

Université Grenoble-Alpes, Grenoble, France

EPIP 7

BOOK OF ABSTRACTS

7th International Conference on English Pronunciation: Issues & Practices

MAY 18-20, 2022



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CONFERENCE PROGRAMME

Wednesday May 18 Venue: IMAG building

9:00-10:00 Room: Auditorium	Plenary Talk #1 (bilingual, with APS22) Chair: Cyril Trimaille Alexander Baratta <i>Accent in British teaching: A lack of inherentness within a trichotomy approach</i>	
10:00-10:45 Reception Hall	POSTER SESSION + Coffee break (bilingual, with APS22)	
	Elina Tergujeff	<i>Project ICASEF: In search of priorities for EFL teaching</i>
	Lenka Čtvrtečková, Ondřej Fischer & Radek Skarnitzl	<i>Pronunciation of Czech secondary school English teachers and their cognition about pronunciation: Are they aligned?</i>
	Marine Mouquet & Paolo Mairano	<i>Effects of silent letters on the L2 English pronunciation of L1 French learners</i>
	Lenka Kalvodová & Radek Skarnitzl	<i>Production and perception aspects of weak form words in Czech-accented English</i>
	Francesca Sanvicente, Anne Guyot-Talbot, Sylvain Navarro, Emmanuel Ferragne	<i>The SEPALE project: High variability phonetic training for French students of English</i>
	Vincent Chanethom	<i>From childhood to adulthood: A longitudinal case study of English VOT acquisition</i>
10:45-12:15 Room: Auditorium	Round Table (bilingual, w APS22) Chair: Adam Wilson <i>Alex Baratta, University of Manchester</i> <i>Maria Candea, University Sorbonne-Nouvelle</i> <i>Roberto Paternostro, University of Geneva</i>	
12:15-2:00	LUNCH	
2:00-2:30 Room: Auditorium	Conference Opening – Prof. Iva Novakova, Director, LIDILEM Research Group, UGA & <i>Docteur Honoris Causa</i> , Saint Clement of Ohrid University of Sofia, Bulgaria – Alice Henderson, EPIP founder	
2:30-3:00 Reception Hall	POSTER SESSION	
	Parallel sessions	
	Session1 Chair: Dan Frost Room: 'Salle de Réunion'	Session 2 Chair: Pekka Lintunen Room: 'Séminaire 2'
3:00-3:30	John M. Levis <i>Word stress errors: Effects of word length and familiarity</i>	Kevin Samejon <i>Acoustic and social dimensions of word-final /z/ production: Data from acrolectal speakers of Philippine English</i>

3:30-4:00	Šárka Šimáčková & Václav Jonáš Podlipský <i>Guided practice helps adult EFL learners to improve L2 prosody</i>	Oguzhan Tekin <i>Bonjour, Hi! I am an international student: Language choice, linguistic features, and social acceptance</i>
4:00-4:30	Ivana Duckinoska-Mihajlovska & Anastazija Kirkova-Naskova <i>The effectiveness of strategy- and rule-based instruction on English word stress</i>	Elizabeth Eldho <i>First language interference (Tamil) and sociolinguistic variability of phonological features in Indian English speech</i>

6-7:30pm	StreetArt Tour, city centre
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Thursday May 19

Venues: IMAG building + 'Amphi 5', Building Z, Stendhal

9:00-10:00 Room: Amphi 5	Plenary talk #2 Chair: Alice Henderson Pavel Trofimovich <i>Second language comprehensibility: What we know and where we go from here</i>	
10:00-10:45	Coffee break *IMAG building ('Espace Convivialité'), walk from 'Amphi 5' to IMAG	
	Parallel sessions	
	Session 1 Chair: Vincent Chanethom Room: 'Salle de Réunion'	Session 2 Chair: Adam Wilson Room: 'Séminaire 2'
10:45-11:15	Alejandra Pesantez & Volker Dellwo <i>A longitudinal study of individual differences on foreign language pronunciation: The case of Ecuadorian learners of English</i>	Tanja Angelovska & Verena Holzapfel <i>Flipping or clicking? The effectiveness of Quizlet and paper flashcards on receptive acquisition of pronunciation and vocabulary by lower-secondary school-age L2 English learners</i>
11:15-11:45	Ingrid Mora-Plaza & Joan C. Mora <i>Task-based pronunciation teaching helps improve the production of L2 English vowels: Generalization effects</i>	Laura Rupp, Amrita Das, Alisah Kamps & Ericka Acosta <i>MOOC English Pronunciation in a Global World</i>
11:45-12:15	Xiaotong Xi, Peng Li & Pilar Prieto <i>Hand gestures cueing visible lip shape help the pronunciation of L2 English vowel pair</i>	Kizzi Edensor-Costille <i>Englishville: A new way of practicing prosody</i>
12:15-2:00	LUNCH	
	Parallel sessions	
	Session 1 Chair: Radek Skarnitzl Room: 'Salle de Réunion'	Session 2 Chair: Dan Frost Room: 'Séminaire 2'

2:00-2:30	Pekka Lintunen & Hanna Kivistö-de Souza <i>Noticing the gap in instructed L2 settings: Challenges and possibilities</i>	Piers Messum & Roslyn Young #1 Workshop on learning to pronounce an L2
2:30-3:00	Christiane Ulbrich <i>Accommodation of segmentals and suprasegmentals in non-native speech</i>	
3:00-3:30	Sylwia Scheuer & Céline Horgues <i>Is a monologue easier to follow than a dialogue? A comparative study of pronunciation-induced communication breakdowns in two different tasks during NS-NNS interactions</i>	Roslyn Young & Piers Messum #2 Workshop on pointing as a third modality in the pronunciation classroom
3:30-4:00	Veronika Thir <i>Understood or not? Issues in using orthographic transcription for assessing intelligibility to international listeners of English</i>	
4:00-4:45	Coffee break *IMAG building ('Espace Convivialité'), then walk to 'Amphi 5'	
4:45-5:45 Room: 'Amphi 5'	Plenary talk #3 Chair: Alice Henderson Anastazija Kirkova-Naskova <i>Engaging research: Empowering ESL/EFL teachers to teach pronunciation</i>	

7:30 - ☺ pm	Conference Dinner, 02 Restaurant, Fort 'La Bastille'
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Friday, May 20

Venues: IMAG building + 'Amphi 5', Building Z, Stendhal

9:30-10:30 Room: "Amphi 5"	Plenary talk #4 Chair: Dan Frost Sophie Herment <i>From research to teaching: The case of English rising contours</i>	
10:30-11:15	Coffee break *IMAG building ('Espace Convivialité'), walk from 'Amphi 5' to IMAG	
	Parallel sessions	
	Session 1 Chair: Anastazija Kirkova-Naskova Room: 'Salle de Réunion'	Session 2 Chair: Alice Henderson Room: 'Séminaire 2'
11:15-11:45	Magdalena Szyszka & Małgorzata Baran-Łucarz <i>Foreign language learners' ethnocentric tendencies and their L2 accentedness</i>	Xavier Martin-Rubió <i>EMI lecturers across Europe: (Dis)fluency and accuracy measures from monologic parts of lectures</i>

11:45-12:15	Alma Vančura & Valerija Križanić <i>Learners' and teachers' perceptions of discomfort and/or usefulness about different types of pronunciation feedback</i>	Agnieszka Bryła-Cruz <i>The role of pronunciation in listening comprehension with a special focus on hesitation phenomena: Empirical evidence</i>
12:15-12:45	Kristýna Červinková Poesová <i>Pronunciation training for primary teachers: Focus on didactic transformation</i>	Sylvain Coulange <i>Computer aided pronunciation training in 2022: When pedagogy struggles to catch up</i>
1:00-2:30	LUNCH	
	Parallel sessions	
	Session 1 Chair: Dan Frost Room: 'Salle de Réunion'	Session 2 Chair: Radek Skarnitzl Room: 'Séminaire 2'
2:30-3:00	Marta Nowacka <i>Lyrics as a means of raising phonetic awareness: Transcription, pronunciation and descriptive phonetics combined</i>	Nasir A. Syed, Shah Bibi & Tooba Sahar <i>An emerging allophonic split in Pakistan English (PakE) plosives</i>
3:00-3:30	Valeria Galimberti , Joan C. Mora & Roger Gilabert <i>Teaching EFL pronunciation with synchronized subtitle enhancement and audiovisual activities</i>	
3:30-4:00	Conference Closing Room: 'Séminaire 2'	

Saturday, May 21: Chartreuse Mountains outing, hike & lunch

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PLENARY SPEAKERS

<p style="text-align: center;">ACCENT IN BRITISH TEACHING: A LACK OF INHERENTNESS WITHIN A TRICHOTOMY APPROACH</p>

Alexander Baratta
University of Manchester, England

Within Britain, negative judgements are often made of regional accents deemed to be 'broad', further suggestive of working-class origins. If we consider such judgement within the context of the teaching profession, in which one's voice, and by implication accent, is indeed relevant, it can help to uncover the linguistic reality for teachers. However, the Teachers' Standards in use in Britain only state the need for teachers to use standard English, a variety that pertains only to grammar and lexis, and can be spoken in *any* accent. Thus, without accent-based guidance within the Teachers' Standards, but considering the societal reality of negative perceptions of broad regional accents, this paper discusses the accent-based reality for trainee teachers in Britain.

This investigation involved four separate studies which collected data from 41 teachers, largely, but not entirely, representing trainee teachers of both primary and secondary level, and teaching a variety of subjects. The results reveal that accent modification was indeed a reality for many of the teachers, sometimes self-imposed, but often at the behest of the mentors. Moreover, it was largely teachers from the North and Midlands who were under such instruction, even if teaching in their home region; with one notable exception, Southern teachers were not given accent-based guidance.

The results clearly indicate that negative perceptions of Northern accents in particular is a reality, reflecting what is often societal-based prejudice regarding accents, whereas accents tied to the Southeast in particular are associated with more 'standard' accents. While there is no official standard accent in Britain, however, there are nonetheless accent varieties which are perceived as standard. These are accents which, while regional, seek to remove the more identifiable sounds ('phonological giveaways') and in doing so, make the speaker less identifiable to a specific location. In this manner, such accents mirror a key aspect of the RP accent – removing traces of one's regional origins.

The implications for the results are that some teachers believe that they are being targeted unfairly for what is otherwise a key aspect of their personal identity, one rooted in pride but suggested to be a phonological liability by some mentors. Ultimately, the results have further implications for the Teachers' Standards, raising the question as to whether or not accent should be referenced. Until then, there is evidence for a linguistic tug of war between teachers and mentors.

**FROM RESEARCH TO TEACHING:
THE CASE OF ENGLISH RISING CONTOURS**

Sophie Herment

Aix-Marseille University, CNRS, LPL, Aix-en-Provence, France

The main topic of this talk is the pedagogical implications of pronunciation research. I focus on English intonation, and more specifically on rising contours. It is indeed quite common to hear incongruous rises in the speech of EFL learners, in particular for questions (e.g., MacDonald 2011; Pytlyk 2008; Santiago-Vargas & Delais-Roussarie 2012), but also at the end of declarative sentences (Contreras Roa 2019; Horgues 2010). Those rises sound inappropriate, and yet, native English speakers produce rising contours in the same contexts. Where does this discrepancy come from? How can it be avoided? How to help learners integrate a more native-like prosody? To try and answer these questions, it is necessary to focus on the forms and functions of rising contours, both in learners and natives.

The first part of the presentation concentrates on learners. The example of French learners of English is taken to illustrate the transfer of intonation from L1 to L2 (Herment *et al.* 2014). The functions of the rises heard are discussed.

Then rises in native English speakers are examined through various corpora. Depending on the context and the type of speech, rises can take different forms and have different functions. In spontaneous speech, high rising terminals are often heard, with very specific pragmatic functions that will be discussed (Bongiorno & Herment 2022). A study of read speech (Herment *et al.* 2020; Herment & Tortel 2021) reveals that rising contours are few and that contrary to what is stated in the literature, their main function is not to indicate non-finality and continuation, but rather to convey attitudes.

The pedagogical implications of these results are discussed in the third part of the talk: in read speech, learners should try and avoid rises, even in non-final tone units. In spontaneous speech, learners should be aware of the attitude conveyed by rising terminals. A few examples are given of how the visualization of prosody can help to better understand the contours and to better hear and produce them.

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**ENGAGING RESEARCH:
EMPOWERING ESL/EFL TEACHERS TO TEACH PRONUNCIATION**

Anastazija Kirkova-Naskova

Ss. Cyril and Methodius University Skopje, Republic of North Macedonia

Recent calls for more research-informed pronunciation practice and the ensuing re-evaluation of the research-practice link have brought to light a tangible state of affairs: research advances are far more progressive and teaching practice is failing to keep up. Despite the latest attempts to narrow this gap by promoting publications that devote special sections to practical applications of key research findings, teachers still struggle with real challenges: a) grasping re-defined concepts such as intelligibility, comprehensibility, and accent; b) how to integrate pronunciation features in general English lessons; c) which approach to adopt given that there are so many (conflicting) ideas and techniques; d) how to adapt materials to learners of different proficiency levels and ages; e) how to cope with lack of time; f) how to assess their learners' pronunciation; and g) how to address their learners' pronunciation goals, varied linguistic experience and developing L2 identities. It seems that an important aspect that has received little attention is genuinely understanding classroom reality – a reality that assumes increased workload, limited resources, and lack of autonomy and self-confidence. How can we support teachers to navigate the personal and institutional challenges and encourage them to address pronunciation in their teaching more frequently?

The aim of this talk is to propose a conceptual agenda which empowers teachers to learn how to reflect on their pronunciation teaching practices. I will discuss current issues in pronunciation research relevant for the teaching context and offer insights into the most effective research findings that can be successfully applied in the classroom. To understand teachers better, I will discuss preliminary results of an on-going qualitative study with teachers, investigating their knowledge of English pronunciation prior to and during their studies, and comparing this learning experience with their practical teaching experience. I will then explore ways of using digital and social media as tools for accessing up-to-date research findings and furthering teachers' learning and professional development. By bringing in a reasonable amount of structure, while affording teachers enough opportunities for autonomous action, avoidance of pronunciation teaching – or simple indifference – should be minimised and better practices could be promoted and developed.

**SECOND LANGUAGE COMPREHENSIBILITY:
WHAT WE KNOW AND WHERE WE GO FROM HERE**

Pavel Trofimovich
Concordia University, Montréal, Canada

In this presentation, I provide an overview of research on second language (L2) comprehensibility, which captures listeners' effort to understand L2 speakers. I highlight comprehensibility as a construct with strong speaker- and listener-based contributions, as a variable with visual and behavioral components, as a dynamic, multidimensional, and interaction-relevant phenomenon, and as a socially flexible judgment with important attitudinal and behavioral consequences for both speakers and listeners. I discuss several ways in which language researchers and practitioners can approach comprehensibility in real-world contexts and outline potential avenues of comprehensibility-focused research.

PARALLEL SESSIONS

<p>FLIPPING OR CLICKING? THE EFFECTIVENESS OF QUIZLET AND PAPER FLASHCARDS ON RECEPTIVE ACQUISITION OF PRONUNCIATION AND VOCABULARY BY LOWER-SECONDARY SCHOOL-AGE L2 ENGLISH LEARNERS</p>
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Tanja Angelovska & Verena Holzapfel
Paris-Lodron University of Salzburg, Austria

Current research suggests that digital flashcards may facilitate students' vocabulary (Bueno-Alastuey & Nemeth, 2020; Yüksel, Mercanoğlu, & Yılmaz, 2020) and grammar (Serfaty & Serrano, 2020) acquisition among adolescent learners. However, despite recent calls for research on technologically enhanced pronunciation teaching (O'Brien et al., 2018) and an integrated instruction of pronunciation and vocabulary (Darcy, 2018; Darcy, Rocca, & Hancock, 2021), no previous research has examined the benefits of this tool for pronunciation and vocabulary acquisition among school-age learners. This pre-/post quasi-experimental classroom study with a Solomon four-square design compares the efficacy of a digital app, Quizlet, versus traditional paper Flashcards on 10 to 11 years-old second language (L2) learners' receptive acquisition of pronunciation and vocabulary. We used the online vocabulary app "Quizlet", which offers a great variety of additional learning opportunities to practice pronunciation and vocabulary learning using the audio function and repeated retrieval attempts. Ninety-two participants were non-randomly assigned to four groups: two experimental groups (quizlet vs. paper flashcards) and two control groups (with no learning practice) to rule out any effects of maturation or other extraneous variables. The two experimental groups differed according to the type of the learning cards: paper flashcards (with words introduced and pronounced by the teacher at the beginning of the learning block) versus digital flashcards (with an integrated audio function for each card). The learning block lasted for 25 minutes and took place under controlled condition. The learning packages entailed the same number of target words (n=30), repeated five times. The assessment package included four tests with the same format testing pronunciation and vocabulary. Each test had a pronunciation and a vocabulary part. For each part, 30 items were included. Using the accuracy scores of all four tests (double pre-test, an immediate posttest and a delayed posttest), we aimed at extrapolating the acquisitional effects according to the type of the learning practice card type (digital vs. paper) – our independent variable. We aimed to find out (a) how the type of the practice cards affects the pronunciation and vocabulary acquisition (i.e. resulting in more or less accurate outcomes); (b) whether any differences in gains in either vocabulary and/or pronunciation could be attributed to the type of the practice cards; and (c) whether any gained positive effects of learning are maintained over time. We hypothesize that the Quizlet group will score higher and retain these effects over time on both pronunciation and vocabulary.

Keywords: flashcards, Quizlet, pronunciation, vocabulary, second language acquisition, receptive skills

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**THE ROLE OF PRONUNCIATION IN LISTENING COMPREHENSION
WITH A SPECIAL FOCUS ON HESITATION PHENOMENA: EMPIRICAL EVIDENCE**

Agnieszka Bryła-Cruz,
Maria Curie-Skłodowska University, Lublin, Poland

A commonly reported problem is that materials for developing and testing listening skills used in the classroom are predominantly scripted and do not reflect spontaneously occurring speech (Cauldwell, 2013; Wagner, 2013; Wagner & Toth, 2017; Ockey & Wagner, 2018). As a result, they lack features of unplanned spoken texts such as false starts, redundancies, filled and unfilled pauses, repetitions and fillers. Negligible exposure to authentic speech results in learners' difficulty to process spoken language in real life.

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

The paper reports the results of two experiments in which the proper decoding of HP is checked by means of dictation. The main aim of the study is to investigate the controversial role of HP in listening comprehension. In the first experiment 58 advanced Polish learners are asked to transcribe as accurately as possible an extract of spontaneous and authentic discourse in English (321 words) with naturally occurring HP. Because the context and cultural knowledge emerged as crucial for the proper identification of the key words in the first experiment, a follow-up was carried out to gain more insight regarding the extent to which pre-given context (knowledge of the topic, the speaker, the world and the text itself) facilitates listening. In the second study the same transcription task was given to the same number of students, but the instruction provided them with the broader context and activated some schemata about what they were about to hear. The comparison between the input and the transcriptions revealed information about whether HP pose perceptual difficulty and gave rise to misinterpretations.

As hypothesized, in both experiments the listeners treated the HP in the following ways: 1. they recognized and transcribed the HP correctly, 2. they did not identify the HP correctly and attached semantic meaning to them (so called 'bizarre errors') and 3. they recognized the HP but ignored them in their transcriptions (idealized the spoken message). Apart from investigating HP, students' transcriptions provided information on authentic speech comprehension in general, both objective (the extent to which the transcriptions correspond to the speaker's intended message) and subjective (the perceived difficulty in comprehending the spoken text). The second experiment also confirmed the facilitative role of the background socio-cultural knowledge. The findings have pedagogical implications that can be used both in pronunciation instruction and developing listening skills.

Keywords: listening comprehension, hesitation phenomena, spontaneous speech, comprehensibility

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**PRONUNCIATION TRAINING FOR PRIMARY TEACHERS:
FOCUS ON DIDACTIC TRANSFORMATION**

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What makes a large difference between a successful and unsuccessful pronunciation teacher is excellence in pedagogical skills that can be achieved via professional teacher training. One such course that ran for two decades at the Faculty of Education (2000 – 2020), Charles University in Prague, as part of a teacher training programme for future primary teachers, was scrutinized with the aim to map one of the pre-service teachers' first encounters with the concept of pedagogical content knowledge (PCK). This synthesis of content and pedagogical knowledge, or according to Murphy (2017, p. 21) the ability to “do things effectively in language classrooms”, is believed to create the uniqueness of the teaching profession (Schulman, 1987; Baker & Murphy, 2011; McGregor & Reed, 2018; Červinková Poesová & Uličná, 2019).

The data for both quantitative and qualitative analyses were amassed during the last eight years when the four-semester course called English phonetics and phonology I–IV was taught

by the author of the paper. Over the examined period it was attended by more than 120 teacher trainees. The first three semesters focused on the description of the English sound system and the last semester was partly devoted to pronunciation teaching. The aim of the analyses was to evaluate the students' ability to didactically transform, in other words to select and structure the teaching content with regard to the factors such as pupils' age and language level. The participants were guided and instructed to devise pronunciation activities that were presented throughout the fourth semester. The structure of the micro-teaching was obligatory – it contained an interactive lead-in, followed by activities focused on perception, production or awareness raising. All peer-teachings followed detailed lesson plans and were subsequently reflected on by the student teachers themselves, their classmates and the teacher trainer herself. In addition, every year the lecturer systematically observed and recorded any recurring patterns and/or problems related to the target area. All the previously mentioned actions provided multiple sources for the longitudinal data collection.

Despite the participants' limited knowledge of pedagogy and ELT methodology, the findings indicate elements of successful manifestations of PCK for pronunciation teaching at a primary-school level. Drawing on the peer-evaluation, the most appreciated activities contained a playful and/or creative element, were well-prepared and easy to understand/remember. The lecturer's feedback revealed certain limitations, for instance using the wrong phonemic symbols, employing complicated terminology, long explanations or setting unclear aims. The presentation includes a list of practical recommendations suitable for both teacher trainees and/or novice primary-school pronunciation teachers.

Key words: content knowledge, pedagogical content knowledge, didactic transformation, English phonetics and phonology, peer teaching

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COMPUTER AIDED PRONUNCIATION TRAINING IN 2022: WHEN PEDAGOGY STRUGGLES TO CATCH UP

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Computer aided pronunciation training (CAPT) systems are designed to detect and diagnose mispronunciations in learner's speech, and help them correct them. Research work on automated pronunciation error detection started early 70's (Kalikow & Swets, 1972), and was especially flourishing in late 90's (Witt, 2012), although results were mostly limited, and very few programs were efficiently used for real pedagogical purposes. In the last decade however, with the revival of artificial intelligence and the ever-growing amount of computation power, CAPT systems have improved significantly (Agarwal & Chakraborty, 2019).

Plenty of language learning apps have recently come up with their own automatic pronunciation test tool: Duolingo, Rosetta Stone, Memrise, Elsa Speak, etc. Many companies also offer pronunciation assessment tools such as Pearson, ETS (TOEFL), Cambridge Assessment, Microsoft or EnglishCentral. These systems are used by a large number of people and are quite popular, especially among young learners. Yet most teachers do not really know about the capabilities, efficiency or reliability of these programs.

This talk aims to give an overview of recent CAPT tools that allow learners of English to evaluate their pronunciation, to explain what they do and how they work, who made them, for which audience, with a critical approach on the underlying pedagogy as well as the technology they are based on. We will also look at the most recent research in the field of automatic pronunciation diagnosis, trying to guess what is to come, and outline the remaining limitations of technology.

We argue that most of these CAPT programs are limited to basic automatic speech recognition on read speech, focusing on quite specific words or short phrases out of context. Most of them score students by comparing their speech with some kind of obscure native model, trying to quantify the “nativeness” of students’ speech. Feedback often sticks to success percentages, sometimes with explicit pronunciation tips, more rarely with inductive feedback or adapted remediation exercises to follow. Very few studies investigate how well they diagnose pronunciation, and if learners really make improvements. Meanwhile, very interesting work has been carried out for many years to make a better use of old and new technologies, evaluating learners more effectively. This shows that better communication is needed between language teachers, linguists, developers and entrepreneurs.

Key-words: CAPT, automatic pronunciation assessment, pronunciation diagnosis, artificial intelligence

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<p style="text-align: center;">THE EFFECTIVENESS OF STRATEGY- AND RULE-BASED INSTRUCTION ON ENGLISH WORD STRESS</p>
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Avoidance of pronunciation instruction in the EFL classroom is frequently associated with lack of time. This begs the question whether a shift of focus from classroom learning to enhanced independent learning is a viable option for overcoming time limitations and including pronunciation instruction. Studies have shown that training in strategy use promotes greater learner autonomy and learner-initiated practice outside the classroom (e.g. Pawlak, 2011). Such training assumes a specific role for the teachers – they should select strategies relevant to their learners’ needs and time availability, provide clear guidance for strategy use, and design

appropriate materials for practice (Oxford, 1990). Research so far has proven the effectiveness of explicit instruction in the use of strategies for oral proficiency improvement (Nakatani, 2005), and the effectiveness of longer instruction with pronunciation learning strategies (PLSs) under the Covert Rehearsal Model (CRM) (Dickerson, 2012) for improvement of word stress, linking, and primary phrase stress among EFL learners with different L1s (Sardegna, 2021).

The current study aims to test whether the CRM yields improvement with learners who share the same L1 in an EFL classroom setting for a limited treatment period, and if such instruction can be incorporated as a module in a general EFL course. Forty Macedonian EFL learners with no prior formal knowledge of English pronunciation participated in the study. They were assigned to a treatment and a control group and completed a pre-, post-, and delayed post-tests. Only the treatment group received instruction in eight 45-minute sessions between the pre- and post-tests. The instruction targeted stress placement in polysyllabic words based on four word-stress rules (Hahn & Dickerson, 1999). It also taught participants how to use PLSs for self-regulated practice outside the classroom. The participants in the treatment group were required to complete a strategy diary twice a week to plan, monitor and evaluate their performance. The study is currently ongoing and initial data is being analysed. We expect improvements in participants' performance of the target feature.

Keywords: L2 pronunciation instruction, pronunciation learning strategies (PLSs), Covert Rehearsal Model (CRM), stress-placement rules

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ENGLISHVILLE: A NEW WAY OF PRACTICING PROSODY

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Prosody plays an important role in the intelligibility, comprehensibility and accentedness of non-native discourse (Munro and Derwing, 1995, 1998). Yet prosody is seen as difficult to teach (Setter et al., 2010). For example, in France, teachers often say that their lack of knowledge/confidence and/or a lack of suitable resources explain their reluctance to teach it. Previous studies have used software such as PRAAT to visualise pitch (Olson, 2014, Imber et al., 2017, Setter et al., 2010) but they can be found hard to use (Setter et al., 2010; Setter and Jenkins,

2005). We believe a real-time 3D spectrogram such as the one used on Englishville - our website-come-web app, is both easier to use and to understand. The spectrogram appears in different colours ranging from blue (low intensity) to red (high intensity) and the melodic pattern is also visible.

An initial trial experiment, carried out on a small number of French participants specialising in English did not allow any real conclusions to be drawn. However, positive results came from the students' feedback who found it useful, easy to use, fun and interesting. This encouraged us to set up a second experiment on a larger scale to determine if seeing a 3D spectrogram is not only deemed useful and easy to use but also impacts learners' productions.

Four groups of French students enrolled in their third year of a BA in English took part in this experiment (20 students in total). Recordings were made by a female native British speaker of 72 words to focus on lexical word stress and 30 phrases to focus on intonation. All participants read and recorded the words and phrases as they appeared on the screen and groups 3 and 4 received specific explanation regarding the spectrogram. Each group was given time to familiarize themselves with the tool. The first group only read the words and phrases (limited input), before recording their own productions. The other 3 groups received supplementary input: group 2 read the text and heard the corresponding audio (audio input); group 3 read the text and saw the corresponding 3D spectrogram (visual input) and group 4 read the text, heard the audio and saw the corresponding 3D spectrogram (multi-sensorial input). Participants were asked to imitate what they saw (3D spectrogram – group 3 & 4) or heard (audio – group 2 & 4) as closely as possible. The results are currently being examined and compared to the expected pattern. They will be fully discussed at the conference as will the underlying question of the usefulness of a 3D spectrogram when focusing on prosody.

Keywords: L2 acquisition, English, prosody, Englishville, multi-sensorial tools

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FIRST LANGUAGE INTERFERENCE (TAMIL) AND SOCIOLINGUISTIC VARIABILITY OF PHONOLOGICAL FEATURES IN INDIAN ENGLISH SPEECH

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The diversity exhibited by the English language due to its acculturation in multiple sociolinguistic landscapes emphasizes the fact that it does not have uniformity as far as to power, prestige, and normativity are concerned (Sahgal & Agnihotri, 1988). The variety of English spoken in India known as Indian English has established itself with its linguistic norms and features identifiable at phonological, morphological, lexical and syntactic levels (Kachru, 1976; Sah & Upadhaya, 2016; Sailaja, 2012). Problematising the so-called Standard Indian English that documents only the general, observable phonological features devoid of regional influences forms the starting point of the study. This study presents the phonological features of a sub variety of Indian English spoken by Tamil¹ speakers in the southern part of India (hereafter Tamil English). It examines the variations, and the ways in which linguistic and social factors such as L1 (Tamil), age, style, gender, educational background, attitudes and ideologies contribute to variation. The variables under study are stereotyped, regionally marked phonological features in the speech of the target community, none of which are listed in the so called Standard Indian English. Such variations need sociolinguistic investigation. The features include word-final enunciative schwa, labiovelar onglide [w], and palatal onglide [y]. As far as the methodology is concerned, the study obtained the speech samples from 60 Tamil –English bilinguals of different age groups by means of ‘*friend of a friend*’ method (Milroy & Gordon, 2003). The speech samples were then analysed within the Labovian sociolinguistic variation framework (Labov, 1966) to understand the correlation between the choice of variants and social factors. The study also questions the notion of ‘native’ in addition to ‘standard’ and monocentric approach to Indian English based on the variation patterns that emerged from the analysis. Results indicate that the phonological features (a) index a unique regional identity to the speakers, though the features show evidence of dialect levelling and (b) exhibit systematicity in the patterns of variation which are both linguistically and socially conditioned.

Key words: sociolinguistic variation, Indian English, Tamil English, phonological change, Tamil identity

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¹ Tamil is one of the major Dravidian languages spoken in the southernmost part of India and the official language of Tamil Nadu.

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<p style="text-align: center;">TEACHING EFL PRONUNCIATION WITH SYNCHRONIZED SUBTITLE ENHANCEMENT AND AUDIOVISUAL ACTIVITIES</p>
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Input enhancement, such as bolding and underlining, is used to attract the reader's attention to specific language features and facilitate intake, a first necessary step in the processing of linguistic information (Gass et al., 2018; Leow, 2009). In particular, visually enhancing L2 subtitles *in synchrony* with word auditory onset has been found to promote a focus on the pronunciation of target words in L2 videos (Galimberti, Mora & Gilabert, 2021). The pronunciation gains from exposure to textually-enhanced L2 videos, which are incidental and typically small, may be maximized with the inclusion of pre- and post- viewing activities (Rodgers & Webb, 2011; Wisniewska & Mora, 2020). Audiovisual (AV) activities requiring manipulation of multimodal input, such as dubbing and captioning, may help students develop their L2 speaking skills in a meaningful and motivating context (Sanchez-Requena, 2018; Sokoli, 2018). However, previous studies on subtitle enhancement have focused on vocabulary and grammar learning, and research on the benefits of AV activities for L2 pronunciation learning is scarce and mostly qualitative. In this presentation we describe a teaching intervention with three intact classes of high-school learners ($N=78$, aged 15-16) and its effects on L2 pronunciation learning. The focus was the pronunciation of English regular past <ed> allomorphy (/d/-/t/-/ɪd/), an area of difficulty even at advanced levels partly due to its low perceptual salience (Strachan & Trofimovich, 2019). Over 5 weeks, one intervention group watched TV series clips with synchronized subtitle enhancement and did post-viewing audiovisual activities such as captioning phrases of the dialogue or revoicing short clips containing regular past verb forms. A second intervention group watched the same clips without enhancement and did the same activities. Comprehension of the video materials was checked at the end of each session through a multiple-choice questionnaire. Finally, a phonological awareness activity consolidated the knowledge acquired in each session. The pre-tests and immediate and delayed post-tests included a paced word reading task, a delayed sentence repetition task, and a narrative speaking task. A control group only did the pre- and post-tests. In addition, we controlled for individual differences in vocabulary size (X_Lex), listening skills (OPT) and phonemic coding ability (LLAMA E). We also surveyed participants' language background, perceptions of the intervention, and previous knowledge of the target words. Preliminary results of these data currently under analysis will be presented and discussed in relation to the use of synchronized input enhancement and AV activities in L2 pronunciation teaching.

Keywords: input enhancement, multimodal input, audiovisual activities, pronunciation teaching, English regular past

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WORD STRESS ERRORS: EFFECTS OF WORD LENGTH AND FAMILIARITY

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Word stress is a characteristic of English prosody in which stressed syllables of multisyllabic words can differ suprasegmentally from unstressed vowels in being longer, louder, and higher in pitch. Word stress is also reliably marked in English by segmentals in that stressed syllables will always have full vowels while unstressed vowels are likely to be pronounced with reduced vowels, especially schwa. Misplaced stress is known to lead to loss of intelligibility (e.g., Benrabah, 1997) and comprehensibility (Isaacs & Trofimovich, 2012), but misplaced stress by L2 speakers of English does not always result in loss of understanding, resulting in many seemingly conflicting outcomes from the mispronunciation of word stress. Errors may cause little difficulty in understanding with noun/verb pairs (Cutler, 1986) or with mis-stressed words that do not change vowel quality (Slowiaczek, 1990). Mis-stressed words may cause greater difficulties when they occur toward the end of the word (e.g., *feLLow*) than toward the beginning of the word (e.g., *CANteen*, see Field, 2005), and they may cause even larger challenges for listeners when there are multiple unexpected vowel changes due to misplaced stress (Ghosh & Levis, 2021). Despite growing knowledge of where wrong word stress is likely to affect understanding (Levis, 2018), word stress is still taught haphazardly in most ELT materials without reference to whether L2 speakers are likely to mispronounce the words or whether the words are likely to be misunderstood. In addition, there are no clear classifications of the kinds of mispronunciations that constitute the overall category of word stress errors.

This presentation looks at how 10 advanced Chinese speakers of English produced 100 multisyllabic English words in a read-aloud task. Words were classified according to the number of syllables (2-5+), whether they were related to another word with a different stress pattern (e.g., *eCOonomy-ecoNOmics*), the number of full vowels in the word, and degree of familiarity with

the words. Three expert raters (who were native and near-native in English) classified the stress errors according to word length (number of syllables) and familiarity. Overall, errors were more likely in longer rather than shorter words and when words were less familiar to the L2 speakers. Suggestions for teaching word stress are provided based on the findings.

Keywords: word stress, intelligibility, comprehensibility, acoustics, Chinese speakers

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NOTICING THE GAP IN INSTRUCTED L2 SETTINGS: CHALLENGES AND POSSIBILITIES

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Although input quality and quantity play an important role in L2 speech learning (e.g., Flege & Bohn, 2021), they do not always seem to be enough for L2 pronunciation development (Ingvalson, McClelland & Holt, 2011). Consequently, bringing the target pronunciation structure into the learners' attention through consciousness-raising activities, explicit pronunciation instruction or phonetic training is beneficial (Lyster & Saito, 2010; Thomson & Derwing, 2015). According to Schmidt (1995), noticing can be divided into noticing the form and noticing the gap between one's production and the target production. Previous studies indicate that noticing the gap is beneficial (Baker & Trofimovich, 2006), but also that language learners have difficulties in noticing when their pronunciation is being corrected (e.g., Saito, 2015). The current study examined the noticing of gap of highly proficient EFL learners after explicit pronunciation teaching.

The participants were 34 L1 Finnish university-level learners of English. The participants read a list of CVC words containing difficult segments for Finnish EFL learners (voiced plosives in initial and final position, voiceless initial plosives, and /i-ɪ/). They then attended a 12-week long pronunciation course. At the end of the course, the participants completed a 'thinking about your pronunciation' task. In this activity, the participants listened to their recordings and marked whether their pronunciation of the given sound was accurate or not. To increase

noticing, each word was played three times and the participants were asked to focus on one segment at a time. The results indicate that the learners reported noticing an inaccuracy in on average 9.12% (range: 0-30) of the sounds. The number can be deemed low considering the explicit nature of the task and the fact that the learners knew the necessary metalanguage. Initial consonants ($M=12.13\%$) were noticed better than vowels ($M=7.4\%$) or final consonants ($M=7.81\%$). However, there was large individual variation in noticing, and qualitative comments suggested the participants found the task beneficial. Participants' proficiency level was not related to the amount of reported noticing ($r=.264, n=34, p>.05$). The results are discussed from the point of view of pedagogy, form-focused instruction and the role of phonological self-awareness for L2 speech learning.

Keywords: noticing, phonological awareness, metaphonetic knowledge, L2 speech learning

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EMI LECTURERS ACROSS EUROPE: (DIS)FLUENCY AND ACCURACY MEASURES FROM MONOLOGIC PARTS OF LECTURES

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One of the impacts of the internationalisation of higher education has been the increase in the number of subjects taught in English in countries where it is not an official language (Macaro et al, 2018). As part of the Erasmus+ project Transnational Alignment of English Competences for University Lecturers (TAEC), a group of researchers from five European universities collected data from interviews and classroom recordings of six lecturers per university during the academic year 2018-2019(a total of 30 interviews and 30 lectures). The project entailed seven trans-national meetings and had three main goals: (1) to compare the realities of EMI in the

different contexts; (2) to align the test one of the universities was employing with its EMI lecturers to CEFR; and (3) to develop a handbook and to use the handbook in training courses with EMI lecturers.

Sub-groups were created in the trans-national meetings to tackle the different goals, and tasks were assigned and then revised in the following meeting. A sub-group agreed on the transcription criteria and transcribed the lectures. Once transcribed, a portion of each transcription was reviewed by two other members of TAEC, and those in which important discrepancies were identified, were sent back to the transcribers. Different members of TAEC carried out different analyses of the transcriptions based on their individual research interests. A small TAEC sub-group carried out a (dis)fluency and accuracy analysis of two three-minute monologic stretches from ten of the 30 lectures (Ginther et al, 2010).

The main measures for these 10 lectures are presented, and the performance by one Italian lecturer will be looked at in greater depth. The use this lecturer of extra vocalic sounds after final consonants generated a heated discussion in the sixth TAEC transnational meeting about how this non-standard pronunciation should be dealt with. Some argued it was just a characteristic of the accent of Italians using English; other TAEC members considered it a pronunciation error that had to be contemplated in the transcriptions; and some argued that, to all effects, it worked as a filled pause. In terms of (dis)fluency analysis, this was the decision finally adopted by the group, but the discussion prior to adopting this decision informs us of how complex, ideological and multifaceted the concept 'pronunciation accuracy' is (DuBois, 2018; Hendricks et al, 2021; Munro & Derwing, 2020). Labeling it 'an accent' and not telling the EMI lecturer what it is, in phonetic terms, that she is doing and the intelligibility problems this may cause, might not be the best course of action. At the same time, it is important that such feedback is provided with tact and empathy.

Keywords: fluency, pronunciation accuracy, accent, English Medium Instruction, complexity

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TASK-BASED PRONUNCIATION TEACHING HELPS IMPROVE THE PRODUCTION OF L2 ENGLISH VOWELS: GENERALIZATION EFFECTS

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Second language pronunciation learning is often challenging because L2 phonological features are greatly influenced by the learners' L1 (Flege & Bohn, 2021). A way to mitigate the effects of L1 interference may be to raise learners' awareness of the relevant properties of L2 speech input through the design of tasks that encourage attention to L2 pronunciation within meaning-based interaction. Some task-based *pronunciation* teaching (TBPT) studies have found L2 pronunciation gains in vowel discrimination (Mora & Levkina, 2018); comprehensibility (Gordon, 2021) and vowel production accuracy (Solon et al., 2017); however, no studies have investigated whether such gains also generalize to untaught items and meaningful contexts. This study investigates whether a focus on phonetic form through task-essentialness (Loschky & Bley-Vroman, 1993) improves learners' production of two difficult English vowel contrasts (/i:ɪ/ and /æ-ʌ/) and leads to generalization effects, and whether this varies as a function of learners' proficiency.

Sixty-three L1 Catalan-Spanish EFL learners (*Mean age*= 16.1) carried out 20 dyadic, problem-solving tasks (Long, 2015) over six weeks (30-min x 3 days/week). Task completion required the distinction of the target lexical items (e.g., *bean-bin, cat-cut*). Tasks were always preceded by form-focused pre-tasks and followed by form- and meaning-consolidation tasks. Gains in production and generalization effects were assessed through delayed-word (DWR) and sentence repetition (DSR) tasks, respectively, and we measured vowel duration and quality (Mahalanobis distances between contrastive vowels and to native speakers' productions). Learners' L2 proficiency was evaluated through an elicited imitation task (Ortega et al., 2002). A control group (*N*=29) was also tested but did not perform any pronunciation tasks.

Results showed that not only did learners increase the qualitative distance between the target confusable vowels, but their L2 vowel productions were closer to those of native speakers at post-test. Elicitation task effects (DWR vs. DSR) were slightly larger on vowel duration than quality. Vowel quality improvement was comparable in words elicited in isolation and in sentence context possibly indicating that the communicative nature of task-based instruction may have helped generalize gains to meaningful sentences. We also observed that gains generalized to untaught items and that the accuracy rates in both production tasks for advanced learners were higher than that of beginners. These findings suggest that implementing communicative tasks designed according to task-essentialness helps learners notice the differences between L2 phonological forms and, consequently, brings about significant gains for L2 vowel learning in the classroom.

Keywords: task-based pronunciation teaching, L2 vowels, production, generalization effects, L2 proficiency

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LYRICS AS A MEANS OF RAISING PHONETIC AWARENESS: TRANSCRIPTION, PRONUNCIATION AND DESCRIPTIVE PHONETICS COMBINED

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The relationship between music and the development of a language has been well-researched (Patel, 2008; Thaler, 2018). For example, Schön et al. (2008) found that language learning based on sung sequences was more successful than that based on speech sequences, especially for new word segmentation. Songs have also been recognized as a teaching tool in EFL for the improvement of various skills, including pronunciation (Barrett, 2015; Hancock, 1999; Murphy, 2013; Tegge, 2018; Walker, 2006). This paper presents the less frequent use of transcribed lyrics as a way of revising selected features of English phonetics.

The study, a work in progress, is targeted at increasing the phonetic awareness of 95 university English non-majors through self-selected pop-songs. It was primarily designed to boost the students' interest and raise the attractiveness of a course of descriptive phonetics, which had been reported to be disliked for being boring and useless in practical life (Nowacka, 2021). The research focus is twofold: firstly, to show how the students performed the tasks and secondly, to exhibit how useful they found the approach. The method of data collection consists of three-phases: 1. transcription of lyrics used for reading aloud, 2. the analysis of the occurrence of over 40 phonetic and morphophonemic aspects in a song (e.g. the suffix '-ous' as /-əs/), and 3. the evaluation of the usefulness of this task to improve their understanding of phonetic theory.

The core part of the study focuses on identifying words with selected vowels, consonants, connected speech phenomena, but also inflected and derived forms, letter-to-sound correspondences, proper names and accent-specific variants. The intention is to target the features considered most problematic for Poles, i.e.: vowels such as FLEECE, KIT, NURSE, TRAP, COMMA; consonants, e.g. final voiced obstruents, aspiration, rhoticity/non-rhoticity, dental fricatives, velar nasal, dark l; and selected fast speech aspects, e.g. contracted, weak and strong forms, linking and/or intrusive r, plurals, possessives, the third person singular present tense (s-forms) pronounced as /s/, /z/, /ɪz/; past tenses and past participles (ed-forms) of verbs pronounced as /t/, /d/, /ɪd/. Moreover, spelling-to-pronunciation patterns are also addressed. Finally, proper names, non-grammatical and non-standard forms, and accent-specific

pronunciation, e.g. for General American: *rock* as /'rɑ:k/, *docile* as /'dɑ:s^əl/ are also drawn attention to.

Keywords: songs, phonetic awareness raising, descriptive phonetics, transcription, pronunciation

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A LONGITUDINAL STUDY OF INDIVIDUAL DIFFERENCES ON FOREIGN LANGUAGE PRONUNCIATION: THE CASE OF ECUADORIAN LEARNERS OF ENGLISH

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In Second Language (L2) English classes, learners in the same group differ not only in the acquisition of vocabulary and grammar but also on how successfully they produce the sounds of a non-native language. These pronunciation differences could be attributed to the L2 language processing which is seen as a complex dynamic system that changes over time due to learners' interlanguage experience [1], [2], [3]. Considering that L2 learners' interlanguage systems are typically self-organizing based on input, each L2 learner also varies in the trajectories of learning that they follow [5, 6]. Some L2 learners develop rapid pronunciation skills in a short period followed by a plateau [7] while others need more time to develop the same level of pronunciation [8] and in some cases face a regression learning process. Within this scenario, it is still not clear how much individual differences in pronunciation exist in L2 speakers having the same years of exposure in a classroom setting and which developmental pattern they follow at each stage (semester class).

The goal of this study is to explore individual English vowel developmental trajectories across the creation of vowel contrasts [i ɪ u ʊ e æ ɑ ʌ] produced by 16 female Ecuadorian Spanish speakers (EC) enrolled at the First and Second Language Teaching program in a state university

in Ecuador. They were recorded at six-month intervals at the end of the third, fourth, and fifth semesters. They said 40 isolated English monosyllabic words with no carrier phrases. Each block of vowel contrasts had familiar words representing five words per vowel in a CVC and CVCC context. Additionally, 5 native English speakers were recruited for this study. To examine development in the creation of new phonetic categories over time, the Euclidean distance between the four groups of vowel contrasts was calculated based on F1 and F2 frequency values, which were Lobanov normalized and analyzed using a mixed-effects model. The results revealed that L2 EC did not start forming new categories of the vowel contrasts in the first recording, but they started moving their vowels apart for the following recordings without reaching the native English criteria by the end of the study. The [u ʊ] pair was the most difficult to start moving apart. In terms of intra-subject variability, many students varied within their own development being the regression pattern the most predominant and the steady pattern least predominant.

Key words: developing, English as a foreign language, vowel contrasts, Euclidean distance

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MOOC ENGLISH PRONUNCIATION IN A GLOBAL WORLD

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In this presentation, we would like to introduce the Massive Open and Online Course (MOOC): English Pronunciation in a Global World (Rupp 2018). The aims of the MOOC are both linguistic and social:

- to provide for holistic, research-based, interactive, and self-supporting pronunciation teaching (e.g. Martin & Oebel 2007, Henderson 2008 for an overview, Derwing & Munro 2015);

- an appreciation and understanding of variation in English accents; and
- awareness of social issues associated with (English) pronunciation such as accent discrimination (e.g. Lev-Ari 2021).

We will show how we attempt to achieve these aims by demonstrating MOOC content. The MOOC also aims to provide for inclusive education ((UN 2015, SDG4). It has been set up in such a way that anyone (with much/little English) can attend on any device. Since its launch in April 2019, 97,108 learners from 191 different countries have registered. Attendance is free and course content is creative commons BY-NC-SA. We especially welcome English pronunciation teachers to use the MOOC materials as a resource.

In the second part of our presentation we will present ways in which we intend to further develop the MOOC. We would like to explore our ideas with the EPIP-audience, both in the discussion of our presentation and by setting up collaborations during the time of the conference. For example, to refine course content, should we prioritize particular features more and how are they taught best? Also, we would like to create extra MOOC-modules for learners with native languages that are tailored for less well in current pronunciation instruction. For this purpose, we seek consultation with partner universities abroad that have students with such linguistic backgrounds. Further, we have created a MOOC-alumni network for sharing pronunciation expertise that we would like to extend by inviting EPIP-audience members, and organize in a kick-off meeting. Finally, MOOC learners provide, by informed consent, pronunciation data and comments regarding English pronunciation. These data form a unique, rich and invaluable source that can be exploited for pronunciation research. They seem particularly suitable for studying e.g. (1) pronunciation features in the English accents of speakers of perhaps “lesser known” languages, (2) variation in the English accents of speakers of the same native language, (3) the subjective saliency of pronunciation features in speakers’ own accents (Auer, Barden & Grosskopf 2002, Kamps 2021), and (4) the perception of pronunciation features in various English accents by speakers of diverse native languages (e.g. Jenkins 2002).

Key words: Massive Open and Online English Pronunciation Course, inclusive education, diversity in English accents, accent discrimination, English pronunciation network, pronunciation research

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**ACOUSTIC AND SOCIAL DIMENSIONS OF WORD-FINAL /Z/ PRODUCTION:
DATA FROM ACROLECTAL SPEAKERS OF PHILIPPINE ENGLISH**

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Philippine English (PE) speakers approximate closely to the consonant production of General American English (GAE) speakers, GAE being the target variety (Bautista & Gonzalez, 2006; Tayao, 2004). Producing word-final /z/, however, remains challenging for many PE speakers but less so among highly educated and proficient (“acrolectal” or the most GAE-like) PE speakers (Lesho, 2018). Conversely, less educated and less proficient (“basilectal”) PE speakers produce word-final /z/ as [s] more often (Regala-Flores, 2014). This word-final /z/ devoicing in PE is unsurprising because this is also attested in other English varieties (Lundy & Koffi, 2017: Central Minnesota English). Yet, it is still unclear (i) how extensively PE patterns with GAE, and (ii) whether social factors introduce variation in PE word-final /z/ production.

In GAE, it is hypothesized that inflectional word-final /z/ is devoiced while non-morphemic word-final /z/ is not devoiced (Fromkin et al., 2014). To explore the questions posed earlier in light of this hypothesis, four acoustic correlates were used: center of gravity, intensity, duration, and the 40/60 Threshold for voicing (Gradoville, 2011; Ladefoged, 2003). Two social factors were also considered as sources of variation: gender (Male and Female) and job-type (Academic and Non-Academic), while social factors that characterize acrolectal PE speakers such as the extent of their English use ($\geq 80\%$ a day) and level of education (\geq bachelor’s degree) were controlled.

The participants of the study were ten adult speakers (5 Females) who were audio-recorded while reading passages containing words with inflectional word-final /z/ (*animals, collects*) and non-morphemic word-final /z/ (*sneeze, always*), and word-final /s/ (*nice, rice*). The target segments were analyzed using Praat (Boersma & Weenink, 2021). All statistical analyses and graphs were completed in R.

Concerning acoustic realizations except for voicing, speakers tend to distinguish the plural inflectional morpheme from other word-final fricative categories, which diverges from that of GAE and other English varieties. Furthermore, word-final fricatives /s,z/ both have a high degree of voicing which contrasts with earlier findings on acrolectal and basilectal PE speakers. Concerning general social factor effects, job-type and gender marginally predict differences in word-final /z/ production perhaps due to the homogeneity of the sample population. Individual speaker trends are also explored.

The present study provides the first systematic investigation of word-final /z/ production in acrolectal PE using several acoustic-phonetic correlates and social factors. Future iterations of the study may include more participants from relevant demographics and analysis of additional data points. Nevertheless, the findings invite re-examination of the characterization, development, and sociolectal groupings in PE and, by extension, other English varieties.

Keywords: sociophonetics, fricatives, World Englishes, bilingualism

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**IS A MONOLOGUE EASIER TO FOLLOW THAN A DIALOGUE?
A COMPARATIVE STUDY OF PRONUNCIATION-INDUCED COMMUNICATION
BREAKDOWNS IN TWO DIFFERENT TASKS DURING NS-NNS INTERACTIONS**

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The paper will analyse communication breakdowns (CBs) found in the English section of the SITAF tandem corpus (Horgues & Scheuer 2015), where we gathered video recordings of face-to-face conversational exchanges held by 21 pairs of undergraduate students, with each ‘tandem’ consisting of a NS of English and a NS of French. The participants were recorded while performing two collaborative semi-spontaneous tasks (Game 1: story-telling, and Game 2: debating) in both languages. Since it contains largely unscripted L1-L2 productions, the corpus offers ample opportunities for analysing NS-NNS interactions, including instances where one participant has trouble understanding their partner’s discourse. To analyse how CBs arise, are signalled, and subsequently get resolved (Varonis & Gass 1985a&b; Mauranen 2006), we refer to the linguistic, discursive, cultural, and psycho-affective specificities of the tandem learning framework (Brammerts & Calvert 2003).

The present study expands on our previous research (Horgues & Scheuer 2018; Scheuer & Horgues 2021), which showed that pronunciation was the single most important linguistic factor behind CBs arising from the speech of the NNS in the English conversations, with a majority – but not all – of those issues being suprasegmental. However, those analyses were limited to Debating Game 2 only. We now aim to complete that research by exploring Game 1, which consists mainly of the NNS’s narrative monologue. Our primary objective is to look for possible task effects on the frequency and nature of the CBs. Despite being less interactive, the NNS

discourse during Game 1 may actually present the NS interlocutor with fewer processing challenges than a debating task (symmetrical dialogue, speaking time and roles more equally distributed), as it provides a larger context and is more internally coherent.

Our main research questions are:

- (1) Are CB episodes more, or less, prevalent in the narrative vs. the debating task in this tandem setting, and why?
- (2) Do pronunciation issues remain the principal triggers of CBs?
- (3) What is the relative contribution of segmental vs. suprasegmental errors to those CBs?

Our preliminary results confirm that the amount and types of CBs are shaped by the tandem learning setting and tasks (speaker-hearer postures and discursive coherence induced), and that pronunciation is the main factor impeding the intelligibility of NNS English speech in the SITAF corpus, with suprasegmental problems yet again superseding segmental ones (backing Field 2005 and Kang 2010 for suprasegmentals, and Suzukida & Saito 2019 for segmentals). We hope our study can contribute to the discussion of pedagogical priorities for L2 English pronunciation instruction.

Keywords: communication breakdowns, tandem learning, collaborative learning, suprasegmentals, native and non-native speakers

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GUIDED PRACTICE HELPS ADULT EFL LEARNERS TO IMPROVE L2 PROSODY

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Prosody plays an important role in effective communication [1]. Non-native prosody may be a marker of foreignness [2] and may result in loss of interlocutors' interest or in miscomprehension [3]. Prosodic features, including F0 variation and articulatory rate, predict accent ratings of advanced Czech learners of English [4], the EFL learner population observed in our study.

We asked whether adult L2 learners would show prosodic improvement after a made-to-measure 12-week pronunciation course designed to reflect three basic assumptions: primacy of perception before production, e.g. [5], importance of directing learner's attention to phonetic detail and phonological function [6], and, crucially, importance of learning pronunciation through meaning-focused, context-situated tasks [7].

Our study involves an identical pre- and posttest comprising a passage reading task. We tested the development of learners' pitch range and speaking tempo in reading with expression [8]. We predicted their post-training performance to be less monotonous, displaying a wider pitch-range and slower tempo (with more pauses, increased emphatic and phrase-final lengthening). Sixteen Czech advanced EFL learners (11 women), all future English-language professionals, read aloud the same children's story to an assumed audience of preschoolers before and after the course. In each reading, the same 16 direct-speech sentences were analyzed for speaking tempo and for two measures of pitch range (F0 minimum-to-maximum range and the 10th-to-90th F0 percentile). An additional measure of pitch range, F0-movement magnitude of the tonic accent, was analyzed in a subset of 7 sentences.

The effect of training was examined by separate Mixed-Model ANOVAs; three for pitch range (in semitones) and one for tempo (syllables/s) as the dependent variable, and Test (Pre-test, Post-test) as the fixed factor. Subject and Sentence were included as random factors. Individual learners' performance was also compared to the baseline data from 6 English native speakers. For all three measures of pitch range, a significant effect of Test was found ($p < .01$): the learners' pitch range was wider on the post-test. For speaking tempo, the model found an effect of Subject ($p < .01$), the learners varied in how fast they read, and an effect of Test ($p < .05$), the learners read more slowly on the post-test. Significant Test-Subject interactions ($p < .001$) indicated that learners' responses to the training varied.

Taking into account individual variation, we conclude that the adult EFL learners improved in reading prosody. Our study supports the course effectiveness and shows that late non-immersion L2 learners benefit from a combination of pronunciation instruction, focused listening, and contextualized practice of prosody.

Keywords: teaching prosody, expressive reading, speaking tempo, pitch

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AN EMERGING ALLOPHONIC SPLIT IN PAKISTAN ENGLISH (PakE) PLOSIVES

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In this study, we identify an emerging allophonic split in coronal plosive /t/ in the speech of PakE speakers whose L1 is Saraiki, Sindhi, Urdu, or Eastern Balochi.

In the past, we analyzed VOTs of English /t/ in word-initial position and /st/ clusters produced by L1-Saraiki speaker students [1] and teachers in Pakistan [2], and advanced Pakistani learners studying in England [3]. The results revealed that L1-Saraiki speakers produce /t/ with 5-7 ms longer VOT in /st/-cluster than in word-initial position. The same was also seen in PakE speech of L1-Sindhi and L1-Eastern Balochi speakers [4].

PakE speakers produce English /t/ as retroflex [ɽ] [5]. But, it is articulatorily difficult to produce /st/ clusters involving two opposite gestures, since /s/ is [+anterior] but [ɽ] is [-anterior] [6]. Resultantly, we hypothesize that PakE speakers will produce /t/ as a non-retroflex (alveolar) in 'st' clusters but retroflex elsewhere. VOT of an alveolar coronal is normally longer than a retroflex [7]. In the previous studies, this hypothesis was supported by a significant F3 lowering in participants' vowels adjacent to word-initial coronals, but such lowering was not found in vowels after /st/ clusters. (F3 lowering and shorter VOT are indicators of retroflex gesture [7]).

To extend this hypothesis, we recorded in a word-reading task, three repetitions of each of the stimuli listed in Table 1 in appendix produced by 15 under-graduate participants, whose L1 is Urdu. They have been learning PakE for more than ten years in Pakistan because their teachers also speak PakE. VOT of coronal stops and F3 of the vowels following those coronal stops were obtained using Praat [8]. We hypothesized that if they produce English coronal as a retroflex, the F3 values of vowels following the coronal stops will be lowered and VOTs of the same stops will also be shorter as compared to those in the context where the coronal stops are produced as an alveolar. The results (Appendix) show that PakE L1-Urdu speakers also produce English coronal stop with approximately 8-10 ms shorter VOT in word-initial position than in 'st' clusters. A significant F3 lowering is also seen in vowels after coronal stops in the word-initial position as compared to those following 'st' clusters. This result supports our claim that PakE voiceless

coronal stop is split in allophones, in that it is produced as alveolar in word-initial /st/ clusters but as a retroflex [ʈ] elsewhere.

Keywords: allophone, coronal, F3, retroflex, PakE, VOT

Appendix: Table 1: List of Stimuli, F3 and VOT details (N=15)

Stimuli	F3 of vowels		VOT of coronal stop	
	Mean (Stand. Dev.)	Significance	Mean (Stand. Dev.)	Significance
Teach Steal	3156 (217.87)	p=0.019	12.69 (2.67)	p=0.001
	3257 (192.15)	t=-2.641	22.66 (9.73)	t=-4.254
Tart Star	2744 (274.76)	p=0.014	10.73 (4.26)	p=0.0001
	2907 (255.70)	t=-2.810	19.91 (6.49)	t=-3.548
Tool Stool	2832 (111.58)	p=0.013	10.82 (3.48)	p=0.0001
	2930 (102.67)	t=-2.830	23.53 (9.97)	t=-4.832

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FOREIGN LANGUAGE LEARNERS' ETHNOCENTRIC TENDENCIES AND THEIR L2 ACCENTEDNESS

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Accent is associated with the perception of how individuals and groups articulate a language differently than others (Campbell-Kibler, 2007). It reveals social, cultural and ethnic group affiliation not only of the first language (L1) speaker (Eckert, 2008) but also, or particularly, of the second (L2) or foreign language (FL) learner (Gatbonton, Trofimovich & Magit, 2005; Gatbonton, Trofimovich & Segalowitz, 2011). Accentedness, on the other hand, denotes the proximity of an L2 speaker's articulation to the native-like target language (TL) pronunciation model constructed in the mind of a listener (Munro, 2017). It seems that it may be determined by the context of L2 learning and speaking. In line with Bourdieu's (1991)

theoretical framework of perceiving language as a commodity, L2 learners, living in the TL country, may be motivated to reach native-like levels of L2 pronunciation and identify with the TL group in order to gain social, economic or other benefits from becoming a member of the TL community. However, FL learners rarely see the immediate benefits of L2 pronunciation learning, since their L2 interactions are often limited to a microcosm of a FL classroom, whose group members frequently share the same mother tongue. These students identify more with their L1 social groups, and rarely experience the need for a TL group affiliation manifested in how they sound in the target FL. It appears to us that the degree to which FL learners value their in-group ethnic membership may be crucial for their acceptance or rejection of a TL accent.

The presentation reports on a research project aiming to investigate the relationship between the degree of ethnocentrism of advanced adult learners of English as a foreign language (EFL) and their levels of TL accentness. The participants were all English majors whose native language was Polish. Their ethnocentrism was measured with Neuliep and McCroskey's (2013) instrument; their levels of accentedness were assessed by two independent raters with similar experience in English pronunciation teaching and the same L1 as the participants. The pronunciation samples were collected in a controlled reading task, recorded and evaluated for the degree of accentedness on a global 9-point Likert scale. The results showed a significant negative correlation between the ethnocentric tendencies and TL accentedness ($r = -.35$, at $p < .05$). Moreover, the outcomes of a t-test indicated that the accentedness of those with higher levels of ethnocentrism was rated as deviating significantly more from the native-like standard pronunciation than that in the group with low ethnocentric tendencies. These findings are in line with other studies that investigated perceptions of L2 accented speech and ethnic group affiliation in the context of L2 learning (e.g. Gatbonton & Trofimovich, 2008; Gatbonton, Trofimovich & Magit, 2005; Gatbonton, Trofimovich & Segalowitz, 2011; Tekin, 2019). Preliminary conclusions are proposed that the degree of TL accentedness is related to ethnocentric tendencies regardless of context of L2 learning. Therefore, the primary pedagogic goal in TL accent reduction or pronunciation learning would be to lower ethnocentric tendencies of TL learners, for instance, by working on acceptance of otherness.

Keywords: accentedness, ethnocentrism, group membership, foreign language learning

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BONJOUR, HI! I AM AN INTERNATIONAL STUDENT: LANGUAGE CHOICE, LINGUISTIC FEATURES, AND SOCIAL ACCEPTANCE

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Having chosen to study abroad, international students are often considered outsiders and thus tend to face social challenges (e.g., making friends) in their host communities (CBIE, 2015; Rajapaksa & Dundes, 2002), which may be attributed to both social and linguistic factors. From the social perspective, local residents' tendency to favour ingroup over outgroup members may be a major cause for these challenges (Tajfel, 1974). On the other hand, it may as well be suggested that, with their various first language backgrounds, international students may also face bias due to their accented speech (Jean-Francois, 2019; Lee & Rice, 2007). As a result, such ingroup favouritism and language-based bias may cause students to feel unwelcomed and may impact their decision to stay in their host community and contribute to its economy and social life after graduation (Netierman et al., 2021). In this regard, Montreal offers a unique sociolinguistic context: choice of language (English or French) to initiate an interaction tends to cue social group membership (i.e., anglophone or francophone), and the city residents are exposed to a myriad of accented speech due to being a multicultural and -lingual hub, and therefore accented speech may not play a central role with respect to social likeability and acceptance. Thus, set in Montreal and adopting a two-pronged approach on social acceptance, the present study investigated whether international students' choice of language impacted native-speaking French listeners' social acceptance behaviour towards them and explored the link between social acceptance and the two well-researched linguistic features (i.e., comprehensibility and accentedness) in English and French. Employing a matched-guise technique, judgments of social acceptance behaviours and linguistic features were obtained via 100-point sliding scales, and the data were analyzed through paired-sample t-tests and correlational analyses. The results demonstrated that language choice had a significant effect on social acceptance, with French eliciting more favourable ratings. As for linguistic measures, only students' comprehensibility, as opposed to accentedness, was positively associated with their social acceptance by listeners, accounting for 22–29% of variance in social acceptance. These findings provide insights as to the role of international students' awareness of their sociolinguistic context in facilitating their social adjustment to their host communities and the importance of comprehensibility over accentedness in the social domain.

Keywords: international students, language attitudes, comprehensibility, accentedness, social identity theory

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UNDERSTOOD OR NOT? ISSUES IN USING ORTHOGRAPHIC TRANSCRIPTION FOR ASSESSING INTELLIGIBILITY TO INTERNATIONAL LISTENERS OF ENGLISH

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In L2 pronunciation research, orthographic transcription is the most popular method for assessing a native or non-native (NN) accent's intelligibility (Munro & Derwing, 2015). It involves subjects listening to an audio stimulus and writing down what they hear, with the number of correctly transcribed words interpreted as the amount of understanding that has taken place. Though seeming simple in application, this method also bears potential difficulties (see Zielinski, 2004), in particular when coding transcriptions as correct or incorrect. While this is usually relatively straightforward when working with educated native listeners, it often becomes difficult with NN listeners, especially with those at lower and intermediate proficiency levels, since it may be difficult to distinguish mere spelling mistakes from transcriptions reflecting genuine non-understanding. This issue is compounded when working with large samples of listeners from diverse L1 backgrounds, who all bring their own L1-specific orthographic weaknesses with them. However, precisely these listeners ought to receive greater attention in research on English pronunciation, since they nowadays use English for cross-cultural communication more than ever, with issues of international intelligibility naturally arising in the process.

This paper highlights issues and challenges in using orthographic transcription for assessing the international intelligibility of an accent to NN listeners of English. It does so by reporting on the process of data coding in a large-scale study involving 442 NN listeners from a large variety of L1 backgrounds and at different proficiency levels (Thir, 2020). This heterogeneity resulted in numerous 'ambiguous' transcriptions judged difficult to classify as correct or incorrect by multiple coders, e.g. minor spelling variations resembling multiple English words. The paper discusses two approaches to data coding considered at the time: the 'exact word match' technique, which only accepts answers that perfectly match standard orthography (e.g. Bent & Bradlow, 2003; Derwing & Munro, 1997), and the allowance of spelling errors (e.g. Bradlow & Bent, 2002; Field, 2005). These, and potential alternative solutions to the problem of orthographic transcription in intelligibility research (e.g. shadowing), are discussed

in terms of their validity, reliability, and objectivity with regard to measuring intelligibility to international NN listeners of English. It is argued that neither coding technique is inherently superior, but that the adopted technique needs to be considered when interpreting results, since the exact word match approach – though sometimes more appropriate due to its objectivity – may disadvantage listeners prone to orthographic weaknesses, thus potentially distorting the measurement of intelligibility for them.

Key words: intelligibility, orthographic transcription, research methods, quantitative research, English as an international language (EIL)

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ACCOMMODATION OF SEGMENTALS AND SUPRASEGMENTALS IN NON-NATIVE SPEECH

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In this talk, I am presenting first results of an acoustic analysis of non-native speech to further examine the role of speech accommodation in the acquisition of L2 prosody. Even though research has dealt with accommodation effects since the 1970s, the mechanisms behind the process(es) are still not understood. Some believe that accommodation is a dynamic process that speakers strategically apply to gain social approval and to attain communicational efficiency (Bourhis & Giles, 1977; Bourhis, Giles, & Lambert, 1972; Tajfel & Turner, 1986; Giles et al., 1991, Shepard et al., 2001). Others propose accommodation to be largely automatic (Dias & Rosenblum, 2016, Fowler et al., 2003, Mitterer & Müsseler, 2013; Enzina, 2018). And still others suggest alignment to be caused by some interactional motivations, but in a general, automatic way as ‘overlearned social behaviours’ (Staum Casasanto, Jasmin & Casasanto, 2010; Nass & Moon, 2004).

The question addressed in the experiment presented is how these mechanisms can be observed in non-native speech. In other words, provided that a desire of non-native speakers to

achieve a high level of intelligibility can be assumed, does insufficient proficiency impede the application of accommodation strategies to affiliate with native speakers of their L2 and for automatism to kick in? I am presenting the results of an acoustic phonetic analysis of vowel quality, articulation rate and pitch accent obtained from learners of L2 German (B2.2 level CEFR) with varying L1s (2 English (f, m), 1, French (m), 1, Spanish (f), 2 Mandarin Chinese (f), 1 Arabic (m), 1 Norwegian (m) – L1 German) elicited in individual repetition tasks and collaborative tasks. The collaborative tasks were recorded during both peer interaction and in computer assisted interaction.

The results indicate that accommodation depends on the task, and they suggest an interaction of prosodic features with both social and linguistic variables. Implications are discussed in terms of the potential role of accommodation activities in helping L2 speakers practice and improve pronunciation.

Keywords: speech accommodation, segmentals and suprasegmentals, phonetics, L2 acquisition

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**LEARNERS' AND TEACHERS' PERCEPTIONS OF DISCOMFORT AND/OR USEFULNESS
ABOUT DIFFERENT TYPES OF PRONUNCIATION FEEDBACK**

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Oral corrective feedback (CF) is considered a crucial component of L2 pronunciation development by both learners and teachers (Saito, 2021). When learners make pronunciation errors, CF is provided mainly in the form of reformulations and prompts (Ranta & Lyster, 2007). Despite its obvious usefulness, such feedback may cause language anxiety and prevent students from successful learning, as pointed out by various studies (e.g. Baran-Łucarz & Lee, 2021). Among language-specific types of anxiety is pronunciation anxiety, which significantly influences performance and willingness to communicate (Baran-Łucarz, 2014).

This study aims to further understand the effect of corrective feedback on pronunciation improvement from both learners' and teachers' perspective. In particular, it attempts to investigate learners' levels of discomfort and perceptions of usefulness about different types of pronunciation feedback (PF). It further explores the relationship between the responses to PF types and learners' impressions about their own pronunciation practice. Teachers' levels of discomfort and perceptions of usefulness about different types of PF are also analysed, as well as their views on the factors that could reduce discomfort when providing PF.

Two sets of surveys (learner and teacher) were administered online. The learner survey included items related to students' impressions (enjoyment, nervousness, perceived competence) about their pronunciation practice. A short description of four types of PF (recasts, recasts with additional instruction, prompts-elicitation, and self-repair) was followed by two items describing one negative (discomfort) and one positive reaction (usefulness) to each type of feedback. The teacher survey included the same items, appropriately adapted. It also included questions related to teachers' experience with PF. The choice of answers for all items in both surveys ranged from 1 (not at all) to 5 (extremely). Additionally, qualitative data was obtained in the teacher survey via open-ended questions about factors related to PF and teachers' speaking anxiety (situations, reasons, coping mechanisms).

The results of the pilot study (63 EFL learners and 2 teachers) showed that students view recasts as somewhat more useful than the other types of PF, while differences in their discomfort to different types of PF were not that straightforward. The more the students enjoyed the pronunciation practice, the more they found recasts with additional instruction and prompts-elicitation useful. Their nervousness about pronunciation performance was positively correlated with their discomfort about recasts, prompts and self-repair. Teachers find both recasts and prompts very useful. They feel extremely comfortable while giving oral corrective feedback which is correlated with how satisfied they are with their own level of speaking skills. Lastly, teachers consider that building one's self-confidence, primarily by teaching and/or learning in a relaxed atmosphere, is useful for successful pronunciation development.

Keywords: pronunciation feedback, discomfort, usefulness, learners, teachers

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**HAND GESTURES CUEING VISIBLE LIP SHAPE HELP
THE PRONUNCIATION OF L2 ENGLISH VOWEL PAIR**

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Training with hand gestures cueing hardly visible articulatory phonetic features (e.g., the aspiration feature) benefits the L2 sound pronunciation (e.g., the aspirated vs. unaspirated plosives, Amand & Touhami, 2016; Li et al., 2021; Xi et al., 2020). However, the effects of adding additional visual cues (e.g., hand gestures) to already visually salient articulatory features remain unclear. The present study thus examines whether hand gestures mimicking the lip shapes of two English sounds, /æ/ and /ʌ/ (/æ/ is wider than /ʌ/, Zerling, 1992) could help the pronunciation of these sounds. Fifty-five L1-Catalan/Spanish learners of English were trained under either the Gesture (G, $n=29$) or No Gesture (NG, $n = 26$) condition by watching videos. In the videos, a native American English speaker first explained the articulation of the target vowels and then produced 12 words and 12 sentences containing the target sounds. For the G group, the instructor performed hand gestures mimicking lip shapes as uttering these target vowels and participants observed both the speech and the gestures. By contrast, the NG group did not see any gesture. Both training videos lasted about 15 minutes. Before, immediately after, and one week after the training, we tested participants' pronunciation through paragraph-reading, picture-naming, and word-imitation tasks. In this paper, we only report the acoustic results of the paragraph-reading and word-imitation tasks from pretest to immediate posttest. For the paragraph-reading task, the acoustic overlap (measured by Pillai score) for the /æ/-/ʌ/ became smaller after training (NG: from 0.27 to 0.35, G: from 0.28 to 0.39). Importantly, participants in the G group improved on their pronunciation of the /ʌ/ sound more than those in the NG group ($p = .008$). As for the word-imitation task, the acoustic overlap improved in both groups (NG: from 0.39 to 0.59, G: from 0.39 to 0.50). Although the production of /ʌ/ improved significantly ($p < .001$), no group difference was found ($p = .55$). The different results from the two tasks suggest that the lexical representations of nonnative contrasts may influence learners' productive abilities (Llompert & Reinisch, 2019). Taken together, these preliminary results show that adding gestures to visually accessible articulatory movements can further improve the L2 vowel production in an oral reading task. This finding expands our understanding of multimodality in L2 acquisition research. It also suggests that teachers can actively use hand gestures to train L2 pronunciation in teaching practice.

Keywords: hand gestures, multimodal phonetic training, L2 English vowel contrast, pronunciation

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POSTERS

<p style="text-align: center;">FROM CHILDHOOD TO ADULTHOOD: A LONGITUDINAL CASE STUDY OF ENGLISH VOT ACQUISITION</p>

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With increased exposure to the majority language in the receiving country, immigrants usually show improvements in oral L2 language skills with varying levels of attainment, depending on many factors such as age of arrival, length of residence, language use patterns, education level, motivation, among others (Piske et al., 2001). To fully understand how factors influence L2 development in immigrant communities, Derwing and Munro (2013) stress the importance of longitudinal studies. For instance, in their study over a 7-year period of L2 English oral skills among L1 Mandarin and L1 Slavic language speakers by assessing comprehensibility, fluency, and accent through native speaker judgement, Derwing and Munro (2013) found significant differences in improvement patterns between L1 groups and across assessment categories. Such findings would have not been possible without longitudinal data.

Along the same line, the current case study aims to extend previous research with acoustic data to better understand phonological development in immigrant children. Specifically, the study investigates the acoustic implementation of voice onset time (VOT) by a female French native speaker from Ivory Coast during her first three years of residence in upstate New York as a pre-adolescent child (ages 8:10, 11:5, 11:10) and during adulthood with one follow-up stage (age 24:2). The VOT acquisition literature has shown that early bilinguals are more likely to produce L2 English voiceless stops with native-like VOT values than late bilinguals (e.g., Caramazza et al., 1973; Flege et al., 2003). The longitudinal data in the current study provides further information about the time course and specific patterns involved in the acquisition of their native-like production of L2 English voiceless stops.

The subject under study grew up in a bilingual environment, exposed to American English at school and using Ivory Coast French at home with her parents. A picture-naming task inspired by the GFTA-2 (Goldman and Fristoe, 2000) randomized on PowerPoint was used to elicit spontaneous productions. Age-matched monolingual speakers in each language and the subject's parents were also recorded as control groups. VOT durations were analyzed as a function of place of articulation and word position. Preliminary results revealed different acquisition patterns for each consonant. While VOT values for the subject's English velar and bilabial stops were relatively similar over the three time points during her childhood, her alveolar stops showed a constant VOT increase but did not reach monolingual-like values even at stage 3. Results also indicated that positional allophones were not acquired at the same time. Word-initial stops were acquired first, while word-medial stops were still produced with intermediate VOT values by stage 3. As for her L1 French, the subject's VOT durations also became English-like as early as stage 2, especially for word-initial stops and for velar consonants, evidence of a reversal transfer.

Keywords: Voice Onset Time, longitudinal study, L2 speech, child second language acquisition

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PRONUNCIATION OF CZECH SECONDARY SCHOOL ENGLISH TEACHERS AND THEIR COGNITION ABOUT PRONUNCIATION: ARE THEY ALIGNED?

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In the teaching of English as a foreign language, pronunciation often receives less attention than it deserves. There are a number of factors which stand behind this: some of these include the insecurity of teachers concerning what specifically to teach and how, and where to find the time for pronunciation teaching (Darcy et al., 2012). Teachers' confidence in their ability to teach pronunciation effectively is another factor (Baker, 2014; Levis & Sonsaat, 2019), particularly when it comes to integrating pronunciation into the rest of the curriculum. Research into teacher cognition has been very active over the last two decades (e.g., Couper, 2017; Burri & Baker, 2021), focusing on questions related to pronunciation teaching practices, aims in pronunciation instruction, the so-called model accents, or the focus on segmental vs. suprasegmental features.

The objective of the current study is to relate some of these aspects of teacher cognition with the teachers' own pronunciation in classes. We recorded twelve Czech teachers of English at various secondary schools in the Czech Republic; we aimed at identifying teachers not only in Prague but also outside of the capital. One 45-minute lesson from each of the teachers was recorded using a lavalier microphone; our goal was to record high-quality speech from the teachers and to lower their anxiety as much as possible. After the lesson, the teachers were asked to fill out a questionnaire enquiring about their beliefs and ideas about pronunciation teaching goals, model accents, the possibility to acquire a native-like accent, who should teach pronunciation etc.

We examined the teachers' pronunciation in three timeframes – towards the beginning, in the middle and towards the end of each lesson – to examine possible changes in their production, for instance due to lower anxiety. Analyses are based on a 90-second stretch of net speech, edited out of the recording for each timeframe. We used careful listening to assess the most typical features of the Czech accent in English (Skarnitzl & Rumlová, 2019) both in the segmental domain (dental fricatives, vowels, velar nasal, aspiration) and in the prosodic domain (vowel reduction, lexical stress, linking). In addition, we measured the teachers' pitch range in Praat to examine their melodic variability.

Preliminary analysis shows that the voiced /ð/ is more problematic for Czech teachers than its voiceless counterpart /θ/; the vowel /æ/ is only rarely pronounced in a native-like manner; and our teachers' English was rhotic in 72% cases. In the presentation, the findings will also be related to the questionnaire data.

Keywords: teacher cognition, pronunciation teaching, Czech-accented English

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**PRODUCTION AND PERCEPTION ASPECTS OF WEAK FORM WORDS
IN CZECH-ACCENTED ENGLISH**

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English is closer to the stress-timed end of the rhythm continuum (Nolan & Jeon, 2014), while Czech is mostly syllable-timed. Apart from prominence contrasts, English rhythm is achieved through various connected speech processes (CSPs). Importantly, these affect unstressed grammatical words in English, which change into weak forms. The use of weak forms and CSPs is particularly challenging for non-native speakers with mostly syllable-timed mother tongues.

This research addresses the production and perception of weak forms of grammatical words in proficient speakers. In the production part, we examined recordings of 24 native speakers of Czech (12 more and 12 less accented) reading 24 sentences loaded with weak form words (WFWs). The sentences were constructed specifically for this experiment, to ensure adequate coverage of all types of grammatical words and CSPs. Subsequent listening analysis targeted linking, vowel reduction, consonant elision (including [h] elision with subsequent linking, as in "when he" [wen_i]), unreleased consonants, assimilations (assimilation of place and manner, dentalisation, coalescence), and glottalisation. The results confirmed that the more

accented the speaker, the fewer weak forms and associated CSPs can be found in their production.

In the perceptual part of this study, we manipulated sentences from the production part in Praat and Adobe Audition to yield a “better” (more native-like) and “worse” version from the perspective of WFWs and CSPs. One may compare the grammatical words in the sentence “When does he arrive from Paris?” produced as ['wen dæz_ɪ(j)ə'raɪv fəm 'pærɪs] versus as ['wen dæz hi: ʔə'raɪv frɒm 'pærɪs]. Two perception tests were administered to 23 Czech respondents, 15 of them starting their BA in English Studies, 8 of them towards the end of their studies. In one of the tests, the task was to choose the sentence which was more comprehensible, in the other, which is more accented; the order of the two tests was counter-balanced. Results of the perceptual experiment suggest that comprehensibility is easier for Czech listeners to assess than accentedness, no matter their academic seniority.

Overall, our results correspond with and expand upon previous findings, both for Czech speakers (Skarnitzl & Rumlová, 2019; Volín & Johaníková, 2018) and for non-native speakers in general (e.g. Barańska & Zajac, 2014). The results showcase non-native patterns in the production and perception of connected speech in Czech speakers. Yet, despite their importance and frequency, these features have been given little space in research and teaching.

Keywords: connected speech processes, grammatical words, weak forms, Czech-accented English

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EFFECTS OF SILENT LETTERS ON THE L2 ENGLISH PRONUNCIATION OF L1 FRENCH LEARNERS

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This study investigates the influence of orthography on second language (L2) phonology acquisition. More specifically, replicating a study by Bassetti & Atkinson (2015) with Italian participants, we conducted an experiment investigating the epenthesis of silent letters in L1 French learners of L2 English. Although most teachers of English or French as second languages are aware of the challenges posed by silent letters to learners, their impact on production is ill-documented in the literature. Additionally, learners whose L1 has opaque orthography have been shown to rely less on spelling (Erdener & Burnham, 2005); therefore, since the orthography of French includes various silent letters, it can be assumed that French learners may find it

relatively easy to learn that silent letters in English should be, precisely, silent. The present study addresses this issue by demonstrating that the spelling of L2 English words (more precisely, silent letters) affects French learners' phonological representations. Participants (N=112) were French undergraduate students specialising in English as a foreign language in France. Results were elicited through an online test, using a reading aloud task and a word repetition task involving 8 target words, i.e. *Wednesday*, *landscape*, *salmon*, *walk*, *climb*, *comb*, *lamb*, and *debt*, containing the silent letters <d>, and <l>. A spectrographic analysis allowed us to determine the addition of target silent letters and to measure its durations during the two tasks. A t-test yielded significant effects of orthography between the word reading aloud task and the word repetition one. The results were also significantly affected by the presence vs absence of orthographic input: 46% of the silent letters were pronounced during the reading task, but only 24% during the word repetition task. Notably, L1 French learners tended to pronounce the silent <l> in *salmon* (despite the French cognate *saumon* not having any /l/), along with word-final in *comb*, *lamb*, and *climb*. More experienced L2 learners who had received lectures on graphophonemic rules did not significantly diverge from those who had not. These results confirm the strong effects of spelling on L2 pronunciation and on L2 phonological representations, as suggested by several recent studies (Bassetti, Escudero & Hayes-Harb, 2015). Further investigations could expand these findings by conducting additional production as well as perception tasks without orthographic input being provided.

Keywords: L1 French; L2 English; silent letters; pronunciation; orthography; second language acquisition

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**THE SEPALE PROJECT: HIGH VARIABILITY PHONETIC TRAINING
FOR FRENCH STUDENTS OF ENGLISH**

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In recent years, High Variability Phonetic Training (HVPT) has emerged as an effective method in the field of L2 phonological acquisition (Barriuso & Hayes-Harb, 2018). However, while research in laboratory settings has repeatedly shown that the perceptual learning of a new phonemic contrast is more robust when the contrast is produced by different speakers (Lively et al., 1993), the portability of such exercises to the L2 classroom has yet to be investigated more thoroughly.

The SEPALE project (Solutions pour l'Enseignement de la Phonétique Appliquée aux Langues Etrangères) consists of identification and discrimination exercises involving English phonemic contrasts that pose persistent problems for French learners (e.g. /i:~ɪ/; /æ~ʌ/, etc.). The earliest, scientifically tested, versions of our exercises (Krzonowski et al., 2016) have

evolved into user-friendly graphical interfaces, with more stimuli and more speakers, that are now officially part of every student's curriculum in English studies at Université Paris Cité.

The goal of this presentation is to describe and discuss the SEPALE training program, and to offer qualitative and quantitative insights into two types of variables: 1) the responses to a user experience questionnaire that students were asked to fill in at the end of each semester; and 2) the log files which record all user's keystrokes and are created after each exercise.

Among other findings, the questionnaire shows that more than 75% of the 181 respondents reported that their perception of English sounds was enhanced. The /i:~ɪ/ pair was picked as the contrast whose discrimination had improved most. When asked what type of additional exercises they would like to see introduced, respondents ranked word-stress placement as their first choice. The analysis of log files reveals that students perform better in more traditional identification and discrimination exercises (AX type) than they do in "oddity" (find the odd one out) tasks. We also observe that the number of stimuli replays tapers off as the semester unfolds.

Our presentation includes detailed results and discusses the way these exercises enhance the traditional teaching of English phonology that we offer at the undergraduate level.

Keywords. English phonology, French learners, intensive training, perceptions, production

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PROJECT ICASEF: IN SEARCH OF PRIORITIES FOR EFL TEACHING

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After Munro and Derwing's (1995) seminal study on L2 intelligibility, comprehensibility and accentedness, plenty of additional knowledge has been obtained about these phenomena. From the viewpoint of language learning, studies that shed light on what makes L2 speech intelligible and comprehensible are of particular value. In the areas of pronunciation and fluency, studies have demonstrated the importance of e.g. stress (e.g. Field, 2005), rhythm and intonation (e.g. Saito et al., 2017), speaking rate (e.g. Munro & Derwing, 2001), and length of runs (e.g. Kang, 2010). In addition, segmental accuracy has been connected more strongly to accentedness than to comprehensibility (e.g. Trofimovich & Isaacs, 2012). Yet, research with new L1 groups is needed, as studies are always tied to their participants.

This poster presents a project on L1 Finnish and L1 Finland-Swedish speakers' L2 English. Among other things, the project aimed to shed light on (1) which speech features are crucial for intelligibility, and (2) which speech features are linked with comprehensibility and/or

accentedness. Overall, the project sought research-based knowledge that would help to develop English pronunciation teaching in the context of Finland. The project is based on two listener tests. One focussed on the intelligibility of L2 English pronunciation features typical of the speaker groups. Speech materials were elicited in a read-aloud task with 14 teenaged speakers. The intelligibility test included 38 sentences with a possibility of misunderstanding that derives from the typical pronunciation features under investigation. Listeners were 50 English-speaking teenagers, who used two given alternatives to indicate what they heard, e.g. *Take that pole/bowl*. The second listener test featured semi-spontaneous speech samples elicited from 40 teenaged speakers. These were rated for global comprehensibility and accentedness by 34 English-speaking teenagers. In addition, the speech samples were analysed for various speech features such as speech rate, pausing and segmental accuracy, and the links of those to comprehensibility and accentedness.

The results support earlier findings on the role of fluency and segmental accuracy for L2 comprehensibility and accentedness. As for intelligibility and the typical pronunciation features of Finns' English, pronouncing /v/ as /w/ and letter <y> as /dʒ/ were found to have the greatest risk to compromise intelligibility. Overall, the project obtained knowledge that helps to identify the essential aspects to focus on in English pronunciation teaching. As a final outcome of the project, the gained knowledge was developed into a list of teaching priorities, which will be on display and open for discussion in this poster presentation.

Keywords: intelligibility, comprehensibility, accentedness

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WORKSHOPS

#1 WORKSHOP ON LEARNING TO PRONOUNCE AN L2

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Current pronunciation pedagogy and research discuss a range of techniques, content, goals, appropriate models, teacher preparation, etc., but discussion of how L2 pronunciation is learned is, in our view, an elephant in the room. The dominant assumption is that students will learn if they are given opportunities to model the acoustic intake. This is presented to them as exemplars, supplemented by ‘rules’ which it is hoped will change from explicit to implicit, enacted knowledge through repeated application

As responsible researchers and teachers, we need to compare and contrast this assumption with any alternative possibilities for how pronunciation is learned. We also need to examine the learning process experientially and personally, so that we can better attune ourselves to our students.

The activities in this workshop will illuminate one alternative possibility: that L2 pronunciation is learned as a motor skill. They will cover the teaching and learning of the sounds of English, its stress and reduction system, and the articulatory setting of the language.

#2 WORKSHOP ON POINTING AS A THIRD MODALITY IN THE PRONUNCIATION CLASSROOM

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In the teaching of L2 pronunciation, speech and writing are the two principal modalities for the presentation of material and the correction of errors. Writing is permanent, but slow to produce. Speech is ephemeral, but sometimes too fast to be followed. Moreover, learner speech does not reveal whether the source of an error is conceptual or based in production. Both modalities have their place, but sometimes their inherent characteristics limit their usefulness.

Pointing is a third modality which can overcome these limitations. The activities in this workshop will show how pointing on so-called ‘uncommitted’ materials—charts and the fingers of a hand, for example—is a happy and productive medium between speech and writing.

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