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English Down Under: Popular or neglected?

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PLENARY SPEAKERS

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Corpus-based analysis of second language prosody

This talk presents the corpus-based approach to the analysis of L2 prosody. After a brief introduction to the aims of corpus phonology in general, the individual stages and requirements of the corpus compilation process – data selection and collection, transcription and annotation, data format – will be described and discussed. This will be illustrated by describing the compilation of the LeaP corpus (Gut 2009, 2012), a 12-hour corpus that consists of 341 recordings with 131 learners of English and of German with a total of 32 different first languages as well as 18 recordings with native speakers of both languages. It comprises four different speaking styles, and extensive phonological annotations were carried out with *Praat* including pitch (initial high, final low, intervening peaks and valleys), intonation (transcribed in modified ToBI), segments, syllables (transcribed in SAMPA), words and phrasing.

Subsequently, this talk will show how L2 speech rhythm and L2 pitch range can be analysed by searching the LeaP corpus. Finally, an example will be given of the corpus-based analysis of question intonation produced by Malaysian speakers of English, using a MapTask corpus of Asian Englishes that is currently still under construction.

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Priorities for intonation teaching: A global Englishes perspective

In English language teaching, intonation is widely acknowledged to be one of the hardest features to teach or learn effectively (Taylor 1993; Dalton and Seidlhofer 1994; Roach 2000). However, it seems to be widely agreed that tonality (dividing the stream of speech into meaningful chunks) and tonicity (placement of the nucleus) are teachable, learnable and, what's more, important for communication in English when used in international settings (see, e.g., Jenkins 2000; Wells 2006; Walker 2010); i.e., they are seen as priorities.

In this talk, I will review what we know about intonation in some English speaking settings other than those in what Kachru (1992) refers to as the "Inner Circle", specifically intonation in the Englishes spoken in Hong Kong, Singapore and Malaysia, with a view to contextualising the claims that tonality and tonicity are important and testing whether this is indeed so. I will also consider data from studies on the perception and production of intonation in the English of three groups of English learners, Arabic, Chinese and Vietnamese, to find out which aspects of intonation are difficult for these learner groups, how much similarity there is across speaker groups, and whether in fact these reflect what is going on in new and emerging varieties of Asian English.

Finally, I will discuss some of the intercultural discourse issues surrounding the use of some patterns of intonation in varieties of English.

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Phonetics and prosody in natural conversation

This presentation offers findings from research on conversational prosody and discusses some of their implications for learning and teaching pronunciation. Two main areas are discussed: the relationship between phonetic / prosodic form and interactional function, particularly with respect to turn taking; and the role of phonetics and prosody for interactional alignment, in particular the sequential practice of designing a turn either as responsive to prior talk, or as a new beginning. One challenge for pronunciation teaching is the emerging consent amongst students of talk-in-interaction that conversational cues work together as clusters, rather than fulfilling functions individually. Moreover, the very latest studies on intonation suggest that for some interactional practices, pitch patterns play a very limited role. One of the conclusions emerging from this research is that participants in conversation make phonetic and prosodic choices, not according to any context-free functions or meanings of these sound patterns, but according to the social action that is being accomplished. The presentation suggests teaching methodologies for pronunciation take into consideration the role of phonetics and prosody for implementing and coordinating social actions, for example, by developing learners' interactional orientation to others.

PARALLEL SESSIONS

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The Interaction of Phonological and Phonetic Features in the Adaptation of English Loanwords in Jordanian Arabic

This paper aims at investigating the interaction of phonological and phonetic features in consonant adaptation in English loanwords in Jordanian Arabic. It also examines the features that take part in the adaptation process as well as their behaviour and role. Data consists of 420 established English loanwords that are used by monolingual Jordanian Arabic speakers. These words are analysed adopting an optimality-theoretic approach where correspondence on the basis of featural specifications is used to account for the adaptation process. Results show an asymmetrical behaviour of features. It is argued that an articulatory-based model is better able to account for features behaviour than a mere feature count or a perceptual model (cf. Steriade 2002; Kenstowicz (2003) in loanwords.

Moreover, it is found that laryngeal features are the most vulnerable in the adaptation process. Results tend to lend more support to a place-featural description in the adaptation process. These findings shed light on the way a feature theory should capture the unequal relationships between features. On the whole, the adaptation process follows a universal feature geometry where integration of co-occurrence restrictions, feature economy principles, markedness, and sometimes feature robustness better account for the behaviour of features in the adaptation process. More specifically, featural restrictions manifest themselves where identical features tend not to co-occur at the foot level rather than at the prosodic word level as reported in the literature on Arabic phonology.

In addition, markedness effects manifest themselves in the emergence of the unmarked especially in the adaptation of obstruents. Also feature economy effects present themselves where a maximization of feature combinations, for example, fills in the gaps in the phonological system, which renders it more symmetrical. These facts along with feature spreading, delinking and substitution phenomena shed more light on the organization and representation of features in general. The paper also touches on the role of redundant features especially in connection with emphasis and vowel/consonant harmony.

Finally, other factors related to the adaptation of consonants such as prosodic structure and positional faithfulness are dealt with. The paper concludes that features are not artefacts of analysis. On the contrary, loanwords are adapted in terms of distinctive features where proximity in feature geometry and articulatory features better account for the adaptation process. The findings are believed to enhance our understanding of Arabic phonology in

particular and of loanword phonology in general and ultimately of the human phonological faculty.

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Pitch in the perception of voicing in Polish and English

Voice contrasts have always been an important object of study in the literature on L1-L2 interaction. The research has focused primarily on VOT – a phonetic variable that is easy to measure and serves as a relatively straightforward basis for typological distinctions (e.g. Lisker and Abramson 1964; Flege and Eefting 1986; Flege 1991; Bond and Fokes 1991).

English and Polish both have a set of contrastive voiced and voiceless obstruent pairs, where VOT lag appears to be the primary cue for differentiating between the two sets. English is an aspirating language where voiceless obstruents display long VOT lag (Lisker and Abramson 1964), while Polish is a voicing language in which voiced obstruents have negative VOT values. Under this characterisation, English voiced and Polish voiceless obstruents are phonetically unmarked sets which, based solely on VOT specifications, should sound the same to a naïve Polish listener. A previous study on the perception of voicing carried out by this author has shown that Polish listeners are able to correctly identify voiced English obstruents in accoustically-manipulated tokens with short VOT lag. It was concluded that VOT may be less heavily weighted in Polish than in English and other cues were suggested to influence perception differences. For example, higher burst amplitude (Repp 1979) and higher fundamental frequency (f0) at vowel onset (Abramson and Lisker 1985) both contribute to the perception of voicelessness.

The present study aims at further investigating the role of f0. A perception experiment is being carried out to determine the relative weight of f0 in the identification of voiced and voiceless obstruents by Polish and English listeners. A nonsense word *keef* was manipulated to obtain four tokens with different VOT values: 70 ms (English voiceless), 55 ms (English ambiguous; Polish voiceless), 30 ms (English voiced; Polish ambiguous), -60 ms (Polish voiced) (Rojczyk 2009). Each token was then used to produce five stimuli with different f0 onsets: 98 Hz, 108 Hz, 114 Hz (flat), 120 Hz, 130 Hz (Abramson and Lisker 1985). This procedure yielded 20 tokens which were used in a forced choice identification task. Perception data is being collected from two groups: 20 native speakers of English and 20 native speakers of Polish.

Assuming that Polish listeners indeed rely less on VOT when identifying voice contrasts, they should in general be more sensitive to pitch changes than English listeners in cases

where the VOT value is ambiguous. Such a finding would support the need for a more comprehensive representation of voice contrasts than the VOT-based approach.

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Glottalization of initial vowels as L1 prosodic interference

Languages often differ in the prosodic strength of word boundaries. Consider, for example, a sequence of /t#j/ in English got you as opposed to Polish kot jest 'the cat is'. The English example is typically produced without any boundary at all – the stop and the glide are joined into an affricate and the form is pronounced gotcha. The /t/ undergoes a process of sandhi palatalization. Conversely, in Polish, the stop-glide sequence is produced asynchronously (Święciński 2012) – the /t/ is not subject to the same type of mutating palatalization processes that may occur at morpheme boundaries in forms such as kot~kocie 'cat (nom.-voc.)'. The /t/ appears to be 'final' in the Polish /t#j/ sequence, while in English it is resyllabified and subjected to the palatalizing effects of the following /j/.

On the whole, sandhi processes that alter the prosodic affiliation of final segments appear to be banned in Polish (cf. Rubach & Booij 1990). One robust sandhi blocker that we may observe in L1 Polish is the glottalization of word initial vowels (Dukiewicz &Sawicka 1995, Schwartz 2013). This paper will investigate vowel glottalization as a source of L1 interference in the speech of Polish learners of English. Acoustic and perceptual data will be presented covering both C#V and V#V sequences. Results suggest that part of the

acquisition process for Polish learners entails the suppression of glottalization, which further opens the door to target-like production of English sandhi processes.

In the C#V context, suppression of glottalization entails the acquisition of target language liaison, which resyllabifies the consonant to become the onset of the vowel. Failure to suppress glottalization reinforces the 'final' status of the preceding consonant, and contributes to final obstruent devoicing. In the V#V context, native speakers often insert glides or [r], applying sandhi processes that obscure the word boundary, rather than glottalize the second vowel. Since sandhi phenomena span constituent boundaries, their successful acquisition implies the learning of L2 prosody.

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Attention to speech form as a factor influencing the pronunciation of Polish learners of English

According to Tarone (1982), the production of a given second-language pronunciation feature may be affected by the amount of attention that a learner pays to speech form, which is claimed to increase when learners are asked to perform certain elicitation tasks. Support for this claim can be found in a study by Dickerson and Dickerson (1977, in Tarone, 1982), who investigated Japanese learners' production of /r/ in three situations, free speech, dialogue reading and word-list reading. The results revealed that /r/ was supplied only 50% of the time in the first task and almost 100% correctly in the last task. As argued by Tarone (ibid.), the observed effect was caused by the participants' increased attention to speech form in the word-list reading task.

The aim of the present study is to examine changes in the pronunciation of Polish learners of English in three situations in which we assume their attention was increasingly paid to

speech form (free speech, prepared speech, reading). The participants are 12 second year students of English studies divided into two groups: 6 who were judged to speak with a slight degree of foreign accent and 6 who were judged to speak with a high degree of foreign accent. The pronunciation feature under investigation is the participants' production of weak forms of English function words. The following research questions were formulated: 1. Does the amount of weak forms used by the participants change across the three tasks and what is the direction of this shift? 2. Does the degree of foreign accent affect the direction and degree of this shift? 3. What pedagogical implications do the obtained results have?

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A relation between the temporal variations in no release closure stage of unreleased plosive clusters and the place of articulation variable in English. An advanced second-language production study

The acoustic investigations of the release burst absence in Polish and English plosive clusters straddling word boundaries indicate chiefly the intonation unit length, articulatory tempo (Jassem 1993; Rojczyk 2008) and the place of articulation (PoA) (Jassem 1993; Gimson and Cruttenden 1994; Sobkowiak 2001) as the key factors contributing to the occurrence of the mentioned process. Whereas the variables set for the study of the intonation unit and articulatory tempo are easily modified, the place of articulation factor can be investigated according to the more consistent guidelines. It is observed both in native English (Gimson and Cruttenden 1994; Sobkowiak 2001) and in Polish English (Bergier 2010) that the direction of the articulation sequence (homorganic / fronted - retracted/ retracted – fronted) within the unreleased plosive cluster influences temporal characteristics of the occlusion stage with homorganic clusters featuring the shortest durations and retracted – fronted featuring the longest. The measurement data regarding native English place of articulation driven homorganic clusters production (Byrd 1993) examined relatively reveal the statistically significant temporal differences in occlusion stages giving way to the same speculations regarding the temporal variations in the detailed analysis of non-homorganic places of articulation.

In the current study the production of unreleased plosive clusters performed by Polish advanced learners of English was tested in the same and in different articulation place

configurations following the variable of the three mentioned articulatory direction sequences (homorganic / fronted – retracted / retracted – fronted). Since Polish has a high rate of released plosives in different-articulation place configurations the subjects selected for the experiment received the prior explicit phonetic training on the key feature having completed the course of English phonetics. Additionally, the speakers were exposed to the length variation of the intonation unit reading two word phrases and longer utterances in two sets featuring the same plosive clusters within. The university students took part in the study being recorded in language lab booth. The material for the experiment features examples of no release burst instances exclusively.

The obtained results are going to verify the timing tendencies for the production of second-language English no release burst in the key contexts and endeavour to improve the quality of the phonetic course in respect of gaining the articulatory control over the prolonged compression stage.

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Stress in spontaneous speech: A comparative study of Ghanaian and Singaporean Englishes

The English spoken in Ghana is different in a lot of features from what is spoken in Singapore although these varieties are both Non-Native Englishes (NNE) and belong to the "outer circle" (Kachru 1983) of World Englishes. This study deviates from the usual pattern of comparing nativised varieties with native varieties and compares the stress placement in the English spoken by Ghanaians and Singaporeans. Previous research (e.g. Tongue1979; Platt & Weber 1980; Huber 2008; Appartaim 2009) label both varieties as syllable timed, and for
instance report the lack of vowel reduction in unaccented syllables and thus generally retain the full quality of vowels. However, as Kachru (1986) points out, the contact situations are not the same for all the countries in that English which was sent to the former

colonies was unrelated genetically and was widely divergent from the Asian and African communities. Also, the dominant tone languages in the two contexts differ. Besides, one can clearly differentiate between speakers of these varieties from varied phonetic and/or phonological cues which of course must include stress. Although comparisons of NNE to Native Englishes (NE) reveal important features and even help in the descriptions of the former, comparisons among NNE capturing features which might have been relaxed in the former may show unique insights on the placement of stress. Based on a sample of recordings from at least twenty speakers from each group, the study identifies how similar and/or different Singaporean English (SE) and Ghanaian English (GE) speakers mark lexical stress and weakening in spontaneous speech.

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The assessment of Polish-accented English by native listeners – empirical evidence

The paper presents the results of an empirical study on the perception of Polish- accented English by 26 English native listeners. The experiment elicited the participants' responses to Polish-English pronunciation regarding its perceived foreign accentedness and annoyance triggered in the listeners. The study encompasses two types of data, vis. quantitative and qualitative. The participants fill in surveys and make judgments and comments regarding the speakers in open-ended questions. The speech sample employed in the present study is a text read out by two Polish native speakers whose speech is marked with a heavy and moderate Polish accent. The material contains segmental and prosodic inaccuracies typical of Polish-accented English. The listeners are exposed to the speech samples and are provided with a list of 20 phonetic problems typical of Polish English, which appeared in the recording. The raters are asked to decide to what extent these features contribute to the degree of perceived foreign-accentedness and irritation they cause.

The goal of the study is to determine which phonetic features contribute most to each of these parameters. Establishing the hierarchy of the most foreign accented and the most irritating features of Polish-English allows for formulating priorities in the phonetic instruction of Poles (emigrants in particular) who intend to communicate with English native speakers. The secondary aim of the present study is to investigate to what extent the listeners' variety of English (Northern English) influences their perception of Polish-accented English.

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Learning L2 pronunciation patterns with a speech synthesizer

This study explores the use of text-to-speech synthesizers (TTS) as tools to enhance the oral input to which second language (L2) learners are exposed, with the goal of improving pronunciation skills. The literature on the pedagogical applications of TTS is scarce, but the handful of studies available indicates that the technology has potential for the teaching of L2 pronunciation (Soler-Urzúa, 2011). To test the suitability of TTS as a tool for pronunciation (self-) instruction, this study examines the acquisition of the allomorphy found in regular past tense marking (RPT) in English (i.e., talk[t], clean[d] and want[Id]). As suggested in the literature (Collins et al, 2009), RTP allomorphs are not easily available to learners and they occur in hard-to-perceive phonetic contexts. By allowing learners to manipulate the quantity and quality of exposure to the forms being learned, TTS is one tool that can address the issues of availability and accessibility reported in Collins et al.

The study compared two groups of English learners (n=18) acquiring RPT allomorphy via a set of six listening activities, each containing three tasks: listen and fill-in the gap, comprehension questions, and sound categorization. Over a period of four weeks, one group was asked to complete the activities using a commercial TTS application on a computer (TTS Group), while another received the same treatment with the assistance of a native-like English teacher (Non-TTS Group). ANOVA results indicate that the two groups behaved in a similar manner, both demonstrating a statistically significant improvement in pronunciation for the *-d* allomorph, but not for *-Id* (which was unproblematic in pretest results due to L1 transfer) and *-t* (which remained problematic after the treatment). However, an analysis of retrospective interviews revealed that learners in the TTS group became more aware of the RTP alternations: "*some little words that we don't pronounce […] it's like some letters don't belong to the word, like the –ed in the past*". In addition, learners perceived the use of the technology positively, and they were able to extend the use of TTS to learn other pronunciation features (e.g., to find out about the pronunciation of isolated words, segments and stress). The discussion of the findings

will highlight how TTS can be used to complement and enhance the teaching and learning of L2 pronunciation (e.g., by assigning repetitive TTS-based activities as homework, followed by in-class practice and personalized, explicit feedback by the teacher).

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Key principles of successful communicative pronunciation teaching

The notion of pedagogical grammars and the concepts of discovery learning and meaning-focused, interactive activities based on authentic materials have been around for many years now, as have the concepts of collocation, chunking and context-based vocabulary learning (see e.g. Brown 2007, Harmer 2007). It is agreed that such aspects of contemporary CLT are necessary if students are to achieve real communication skills (Richards 2006) in which knowledge of forms is transferred to spontaneous oral production (Ellis 2013). Teaching practice in pronunciation, however, is often far from such standards (Fraser 2000, Gilbert 2010). Teacher training experience shows that while teachers may be very skilled and resourceful in teaching grammar or vocabulary, they usually find it extremely difficult to utilize their didactic skills in teaching language features like rhythmic timing, pitch movement, linking or connected speech reduction. These aspects, however, are key components of communicative competence, in production and, as a psycholinguistic consequence, in listening comprehension (Brown & Kondo-Brown 2006, Cauldwell 2013). It has, further, been shown that especially the prosodic domain has a high impact not only on accentedness, but also on intelligibility and comprehensibility (Munro & Derwing 1995, Derwing, Munro & Wiebe 1998, Derwing & Rossiter 2003). In addressing such issues this talk will highlight key language pedagogical principles known from communicative grammar and vocabulary teaching (or, generally, *focus on form* instruction) (Richards 1996, Doughty & Williams 1998, Porter 2005, Kumaravadivelu 2006, Brown 2007) and show how these concepts can be re-defined, modified and adapted so that pronunciation can be taught with the same quality and authenticity without needing to 're-invent the wheel'. Finally, it will be highlighted how even highly meaning-focused language pedagogical approaches like task-based teaching (e.g. Willis & Willis 2007) can be utilized in authentic, meaningful and needs-oriented pronunciation teaching. In addition to having explored these principles first-hand over years of teaching and teacher training, they were validated in an empirical study of the author evaluating the effectiveness of a newly developed approach to pronunciation

teaching based on the notion of connected speech and its functioning in the prosodic system (Euler under review, Euler in preparation). For illustration purposes this talk will draw on best-practice materials developed in realization of the aforementioned approach. The workshop "Teaching pronunciation in chunks: Perspectives on interactive prominence, rhythm and connected speech instruction" is directly related to this talk and will show how some of the, in pronunciation teaching, very innovative Key Principles can be practically realized.

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Syllable structure in L2 pronunciation textbooks: A survey

Knowledge of syllable structure is invaluable in the teaching and learning of pronunciation and, as documented in the literature (e.g. Cardoso, 2011; Carlisle, 2006), second language (L2) learners have difficulties in perceiving and producing syllable constituents such as onsets and codas. Unfortunately, without receiving training or materials that explain how syllables work and their role in L2 development, language instructors and learners are unlikely to fully recognize the extent to which these constituents may be affecting L2 phonological acquisition. For instance, instructors may incorrectly believe that their learners are struggling with a particular consonant (e.g., the onset /g/ in "**g**ood") when, in fact, the problem that learners are experiencing relates to the perception and/or production of that consonant in a foreign syllable position (e.g., when /g/ is syllabified as a coda, as in "do**g**"). Given evidence that instructors, at least in some parts of the world, may not be receiving as much training in pronunciation pedagogy as is needed (e.g., Foote, Holtby, & Derwing, 2011 & Burns, 2006), it is vital that syllable structure receive sufficient attention in the pronunciation materials that those instructors and their learners use.

This paper investigates how syllable structure, as it relates to the teaching of onsets and codas, is represented in pronunciation textbooks. Via a survey among ESL teachers in five different countries, 22 popular pronunciation materials were selected for analysis. They were examined to verify if a discussion of syllable structure was included, and to see how

it was covered when it was included. The pronunciation textbooks that were surveyed included learner texts, teacher handbooks, teacher manuals, and phonology textbooks that were indicated by the ESL teachers as available to them or as potential targets for consultation. Our findings indicate that while the vast majority of textbooks included some content related to syllable structure, many provided only a small amount of information, and this information was almost always provided in the context of teaching consonants. General phonology textbooks were the ones that included more content on syllable structure. However, of all of the pronunciation textbooks available, phonology books are likely to be the least accessible to language instructors, as these books are rarely seen outside of phonology courses in linguistics and related areas. Meanwhile, student textbooks, which are the most accessible to both teachers and learners, had the least coverage of syllable structure. Pedagogical Implications and implications for materials development will be discussed.

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**Putting Prosody first – some practical solutions to a perennial problem:
The innovalangues project**

Teaching languages for academic and specific purposes (LAP/LSP) concerns most English teachers and researchers at some stage in their career and the solutions which we find ourselves adopting increasingly revolve around e-learning and blended learning. For any programme involving technology to be successful, many questions must be addressed, such as user needs, project aims, ergonomics, integration in curricula, project assessment, etc. (Chapelle, 2001, Grgurovic, Chapelle & Shelley, 2013). While the agile development of IT tools is essential to the project we present in this paper, it is only part of what we do; face-to-face teaching is still the most important part of our work and teaching pronunciation has often been found to be neglected in teaching and in teacher training programmes (Gilbert, 2010, Henderson et al., 2012, Rost & Henderson, 2013).

Since 2012, Grenoble University has been laying the foundations of the Innovalangues[1] project. Innovalangues is a six-year international research and teaching project headed by Université Stendhal (Grenoble 3) and with a substantial budget from the French Ministry of Education and Research. Its mission is to develop innovative tools and measures to help LSP/LAP learners reach B2 on the Common European Framework for Reference in Languages (CEFRL). The languages concerned are firstly English and Italian, followed soon by others such as Spanish, Chinese, Japanese and ultimately Arabic and French as a foreign language. Initially the project will be focusing on the needs of Grenoble's students, but the objective is to make the tools and resources developed freely available to the wider community. Grenoble's partners on this project include Mons University, Belgium, The *Réseau Européen des Associations de Langues* (*REAL*), *Lingua e nuova didattica* (*LEND*), Rome, Italy and the private company Totemis.

Oral production and reception are at the heart of Innovalangues and we believe, along with many other researchers, that prosody is key to comprehension and to intelligibility (Kjellin 1999, Munro & Derwing 2011, Saito 2012). The authors of this paper are responsible for the THEMPPO team (*THÉmatique Prosodie & Production Orale*), the largest team in the project. In this paper, we will present the particular difficulties inherent in teaching English (and other foreign languages) in the context of ESP/EAP in French universities and some of the solutions that we are implementing through this project (Picavet et al., 2012). These include an e-learning platform for which various tools are being developed, teacher training seminars focusing on prosody and the collection of data for research.

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Language experience and phonetic training as factors influencing timing organisation in Polish learners of English

The distinction between stress-timed and syllable-timed languages has long been present within the area of speech rhythm investigation with English traditionally and unquestionably classified as a stress-timed language (Pike 1945, Abercrombie 1967). The rhythmic status of Polish, on the other hand, is not so obvious as no consensus among phoneticians and phonologists has been reached with regard to its affiliation with stress- or syllable-timed class of languages (e.g. Hayes & Puppel 1985). Rubach & Booij (1985) claim that Polish is a stress-timed language. Avery & Ehrlich (1992) argue that it is a syllable-timed language. In more recent literature describing Polish rhythmic structure, most attention is devoted to the fact that it appears to be a mixed-type or intermediate language (Dauer 1987, Nespor 1990, Ramus et al. 1999, White & Mattys 2007), due to the fact that its features do not match those of typically stress- or syllable-timed languages.

Assuming that Polish reveals different patterns of rhythmic organisation than the ones represented in English, the present paper investigates the dynamics of speech rhythm in Polish learners of English and, specifically, how rhythm measurements revealing durational characteristics of vocalic and consonantal intervals through the measures (%V, ΔV, ΔC, VarcoV, VarcoC and nPVI) change along the process of second language acquisition as a result of language experience and phonetic training, and influence rhythmic characteristics of L2 English. The data used for the analysis come from 30 Polish first-year students of the University of Łódź recorded reading two texts (English and Polish) during two recording sessions separated by a 7-month period of language studies and compared to the data obtained from the recordings of native speakers of English. The experiment aims at verifying whether the participants achieve progress in the rhythm measure scores under the influence of language experience and phonetic training, as it has already been confirmed that general proficiency of non-native speakers of English is a key factor contributing to the successful production of rhythmic patterns in English (Waniek-Klimczak 2009, Roach 2002). The results have shown no substantial and consistent

progress for the whole group and across all the measures. Statistical tests, however, have revealed significant changes in the subjects' performance with respect to the vocalic measures ∆V and VarcoV. This may be the effect of the type of phonetic training the students are offered, which focuses on segments with particular emphasis on vowels.

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Formulaic sequences as fluency devices in the oral production of native speakers of Polish

Research into L1 speech production suggests that formulaic language contributes significantly to fluent language production (Wray and Perkins 2000; Wray 2002; Wray 2008). Pawley and Syder (1983, 2000) report that native-like oral fluency depends largely on the speaker's ability to draw on automatized repertoires of prefabricated chunks which reduce the amount of processing and encoding involved in speech production and afford

the speaker the time to attend to other aspects of the speaking process. Selecting a formulaic rather than word-by-word formulation of the utterance results in the preservation of the speaker's cognitive resources and has a direct bearing on the temporal characteristics of the utterances, which are produced rapidly and smoothly, without hesitations and pauses (Raupach 1980; Gatbonton and Segalowitz 1988; Towell, Hawkins and Bazergui 1996). In the present study we seek to establish whether the use of formulaic sequences in the oral production of Polish native speakers is linked to their overall productive fluency. The definition of fluency adopted here is based on Segalowitz's (2010: 48) concept of 'utterance fluency' or 'speech fluidity', which he equates with the actual temporal features exhibited by a speech sample. The analysis is based on a 21,000 word data set consisting of L1 monologic speeches delivered by fifty native speakers of L1 Polish. The data include both the recordings and their transcriptions annotated for a number of pre-selected, objective fluency measures. In the first part of the study the total of formulaic sequences is established for each sample. This is followed by determining a set of temporal measures of the speakers' output. Basing on the assumption that formulaic sequences are one of the primary variables in measuring fluency (Götz, 2013: 27), we attempt to determine the correlation between the number of formulaic sequences identified in the output and the speakers' speed and breakdown fluency (Skehan 2003, 2009).

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O wherefore art thou, communicative approach? English pronunciation in French and Polish school textbooks

This paper compares the treatment of English pronunciation in school textbooks from France and Poland, in order to see what resources teachers have at their disposal. It is limited to textbooks aimed at the compulsory levels of each education system. Recent research has shown that European teachers do not find teaching English pronunciation easy and that most are unsatisfied with their training in relation to teaching pronunciation (Bradford & Kenworthy 1991; Burgess & Spencer 2000; Henderson et *al*. 2012; Frost & Henderson, 2013). Textbooks are a widespread resource with the potential to alleviate a lack of extensive pedagogical training.

The first part of this paper analyses pronunciation exercises in current textbooks. A representative sample of textbooks from each country was analysed, comparing their stated objectives in relation to preferred model accent(s) and in relation to prosody. Pronunciation exercises were then classified based on the degree to which they mobilize communicative abilities. The five categories of Celce-Murcia's Communicative Framework for teaching pronunciation (2010, p45) were used: Description & analysis, Listening discrimination, Controlled practice, Guided practice, Communicative practice. The first category involves little risk-taking by the learner, usually focuses on form and allows little freedom. At the other end of the spectrum, communicative practice involves a focus on meaning and interaction, with the concomitant greater freedom to make mistakes.

Suggestions are made to help teachers adapt existing resources so that learners move logically from the description & analysis stage to fully communicative uses of English. The rise of digital textbooks and resources (Bruillard, 2011; SOFRES 2010) is also mentioned as a potential aid to improving the teaching of pronunciation.

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The bold and the beautiful:
How aspects of personality affect foreign language pronunciation

This paper will report on a study into the inter-relationships amongst foreign language pronunciation, mimicry ability and a range of personality and attitudinal factors. It will begin with a brief review of studies into affective influences on pronunciation ability (Arnold 1999, Hu & Reiterer 2009) and research into the importance of mimicry talent (Jilka 2009; Piske, MacKay & Flege 2001). This will be followed by a short description of a pilot study carried out prior to the main experiment.

In the main study, a group of Polish learners of English completed a number of mimicry tasks in three languages, Italian, Greek and Chinese, as well as a narration task in English. Mimicry performance and English pronunciation were then assessed by native speakers and compared. Participants also completed a questionnaire concerning their feelings about the languages they were to mimic and a second questionnaire designed to detect affective factors such as language learning anxiety and motivation, as well as attitudes towards the pronunciation of Polish and English. The pilot study suggested that the perceived attractiveness of the foreign language to be mimicked did not affect the performance of most participants, and that mimicry skill was fairly constant across languages. However, those who were particularly concerned about their personal appearance showed greater fluctuation in their ability to mimic and their performance appeared to be influenced by their attitude towards the language. This is referred to by the author as the Cecily effect. That study also confirmed the results of my previous experimental work showing that mimicry skill is correlated to some degree with English language pronunciation and that both pronunciation and mimicry are negatively affected by high levels of anxiety. The main study sets out to investigate whether or not these conclusions hold true for a larger sample population and also seeks to determine the effect of confidence and willingness to take risks on scores for both foreign language pronunciation and mimicry exercises.

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"I understood you, but there was this pronunciation thing…":
L2 pronunciation feedback in English-French tandem interactions

The role of corrective feedback (CF) in L2 development has been the topic of much discussion in SLA literature (see e.g. Sheen and Ellis 2011 for a recent overview). Researchers have focused their attention on CF provided either by language teachers or by fellow L2 learners, whereas relatively little is known about phonetic feedback offered in a non-institutional setting during peer-to-peer native/non-native interactions as is the case with tandem language learning. Tandem language exchanges represent an original learning environment, as each participant takes turns being the native and the non-native side of the dialogue. Thus, in contrast to the typical L2 learning setting, the hierarchical structure between the participants is fluid: the expert-novice power relationship evolves as the conversation switches from one language to the other.

In order to see how the distinguishing characteristics of tandem learning (such as solidarity and reciprocity) shape the process of L2 phonetic development in their own special ways, we collected an English-French Tandem corpus as part of the SITAF project, launched at the University of Sorbonne Nouvelle-Paris 3 in October 2012. We gathered linguistic data – both video and audio recorded – from face-to-face conversational exchanges held by 21 pairs of undergraduate students, with each 'tandem' consisting of a native speaker of English and a native speaker of French. The dialogues and reading passages were recorded on two occasions separated by a 3-month interval.

The present paper will offer a preliminary analysis of L2 pronunciation feedback on several renditions of the same text, given to the French speakers by their English tandem partners. The passage was produced by each French participant 3 times: (1) during the 'monitored' reading, which was supervised by the English-speaking partner and which led to (2) the 'improved reading' in the course of the 1st recording session, and then (3) the 'final reading' performed 3 months later.

The data will allow us to address different questions relating to the study of corrective feedback, such as:

- What is corrected by the native-speaking partner? Segmental or prosodic errors? Phonemic or allophonic deviations?
- When does the correction take place?
- What is the corrective strategy adopted by the NS? Is it explicit correction, recast, or elicitation?
- How do body gestures supplement the corrective audio input?
- What is the learner's uptake after receiving feedback?

We hope that our data brings a valuable and fairly unique contribution to SLA research. Establishing which errors get corrected and how may have implications for setting priorities in L2 pronunciation teaching.

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The current debate on the global spread of English

English has become a global lingua franca and one of the implications of its spread is the rise of new varieties of English and their effect on Language teaching and testing. There is no doubt that the influences of the local languages of the non-native speakers have affected the way English has emerged in different parts of the world. It has become adopted for communication purpose by many nations in the world. In non-native speaker contexts today, it has grown, developed with a 'distinctive local flavour' (Bamgbose 2006:105), nativised, indigenized to accommodate the sociolinguistic and socio cultural context of the people (Akindele & Adegbite 1999).

The research that has developed out of World Englishes (WE) theory can be divided into two parts: linguistic description of nativized Englishes, as can be seen through such classifications as world Englishes, New Englishes, West African Englishes, Indian English and Nigerian English and, intelligibility studies which have investigated the intelligibility

of WE from the perspective of non-native English listeners rather than only relying on the judgements of native speakers of English (Kachru, 1985, 1991, 2009; Bamgbose, 1998).

Traditionally, English language pronunciation teaching was generally based on native-speaker norms usually RP British English or GA (General American). However, in recent years, there has been a trend away from the use of native speaker norms (Jenkins 2000, 2002, 2003, 2007). Considering the reality that English has spread and the rise of new Englishes, the question has arisen as to what pronunciation model teachers should employ. Should international tests continue to measure proficiency in relation to native speaker's norm?

This paper seeks to argue that given Nigeria sociolinguistics situation, it is unrealistic to use a borrowed variety of Spoken English. This paper will focus on pronunciation of English in Nigeria with particular reference to segmental features of Nigerian English. The three major Nigerian languages, Hausa, Yoruba and Igbo, will be referred to mainly in consideration of the phonological variations of English in Nigeria.

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Cross-linguistic analysis of pitch range and its influence on perceived speech friendliness

Intonation is an important cue in evaluating speech of other speakers. Studies have shown how pragmatically meaningful it is (Grabe et al. 2003). Apart from intonational contours that may be interpreted differently depending on the context, pitch range has been named a speech parameter that is especially conducive to judging whether a speaker sounds friendly or unfriendly. Chen, Rietveld and Gussenhoven (2001) compared pitch range in Dutch and English, concluding that the latter is perceived as more friendly than the former due to its larger pitch range. This conclusion has led us to investigate the status of Polish in this analysis.

In the present study, we recorded two adult male native speakers of Dutch, English and Polish and compared their pitch span and register (Ohala 1983). English was found to have a wider pitch range than Dutch, similarly to the previous study, while Polish was found to have a wider pitch range than Dutch but narrower than English. In the second part of the experiment, our subjects will evaluate how friendly the speech recordings will sound to them. Apart from raw speech samples, we have prepared modified recordings using Praat (Boersma and Weenink 2013), where both pitch span and register were set at the same levels across all speakers.

We have prepared an online survey, comprising of a set of randomly ordered recordings of Dutch, English and Polish declarative, lexically identical sentences, both raw and acoustically modified. The participants (at least 20 native speakers of Dutch, English and Polish) will assess the speakers in terms of friendliness using a seven-point Likert scale. The survey will be preceded by a questionnaire concerning participants' L1 and L2, age, gender, etc.

Our hypotheses are that 1) the scores for the modified recordings will differ from the unmodified ones, signifying that pitch range is the main criterion for judging whether a speaker sounds friendly or unfriendly, 2) Dutch will be perceived as the least friendly due to its narrow pitch range, 3) Polish will be perceived as less friendly than English. Polish has rarely been featured in language attitude studies so far, hence, it is especially interesting to see how it scores in relation to English and Dutch. If the intermediate status of Polish pitch patterns is confirmed, yet another evidence will be obtained in the support of the view that pitch is the primary cue for determining speech friendliness.

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Conducting research into a pronunciation standard: the case of RP in the Czech Republic

Following upon my MA research I am now launching a website with a new set recordings and a new questionnaire, which is a crucial part of my Ph.D. research. I hope to gather valuable data on the concept of RP and its functions in both native and non-native environments.

One of the key areas of interest in my Ph.D. research is centred on the issues of language ideology and the standardisation of pronunciation. In particular, I attempt to answer the question to what extent non-native learners of English are (or should be) aware of the great deal of variation in RP as well as of the amount of prestige some variants enjoy.

In this paper I discuss the methodological issues that such research unavoidably brings about: namely selecting the variables (particular focus here is on BATH and TRAP vowels plus the glottal stop), finding suitable voices and respondents, and, last but not least, managing a way through a vast amount of data and bringing some order into it. The MA research, which took place in 2008-2009, provided a necessary filter by means of which I have been able to make my Ph.D. research more effective and focused. Further, I discuss the nature of prestige RP now has in the UK—a number of studies have observed that RP no longer opens the doors it used to; it is perhaps time to spread the word outside the UK now as well.

The basics, however, remain the same: a set of voices, ranging from non-RP through near-RP to RP (Wells 1982), evaluated by respondents in the Czech Republic, England, and, fingers crossed, Poland as well. The fundamental part is an open questionnaire, which allows respondents to choose freely what they want to comment upon. This ensures no bias on the part of the researcher who often asks about particularities, hence putting ideas into respondents' minds.

I firmly believe that through a more precious description of the roles a pronunciation standard fulfils in the given environments, some more effective teaching can be achieved. It is, after all, in the interest of all 'to objectively consider the notion of RP, and to ensure that the description of a late twentieth century version of the accent […] looks forward to the new millennium rather than back at increasingly outmoded forms' (Upton 2001: 352).

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A phonetic study of word accent by engineering students in Hyderabad

The primary objective of the proposal is to find out the patterns of word-accent in telugu English (non- native English since it is my main concern) spoken by engineering students in Hyderabad. It is also an attempt to find out how far they conform to the stress patterns of Received pronunciation and to what extent they deviate from Received pronunciation.The students were selected from three different colleges in Hyderabad, India. The study has been restricted to 25 speakers. All of them had from different backgrounds and varied branches. Their age ranged from 18 to 21. All the students had Telugu as their Mother Tongue.

All the considerations of the research are strictly based on and limited to the data recorded from the selected twenty five speakers. The analysis of the word accent was done purely based on the auditory impressions of the researcher as he listened to the recorded data. Based on the present study we conclude that :

1. There is a general tendency among most of the speakers to accent the first or the second syllable of English words.
2. Out of 40test items given 20 items received stress on the first syllable by majority of the speakers.
3. Fifteen items received stress on the second syllable by a majority of the speakers.
4. Ten speakers stressed the second syllable of the word 'developmental' and the rest stressed the third syllable.
5. It is found from the study that the location of stress in polysyllabic words was at random. For example, the word `aristocratic" was pronounced with different stress patterns. While four speakers stressed the first syllable seven speakers chose to stress the second syllable and nine speakers stressed the third syllable.

6. Out of 40items given the majority pattern of accentuation of 10 items conformed to RP
7. The accentuation pattern of 10 words deviated 100% from R.P.
8. The accentuation pattern of 3 words conformed 100% to R.P.
9. Telugu speakers of English did not change the location of the accent in words like `institute'', `produce'' to distinguish their grammatical functions. Only handfuls of them were able to bring out the distinction between the noun-verb pair. The majority of accentuation showed stress on the first syllable in both the cases.

The following results conform to the earlier findings:
1. The location of stress in polysyllabic words was at random. A majority of the speakers stressed the non-initial syllable.
2. There was hardly any distinction made between individual words and words with contrastive stress.
3. Three, four, and five syllable words showed highest degree of variation.

My proposal is contained mainly how Engineering students (non-native) are deviating from the stress patterns with the comparison of RP so then what kind of problems may occur during deviation? And not only misconception at isolated words but also at the sentences they are unable to recognize specified grammatical function of a particular word. For that some suggestions are given to identify the function of a word in a particular sentence.

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Pausing preceding and following adverbial clause conjunctions:
A comparison of native and non-native speakers of English

The primary purpose of the research was to identify any possible difference between native English and non-native Turkish speakers of English in terms of their pausing durations preceding and following adverbial clause conjunctions in English. To do this, 15 native and 40 Turkish participants have been made to read a total of 40 sentences which contained five different adverbial clause conjunctions (namely when, because, whereas, although, and if). The recordings were transferred to the computer and the pausing durations were analysed using a sound editor software. As a result of t-tests comparing the mean durations of pausing preceding and following the conjunctions, it was detected that there were statistically significant differences between the native and non-native groups concerning two of the five conjunctions. While native speakers of English paused significantly longer preceding all the conjunctions than following them, Turkish

participants are found to do just the opposite for because. Besides, no statistically significant difference between pausing preceding and following whereas in the read speech of the Turkish participants was detected. In the causal analysis of the difference between native and non-native participants, we utilized two research methods. On the one hand, the analysis of pausing preceding and following çünkü and oysa, two Turkish discourse connectives corresponding to because and whereas respectively, pointed to the fact that the idiosyncracy concerning because and whereas did not depend on transfer from Turkish, at least for read speech. On the other hand, unstructured interviews done with 10 of the 40 non-native participants revealed that the difference between native and non-native pausing patterns may have stemmed from three types of transfer: (i) transfer from teacher and teaching practices, (ii) transfer of cognitive planning habits in spontaneous speech to read speech, and (iii) transfer from other learners. Since the study was of a quasi-experimental nature, the non-native participants were divided into two equal groups: Target Group and Control Group. The TG was provided with awareness training for 10 hours about their idiosyncratic pausing patterns, whereas the CG was not exposed to any kind of training. The post-test analysis of the pausing durations preceding and following the conjunctions revealed that the treatment was effective in making the non-native participants in the TG aware of the correct pausing patterns. The findings showed that they started to use the native speaker pausing norms, while the CG remained idiosyncratic.

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Production of L3 vowels: Is it possible to separate them from L1 and L2 sounds?

It is incontrovertible that acquisition of a sound system of a second language is always a complex phenomenon and presents a great challenge for L2 learners (e.g. Rojczyk, 2010). There are numerous studies (e.g. Nowacka, 2010; Flege, 1991) which show that L2 learners whose first language has a scarce number of sounds, have problems to distinguish L2 sound categories and tend to apply their L1 segments to new contexts. It may be easily detectable in the case of vowels. There is abundance of studies examining L2 learner's successes and failures in production of L1 and L2 vowels (e.g. Flege, 1992; Nowacka, 2010; Rojczyk, 2010). Usually such projects show how difficult it is for L2 learners to separate "old" and "new" vowel categories.

However, the situation becomes much more complicated when we think of third language (L3) production. While in the case of L2 segmental production the number of factors affecting L2 sounds is rather limited (either interference from learners' L1 or some kind of L2 intralingual influence), in the case of L3 segmental production we may encounter L1 -> L3, L2 -> L3 or L3 intralingual interference. This makes separation of L3 sounds a much more complex process.

The aim of this study is to examine whether speakers of L1 Polish, L2 English and L3German are able to separate new, L3 vowel categories from their native and L2 categories. Being a part of a larger project, this time the focus is on German /œ/. This vowel was chosen

since it is regarded as especially difficult for Polish learners of German and it is frequently substituted with some other sounds. A representative group of English philology (Polish-English-German translation and interpretation programme) students was chosen to participate in this project. They were advanced speakers of English who did not encounter any difficulties in communication with native speakers of this language and upper-intermediate users of German. They had been taught both English and German pronunciation/practical phonetics during their studies at the University of Silesia. The subjects were asked to produce words containing analysed vowels, namely: P /u/, P /ɔ/, P /ɛ/, E /u:/, E /ɔ:/ and G /œ/. All examined vowels were embedded in a /bVt/ context. The target /bVt/ words were then embedded in carrier sentences I said /bVt/ this time in English, Ich sag' /bVt/ diesmal in German and Mówię /bVt/ teraz in Polish, in a non-final position. The sentences were presented to subjects on a computer screen and the produced chunks were stored in a notebook's memory as .wav files ready for inspection. The Praat 5.3.12 speech-analysis software package (Boersma, 2001) was used to scroll through the audio files in order to locate an onset and offset of target vowels, measure the F1 and F2 frequencies and plot vowels on the plane. All analyses were also performed using Praat. The obtained results shed new light on L3 segmental production and L1 and L2 interference.

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Building an effective learning environment in a course in English phonetics

This paper presents modern online teaching methods we applied in a blended learning course in English phonetics for 1BA English philology students. Our aim is to offer suggestions on how to create a flipped-classroom-style effective learning environment that boosts learners' autonomy and engagement with the course. The suggestions range from reusing freely available solutions such as Google Apps to showing examples of custom-developed Moodle plug-ins and web apps.

The traditional approach to education has long had the teacher is in the centre, acting as the distributor of knowledge and controller of student activity. But today, students can be offered a personalised process of learning, with the teacher's role effectively reduced to a guide who only pushes learners in the right direction. Our goal was to prepare a diversified learning environment that would inspire creativity and critical thinking in students, as well as require interaction between the learner and the material. As a theoretical framework for designing the course, we followed Nicholls (2002), Carmean and Haefner (2002) and Fullan (2012).

In our paper, we discuss the following aspects of an effective learning environment and present the following methods we used to attain the desired results:

1. Social learning and how it can be fostered with the help of Google Apps to personalise students' learning materials (Blau and Caspi 2009: 53, Pacansky-Brock 2012: 48, 117).

2. Active learning using webquests and the Moodle glossary activity type where students are required to seek information on the web, and create and share their own definitions to teach their colleagues.

3. Contextual learning that expects students to apply their knowledge in believable scenarios, e.g. a short answer activity type with an on-screen clickable keyboard containing IPA symbols for both RP and GenAm English. We highlight the usefulness of pre-programmed feedback specific for most common wrong answers.

4. Student-owned and engaging learning: following the success of such massive open online courses as Khan Academy, we supplemented pre-class readings with screencasts to cater for different learning styles. We then introduced post-class free practice activities, our flagship practice activity being an in-house developed phonetic transcriptor of RP English, which allows students to practise allophonic transcription without teacher supervision.

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Typological markedness in Ukrainian students' ELF production

A semantic marker is any semantic feature seen as systematic in a given language as opposed to 'distinguishers' which are not seen as systematic. (Oxford Dictionary of Linguistics) Semantic markers are usually meant to indicate the relationship between statements, e.g., words expressing the relationship between sentences. In my research, by (phono)semantic markers I mean articulation and voice identifiers, the systematic presence/absence of which as part of the given sociophonetic variables seems to motivate changes of word semantics. They are a minor aspect of sociophonetics but an aspect nonetheless.

This research is an attempt to explain some features of Ukrainian students' ELF accent by Eckman's Markedness Differential Hypothesis (MDH). MDH asserts that, within the areas of difference between the native language and the target language, marked structures are more difficult than the corresponding unmarked structures (Eckman 2008 : 98).

What follows from this hypothesis for ELF speakers is that English phonetic variables related by semantic markedness are predicted to cause production problems for ELF speakers. The degree of difficulty involved is predicted to correspond directly to the relative degree of markedness.

The difference between Ukrainian/Russian (U/R) and English consonants involving voice contrasts causes much difficulty for Ukrainian students learning English because of semantically marked voice discrimination in obstruents, word-initially, word-medially and word-finally, while in U/R this contrast is exhibited only word-initially and word-medially

but neutralized word-finally in favour of voiceless obstruents. However no problems are caused by the difference between U/R and English consonants involving semantically unmarked articulation position variables (th-fronting, yod coalescence, L-vocalisation, T-glottalisation).

This study analysed the ELF production of above-mentioned contrasts for 27 Ukrainian graduate science students in a series of unprepared reading experiments. Our results demonstrated either transfer of U/R full devoicing, or distinct half-voicing for voiceless obstruents and half-devoicing for voiced obstruents in word-final voiced-voiceless correlation, e.g., *rib : rip, god : got, love : laugh.*

As for semantically unmarked articulation position variables, T-glottalisation or shift from alveolar to glottal position [t]–>[ʔ], popular in Standard British pronunciation (Fabricius 2000: 116; Ramsaran 1990: 179), wasn't registered in the students' reading. Neither was yod coalescence or shift of bisegmental alveolar clusters to postalveolar affricates [tj/dj]–>[tʒ/dʒ], e.g., *tune, dune*.

L-vocalisation or labial articulation of [l]–>[w], which in British pronunciation varies between 34%-77.4% (Przedlacka 2001 : 37), was in the range of 0-23% in the students' reading, e.g., in *clearing, cloudy*, *places*.

Th-fronting, shift from interdental articulation of [θ/ð], was registered in three varieties: a) to labiodental fricatives [f/v] – 11%, b) to dental plosives [t/d] – 14%, c) to dental fricatives [s/z] – 17%, each in three positions: word-initially, e.g., *think, they*, word-medially, e.g., *something, brother*, and word-finally, e.g., *mouth*, *with*. Shifts b) and c) can hardly be considered fronting. Moreover, the case of [θ/ð]–>[s/z] has no analogy in fronted allophones of British pronunciation. Obviously, semantically unmarked articulation variables, like L-vocalisation and th-fronting, don't inhibit EFL users' speech comprehension.

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The analysis of mistakes in the English pronunciation of Slovak speakers

Pronunciation is of an immense importance and usually is the first language system one is likely to notice. For Slovak speakers, English pronunciation is rather complicated and delicate matter and the significant amount of factors (age, exposure, motivation, attitude, length of stay in an English speaking country etc.) have a substantial impact upon the pronunciation of L2 learners. Pronunciation mistakes can seriously influence intelligibility; thus the communication may be impeded greatly. Therefore, more research is needed in the field of L2 pronunciation (Kenworthy, 1987; UnderHill, 1987; Gass – Selinker, 2008; Kráľová, 2009).

We have conducted a study into the mistakes in the English pronunciation of 44 Slovak first-year university students – respondents at the University of Žilina within the study program Teaching of English Language and Literature. Spontaneous two-minute monologues of their speeches were recorded. The topic students were required to talk about was autobiographical. Subsequently, three English native speakers – assessors listened individually to the recordings and evaluated respondents' pronunciation on a scale of 1 to 5 (1 = poor pronunciation, 5 = excellent pronunciation). They were also encouraged to make any remarks on the respondents' pronunciation.

The mistakes detected by the assessors are analysed and dealt with; they are clarified and described as well. We are also trying to find a possible reason why such mistakes have occurred. Later, conclusions are drawn and recommendations to the Slovak learners of English are made.

Unquestionably, it is a very difficult task to state clearly and exactly what a mistake is. Moreover, native speakers of a particular English-speaking country may have their own approach within mistakes perception. What one native speaker identifies as a mistake, the other native from a different English-speaking country may regard as perfectly normal pronunciation. We consider these mistakes to be deviations from the norms of our assessors, which are identified in accordance with their subjective opinion. The word "mistake" is frequently used in literature on L2 acquisition; therefore, we have decided to use this term in terms of our research. Furthermore, it is our intention to make the analysis of the recordings clearer and more transparent. However, we have a full awareness of the potential intricacies resulting from the usage of this term.

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English Down Under: Popular or neglected?

This paper is intended to present what non-Australians know about Australian English. The paper examines the results of the survey concerning Australian English administered to two groups of students: at the College and University of Rzeszów, Poland and at Bond University, Australia. The main aim of the questionnaire is to examine the respondents' awareness and knowledge of distinctive features of this variety of English. First, the survey examines the subjects' exposure to Australian English. Then, it explores the students' familiarity with its typical features both in the range of vocabulary, e.g. clippings, idiomatic expressions, or rhyming slang, and pronunciation. The study was first carried out among Polish students of English at the Teacher Training College and the University of Rzeszów. The results were then analysed and compared to the data provided by international students of diverse linguistic and cultural background studying at Bond University, Gold Coast, Australia.

The survey confirms our assumption that Australian English does not belong to a very popular variety of English especially for Polish learners. Most of our respondents are not able to list any characteristic features of this variety. Fewer than 10% point to some typical aspects with regard to its vocabulary, e.g. the use of expressions such as *Goodday, No worries* as colloquial forms of greeting, clippings like *telly* and *brolly,* the incorporation of some Cockney English and/or its distinct phonetic character, e.g. "pronouncing *day* like *dye*, articulating *no* in a different from British way". On the whole, they describe the sound of Australian English as a mixture of mostly British English with a bit of American English.

One of our findings is that the only word which is recognized by more than 10% of the group is *Aussie*. Other vocabulary like *didgeridoo, Pavlova, roo, Outback, Down Under, ANZAC* and *Vegemite* scores less than 5%. We have also checked our respondents familiarity with some slang and colloquial expressions, e.g. a *cuppa, dunny, to be fair dinkum, to be within coo-ee, to make a blue, to see sb in a rub-a-dub*. Here we obtain varied ansewers pointing to the respondents' greatest familarity with *dunny, cuppa, to make a blue* and *to be fair dinkum* and their unawareness of expressions which originate from Cockney rhyming slang.

Our observation is also that our respondents are not able to characterize the Australian English pronunciation since they most frequently admit to their unafamiliarity with the statement in question. In the list of Australian phonetic features the most numerously marked answers concern the following: the distinct from British rendition of diphthongs GOAT and MOUTH, e.g. *coach* realized in a similar way to *couch*, *bay* pronounced simiarly to *buy*. Within vowels our respondents also indicate the raising of TRAP (Australian *flash* may sound like *flesh*) as well as the very open quality of word final COMMA, e.g. *ever* pronounced similarly to a Polish word *Ewa*. Some of our respondents are also aware of intervocalic t voicing in words like *butter* and *better*.

In addition, the paper explores different factors influencing the students' awareness and knowledge of the Australian English, including nationality and the home country's proximity to Australia. It aims to determine the relationship between these factors and varied degrees of the respondents' familiarity with this variety of English.

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Exploring the relationship between beliefs about pronunciation instruction and attainment

It has long been recognized that learners' beliefs about different aspects of foreign language learning and teaching are bound to affect the effectiveness of this process, and pronunciation is by no means an exception. The present paper reports the results of a study which was aimed to determine the relationship between different aspects of pronunciation instruction and attainment, both in general terms and in learning this target language subsystem.

The data were collected from 100 second- and third-year students of English philology enrolled in a three-year BA program. The participants' beliefs were tapped by means of a specifically designed questionnaire intended to provide information about the overall importance of pronunciation instruction, the introduction of pronunciation features, the

design of classes devoted to pronunciation, the ways of practicing pronunciation features, and the role of error correction in this area. The information about attainment came from the spoken component the end-of-the-year practical English examination. Quantitative analysis showed that the relationship is positive but much depends on the area of perceptions in question.

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Automatic extraction of discourse-functional lexical units from conversational corpora. Some fluency considerations.

Rates of fluency, comprehension and overall coherence in spoken conversational discourse have been linked to the use of a diverse range of highly institutionalized lexical devices serving the functions of discourse markers, textual monitors, gambits, hesitators, inserts and other face-saving and time-gaining devices. Many of the interactional and memory-compensational functions of such units have been explored in accounts of formulaic language (e. g. Wray & Perkins 2000) as well as in distributional phraseological studies, where n-gram extraction techniques are applied to identify so-called 'lexical bundles' - recurrent word combinations with a clear discursive function (Biber & Conrad 1999), (Chen & Baker 2010). While this paper acknowledges the contribution of formulaicity and phraseology studies to the description of the 'boilerplate' of conversational discourse, it also introduces a method of identifying discourse-functional lexical units which addresses two shortcomings of simple n-gram extraction techniques used in many of these studies. Firstly, the approach used in this study treats discourse-functional lexical units uniformly with respect to their segmental length. This is motivated by the fact that single-word and single-morpheme units are often functionally homogenous to conventionalized formulaic sequences. Secondly, the lexical units extracted in the course of this study are verified for their distributional independence. Shorter recurrent sequences are only retained as significant results if they occur outside of longer frequent n-grams. The method is applied to three spoken corpora: the conversational component of the PLEC corpus of learner English, the spoken demographic subcorpus of the British National Corpus as well as the conversational component of the National Corpus of Polish. The resulting lists of formulaic items and sequences are examined with a view to identifying their role in ensuring the fluency of oral expression in conversational discourse. One of the conclusions of the study is that advanced second language learners may use discourse-functional lexical items which are formally but not functionally and distributionally identical to their L1 and L2 counterparts. Such learner-specific formulaic sequences are sometimes characterized by fluency rates which may be higher than those observed for the formally identical in native use. This in turn has implications for definitions of conversational fluency and more generally for the description of the phonological aspects of formulaicity (c.f. Lin 2010).

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Gemination strategies in L1 and English pronunciation of Polish learners

Polish is a language where true geminates appear and the occurrence of a double consonant letter in spelling corresponds with double or at least prolonged consonant articulation regardless of the morphological structure of the word. The above principle also concerns most borrowings, such as the English word 'hobby', for instance. In English, true geminates do not occur and a morpheme-internal double consonant letter is only a fairly reliable indication of the way the preceding vowel should be pronounced. This discrepancy may lead to negative transfer in Polish learners of English. Our recent research of native Polish speech (Rojczyk and Porzuczek, in press) generally confirmed the results reported by Ladefoged and Maddieson (1996), among others, who found geminates to be 1.5-3 times longer than singletons. In our study we investigate the influence of double consonant letters on L1 and English pronunciation of Polish learners. They read trochaic family names containing intervocalic <nn> or <mm>. Each name is preceded by a first name suggesting the nationality (Polish, English, German or Italian) of the person mentioned. By placing each tested item in a Polish and an English semantically and rhythmically equivalent sentences (This is .../To jest...), we measure the level of consonant length variation with respect to the language in which the potential geminates appear, the language context and the learning experience of the students. In this way we collect evidence and formulate observations concerning the learners' awareness of the status of geminates in various languages and the probability of transfer in EFL learning.

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Adaptation of Polish CC obstruent-sonorant clusters by native speakers of English

The most frequent repairs used in phonotactic adaptations are vowel epenthesis, consonant deletion and change of an illegal cluster into a different one. The selection of an adaptation strategy may depend on a range of factors, including the position of a cluster in a word, the structure of a cluster etc. For instance, Kang (2011) suggests that there is a cross-linguistic preference for epenthesis as a repair for word-initial consonant clusters. With regard to word-final position, it is difficult to establish which strategy is favoured due to considerable variability in applied repairs.

In Radomski (in press) we report on an online loanword adaptation experiment in which 30 native speakers of British English were asked to reproduce Polish words with CC consonant clusters which do not occur in English. The article in question examines the influence of several factors on the adaptation patterns of Polish obstruent-obstruent sequences. It is argued that the position of a cluster in a word has an effect on the choice of an adaptation strategy in that word-initial clusters are mostly adapted through epenthesis, word-final ones are predominantly repaired by segment change and deletion is dispreferred in both cases. Also, the segmental makeup of a CC sequence is demonstrated to play some role in that epenthesis applies most frequently to clusters of voiced obstruents, deletion is rare, except for sequences of voiceless non-strident fricatives, and segment change is most common in the adaptation of voiceless CC structures containing an affricate. These results seem to support perceptual similarity view on loanword adaptation, according to which borrowers aim to maximize the perceptual similarity between source items and the output of adaptation by using strategies resulting in the least perceptible deviations from the source as possible.

In this paper, which is a follow-up to Radomski (in press), we focus on adaptation patterns in another set of data, namely Polish words containing CC obstruent-sonorant clusters. More specifically, we aim to provide answers to the following research questions:
- Does the position of a cluster in a word (word-initial vs. word-final) influence the choice of a repair strategy?
- Does the choice of a repair strategy depend on the structure of a cluster?
- Which approach to loanword adaptation best accounts for the patterns revealed in the data?

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Stop release in Polish English – implications for prosodic constituency

Most accents of English are characterized by allophonic processes affecting the production of stop consonants in various prosodic positions. One of the more notable of these processes is the suppression of stop release, which is included in many EFL pronunciation textbooks (Cruttenden 1994, Cook 2000). Stops may, with varying degrees of frequency and stylistic consequences, remain unreleased in forms such as kit, top, black board, hot dog, and of course countless others. As these examples show, unreleased stops may appear word-internally before obstruents, as well in final position. The tendency for held stops in English is in stark opposition to a number of other languages, including Polish, in which plosive release is obligatory.

This paper has two goals. First, phonetic data will be presented on the acquisition of English unreleased stops by Polish learners. Preliminary results show that in addition to showing a tendency for the target language pattern of unreleased plosives, advanced learners may acquire more native-like VC formant transitions. From the functional perspective, languages with unreleased stops may be expected to have robust formant patterns on the final portion of the preceding vowel, which allow listeners to identify the final consonant when it lacks an audible release burst (see e.g. Wright 2004).

The second goal of this study is to explore a hypothesis concerning the representation of prosodic constituents. From the perspective of syllabic positions, it may be said that 'coda' stops are obligatorily released in Polish, yet may be unreleased in English. Since this difference appears to be systematic, the
traditional term 'coda' is insufficient to describe the prosodic properties of post vocalic stops in Polish and English. There are clearly two distinct types of 'coda' with different phonological tendencies. These differences may be captured in the Onset Prominence framework (Schwartz 2013). In languages with unreleased stops, the phonotactic mechanism of submersion places post-vocalic stops at the bottom of the representational hierarchy where they may be subject to weakening. Submersion produces larger prosodic constituents and thus has rhythmic consequences beyond 'coda' behaviour. From this

perspective, the acquisition of English unreleased stops by foreign learners implies the acquisition of a target-language prosodic feature.

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An acoustic analysis of unstressed vowels in German learner English

In English, vowels occurring in unstressed syllables are reduced – they are articulated with a more central position of the tongue, a narrower jaw-opening and a loss of lip rounding (cf. Delattre 1982). Acoustically, this is reflected in their duration and formant structure. In connected speech, vowel reduction can be observed in polysyllabic lexical words and function words. One characteristic feature of German Learner English is a lack of vowel reduction in unstressed syllables (e.g. Parkes 2001). While the distribution of reduced vowels in German is restricted to post-stress syllables, they occur in a wide variety of positions in English (cf. Gut 2006). This paper gives an exploratory account of the production of vowels in unstressed syllables by advanced German Learners of English and native speakers of Standard Southern British English. Two acoustic properties are investigated: duration and formant structure. Based on the assumption that a lack of vowel reduction will surface in these parameters, two hypotheses are tested: Compared to native speakers, learners produce unstressed vowels with (i) a longer duration and (ii) different F1 and F2 values. Four learners (female, aged 19-29) and three native speakers (female, aged 19-30) were recorded. The recordings comprise two reading tasks: short phrases, which served to elicit canonical vowels; 28 sentences, which were designed to elicit unstressed vowels. The sentences include a range of polysyllabic lexical words (e.g. *production*, *assistant*, *consider*) and function words (e.g. *a*, *from*, *of*). The acoustic analysis was carried out in Praat. Overall, 23 function words and 35 unstressed syllables in lexical words were measured. The results show that on average, the group of learners produced unstressed vowels with a higher duration, a higher F1 and a lower F2, with the difference in duration and F2 being statistically significant. Lower F2 values, which roughly reflect tongue retraction and lip rounding, seem to indicate a failure to produce the weak forms of function words like *from*, *of*, *for*, *was*, as well as an orthography-induced tenseness of vowel quality in words like *forget*, *professional*, *consider*. However, there was

considerable variation among the learners. Due to the small number of subjects, these findings cannot be generalized but warrant further research.

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/FAIS/, /FES/ or /FEIS/? Teachers' phonetic accommodation of diphthongs in an L2 classroom setting

Phonetic accommodation is a process whereby speakers modify certain features of their pronunciation to achieve solidarity with co-conversationalists. The following paper reports on a study into British native speaker (NS) EFL teachers' tendencies of adjusting the manner in which they use their native pronunciation in the classroom context so as to converge towards the speech of the learners. The study aims to investigate whether there exist differences in the production of English diphthongs in the classroom context (C1) and the speakers' natural setting (C2). Recordings of seven experienced teachers using different regional varieties of BE were analysed in the study. Statistical tests and psychometric measures were used to isolate those features which are different across varieties. Frequency response curves were calculated using PRAAT. F1 and F2 were compared when pronounced in C1 and C2 by each speaker. It will be argued that NS EFL teachers adjust their pronunciation depending on the type of context in which communication takes place. It will also be hypothesised that the sounds which are proved to be different across speakers tend to be accommodated in such a way that their acoustic properties exhibit no significant differences.

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Assimilation of voicing in Czech speakers of English: The effect of the degree of accentedness

Czech and English are languages which differ with respect to the implementation of voicing: while there is a considerable agreement between phonological and phonetic voicing in Czech, English phonologically voiced obstruents become partially/completely devoiced in many contexts. That is why tenseness has been exploited to account for differences between phonologically voiced (lenis) and voiceless (fortis) obstruents in languages like English [1:95], [2], [3].

The laryngeal settings associated with the distinction between fully and partially voiced sounds is extremely fine, and, in Flege's Speech Learning Model [4], a fully voiced [z] and a partially voiced [z̥] will be categorized as similar sounds, with the contrast between them rather difficult to acquire. At the same time, pronunciation instruction in English as a foreign language only rarely targets voicing [5]. Although a relatively marginal phenomenon, we believe that when L1–L2 differences in the implementation of voicing are combined with different strategies for the assimilation of voicing across the word boundary, the effect may become more perceptible – compare, e.g., the pronunciation of nice day as [naɪs d̥eɪ] and as *[naɪz deɪ] [6].

The present study investigates the voicing in word-final obstruents in Czech speakers of English. Specifically, we are interested in whether the degree of the speakers' foreign accent correlates with the way they treat English obstruents in assimilatory contexts. We examined Czech speakers of English reading BBC news bulletins; 3 speakers had been classified as having a near-native English accent (group A), 3 as manifesting a recognizable but not strong Czech accent (group B), and 3 as having a strong Czech accent (group C). The presence or absence of voicing is analysed using the categorization of the degree of voicing according to [7], as well as the obstruents' voicing profile [8].

The results suggest that speakers with a different degree of Czech accent do differ in their realization of voicing. For example, in voiced–voiceless sequences, the "Czech" neutralization of voicing word-finally was strongest in group C and weakest in group A. Similarly, in sequences of two voiced obstruents across the word boundary, group A manifested the greatest degree of not fully voiced tokens, indicating the English-like process of word-final devoicing. The implications of these findings are discussed in the light of current theories of L2 acquisition.

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Phonetic changes in the speech of Anglophone expatriates living in the Czech Republic: Acquisition of Czech accent?

Worldwide, English has the status of prestigious, desirable-to-master and omnipresent language. Therefore, Anglophone expatriates find themselves in a situation different from that of the other groups of immigrants: the pressure to abandon their L1 and learn and use the L2 is non-existent or at least not as pronounced. This could perhaps account for the fact that Anglophone expatriates around the world do not suffer from L1 attrition. Or do they?

Pavlenko (2004: 54) defines non-pathological L1 attrition on the phonetic level as a state, in which "the L2 user would no longer be perceived as a native speaker of his or her L1". Out of 14 participants in a pilot research on native accent attrition in the Czech Republic, three participants ceased to be perceived as native speakers of English by native Anglophone assessors. Among the most prominent foreign features detected their speech were lesser reduction of unstressed syllables, less liaison, less open pronunciation of /æ/, occasional lack of aspiration of voiceless plosives, and somewhat flatter intonation. Interestingly, however, most participants reported having observed changes in their own accents: speaking more slowly, enunciating, using more standard version of English and abandoning their native local dialects. Several participants stated that they found speaking to Czechs like "back at home" extremely impolite.

The above-mentioned evidence seems to indicate that there are detectable and measurable changes and irregularities occurring in the speech of the Anglophone expatriates. The question remains what exactly is the cause of these changes. In light of the present pilot study, it can be argued that, in the context of Anglophone expatriate community, it is more useful to view the above described phenomenon from the sociolinguistic perspective of politeness and accommodation; at least until a larger body of longitudinal data concerning the permanency of changes in L1 phonetic system is available. By speaking more slowly, switching to a standard dialect and enunciating, the native speaker of English shows their understanding of the Czech hearer's needs and lowers the language barrier. The adoption of certain phonetic features commonly found in Czech accent of English might originate in communicative accommodation, which "can function to index and achieve solidarity with […] a conversational partner" (Giles, Coupland, & Coupland, 1991: 2). However, to confirm this hypothesis, further and more detailed research is needed (and is under way).

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Phonetic awareness in Polish learners of English

The terms 'phonological', 'phonemic' and 'phonetic' awareness are often treated synonymously by many authors (Piske 2008: 156). Distinction is not made between 'metaphonological' and 'metaphonetic awareness' either (e.g. Wrembel 2011). However, a clearer differentiation is certainly possible. Phonological awareness is "the ability to reflect on and manipulate the sound components of spoken words", while phonemic awareness "refers to a focus on the phoneme" (Nicholson 1997: 53). While these two types of awareness have received considerable attention, phonetic awareness remains underresearched. To the best of our knowledge, the only definition was provided by García-Lecumberri (2001: 238) who states that "(Meta-)phonetic awareness can be

described as the ability to reflect on and manipulate the sounds and sound system of a language independently of function and meaning [...]."

The authors of the present paper wish to follow García-Lecumberri's reasoning and emphasise that phonetic awareness should be treated separately from metaphonetic and metaphonological awareness.

The present authors postulate the existence of phonetic awareness whose level is conditioned by both theoretical and practical training. Thus, a group and speech-type effect was predicted in the phonetic features under study, i.e. VOT in voiceless stops and F1, F2 and vowel length.

A pilot study was conducted in which 11 Polish learners of English were instructed first to read out Polish sentences, then to read them with an English accent and finally to read out English sentences. The words in focus were embedded in the sentences of similar intonational pattern and phonetic context in all three speech types.

Preliminary results show that fully and partially trained subjects produced VOT in English and phonetically transplanted English in a way comparable to baseline data (Lisker and Abramson 1964). Nevertheless, they were not as able as the fully trained to transplant English VOT onto Polish. Naive subjects were also able to produce longer VOT in English and PT which, however, was much below the native level.

For the vowels, F1, F2 and length were measured. While faking English /e/, FTs utilised both formants and vowel length, partially trained subjects used both formants and naive subjects turned primarily to vowel length.

As regards /ɨ/, manipulation of vowel length was inversely proportional to the amount of phonetic training (both theoretical and practical).

To conclude, we claim that the different behaviour of phonetically transplanted speech in relation to both Polish and English among the three groups provides evidence of the existence of phonetic awareness which is conditioned by formal phonetic training.

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Pronunciation learning strategies of good English pronunciation users

Good language learners have attracted scholars' interests particularly since 1970's. The results of the pioneer studies of Rubin (1975) and Stern (1975) revealed a number of effective language learning strategies deployed by such learners, who used them appropriately and in accordance with their individual needs. Subsequently, concern for exploiting effective ways of learning a foreign or second language triggered multifaceted research on language learning strategies applied, among others, to specific skills: listening, reading, oral communication, writing and vocabulary (Cohen & Macaro, 2007). However, little is known about strategies for learning pronunciation of English as a foreign language (Peterson, 2000; Pawlak, 2010). The paper is to present the results of the survey study on pronunciation learning strategies employed by good English pronunciation users - higher education teachers and lecturers whose English is a foreign language (EFL). The respondents were to reflect upon their preferred ways of approaching English pronunciation learning before they had commenced their English language studies at higher educational level. This quantitative and qualitative study aims to respond to the following research questions. What are pronunciation learning strategies used most frequently by successful EFL users? Which factors, in the view of the respondents, contributed to their English pronunciation learning success? What might be the profile of a good English pronunciation learner? The data collected may provide a new insight into the process of English pronunciation learning and teaching.

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The impact of rhythmic distortions in speech on personality assessment

With the changing role of English as an international language we are witnessing a significant shift from previous rejection of foreign-accentedness as something undesirable to the present greater openness to non-native accents. However, without further investigation and deeper understanding of what effects foreign-accented speech has on communication in various settings, its wider acceptance may remain rather wishful thinking. The research carried out so far has repeatedly confirmed the activation of dormant prejudices or creation of biases on the listener's part, which may result in downgrading non-native speakers' credibility, avoiding future interactions and other discriminatory acts (Munro & Derwing, 1995; Major, 2007; Lev-Ari & Keysar, 2010).

In the present study we drew inspiration from the current research on foreign accentedness as well as psychophonetics. Our aim was to explore non-native listeners' capacity to notice differences in natural and modified native speech, particularly whether the manipulation of temporal structure in both stressed and unstressed syllable gives rise to any changes in the perception of speakers' personality. The respondents' intuitive judgements were captured in the domain of the 'nervousness category' borrowed from the five-factor model of personality (e.g., MacCrae & Costa, 1987).

Our data were collected via a questionnaire divided into four sections each comprising 14 statements, e.g., This person is anxious, or Watching a sad movie makes this person cry easily. It was administered individually in a sound-treated studio to 45 respondents, majority of whom were bachelor or master students of English with the achieved language level of at least B2. The respondents were first reassured that their knowledge of English was not the focus of testing and then they were instructed to try to capture their first impression of the speakers regardless the content of the utterances on a seven-point scale.

The results indicate an effect of temporal modifications on the listeners' judgments. Analysis of variance for repeated measures confirmed highly significant shift of personality evaluations towards the undesired traits (e.g. nervousness, anxiety, querulousness). Several interesting interactions with the semantic contents of the utterances and with the intrinsic qualities of the speakers' voices were also found.

We argue that the effects of accented speech go beyond conscious willingness to accept "otherness" and that there is a methodological possibility to study them.

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Acoustic correlates of word stress as a cue to accent strength

Many Czech learners of English find it difficult to produce English word stress in a native-like way, thus giving rise to a conspicuous foreign accent. There is a clear interference of their mother tongue prosody: Czech stressed vowels do not display explicit durational or melodic marking, and similarly, unstressed vowels in Czech are not systematically reduced the way they are in English. Several reliable acoustic correlates of word stress are recognized for English and other languages: F0, duration, intensity and spectral slope (e.g., Sluijter & van Heuven, 1996). However, Czech stressed and unstressed syllables do not differ systematically in any of these characteristics (Janota & Palková, 1974; Palková & Volín, 2003; Volín, 2008); although the results concerning spectral slope are still preliminary.

The goal of this study is to investigate to which extent Czech speakers of English with a salient accent employ these acoustic cues. We analysed recordings of sixteen female nonprofessional Czech and British speakers. The sounds were segmented on word and phone level and both canonical and factual stress positions were manually marked.

The presence of the foreign accent was assessed in a perception test. Twenty listeners heard two utterances by each speaker and judged their native-likeness on a five-point Likert scale. The assessed utterances had to satisfy the following conditions: no dysfluencies, no proper names and comparable duration of around 5-6 seconds. The listeners' evaluations unambiguously separated native British from Czech speakers, confirming thus their non-native-like pronunciation.

The results of the acoustic analyses show that the Czech speakers used much less acoustic marking of stress compared to the British. The difference was quite prominent in F0 values – where the Czechs' trend was in fact reversed (that is, lower F0 in stressed vowels relative to the unstressed ones) – and in intensity. Some differences were also found in the domain of spectral slope. On the other hand, the Czech speakers seem to emulate the required durational difference quite successfully. These results indicate a significant influence of the Czech prosody on acoustic word stress marking in English. While the durational differences between stressed and unstressed syllables are easier to learn, the melodic distinctions, intensity and spectral properties seem to resist acquisition.

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Metaphonological awareness in the acquisition of L3 Polish:
A think-aloud protocol study

Metalinguistic awareness is acknowledged as a significant component of language proficiency and ascribed a facilitative role in the foreign language acquisition (e.g. Gombert 1992, Herdina & Jessner 2002). This contribution aims at exploring its role in third language phonological acquisition, a relatively young area with limited scope of research (e.g. Hammarberg and Hammarberg 2005, Gut 2010, Llama et al. 2010, Wrembel 2010).

The presentation focuses on the role of awareness and noticing in the acquisition of L3 phonology. It addresses the role of consciousness in input processing, as stipulated in Schmidt's (1990) 'noticing hypothesis' according to which conscious awareness at the level of noticing is essential for the development of foreign language proficiency. Moreover, it intends to investigate the specific nature of multilingual processing which is characterised by an interaction of metalinguistic consciousness with an additional component of cross-linguistic awareness as suggested by Jessner (2006).

A series of investigations into the cognitive processes involved in the acquisition of third language phonology has been carried by the author with the application of think aloud protocols (TAPs) and stimulated recall protocols. The objective was to explore how L3 learners consciously notice pronunciation problems, how they attend to phonetic forms in L3 and modify their output. The present study involved 17 multilingual participants; native speakers of German with an intermediate knowledge of English as their first foreign language (L2) and Polish as their third language (L3). The L3 speech samples were collected by means of introspective and retrospective protocols, in which the participants were to improve and comment on their L3 pronunciation after listening to an excerpt of their previous text-reading recording in this language. The protocols were audio-recorded, transcribed and coded for the purpose of the objectivisation of the data analysis using a coding system designed by the author (see Wrembel 2013 in press).

The findings provide evidence for different types of metaphonological awareness, including epilinguistic awareness manifested by the observed instances of self-repair of L3 pronunciation; and metalinguistic phonological awareness, i.e. reflective phonetic analysis and intentional focus on articulatory gestures during speech performance. Moreover, a considerable degree of processing control is manifested through the subjects' self-reports of the existing interactions between their language systems, i.e. L1⇔L3, and in particular, L2⇔L3 as well as their metacognitive comments about the process of learning L3 pronunciation. This multilingual advantage seems to result from a range of factors including a wider phonetic repertoire at the disposal of the L3 learner; increased metaphonological and cross-linguistic awareness; and a higher level of consciously analysed knowledge and metacognitive strategies developed in the process of L2 phonological acquisition.

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Kiwi accent in New Zealand pop music

It has been found that English pop music singers often adopt the Mid-Atlantic accent (Trudgill, 1983) or what Simpson (1999, p.345) labels the "USA 5 model," but anumber of recent pop singers have abandoned the American model in favor of their regional accents (Beal, 2009). This study examines the singing of 20 popular New Zealand (NZ) pop singers, 10 males and 10 females, analyzing five popular songs sung by each singer, totaling 100 songs for the sound analysis, with a focus on the distinctive feature of the DRESS vowel being raised to the KIT or FLEECE vowel (Baucer & Warren, 2008; Hay, Maclagan, & Gordon, 2008; Maclagan & Hey, 2007). The results reveal that , although the epsilon /ɛ/ is found to be realized as /ɪ/ or /i/ in some of the songs, this sound variant does not occur as a regular sung pronunciation in the main stream pop music. Nonetheless, it often exists in interviews, suggesting that the kiwi variant is accepted and used by the singers. This study will resent the occurrence frequency of the sound feature in sung lyrics and its style shifting in interviews within a language-ideological framework, where it is argued that the local variant, together with socio-cultural concepts (Gordon, 2008; Gordon, Campbell, Hay, Maclagan, Sudbury, & Trudgill, 2009), is utilized by NZ pop singers to index such values as tradition, modernity, authenticity, and globlization independent of standard English.

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Imitation of English vowel duration upon exposure to native and non-native speech

Phonetic imitation, a process by which a talker's pronunciation becomes more similar to that of another individual as a result of exposure to their speech (Babel, 2012), has been observed in a number of different studies concerned with both native (Babel, 2009; Babel, 2010; Babel, 2012; Pardo et al., 2010) and non-native speech (Kim et al., 2011; Rojczyk, 2012a, Rojczyk, 2012b; Rojczyk et al., 2013). An interesting aspect of phonetic imitation that remains yet to be explored seems to be the imitative behaviour of non-native speakers after exposure to other non-native speech, especially as opposed to imitation of native speakers' pronunciation.

The current study reproduces pilot work concerned with the imitation of English vowel duration by Polish learners (Zając, 2013). Its primary goal is to expand on the findings of the previous study and to determine if the magnitude of imitation may depend on whether the model talker is a native or a non-native speaker of English. An additional aim is to investigate how the type of instruction received at the beginning of the experiment affects imitation strategies of the participants. The dependent variables under investigation are the durational characteristics of English /æ e ɪ iː/ vowels analysed in shortening and lengthening b_d vs. b_t, s_d vs. s_t and m_d vs. m_t contexts. The stimuli include pre-recorded English word pairs pronounced by a native model talker (male native speaker of Southern British English) and a non-native model talker (male native speaker of Polish). The subjects, 40 first-year students of English studies recruited at the University of Silesia, participated in two experiments, both of which consisted of two tasks: 1. reading the 12 English word pairs displayed sequentially on a computer screen (baseline condition) 2. producing the 12 English word pairs after exposure to the a) native model talker's voice and b) the non-native model talker's voice (shadowing condition). The difference between the two experiments lies in the instructions received by the informants, who were explicitly asked to imitate in Experiment 2 but not in Experiment 1.

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Teaching pronunciation in chunks: Perspectives on interactive prominence, rhythm and connected speech instruction

This workshop will start with a brief introduction to pronunciation pedagogy, i.e. how the phonological system of English can be pedagogically classified and made accessible for teaching purposes. It will then go into implementation by addressing the basics of how a pronunciation (sub)-syllabus can be designed in order to make the complex phonological system of English teachable. In the prosodic system of English a number of features stand in complex relationships to one another (e.g. tone unit boundaries and pitch movement, stress and pitch levels) and condition each other (e.g. rhythm and connected speech). This system of how phonological components interlock can be utilized pedagogically so that the broad spectrum of individual features form a logical system that becomes processable and, as a consequence, can help learners to utilize their knowledge of forms in authentic interaction. After it has been shown how a pronunciation (sub-)syllabus can address such issues, a number of practical materials will be explored that can be used for awareness raising, perception training or for controlled, guided or free practice. In this a particular focus is placed on two aspects: The separation of speech into tone units (TUs) and the larger pitch pattern in a stretch of discourse comprised of several TUs, on the one hand, and the rhythmic pattern of English and how words in rhythmical intervals undergo linking and connected speech reduction in order to maintain the rhythmic timing, on the other. It will be shown that while such features of English may seem extremely complicated, they can still be taught in an interactive and communicative manner, and can be learned very effectively if a certain type of didactic sequencing is employed. This sequencing needs to allow learners both to see the big picture, as well as to appreciate how this picture is shaped by interplay of individual prosodic components. This kind of interplay can be language pedagogically related to the notion of *chunking*, which is well accepted and appreciated in the teaching of vocabulary (e.g. Lewis 1997). Beatrice Szczepek-Reed (2011: 49) emphasizes how language is separated into "intonational chunks", rather than clear-cut sequences of tone units. She further argues that the domain of rhythm is the intonation phrase (ibid.: 141), where the content of individual rhythmic intervals (feet) forms "prosodic words" (e.g. Cruttenden 1997: 23), characterized by linking and connected speech reduction in order to maintain the rhythmic timing. While these mechanisms may seem chaotic, possibly ruining the "clear-cut" distinctions that may be seen as necessary for instructional purposes, it is well possible to not only teach these mechanisms, but to put them in the center of attention and to develop activities and teaching programs around such a view of language as prosodic chunks (compare Brown & Kondo-Brown 2006, Cauldwell 2013, Euler under review).

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Workshop on compiling spoken corpora and handling spoken data

In this workshop, the corpus compilation tool Pacx http://pacx.sourceforge.net/ will be introduced. Based on Eclipse, Vex and ELAN, it allows the creation, annotation, search and distribution of phonological corpora in XML format (Gut 2011, Wunder et al. 2010). In a short demo, I will show its main functions and uses.

Secondly, the workshop will focus on the annotation of L2 spoken (corpus) data, for which participants are invited to bring their own data. We will discuss challenges and problems of transcribing L2 speech, especially L2 intonation, phrasing and stress. Examples from annotating/transcribing the LeaP corpus (Gut 2012) will be given.

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Non-rhotic America – is variable rhoticity a diminishing feature?

Originally, all the speakers of English were rhotic, which means they pronounced /r/ whenever such letter could be found in spelling and this pronunciation was carried to North America in 17th century by the first settlers (Trask 1994:26). But Wells (1982:470) describes *R Dropping* as a phenomenon which excluded the post-vocalic and word-final use of /r/ in the Received Pronunciation as early as in the 18th century and therefore justifies the presence of non-rhotic accents in the United States of America as "an importation of a new pronunciation fashion from England", as most of such accents are characteristic for areas around the major Atlanic seaports. Therefore, the purpose of this study is to investigate in the first place whether nowadays the areas in the United States previously described as non-rhotic and then as offering variable rhoticity are heading towards losing it and becoming r-full and whether the younger speakers from those areas pronounce /r/ more often than the older ones. As rhoticity has always been a more prestigious form in the United States and r-vocalization was seen as "an anglicism, an easternism, or a southernism" (Wells 1982:470), the decline in its use with age would prove that variable rhoticity in America is a diminishing feature. Wells mentions that nowadays, traditionally non-rhotic areas in North America are characterised by variable rhoticity and moreover this feature is also typical of "black speech". As Labov, Ash & Boberg (2006:297) point out: "Geographic differences that have been reported so far for AAVE are limited to such phonetic effects of the surrounding dialect as the rate of *r*-vocalization." Therefore, as a curiosity, the study also aims at checking whether the African-American population in the United States undergoes the same phonetic changes as the rest of the American population, whether it resists them and whether the regional distribution of r-lessness agrees with the theory and previous studies on the topic.

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The immediate effect of English onto Polish VOT values

There has been a number of studies addressing the issue of Voice Onset Time of stops in numerous languages, beginning with the seminal Lisker and Abramson's research (1964), and Cho and Ladefoged (1999) among others. Following Lisker and Abramson, Keating (1979, 1984) wanted to address the question of phonological and phonetic representations by means of VOT. For her purpose, she compared English and Polish VOT values. This, in turn, has shown that Polish realizes the [voiced] category by means of negative VOT values (that belong to {voiced} category), whereas English realizes the same category by means of short lag VOT ({v.less unasp.}). The [voiceless] category is realized by short lag VOT in Polish and long lag VOT in English ({v.less asp.}).

These cross linguistic differences raise a number of problems for Polish learners of English. Śpiewak and Gołębiewska (2001) report that aspiration is a difficult element to acquire by Polish learners. This is corroborated by Waniek-Klimczak (2005, 2011), whose studies are acoustically-based analyses of voiceless plosives. Other researchers, Wrembel (2011) and Sypiańska (unpublished PhD thesis) among others, study the VOT values of [voiceless] category in the acquisition of English as the second and third language. Apart from Keating et al.'s study (1984), there is a lack of studies that focus on voiced sounds.

Furthermore, Waniek-Klimczak's studies (2005, 2011) aim at explaining the interference of Polish while speaking English. There are few studies that attempt at enquiring into the influence of English on Polish VOT values while speaking Polish. Hence, a need for such a study arises. The main question posed relates to whether there is an immediate influence of English on Polish VOT values. If yes, an attempt will be made to answer the question of what the nature of this phenomenon is.

The present paper aims at explaining these relations in the theoretical framework of social networks (cf. Milroy 1987). 8 students of English philology (all females) who create a social network were asked to take part in the study. The interviewer was introduced to the group by one of its members, who is treated as the anchor of the social network. The members were asked to answer the interviewer's questions which were stimulated by visual material (a PowerPoint presentation), then the participants were asked to read out a word list. The sequence was first done in English, then in Polish. Finally, the students had to read out minimal Polish-English pairs, such as *cat − kat*. The order of languages was dictated by the fact that in all recordings, subjects feel more stressed at the beginning. The aim was to elicit as informal language as possible under the laboratory conditions.

The logical expectations would be that the speakers use native English VOT values in English, and Polish VOT values in Polish. If their L2 command is not native-like and they realise the [voiced] category with {voiced} plosive, then they would at least lengthen the voicing in Polish words. Additionally, the speakers would lengthen the release phase in [voiceless] category while uttering English words. The results indicate that the use of the VOT for English in minimal Polish-English pairs does emphasise the difference between the languages. Surprisingly, the majority of subjects chose to use longer negative values for the [voiced] category in English. However, one of the participants reacted in an opposite way. She opted for {vless. unasp} realization in Polish, and {voiced} in English. Such a result was not anticipated, since the participant was the only participant who consistently used native English values while speaking English, and in some rare cases she used English values while speaking Polish as well. As regards the [voiceless] category, the VOT in English was longer than in Polish. This, the results suggest that , the immediate effect of English onto Polish is not as straight-forward as one would expect it to be.

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The role of prosody and context in perception (case study of artificial classroom bilingualism)

It is well-known that context is important for adequate interpretation of the speaker's intention; it is also generally acknowledged that reliance on prosody is by and large culture-dependent; and most EFL teachers admit that prosody is a difficult cue to interpret for EFL learners. So our purpose was to determine which communicative-pragmatic types of sentences are the most difficult to perceive and interpret and to what extent context helps in such situations.

The role of prosody in effective speech interaction has often been studied in relation to that of lexical content and syntactical structures. But its contribution to perception is particularly evident where lexically identical utterances have different meanings and those differences are claimed to be the result of the prosodic design of those utterances. That is the reason for selecting short lexically identical and near-identical phrases realised in different situational contexts with different pragmatic aims.

At the first stage of the experiment, a group of first and second-year EFL students and a group of post-graduate EFL students had to determine the communicative-pragmatic type of sentences on the basis of an utterance produced with a particular intonation pattern and extracted from its context. At the second stage the same utterances were presented to the same groups of students in dialogical contexts.

The research included the following steps:
  – the statistical analysis of correct answers, that is the number of test utterances referred by the students to the appropriate communicative-pragmatic type;
  – the analysis of wrong answers tendencies, that is which test utterances were wrongly referred to which communicative-pragmatic types by most students;
  – the acoustic analysis of the test utterances, run in PRAAT.

The analysis revealed a significant effect of the situational and/or lexical context practically in all the cases. However, in some cases context did not improve and sometimes even interfered with the process of interpretation. What we have shown is that EFL students are indeed capable of interpreting prosody; more specifically, they react to both pitch movement and relative pitch height, though their interpretation is often wrong, which might be due to the native intonation transfer. However, when a situational context is available, these same students will gladly use it in determining the speaker's intention in most situations.

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Formulaic language in native and learner English – A corpus-based study of prosodic features

Fluency is one of the most important aims for learners of languages and language teachers. One of the factors that are believed to improve fluency is the use of formulaic language (van Lancker et al. 1981), sequences of which are 'always produced fluently with an unbroken intonation contour and no hesitations for encoding' (Peters 1983). Pawley and Syder (1983) also further elaborate on this assumption stating that formulaic language is used more effectively because a memorized sequence, even if consisting of several words, is easier to process than a creatively generated utterance of the same length. That is why attention devoted to lexical bundles, 'the most frequently occurring sequences in the register' (Biber et al. 2004), and their phonological features has increased recently; although the focus has been mainly directed at child language and EFL learners so far. In these areas, several prosodic features have been proven to be typical of formulaic sequences (e.g. high frequency phrases are more likely to be reduced (Bybee 2002, 2006); formulaic sequences less likely to contain pauses and hesitations (Raupach 1984, Dechert 1983). However, little analysis of such features with respect to adult native English or ESL learner English has been conducted as yet.

The aim of this on-going study is to investigate into prosodic features, such as speech rate and duration of pauses with regard to formulaic sequences in native speaker English, and Polish learner English. The analysis was conducted on the basis of the conversational sub-corpus of the British National Corpus and the spoken part of the PELCRA Learner English Corpus (Pęzik 2012), from which potential lexical bundles were extracted. Then, temporal analysis of audio samples from both corpora corresponding to the potential lexical bundles was performed in order to determine their prosodic features. As a result, the degree of relations between formulaicity of an utterance and its prosodic features will be shown for the both types of English analysed.

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The role of prosody in conflict discourse

The study of conflict discourse has been gaining popularity either in linguistics itself or in many other interdisciplinary subjects such as pragmatics, discourse analysis, conversational analysis, and anthropology. It has been widely recognized that conflict discourse is a common but complex phenomenon. In the past 2 decades we have witnessed the development and proliferation of a variety of new approaches to conflict discourse, which together amount to a new field of theory and practice. The precise boundaries of this field are difficult to draw and researchers differ in their view of what to be included and what excluded. In our study, special focus is given to important dimensions of recent discourse-analytical and pragmatic theories and methodologies, which can be fruitfully applied to contemporary in-depth research on conflict representation in discourse.

Viewed from the multidisciplinary perspective conflict is regarded as an on-going product in a social event and prosody as providing one set of resources for the goals accomplishment. Briefly, there are two important issues to be solved: a) what are the tasks the participants should accomplish and the strategies they deploy; b) what contribution does prosody make to the accomplishment of these tasks. In this respect, prosodic means are regarded as indexical symbols, cueing inferences. Moreover, the meanings prosodic means cue cannot be interpreted out of context. Prosodic patterns deployed by participants are context-constitutive and context-sensitive. On the one hand, they may signal the conflict, distinguish between competitive and cooperative strategies. On the other hand, prosody itself may lead to social tension, cause conflicts, etc. Thus, integrating the fields of discourse analysis and prosody study we seek to find how prosody is shaped by and itself shapes conflict interaction.

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The influence of the Russian speech culture on the choice of politeness strategies and their prosodic realisation

One of the main tasks of teaching EFL is the development of the skills that are necessary for effective cross-cultural communication.

Various researchers proved that cross-cultural differences in verbal and non-verbal behaviour can cause communication barriers, especially in face-to-face interaction. One of the possible ways to eliminate these barriers can be the study of politeness strategies in interpersonal communication.

Our research showed that Russian learners of English have certain difficulties in using politeness strategies due to the difference in English and Russian speech cultures. The choice of appropriate prosody in polite discourse is a special challenge for Russian learners of English. The research based on the comparative analysis of the samples of dialogues (socializing) produced by the Russian learners of English demonstrated that in the majority of cases the Russian learners of English are not able to choose the appropriate intonation and their choice of politeness strategies is inadequate. All this results in their failure to create the polite tenor of discourse, and to fulfil their communicative goals.

Teaching politeness strategies and their intonation is aimed at forming the learners' language and communicative competence and raising their cross-cultural awareness.

ROUND-TABLE DISCUSSION

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Pronunciation research – pronunciation teaching (research): Is there a link there?

The development of second language phonetics and phonology has resulted in an unprecedented amount of studies exploring characteristics of foreign accents, conditions for their acquisition and usage. In the case of English, an applied perspective has been complemented by sociophonetic and variationistic approaches, leading to the discussion of the status of new varieties of English, their impact on the use of English world-wide and the role of the traditional models in the use of English as well as language pedagogy. Thus, English pronunciation research developed, with pronunciation teaching regularly invoked as the main motivation and/or beneficiary of the studies. However, it does not take long to realize that what pronunciation research looks for may not be of interest to pronunciation teaching at all.

Let us take an example of Polish-accented English. As many other foreign accents, Polish-accented English has been an object of interest to researchers and teachers, or more generally - theoreticians and practitioners. The theoreticians have mainly sought to test a set of predictions formed on the basis of contrastive analysis and/or the theories of second language phonology acquisition. By their very nature, studies of this type concentrate on a limited set of features, the acquisition of which is measured against either an abstract, albeit well-defined standard accent or an accent of a selected group of native speakers of English (the control group). The practitioners, on the other hand, may be much more interested in more holistic, pedagogical or functional descriptions of accent characteristics, which can be used as a point of reference for teachers/learners and professional users of a Polish accent in the media. It is this second interest that rendered the accounts of a Polish accent that no researcher into the phenomenon can overlook: an impressionistic Polish accent description in books meant for pronunciation learners, e.g. *Say it Right*, *English Phonetics for Poles*, *Learner English* and the actor's encyclopaedia. These sources provide an indispensable source of information as to the impressionistic, and yet tremendously influential way of accounting for accent characteristics. Can they be matched and/or challenged by pronunciation research? Does second language phonetics /phonology research bring results which can be used as evidence useful for pronunciation teaching?

These and many more questions of a similar type seem to emerge from our yearly Accent meetings. Please join in the discussion first looking at your own research and deciding to what extent what you do as a pronunciation researcher can be used by yourself or others in pronunciation teaching? And conversely, if your interest is in pronunciation teaching, how is it related to accent research?

Some possible further questions refer to differences in methodology, approaches, holistic vs. atomistic perspective. Most importantly, the discussion aims at addressing the nature of the relationship between pronunciation research and pronunciation teaching: if there is a link, we can hope to have a feeding relationship, with the results of pronunciation research useful (and used) in pronunciation teaching, and pronunciation teaching noticing (and using) the insights from pronunciation research, If not, there is an option of a bleeding relationship – once you take a second language phonetics paths, the pronunciation teaching research is closed to you (with the reverse even more likely), or a parallel development, with researchers following their paths, which hardly ever cross. I certainly hope that Accents are a good place to begin this discussion.

LIST OF PARTICIPANTS