perception. The mechanism through which such a process would occur is not clear, but the Motor Theory of Speech Perception (Liberman & Mattingly 1985; Galantucci, Fowler, & Turvey, 2006), which claims that both production and perception are mediated by motor codes for speech, offers reason to believe that production can directly inform perception.

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L2 Fluency Development: Tone-units in Native and Learner English

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Fluency is an important part of oral proficiency. *The Common European Framework of Reference for Languages* (2001) includes fluency as one of the main criteria to describe the proficiency level of learners. The same criteria are often repeated in national curricula for foreign languages when the learning objectives for various school levels are set. There are, however, many definitions of fluency. Lennon (1990, 2000), for instance, discussed the broad and narrow definitions, where fluency can refer to general language proficiency or some specific temporal features of speech. These are also known as high-order and low-order fluency. The Framework's use of the term refers to the natural, effortless and unhesitating flow of spoken language.

In the field of phonetics, fluency is achieved through an adequate use of suprasegmental features or prosody (such as linking, intonation and stress;

see also Wennerstrom 2000). In L2 pronunciation research and teaching, segmental issues have traditionally been emphasized although suprasegmental features are often mentioned as more crucial in fluency and speech intelligibility (e.g. Derwing, Munro & Wiebe 1998, Tergujeff 2010). When spoken fluency is concerned, producing units of adequate length without pauses and placing sentence stress on the semantically important syllables are essential in communication. In intonation research, these are known as the tonality and tonicity of utterances (Tench 1996, Wells 2006). When the teachability and learnability (see Dalton & Seidlhofer 1994) of different aspects of pronunciation are concerned, these features of intonation should be more tangible than other finer nuances of intonation patterns.

This paper reports on a study where Finnish learners of English at different proficiency levels and a control group of native speakers of English performed a cartoon description task. The productions were transcribed and divided into tone-units (or Intonation Phrases). This paper focuses on some temporal aspects of learner production that were found to reflect learner development. Tentative results of an earlier (unpublished) pilot study suggested that, for instance, the duration of tone-units, the number of words and syllables per tone-unit and per minute reflect learner proficiency. The tone-units of more proficient speakers also seem to include more complex grammatical structures.

The paper is part of a larger project on the complexity, accuracy and fluency of L2 English conducted at the University of Turku, Finland. We will also discuss the relevance of our findings in terms of pronunciation teaching practices and priorities.

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“Luke, these Sheep’s Seen Keen” (and other Misperceptions of a Learner’s Ear)

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It is widely known that acquisition of a sound system of a second language (henceforth L2) is always a complex and complicated phenomenon and presents a great challenge for L2 learners (e.g. Rojczyk, 2010a). What has been frequently observed by language teachers, has also been proved by scholars. Numerous studies (e.g. Nowacka, 2010; Flege, 1991) show that second language learners whose first language (L1) sound system has only one sound where L2 has two (or more) separate sound categories, have problems to distinguish new sound categories and tend to apply their L1 sound to both new contexts. It is easily detectable in the case of vowels. There have been numerous studies examining L2 learner’s success and failures in production of L1 and L2 vowels (e.g. Flege, 1992; Nowacka, 2010; Rojczyk, 2010a; Rojczyk, 2010b). Usually such studies show how difficult it is for L2 learners to separate “old” and “new” vowel categories. Certainly this may happen due to the lack of differences between these sounds in learners’ perception. Previous studies on L2 speech perception suggest that most L2 learners frequently encounter great difficulties trying to recognize L2 sounds (e.g. Flege et al., 1997; Porzuczek, 2007; Rojczyk, 2009; Rojczyk, 2010b).

The aim of this study was to examine advanced learners’ perception of 4 English vowels, namely: /ɪ/ and /i:/, as well as /ʊ/ and /u:/. 30 Polish learners of English participated in this project. They were recruited among third-year students of English Philology at the University of Silesia, Poland. The subjects had completed a university course in English

phonetics and phonology. They were presented a printed list of word pairs (each pair consisting of a minimal pair of words, differing only in a vowel – either in a “/ɪ/ vs. /i:/” or a “/ʊ/ vs. /u:/” configuration). Then the informants listened to recorded words (read by native speakers of English) and circled the right, according to them, option. The results revealed that although all study participants had claimed to be advanced users of English, and had completed a university course in English phonetics and phonology, they still encountered difficulties in terms of correct vowel recognition. One can assume that this should also affect their pronunciation in English.

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Lack of Aspiration in Unvoiced Plosives in Pakistani English: An Acoustic Analysis Based Study

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This study explores the differences between British English and Pakistani English speakers regarding the use of aspiration in unvoiced plosives-- bilabial, alveolar and velar-- at syllable initial position in both stressed and unstressed syllables through a quantitative and statistical analysis of

acoustic co-relate of aspiration-- VOT. Such differences may account for establishing and describing the phonetic features of Pakistani English as a non-native/ESL variety of English. It is hypothesized that unlike British English speakers, Pakistani English speakers do not use aspiration at stressed syllable initial positions because they do not use this feature in their L1. 30 university graduates with Seraiki, Punjabi and Urdu L1 background (10 from each) were given a wordlist comprising 60 words in the citation form to read out, and the VOT values from their recordings were extracted using wavesurfer software. These values were then compared with the values from BE speakers' data. The acoustic analyses showed that there is significant difference in VOT values from BE and PE speakers' data. BE speakers vary in their VOTs at stressed and unstressed syllable initial positions using aspiration at stressed syllable initial positions, but PE speakers do not show any variation in VOT at both the positions proving that they do not use aspiration at all at any position. A universal phenomenon observed is the rise in VOT values from bilabial to alveolar and alveolar to velar positions in both PE and BE speaker data.

Keywords: Voice onset time, Aspiration, Pakistani English, World Englishes, Plosives

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Stuttering and Speaking Classes

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Stuttering has been identified in people with various ethnic and cultural backgrounds. Medically speaking, stuttering can be regarded as a complex disorder, which does not only consist of speech dysfluencies, but is also interwoven with the linguistic, cognitive, social, emotional, and physiological domains. In education, stuttering can act as a barrier for students to learn second language. At the higher levels, there can rarely be

seen any stuttering one involving in teaching English as the basis of teaching English is thought to be speaking. At the lower levels, stuttering students are not allowed to participate in speaking classes. In some cases the teachers ask the stuttering student to hold off his comments or write them down as he is taking too much class time to make his points. These barriers force the stuttering students not to have any tendency to participate in higher level of English educations. There are no special classes for these students to become familiar with the foundations of English speaking and most of them refer to self –study programs. In a research study, there were chosen fifteen students who stuttered and were encouraged to participate in English classes. In the first session, the course aims were explained and students were given some handouts to write their needs on. The next sessions they had their recordings played in the class .After their responses were corrected, the students were asked to repeat them. There were not any interruptions in their speech and their mistakes were not mentioned.

Keywords: Speaking, Stuttering, Modification, Fluency

Sound Symbolism and Pronunciation Teaching: A Suitable Match?

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Sound symbolism could be defined as the motivated relationship between sound and meaning. Amongst the various types of sound symbolism, synaesthetic sound symbolism is the one which seems to have received the

strongest attention in terms of experimental effort. This type of sound symbolism refers to the connection between sounds and characteristics perceived through other senses, such as size (Sapir 1929), shape (Westbury 2005) or colour (Miyahara et al. 2006; Mompeán-Guillamón 2012; Wrembel 2007, 2009; Wrembel & Rataj 2008).

Sound symbolism in general, and synaesthetic symbolism in particular, has been found to have a wide variety of applications in different fields such as marketing and advertising (Lowrey & Shrum 2007; Piller 1999; Yorkston & Menon 2004), literature studies (Müller 1999; Simone 1995; Tabakowska 1999) or pronunciation teaching (Wrembel 2011). This last application is the one developed in this paper, which attempts to test the usefulness of colour in the teaching of English vowel phonemes in an EFL environment.

With such a purpose, the subject *Oral English I* was used. During a whole semester, 40 first-year students were taught certain English single vowel phonemes -/i:/, /e/, /æ/, /ɒ/, /u:/ and /ʊ/- in different colours (e.g. /i:/ was presented in yellow, /e/ was shown in green, etc.), whereas the other single vowel phonemes -/ɪ/, /ɑ:/, /ɔ:/, /ə/, /ɜ:/, /ʌ/- were printed in regular black and white format. The spellings corresponding to the former vowel phonemes were also coloured whenever the sounds were explained in context.

After the training process, two experimental tasks were performed. The first test was a recognition task, where participants had to listen to the vowel sounds studied and identify them by marking their position on the vowel quadrilateral. The second test was a production task, in which participants were shown the symbols of the sounds and were asked to reproduce them.

Since it has been shown in different disciplines (e.g. Luria 1968; Miller 2005) that the fact of connecting two senses helps participants remember and reproduce better the object of their study, it was hypothesized that students would get better results in terms of recognition and production for those vowels that had been learned through sound-colour associations.

Keywords: Sound symbolism, Vowel phonemes, Colours, EFL, Speech production, Speech perception

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Vowel Quantity and Quality in Northern Ireland English. The case of FOOT/GOOSE vowels

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Some of the most substantial differences between dialects come at the level of pronunciation, in terms of phonetic and phonological differences. This study is work in progress on Northern Ireland English. The aim of the paper is to give a brief overview of phonological and phonetic features of English spoken in the province of Ulster, a region with a rather complex geographic, demographic, historical and linguistic composition compared to the rest of Ireland. We will first investigate the phonemic system and its varieties in the different counties of Ulster, then we will tackle the lack of

lip rounding feature in the *FOOT* and *GOOSE* vowels compared to the RP variety.

This work is part of a currently ongoing research project carried out at the University of Strasbourg, investigating on contact varieties in Northern Ireland English (*Ulster Scott, Mid Ulster English and South Ulster English* - see figures 1 and 2). The data presented in this paper is taken from Corrigan K. P. electronic corpus, *Dialects of English - Irish English - volume 1 - Northern Ireland* www.lel.ed.ac.uk/dialects. Some other extracts (Belfast accent) were taken from the IViE corpus, Grabe E., *English Intonation in the British Isles*: <http://www.phon.ox.ac.uk/files/apps/IViE/>.

The aim of the study is to provide insights into the cross language influence, the amount of variability and the undergoing changes due to external forces.

The material analysed here is mainly based on the interview and sentence reading tasks in the *Dialects of English - Irish English - Northern Ireland* corpus using *Praat* Software for quality and quantity analysis. We also relied on Wells (1982) *lexical set system* for RP as well as for Northern Ireland English. A general comparison between Northern Ireland English phonemic system and RP variety (table 1 and 2) shows the among other features the *Lack of vowel length* which can be considered as the major characteristic of Northern Ireland English (NIE), (Wells 1982), especially in Ulster Scots, e.g. [mʌn] for *moon* [mu:n] (Wells 1982, Hicky 1999). Besides the *lack of vowel length*, Hicky provides other interesting features of Ulster vowels: the development of [ʊ] as in *tool* [tu], this is a shared feature with forms of Scottish English and Ulster Irish. The findings presented in this paper shows that there is a predominance of an [ʊ] pronunciation in the *reading task* compared to the *interview* task for the

FOOT vowel and a rather *STRUT* vowel pronunciation in the *interview* task instead of the *FOOT* vowel. Vowel quantity (duration) and quality (formants: F1, F2, F3) show that younger speakers tend to use the *STRUT* vowel which means very little lip rounding and a more centralised vowel instead of the more prestigious regional standard [ʊ] variant. The loss of this standard [ʊ] might be due to media effect or to the “*audience design*” phenomenon, Armstrong (2004).

VOWEL SYSTEM AND VOWEL LENGTH – RP

KIT	/ɪ/	FLEECE	/i:/	NEAR	/ɪə/
DRESS	/e/	FACE	/eɪ/	SQUARE	/eə/
TRAP	/æ/	PALM	/ɑ:/	START	/ɑ:/
LOT	/ɒ /	THOUGHT	/ɔ:/	NORTH	/ɔ:/
STRUT	/ʌ/	GOAT	/əʊ/	FORCE	/ɔ:/
FOOT	/ʊ/	GOOSE	/u:/	CURE	/ʊə /
BATH	/ɑ:/	PRICE	/aɪ /		
CLOTH	/ɒ/	CHOICE	/ɔɪ/		
NURSE	/ɜ:/	MOUTH	/aʊ/		

Table 1. List of monophthongs and diphthongs in RP (Wells (1982: xviii))

VOWEL SYSTEM AND VOWEL LENGTH – NORTHERN IRELAND

KIT	/ɪ/	FLEECE	/i/	NEAR	/ɪr/
DRESS	/ɛ/	FACE	/e/	SQUARE	/ɛr/
TRAP	/a/	PALM	/a/	START	/ar/
LOT	/ɒ, ɔ /	THOUGHT	/ɔ/	NORTH	/ɔr/
STRUT	/ʌ/	GOAT	/o/	FORCE	/or/
FOOT	/u/	GOOSE	/u/	CURE	/ur/
BATH	/a/	PRICE	/aɪ/	happy	/e, ɪ/
CLOTH	/ɔ/	CHOICE	/ɔɪ/	letter	/ər/
NURSE	/ʌ r/	MOUTH	/aʊ/	commA	/ə/

Table 2. List of monophthongs and diphthongs in NIE/US (Wells (1982: 438))

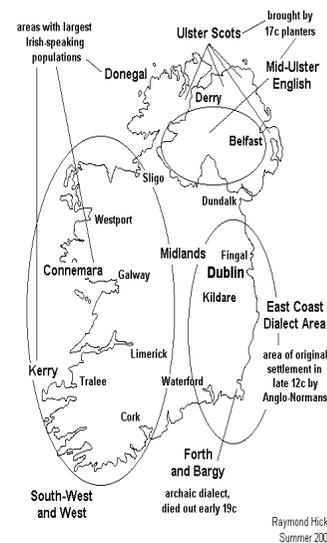


Figure1. Ulster Scots and Mid-Ulster English (R. Hickey 2005)

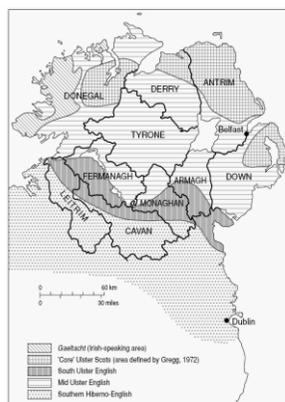


Figure 2. The major dialect zones of Northern Ireland
(R. Hickey 1999:442)

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Is the Production of Epenthesis in Loanwords Influenced by English Proficiency? A Production Study in Brazilian Portuguese

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In Brazilian Portuguese (BP), words borrowed from English and ending with a final

obstruent undergo a phonological adaptation process consisting in the addition of epenthetic vowel to the final obstruent, a phenomenon known as 'vowel paragoge' [1]. Paragoge also occurs in the speech of BP learners of English, who tend to simplify the English syllabic structure by adding an epenthetic vowel in final obstruents, turning CVC syllables into a CVC.V sequence. Studies of SLA have shown that paragoge tends to decrease over time together with the increase of proficiency in L2 ([1],[7],[8]).

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

-do different levels of proficiency in English L2 correlate with different degrees of paragoge occurrence?

-do different consonantal contexts have an effect on the occurrence of paragoge?

-is the quality of the epenthetic vowel influenced by the one of a preceding vowel?

40 Brazilian subjects (Sao Paulo area) were asked to read 12 carrier sentences in BP containing final obstruents in English loanwords. The subjects were equally distributed based on their proficiency in English in 4 groups (BP monolinguals, basic, intermediate and advanced speakers of English). All productions were acoustically analyzed using Praat [6].

The preliminary results of the acoustical analysis, currently in progress, confirm the hypothesis that high proficiency in English L2 limits the production of epenthesis in loanwords. Moreover, the analysis of the preceding consonantal context shows that voiced consonants tend to trigger more paragoge than the unvoiced ones. To conclude, the analysis of formant values showed that epenthetic vowels are also strongly influenced by the vowel quality of a preceding vowel.

Fig 1 shows the occurrences of epenthesis in monolinguals BP and English learners. In tables 1, 2, 3, 4 support the influence and effect of the preceding vowel quality and the consonantal context.

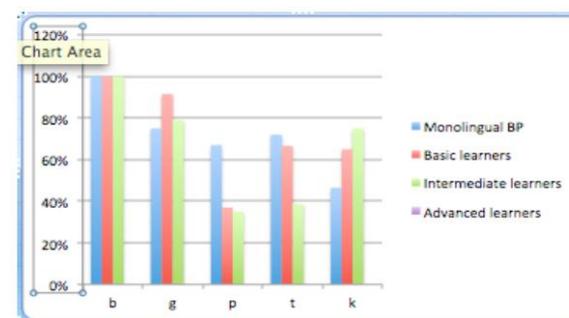


Fig 1 percentage of epenthesis in monolinguals BP and English learners

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Intonational Variation of Questions without Morphosyntactic Markers among Bukusu and Nandi ESL Speakers in Kenya

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In the Kenyan linguistic scenario, the learning of English in schools as a third or second language (ESL) is preceded by the acquisition of the local language (mother tongue), and/or the lingua franca (Kiswahili). It is therefore not uncommon to find that the English spoken in Kenya is said to be undergoing "nativization" thus yielding an evolution of post-colonial varieties (Schneider, 2007) which is characterized by, for instance, phonological innovations (Schneider *Ibid.*, p. 189-197) like intonation. This makes a number of Kenyans unable to sufficiently communicate in English not only among themselves but also in international forums. This does not necessarily mean, however, that they lack accuracy; but rather fluency which is associated with performance of the prosodic and melodic organization of language which is among the first aspects of speech that infants attend to or produce themselves (Lieberman, 1986) and that adults hardly ever acquire in a native-like way (Cruz-Ferreira, 1989; Trouvain and Gut, 2007) because it is 'seemingly impossible' for adults to learn the intonation patterns of a second language (Chun, 1998, p. 61). The intonational insufficiency often results in decreased intelligibility (Munro and Derwing, 1995; Holm, 2007) and may even lead to cultural misunderstandings (Holden and Hogan, 1993).

Embedded in the wake of the New English(es) paradigm, this study embraces the Kachruvian approach regarding norm-developing fellowships in the Outer Circle, "institutionalized non-native varieties (ESL) in the

regions that have passed through extended periods of colonization” (Kachru, 1992) like Kenya. Here, we show variations of two of more than forty two ethnic groups found in the densely multilingual Kenya (CIA, 2010); the Bukusu and the Nandi who speak Lubukusu and Nandi respectively. When speaking English, the Bukusu display a preference for rising peak nuclear accents in questions without morphosyntactic markers (also known as declarative questions), while the Nandi demonstrate a propensity for peak nuclear accents. In addition, the Lubukusu speakers tend to produce high final boundary tones to declarative questions. The Nandi speakers produce both high final boundary tones and low final boundary tones to declarative questions. It should be noted however, that despite these intonation manifestations by the Bukusu and Nandi ESL speakers, there can be more consistent differences in the realisation of these phonologically similar tones across the imbedded social variables. These results, when compared with the respective local language data, show support that varying nuclei and final boundary contours in varieties of English are an influence from first language. Thus, this research provides evidence for the way in which specific aspects of one’s native language may be systematically applied to a very different system and adds weight to “a full acoustic analysis of English in Kenya thus contributing to the future of codification of the variety” (Hoffmann, 2011, p. 148).

Keyterms: Bukusu and Nandi ESL speakers, Pitch patterns, Declarative questions

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Using a Phonetic Alphabet to Facilitate Teaching English Pronunciation to Native Bengali Speakers

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When learning English pronunciation, a learner has to rely on a teacher's expertise in being able to explain precisely the different English sounds. How quickly an individual can master a standard English pronunciation system also depends on a learner's background like their first language, the amount of exposure they have with English and their auditory perception skill. The latter varies widely from one learner to another.

A phonetic alphabet can aid in teaching/learning English pronunciation. With a phonetic alphabet it is possible to represent different speech sounds, vowels and consonants, along with some of their characteristics like tone, length and stress, by unique visual symbols. Thus, we can transcribe an English word into a sequence of symbols, with associated sound

characteristics, in the order they are to be used to pronounce the word, which can be read by others. Our aim was to see the feasibility of using such a phonetic alphabet to teach English pronunciation to Native Bengali Speakers (NBS) by combining this visual tool with existing audio tools and techniques.

Bengali, which is the national language of Bangladesh and the state language of West Bengal in India, does not have the fricative sounds [f], [v], [z], [ʒ], [θ] and [ð] and the approximant [w]. It also does not have the very fine tuning English vowel sounds like [ə], [ʌ] and [ɜ:] and does not differentiate between long and short vowel sounds. Currently, English to Bengali dictionaries use Bengali characters to transcribe English words. Where an English word contains a consonant or vowel sound, which is not present in Bengali, the dictionaries use incorrect Bengali sound characters like [dʒ], [dʒʰ], [pʰ], [bʰ] etc, to represent English sounds [z], [ʒ], [f], [v] respectively. The transcriptions also do not distinguish between words like "sheep" and "ship" with long and short vowel sounds. Thus, when an NBS speaks English using such pronunciation they are not understood by Non Native Bengali Speakers.

To overcome this problem we designed a Bengali Phonetic Alphabet (BPA) in which we used Bengali characters to represent English sounds which are present in Bengali. To represent other English sounds like [f], [v], [z], [ʒ], [θ], [ð], [w], [ə], [ʌ] and [ɜ:], and the character (:), which denotes extended length of a vowel sound, we used IPA characters. We used a total of ten IPA symbols in BPA.

We have trialled an earlier version of BPA on a group of students and teachers of English in a high school in regional Bangladesh. We found that it is easy to learn to read and write English in BPA. We also developed and used a sample BPA dictionary and noted that such a dictionary can

serve as an effective and authoritative English pronunciation reference tool for Native Bengali Speakers. A complete BPA reference dictionary, if developed, should contain BPA transcriptions of English words following an international pronunciation standard, approved by the national educational authorities. This can help teach consistent English pronunciation to learners in Bangladesh.

***TP* Software: A Tool for Designing Audio, Visual and Audiovisual Perceptual Experiments**

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Many studies have shown that perceptual training has positive effects on the modification of sound perceptual patterns (e.g., McClaskey, Pisoni, & Carrell, 1983; Lively *et al.*, 1994) and on the improvement of pronunciation accuracy (e.g., Rochet, 1995; Bradlow *et al.*, 1997, 1999; Yamada *et al.*, 1999; Wang, Jongman, & Sereno, 2003; Lamchaber *et al.*, 2005; Nobre-Oliveira, 2007). However, software to design perceptual tests and training tasks with immediate feedback are scarce and some require the knowledge of scripting languages and programming. If the experiments

involve audiovisual stimuli, computational resources are even more limited. To facilitate computer-assisted-pronunciation training which focuses on the perceptual training of segments and suprasegments, we created *TP* (*Perception Testing/Training*), a free application software that is user-friendly and very intuitive. The scope of *TP* is very wide, since it allows the application of two different types of perceptual tasks: discrimination and identification and the use of audio, visual and audiovisual stimuli. It also gives stimulus-by-stimulus and cumulative feedback, measures participants' reaction times, permits users to rate category goodness-of-fit (with a *Likert* or a sliding scale), provides detailed information about the users' performance in an Excel spreadsheet, and can be configured to run in different languages.

In this paper, we will show how to set perceptual tests/tasks using *TP* and give examples of experiments we designed to train/test the perception of English vowels and nasals by native speakers of Portuguese. To improve the perception of English vowels we used audio-only tasks; however, to improve the perception of English nasals in word-final position we used both audiovisual and audio-only tasks. In the two studies, the results showed that the pronunciation of the target sounds improved after perceptual training tasks with immediate feedback. In the specific case of English nasals, students trained with audiovisual stimuli had even better results than those who received audio-only training.

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Prosodic Means of Subjective Modality in American and Ukrainian Television Interview

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This thesis focuses on the experimental phonetic study of prosodic means expressing subjective modality in American and Ukrainian television interview. The research determines typologically isomorphic and allomorphic features that characterize the prosodic profile of subjective modal meanings pertaining to functional semantic fields of support and insistence in television interviews in the contrasted languages. It has been established that modality of support and insistence in American and Ukrainian interviewers' speech possesses common typological means of distinctive prosodic features manifestation, including pitch, intensity, and time parameters. Specific ways of employing prosodic inventory to express subjective modality in television interviews correlate with structural peculiarities of each language and differ in the shape of the pitch curve, the pitch level and the phrasal range as well as the pitch interval of its segments, the character of terminal tones, and temporal organization of utterances.

Perceived Salience: Relevance for Acquisition & Pedagogical Implications

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This paper reports on research into the development in production of the English TRAP-, STRUT- and FOOT-vowel by native Dutch speakers. The purpose of the research was (1) to get insight into the development of these vowels in instructed environments, and (2) to explore different factors that may affect the acquisition of linguistic items.

Following Hume (2011), it is widely assumed that the notion of markedness plays a role in language acquisition. There have been issues, however, for example, regarding the actual nature of markedness (is it a formal property of the grammar or a mechanism whereby the grammatical system interacts with external physical, cognitive and social factors) and regarding the precise range of descriptors of markedness. With the aim of gaining a better understanding of how different markedness values contribute to the learning of the three English vowels by Dutch speakers, I considered three descriptors separately: (1) markedness of the English vowel (general, as occurring in many languages, or not), type frequency of the vowel (how frequently it occurs in the dictionary of English) and the degree of phonetic distinctiveness between the English vowel and vowels in Dutch. While some gradations were more evident than others, I categorized the three English vowels as follows: FOOT=[+marked, - frequent and -salient], TRAP=[+/-marked, +frequent and +/- salient] and STRUT=[+marked, - frequent and +/- salient] (UPSID, Ross 2005.) Accordingly, the prediction was that the TRAP-vowel would be acquired first, followed by STRUT and FOOT.

The sample consisted of 43 Dutch university students in an elective course English Pronunciation. This course ran for seven weeks and addressed 10 common difficulties in the pronunciation of English for Dutch native speakers. These include the TRAP-, STRUT- and FOOT vowels, none of which are part of the Dutch vowel inventory.

The course consisted of weekly two-hour lectures and two-hour classes. Inspired by a study of Cardoso and John (2009) who investigated different approaches to the combination and order of teaching more and less marked items, the students were divided into four groups. For 30 minutes of the two-hour classes, group A had exclusive practice on the TRAP-vowel, group B focused on the STRUT-vowel, group C on both the TRAP- and the STRUT-vowel, and group D on the three vowels TRAP, STRUT and FOOT.

The result reported on here was that the group B students who had exclusive practice on the STRUT-vowel did not perform better on the STRUT-vowel than the group C students who practised both TRAP and STRUT. I explain this with reference to subjective salience. Next to objective phonetic distinctiveness, researchers like Schirmunski (1928/1929, cited in Auer et al. 1998) and Trudgill (1986) have argued for the relevance of speakers' awareness of a feature. Features that are perceived by speakers as salient have been found to be delearned the easiest and the fastest, and a Dutch pronunciation of the STRUT-vowel is very stereotypically linked to a Dutch accent of English.

There have been calls for an instructional focus on features that are important for intelligibility (Jenkins 2000). The STRUT-vowel is regarded as relatively unimportant, but since it is apparently easy to achieve because of its perceived salience, it seems worth teaching such features in combination.

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A Systematic Approach to Pronunciation: Intonation in Autonomous Learning

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Learning a foreign language (FL) represents for most people the opportunity to face new worldviews and the opportunity to confront them with the ideas we have about our own language. Particularly, in the case of the pronunciation of a language, where we deal with a widespread of elements such as accent, rhythm, stress and intonation, learners are usually self-conscious and reluctant to speak. A lack of competence is generally perceived as the primary reason for not engaging in speaking production. Inside the language classroom pronunciation is approached from a segmental perspective, thus learners are encouraged to make repetitions without any form-meaning connections and with no language awareness whatsoever. According to different previous studies on pronunciation in English as FL, intonation plays a crucial role in communication (Ramirez, 2005) from attitudinal and grammatical functions, to discourse and pragmatic functions. Nevertheless, As Crystal states (1976) many of the textbooks in the market offer poor pedagogical implementations of intonation, which obscure the full range of attitudinal contrasts portrayed by prosody. Taking into account the previous considerations on intonation and pronunciation issues and the new learning environments such as the creation of self-access centers in the National Autonomous University of Mexico (UNAM) it becomes relevant to approach learners' pronunciation in English from a systematic perspective of intonation provided through a self-directed learning environment.

Learner autonomy is a term that can be interpreted in different ways (Little, 1991) but one of the fundamental tenets to bear in mind is learner's responsibility in the language learning process. This new approach to language learning centers an important active role on the learner part, but another not less relevant role on the materials and pedagogical implementations side.

My research centers on intonation of the English language and its implications to communication and pronunciation from an autonomous learning perspective.

This research intends to demonstrate that it is possible for Spanish learners of English as FL to develop a systematic awareness of intonation and to improve their pronunciation through the use of autonomous learning based activities online. To this end we will carry out a case study in a qualitative and quantitative approach, to determine the extent of the learners' improvement in pronunciation and the kind of learning strategies they used to regulate their learning process in this new environment.

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Teaching English Pronunciation to Improve Reading Accuracy and Listening Comprehension

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Although researchers and practitioners stress the importance of teaching pronunciation for mastering a foreign language, English Pronunciation is usually neglected in teaching L2 English in Japan. As a result, Japanese students make the same pronunciation mistakes even after many years of L2 English instruction by native (British, American, Canadian or Australian) speakers of English. Furthermore, mistakes in pronunciation lead to errors in spelling, reading and listening comprehension. Since pronunciation is one of the main factors inhibiting students' auditory perception and listening comprehension, teaching English Pronunciation might result in collateral improvement in listening comprehension. This paper discusses the results of the experimental study of the effects of a 5-day Intensive English Pronunciation course on Japanese students' English reading accuracy and listening comprehension. Twenty 1st and 3rd year students majoring in English participated in the experiment. The goal of the study was to check the hypothesis that even a short-term English Pronunciation instruction can improve some dimensions of students' L2 English reading accuracy and listening comprehension. Diagnostic initial and final tests were used to identify students' progress. Teaching and

testing materials were chosen from the textbook: Baker, A. (2006). *Ship or Sheep? An Intermediate Pronunciation Course*. PC@LL system was used to practice English sounds, rhythm and intonation. The results of the study suggest that developing English pronunciation skills may be one of the effective ways to improve L2 English reading accuracy and listening comprehension.

Cognitive Phonetics in an ESP Classroom: Experience and Methodological Implications

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The presentation is primarily aimed at sharing the experience of teaching English phonetics as part of an ESP course at several faculties of the Moscow State University. Professional needs of budding philologists as well as those studying world politics, regional studies and intercultural communication call for specifically developed skills of phonetics which would enable them to speak in public – literately, coherently, and convincingly. Thus, during the last 30 years prof. O.S. Akhmanova's disciples at the department of English linguistics have been designing both new branches of research (cognitive syllabics, pragmaphonetics) and new practical methods of teaching based on them, new courses of phonetics for the students of the aforementioned specialities. This completely new approach to teaching English phonetics relies on teaching people to communicate and impart information in the most competent and linguistically correct way. We call it 'cognitive phonetics', because in

accordance with cognitive approach to linguistics in general, it is now the conceptual basis of the language which comes to the fore, and all language processes are assessed and analysed with respect to the speaker/listener as the 'situated agents' involved in communicative activities of various kind. We do not limit ourselves to contrasting Russian and English articulatory behavior and subsequent practicing certain sounds in separate words and word combinations – we rely on the target principle.

A target text is an example of contemporary English speech which is public, rhetorically oriented and delivered by the best speakers. The choice of a suitable target text and the process of its phonetic adaptation is 'dynamic modelling', something which presupposes active participation and constant, conscious effort on the part of the learner. The choice of target is fully conditioned by the learner's professional pursuits. So, when the text is adapted pragmaphonetically, it is given to the students with full phonetic and tonetic transcription of the syntagms (which they gradually learn to make themselves). The students use it when they pronounce the text themselves, 'reforging' their articulation basis and emulating the prosodic parameters which have already been carefully explained. Further on, there comes the time to slide gradually from drills of that kind to something the student has got to say of his own. Since he or she is still far from being confident and actually automatic at producing proper English sounds with English pauses and English tones, the target principle helps him to fit the ideas into something already familiar, and he is expected to incorporate phrase patterns from several already studied texts. All the contours and rhythm units remain familiar and easy, most words are also pronounced automatically without any difficulties, so the speaker can concentrate on his/her chosen subject and the new words he/she has introduced. The concluding part of the presentation deals with examples of how the pragmaphonetic modelling can be applied to analyse rhetorical

functioning of phonetic units (which is also there to be taught and mastered).

English Pronunciation Teaching for Primary, Lower Secondary and Upper Secondary Level: A Mixed Methods Approach

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In the past two decades, relevant issues related to English pronunciation teaching have been paid attention to in research within the field of applied linguistics. For example, teaching practices and attitudes to native-speaker models have been addressed from the viewpoints of both teachers and learners. Most of the wider mappings of English pronunciation teaching have been conducted in ESL contexts (e.g. Foote et al. 2011), and the studies narrower in their span have tended to look into aspects of pronunciation teaching rather separately. After the inroads for wider European research in EFL environments made by Henderson and colleagues (2012), the present study introduces a mixed methods approach as a means of gaining a deeper understanding of English pronunciation teaching practices.

The aim of the present study is to explore the characteristics of English pronunciation teaching at three different levels: primary, lower secondary, and upper secondary. The study was conducted in an EFL setting. For analytic density and convergent validation (Fielding 2012), the following mixed methods design was chosen. Research materials were collected from four different sources, and four methods were employed. The data includes EFL textbooks and teacher's guides (n=16), a teacher survey (n=103),

classroom observations, and learner interviews (n=10). Combining quantitative and qualitative research methods and using such a wide range of data enables an in-depth analysis and an extensive cross-section of the topic. In this paper, I shall describe the characteristics (what is taught and how) of English pronunciation teaching in the light of the present data, and focus on the differences between the teaching of different learner groups.

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Speech Development in Scottish Children: a Comparative Study of the Influence of Local vs. Non-local Parental Dialect on Vowel Acquisition

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Most research on the norms of child language acquisition focuses on monolingual, monodialectal children, and even when approached from a sociolinguistic perspective, the issue of children learning dissimilar native dialects receives little attention. This is theoretically unsatisfying, and does not address the growing number of families comprising speakers with combinations of accents, or where children are being brought up in a dialect area markedly different to that of their parents. For example, thanks to an increasingly mobile population, many English-accented speakers have moved to Scotland and brought up children there. These children appear to develop mixed or intermediate accents, reflecting aspects of phonologically and phonetically incompatible inputs from within and outwith the home (e.g. Scobbie 2005, 2006; Watson 2009). Traditionally, research into variation in Scottish accents has been underpinned by the assumption that speakers locate on a continuum from vernacular Scots to Scottish Standard English (least to most formal), along which they style-switch or style-drift according to their conversational circumstances (Stuart-Smith 1999). Non-Scottish accents don't feature on this continuum, nor is it clear what range of possibilities exist for composite or variable systems, given the large number of differences between these broad classes of accent.

Research into Scottish/English accent interference has recently revealed a great deal about identity and dialect use by looking at populations along the Scottish-English national border (AISEB 2012). It has identified which features are perceived as markedly 'Scottish' or 'English' by interlocutors, whether the use of these features is socially stratified, and what sound changes may be taking place. Given the increase in speakers of English dialects moving to locations throughout Scotland, however, these factors can also be investigated far from the border, such as in Scotland's densely populated Central Belt (Braber & Butterfint 2008). Children are active members of their speech communities (Smith et al. 2007), acquire systems forged from the models around them, and participate in sound changes within these communities (Roberts & Labov 1995), so looking at Scottish children of English parents enables a range of theoretical questions to be addressed.

Our prospective study will analyse vowel patterns in 40 children living in Scotland's most heavily populated cities, Glasgow and Edinburgh. These are cities with markedly different socioeconomic compositions, and many socially stratified accent features (Stuart-Smith 1999; Chirrey 1999). Half the children will have parents with Scottish accents, and half with parents speaking Southern English accents. Transcriptional and acoustic analyses will be used to examine phonetic features and lexical sets memberships (Wells 1982) expected to differ between these two systems, e.g. monophthongal vs. diphthongal features (FACE and GOAT), potential phonemic contrast (COT vs. CAUGHT), and rhotic vs. non-rhotic pronunciations.

We will report pilot work underpinning this research. First, using data from QMU's ULTRAX project, we focus on inter-sibling variation, exemplifying a range of Scottish/English accent mixtures. Second, we

report on a single case study of a child with mixed Scottish/English input in the home, whose speech patterns indicated the acquisition of a mixed system, in particular with regards to monophthongal vs. diphthongal features.

Keywords: Acquisition, Dialect mixing, Identity, Sociophonetics, Variation

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The Pronunciation of English Lecturers and their Knowledge of English Phonetics: A Phonetic Study with Reference to APTWREIS

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Education is one of the most sought after issues over the world and across cultures. English is increasingly becoming the most preferred language of education across the world. In India English influences many spheres of daily life. Recognizing this, central and state governments in India giving a lot of importance to the teaching of English at school and college level. However, effective teaching of English depends on the proficiency of the teachers, so proficiency plays a vital role which automatically follows performance. Therefore, the present work intends to study the knowledge and performance of the teachers teaching English at APTREIS (Andhra Pradesh Tribal Welfare Residential Educational Institutions Society) with special reference to the teachers' English pronunciation and their phonetic knowledge.

The present study aims to find out how the teachers' English pronunciation is? And what knowledge of phonetics they have? It is the teacher who plays a crucial role in the learning process, who tries to mould the learners, and who prepares them to stand in this competitive world successfully. Therefore, there is a great need to see how the teachers perform at APTWRIES especially with regard to their language skills and their knowledge of phonetics. Since the study has got pedagogical implications, it will help the teachers and students in Andhra Pradesh and India

Perception and Production of the Vowel Schwa /ə/ by Colombian Spanish Speakers of L2 English

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This study assessed the performances of a group of speakers of English as a second language (L2) when perceiving and producing the English vowel Schwa. In addition, it also aimed to evaluate the hypotheses proposed by the Speech Learning Model (SML), developed by Flege and colleagues (1988, 1992, 1995, 1999, and 2002) which suggest that L2 speakers are capable of creating new phonetic categories for new L2 sounds. Ten L2 speakers, who were living in England, and whose first language was Spanish (Colombian), as well as a group of five English native speakers participated as informants. As it had not been studied before, the effect of orthography was chosen as an important variable that could be affecting the L2 speakers' perceptual and productive abilities. The study was carried out in three stages. The first stage, evaluated the initial L2 speakers' perceptual and productive abilities. The second stage consisted of three sessions of pronunciation training. Finally, the third stage aimed to evaluate whether the learners improved in a post-training context. Perception was evaluated by having L2 informants judge several English words that included correct and incorrect pronunciations. Percentages of correct answers were contrasted to the results obtained from the native speakers. Regarding production, acoustic measurements of the quality and duration of the vowels were taken in order to be compared to the native speakers' productions. Results suggest that most of the L2 speakers were influenced by the orthography of the words; therefore, they perceived and produced the English Schwas as instances of their native vowels. In

consequence, as predicted by the SML, a blocking effect in the creation of new L2 phonetic categories took place and no improvement was seen after the training in terms of quality.

Does Proficiency Matter? Effects of High Variability Phonetic Training on the Perception and Production of English Vowels by Cantonese ESL Learners with High and Low Proficiency Levels

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Even advanced adult second language (L2) learners envisage difficulties in mastering some non-native phonemic contrasts, since adults' perception of non-native sound categories is a function of language-specific experience (Best & Strange, 1992; Strange et al., 2001). L2 phonetic training has hence become popular in recent years as they enhance learners' perception and production abilities.

The High Variability Phonetic Training (HVPT) which emphasizes the use of stimuli in multiple phonetic environments produced by various speakers has shown to be efficient in training the perception and production of L2 segmental contrasts (e.g. Bradlow et al., 1997; Lambacher et al., 2005). During the training, subjects' attention is directed towards the prototypical phonetic cues which promote the acquisition of the difficult contrasts. The present study investigated the effectiveness of the High Variability Phonetic Training approach (HVPT, adopting stimuli in multiple phonetic environments produced by various speakers) on the modification of the perception and production of English vowel contrast /e/-/æ/, which has been reported as posing perceptual and production difficulties among

Cantonese ESL learners (e.g. Hung, 2000; Meng et al., 2007). In addition, previous training studies typically tested highly advanced adult L2 learners, overlooking the training effects on lower proficiency ones. This study hence recruited participants with both high and low proficiency levels which was determined by the averaged grades obtained in the listening and oral papers in a recognized Hong Kong public exam (high: top 10% of the candidate pool; low: lower quartile).

Subjects were grouped dually according to the training received and their proficiency levels. Twenty-two (9 high; 13 low) subjects were trained under the HVPT while another 23 (10 high; 13 low) were the control group. All subjects recorded target minimal word pairs before identifying the /e/-/æ/ minimal pair in the perception pretest. Then all trained subjects received perceptual training by using a two-alternative-forced-choice identification test with immediate feedback from a computer program. The posttest (same as the pretest) together with generalization tests testing learning to new words/speakers were administered finally. The HVPT groups had significant improvement (an average of 18.69%) from pretest to posttest in perception, outperforming the control group ($p < .0001$). Robust generalization to new words and/or speakers was also found only for the HVPT groups ($p < .0001$). The trained subjects also had a robust improvement of 19.45% in production ($p < .0001$). The formant frequencies and duration of the vowels produced by the trained groups after the training were also closer to native-like productions. However, the difference in both perceptual and production performance between the two trained proficiency groups was insignificant.

These results showed that exposing learners to highly-variable natural stimuli can successfully train the perception and production of a non-native phonetic contrast. Also, a solid gain from the training can be seen on both

low and high proficiency Cantonese ESL learners. It suggests that the HVPT is not only effective for highly advanced learners as previously reported, but learners with lower listening and speaking proficiency can improve as well as the higher proficiency ones.

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Investigating Foreign Accent in Third Language Acquisition

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The paper aims at investigating the nature of foreign accent in the acquisition of a third language. There is a growing recognition that due to the complexity of cross-linguistic influence, Third Language Acquisition (TLA) is a separate subfield of inquiry (cf. Cenoz, Hufeisen & Jessner 2001, Cenoz 2005). The phonological acquisition of a third language (L3) is a particularly young discipline and research in this area has been rather limited so far (cf. Hammarberg and Hammarberg 2005, Gut 2010, Llama et al. 2010, Wrembel 2010, 2012a, b).

In this contribution I intend to compare and critically analyse the findings of a series of foreign accent studies that I conducted on languages acquired as L3 in different language combinations; (1) L1 Polish, L2 German, and L3 English; (2) L1 Polish, L2 English, and L3 German; (3) L1 Polish, L2 French, and L3 English, (4) L1 Polish, L2 English, and L3 French, (5) L1 German, L2 English, and L3 Polish. The L3 speech samples were collected employing the 'read on your own' task and an oral narrative. The experiments consisted in accent judgements of L3 speech samples performed online by expert judges, who were asked to (a) rate the L3 recordings for an overall degree of a foreign accent, intelligibility and acceptability on a 6-point scale, (b) identify the native tongue of the

speakers, (c) point to the phonetic/phonological features that contribute to the perceptual impression of the foreign accent in particular speakers.

The studies were expected to identify the sources of phonological cross-linguistic influence in the L3 phonological performance and to provide further evidence to confirm or disconfirm Hammarberg & Hammarberg's (2005) hypothesis that L2 phonological interference overrides L1 transfer at the initial stages of acquisition of a third language. Therefore, the main objective was to verify whether trilingual speakers have a tendency to be perceived as being L1- or L2-accented in their L3 performance and to analyse different factors that determine the observed variety in the findings, including such factors as typological relatedness in particular language combinations, proficiency level in L2 and L3, frequency of L2 use, and metalinguistic awareness.

Finally, the paper aims to provide some pedagogical recommendations for the teaching of foreign language pronunciation in a third language context.

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