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Book of Abstracts

**FIFTH BELGRADE INTERNATIONAL MEETING OF ENGLISH PHONETICIANS
BIMEP 2020: BOOK OF ABSTRACTS**

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BOOK OF
ABSTRACTS

English Department and Belgrade Phonetics Lab
Faculty of Philology
University of Belgrade, Serbia

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PLENARIES

Michael Ashby

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SOUND RECORDINGS AS EVIDENCE IN THE HISTORY OF ENGLISH PRONUNCIATION

Sound recording began in 1877, and from the outset the nascent technology was applied to speech as well as music. From the 1900s onwards, surviving recordings of speech are plentiful, thanks to the introduction of relatively durable commercial duplicates of cylinders and discs, and their widespread sale and distribution. This paper looks at the scope for quantitative phonetic analysis of legacy recordings and presents findings from a range of studies covering, among other features, intonation, VOT and vowel quality.

Daniel Jones's 1909 publication *Intonation Curves* was based on the auditory analysis of commercially available gramophone records of the day. It has been possible to locate and digitize copies of all the English recordings he used. Using modern digital methods to extract and plot the fundamental frequency shows that Jones's detailed intonation curves are remarkably accurate—and reveals intonation patterns still to be heard today.

Jones soon became a prolific maker of recordings. He was to be joined by most of his UCL colleagues, such as Lilius Armstrong, Ida Ward, H. E. Palmer and J. R. Firth. All are heard in the large collection of recordings eventually accumulated at UCL, particularly from the years between the two world wars, which in 2008 was accessioned into the British Library Sound Archive as 'The UCL Phonetics Collection'.

Even the most primitive early recordings can provide information about pitch and timing. But when electrical recording began in 1925, it brought a step change in the fidelity of reproduced sound. From that date, recordings are suitable for formant analysis, and vowel systems can be quantitatively compared. In a case study based on recordings of Daniel Jones and J. R. Firth, it has been possible to quantify differences in the vowels of the two RP-speaking contemporaries, highlighting unsuspected variation in the 'standard' accent of the 1930s.

James Emil Flege

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BEYOND THE CRITICAL PERIOD HYPOTHESIS

The Speech Learning Model (Flege & Bohn 2020) has been revised after 25 years. Many aspects of the Speech Learning Model-revised (SLM-r) remain but other aspects of the revised model have been modified or added. The original model tacitly accepted the possibility that

certain aspects of phonetic learning in an L2 after about the age of 13 years might function less efficiently than in native language (L1) acquisition by monolingual children. The core premise of the SLM-r is that speech learning proceeds in the same way in L2 and L1 speech learning without a diminution in the capacities deployed for developing language-specific representations for the perception of L2 vowels and consonants (“sounds”) or for their production. The notable difference in outcomes for languages learned as an L1 or as an L2 are attributed to how phonetic systems used in human languages, including second languages, self-organize and to notable differences in the input that monolinguals and bilingual L2 learners receive. The SLM-r explicitly rejects the notion of a “critical period” for L2 speech learning. In this talk I will briefly summarize the SLM-r and explain why the CP hypothesis has been explicitly rejected. Among the factors leading to rejection of the CP hypothesis is the clear evidence that most individuals who learn an L2 in early childhood and have used it as their primary language for decades in a predominantly L2-speaking context speak their L2 with a measurable foreign accent. Another is that foreign accents grow increasingly strong as age of exposure to the L2 increases following the supposed close of a CP. Naturally, for phoneticians, more compelling evidence comes from the details of how position-specific L2 sounds are produced and perceived, and how segmental-level learning of L2 sounds influences the sounds making up the L1 phonetic system.

*PARALLEL
SESSIONS*

Afgan Abdullayev

Khatira Gocayeva

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INTONATION AS AN IMPORTANT SYNTACTIC CONTEXT

As it is known, intonation as a linguistic concept is mainly explained in two terms – narrow and wide. English linguists, including D. Jones, I. Armstrong and A. Ward, K. Pike, R. Kingdon, and A. Gimson identify the concept of intonation with the concept of melody, and they separate the rhythm and the emphasis of the sentence from the phonetic-phonological event. For them every sentence, every word, every syllable is given a certain amount of tone during the conversation. In their opinion, there is no sentence without sound tone. In most books on phonetics, the authors either explain the intonation in the same way or do not give a complete explanation of the intonation. However, all authors consider the importance of a number of other factors, including sentence emphasis, rhythm, pause, but do not include them in the concept of intonation.

Post-Soviet phonetics takes a broader sense of intonation and describes intonation as a complex combination of tone, intensity, timbre and tempo, and considers intonation the most important way to express meaning. The representatives of this period argue that intonation is caused by the following factors: 1) dividing communicative discourse into rhythmic and syntactic terms; 2) sentence accent; 3) melodic model of different communicative types; 4) the tone of tone and accentuations that make our speech elastic.

Usually, it is difficult to give a short and compact definition of intonation, because in such definitions only one side of intonation is either acoustic or articulatory or linguistic. Intonation cannot act as a free unit, isolated from syntactic and lexical material. Its scope is closely linked to the activity of the sentence. The syntactic structure cannot exist without intonation, and intonation cannot exist without the syntactic structure.

From the above analysis it is clear that there is no consensus among the linguists in the explanation of intonation.

Galina Abramova

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PHONOLOGICAL KNOWLEDGE AS A TOOL FOR DEVELOPING STUDENTS' LISTENING SKILLS

The presentation gives an overview of the results of the action research undertaken by the author. The aim of the research was to implement micro-listening approach in order to develop students' listening skills. The idea of this approach is to "practise the relevant processing routines before exposing listeners to longer stretches of the second language" (Field 2008: 96). Instead of following "unproductive patterns of behaviour", the teacher employs "micro-listening activities as part of an extended programme of listening development" (ibid.). Micro-listening exercises should be small-scale and might take only 5-10 minutes; they can be based upon a group of sentences illustrating a single aspect of second language listening that is likely to cause a problem. In this study the author concentrated on phonological difficulties. As part of this endeavour the teacher developed students' phonological knowledge, implemented regular practice with the phonemic chart, introduced students to features of connected speech and prosodic features of the language on the basis of authentic materials (authentic TV series, films, interviews, etc.).

The presentation will also address different phonological difficulties Russian students face when listening to authentic materials on segmental and suprasegmental level. It will suggest practical tips on working with features of connected speech, weak forms, accent features, the phonemic chart, transcription. The author will share her recommendations on how to choose and modify authentic materials in order to make this work motivating rather than demotivating for the students, how to "point out students in the right direction" (Ur 1984: 11).

Safi Eldeen Alzi'abi

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ARAB LEARNERS' PROBLEM IN CORRECTLY PRODUCING WORDS WITH *-ATE*

Alzi'abi (forthcoming) showed that Arab EFL learners failed to stress most words that ended with *-ate* correctly. They tended to stress words such as *cognate*, *percolate*, *germinate*, *impregnate*, *remonstrate* on the rightmost syllable. However, Alzi'abi's study included a limited sample of words ending with *-ate*. To further explore and verify the above preliminary finding, a follow-up investigation that will include a larger number of similar words ending with *-ate* is warranted.

The purpose of this research is to reveal any coherent pattern in the strategies adopted by subjects, to explore any association with the part of speech of the item in question or its number of syllables with these strategies and to investigate the impact of explicit instructions on subjects' language production.

102 Arab EFL third- and fourth-year Jordanian English majors participated in this study. 90 highly infrequent English items ending with *-ate* were used in pretest and posttest pronunciation tasks; the subjects were asked to read the stimuli aloud. To investigate the impact of instruction in stress placement on subjects' comprehensibility and intelligibility, a nine-hour stress training course was run over three weeks. The posttest followed.

A large percentage of Arab EFL learners (94%) appeared to have significant problems in producing English word stress correctly owing to their tendency to mainly stress ultimate heavy syllables. Almost all subjects performed poorly in the pretest task and failed to produce stress correctly. A close examination of the data showed that Arab EFL subjects were prolonging the last vowel and accentuating the syllable having *-ate*. Only some association of subjects' performance with number of syllables and word class appeared. The scores of the posttest far exceeded those of the pretest. Explicit instruction about proper stress assignment considerably improved subjects' word stress acquisition.

Ana Batas

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THE EFFECT OF DIALECT ON V-NASALIZATION IN SERBIAN

This study examines temporal realization of nasalized vowels (N-duration) in VN position. It is hypothesized that there is a difference in V-nasalization between speakers from Western Serbia and speakers from Belgrade. Although there are no studies concerning this distinction in Serbian, heavily nasalized vowels are present in speakers from Western Serbia, which is easily spotted even by. Sixteen female speakers voluntarily participated in this study – 8 from Belgrade and 8 from Western Serbia (18–25 years old). They read 41 carrier sentences in which our target stimuli were embedded. The utterances were digitally recorded using a Tascam iXR audio interface and AKG C520 headset microphone (44.1 kHz, 24-bit). The stimuli were monosyllabic or disyllabic words with systematically varied long and short open and close-mid vowels preceding nasals (/m/, /n/ and /ŋ/).

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BASIS OF ARTICULATION AND THE PHONETICS-PHONOLOGY INTERFACE

The notion of *articulatory basis* or *setting* has acquired very diverse definitions and interpretations over the course of history of phonetic research, in various schools of phonetics and phonology, or even with different authors (Laver 1978; Jenner 2001). For some, it is even questionable if ‘basis of articulation’ actually exists. For others, however, it is an indispensable tool for explaining various phonetic and phonological phenomena, including their application in a number of professional domains, e.g. from second language teaching to forensic speaker identification.

In this paper, we will present a review of different approaches to basis of articulation in phonetic literature, with a focus on its understanding in Slavic linguistics (cf. also Kedrova & Borissoff 2013) and our own research (Kašić 1998, 2000; Božović 2016, 2020). In particular, we will show how the understanding of basis of articulation has evolved from the “*sum* of speech habits” to the “*system* of speech habits”, thus linking the physiological basis of speech with the phonological system of a language, and providing a window for a better understanding of the phonetics-phonology interface.

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DEVISING ACOUSTIC AND PERCEPTIVE VARIABLES TO CATEGORISE AND ORGANISE ENGLISH PROSODY ALONG HIERARCHICAL LINES TO ASSESS FRENCH LEARNERS OF ENGLISH

This paper aims at presenting the measurements of suprasegmental realisations used to find specific criteria for automatic evaluation of prosodic quality among French learners of English. This notion is based on the ability of a given item to assess quality levels in non-native speech (*critical features*, Hawkins and Buttery 2010).

Phoneticians tend to value variation and prosody has long remained neglected when studying learners' phonological productions. Pioneering studies have emerged (Gut 2009) followed by significant progress in research on French learners' English realizations in the field (Tortel 2009; Horgues 2010; Ferragne 2013; Hilton 2014; Herment et al. 2014; Ballier et al. 2016; Cauvin 2017; Frost 2018).

This methodology is based on a 426-word text read by 42 natives and 155 French-speaking learners of English (15 learners studied fully, using *Praat* and *SPPAS* software. 28 acoustic or perceptive variables have been categorised in four encompassing prosodic categories: 6 for tempo (articulation rate and pauses in seconds/milliseconds), 8 for pitch range (in semitones), 6 for melody (conditional formulae) and 7 for rhythm (perception), plus 1 hybrid for rhythm and melody (28 quantitative and their qualitative counterparts are 56).

Prosody has been studied from a holistic point of view, making this study possible. It shows that using a semi-automatic procedure in prosodic assessment, though limited to read speech here, paves the way to critical features assessment grids. Moreover, a comparison of the semi-automatic results with those of 68 experts' auditory assessment results in a correspondence varying from 56.83% to 59.74% when categorising the learners into three prosodic proficiency groups.

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EXPLORING PHONO-SYNTACTIC INTERFACE THROUGH MODALITY MARKERS

Modality is a cross-linguistic category that is marked in languages with the help of varied expressions such as individual verbal suffixes, auxiliaries, clitics, particles and adverbs. It is investigated under different levels of linguistics. This paper takes two particles from Indo-Aryan languages Bangla and Hindi and studies their linguistic function in the same. In Bangla it is the discourse particle *to* and in Hindi it is negative particle *na*. Through the distribution of these particles the study attempts to answer the following questions:

- 1) What type of modality do these particles mark?
- 2) Is there any similarity between them at the level of phono-syntactic interface when compared with their English interpretation?

For example,

In Bangla,

aapnii gayiite parben to?

You-hon sing-inf can MM

“You can sing, can’t you?”

In Hindi,

kyuN na ham kaphii piine caleN?

Why MM we coffee drink-ger go-subj-1p-pl

“Why don’t we go for a cup of coffee?”

In the above examples’ modality is expressed in all instances. However, the expressions differ in meaning. Furthermore, in each case the presence of these particles expands the modal characteristics of each construction. As in the Bangla example ‘ability’ is expressed through the verbal form *para* which maps onto English ‘can’ and *to* expands this ‘ability’ and maps onto English tag question. In the Hindi example ‘wish’ is expressed through the verb as well as the negative particle *na*. Therefore, the analysis will cross-linguistically explore functions of modal particles in the phono-syntactic interface.

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CONSTRAINTS AS A FILTER IN SLA PHONOLOGICAL ACQUISITION

This article attempts to argue that phonological constraints play a role as filters in the acquisition of the second and the third languages. The essential arguments are based on Taiwanese learners’ acquisition of English diphthongs. In Taiwan, most students’ mother tongue is TSM (Taiwanese Southern Min), while Mandarin, as the second language, is the official language. English is learned as a third language. For the diphthong construction of TSM, the constraint is DC (Dissimilatory Constraint), preventing vowels with the same back value form a diphthong, namely, *[α back][α back], e.g. **ie*, **ei*, **uo*, **ou*, but allowing *io* ([kio] ‘bridge’), *ui* ([gui] ‘expensive’), *iu* ([kiu] ‘ball’), *ue* ([kue] ‘pass’). However, Mandarin basically abides by the AC (Assimilatory Constraint), *[α back][-α back] in diphthong construction, and hence **io*, **iu*, **ui*, **ue*, but having *ie* ([pie] ‘other’), *ei* ([kei] ‘to give’), *uo* ([kuo] ‘to pass’), *ou* ([kou] ‘dog’). For the vowel co-occurrence, English is even more tolerable in that it allows both DC (*ie* [yes], *ei* [day], *ou* [boat], and *uo* [quality]) and AC (*iu* [you], *ui* [witty], *oi* [boy], *ue* [question]). For our purpose here, we are focused on the four diphthongs of English, namely, *ie*, *ei*, *uo*, *ou*, for they constitute by far the most difficult targets for English learners in Taiwan. In most cases,

the less sonorant glide, e.g. *boat* and *bought* read identically as [bot], *day* as [de]. Given that there are independent phonetic inventories /e/ and /o/ in both Mandarin and TSM, the failure of acquiring English diphthongs is attributed to the constraint, which filters out such constructions as *ie*, *ei*, *uo*, *ou*. Moreover, as is often the case with Taiwanese Mandarin, there is no great distinction between [tuo] ‘to tow away’ and [tou] ‘to steal’, both being identical as [to] in phonetics. which further indicates that filtering also occurs in L2. In a nutshell, it seems that the phonological constraint in the first language plays as a filter in the acquisition of L2 (Mandarin, in this case) and L3 (English).

Csaba Csides

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ABSOLUTE AND RELATIVE SILENCE IN ENGLISH

Empty categories have been around in linguistics for a long time already. In phonology empty nuclei or vocalic positions have been recognized in particular. Strict CV-phonology has attempted to push these observations to their logical conclusion by promoting a strictly alternating CV skeleton, and as a result, some of the vocalic positions must be designated as empty while others as contentful, i.e. ones that have phonetic substance. It is even more intriguing that among the empty vocalic positions we find statically empty positions that are never realised phonetically, and also alternating empty vocalic positions that are realised depending on the phonological environment. Moreover, contentful vocalic positions can also be of different types: some of them are always stressed (strong) while others are always unstressed (weak). To complicate the picture, we also encounter contentful vocalic positions that are sometimes strong, sometimes weak depending on a lot of factors. Furthermore, strong vocalic positions can host different degrees of stress, and therefore they can also belong to different subgroups.

The aim of the proposed presentation is to demonstrate that vowel-reduction and static/dynamic silence are but two different sides of the same coin, manifestations of relative and absolute silence in the phonological string. I will also attempt demonstrate that relative and absolute silence are regulated by the same relationship and that ultimately all contentful vocalic positions are incorporated into the metrical hierarchy, and all empty vocalic positions are incorporated into the phonological hierarchy.

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REALIZATION OF THE LOT VOWEL IN SERBIAN EFL SPEAKERS

Following small-scale studies on the selection of the English variety first-year students of English Department, Faculty of Philology, tend to speak (Čubrović & Bjelaković 2020; Čubrović & Bjelaković, forthcoming), we have carried out another survey that targets the LOT vowel. The survey also contained several questions that examined other pronunciation features (rhoticity, t-voicing, and the BATH vowel) that were used in the analysis as diagnostic features differentiating Standard British Standard (SBS) from General American (GA). Presented are the results of a forced choice questionnaire, which tested the pronunciation of this vowel in different contexts with different factors taken into account: number of syllables, frequency of the selected LOT words, and the influence of Serbian as L1. The two options offered for each question were ‘a-like’ and ‘o-like’ vowel, representing the GA and SBS values of the LOT vowel. The results show that the SBS group is consistent in their vowel choices, only occasionally opting for an a-like vowel in place of the SBS LOT vowel. The GA group does not show a high level of consistency as the SBS group, which leads us to believe that this group of informants speaks Amalgam English of sorts.

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DISCERNING /e/ AND /æ/: A CHALLENGING TASK OR NOT?

Disproportion between the Serbian and English vowel systems often causes problems in articulation of English vowels in adult EFL learners. Their inability to adequately recognize and pronounce numerous vowels that Serbian vowel system does not recognize is particularly obvious in cases of vowels of the mid and low vowel space area. A typical

example of this phenomenon is the case of /e/ and /æ/. This paper presents the findings of a study of the acoustic properties of the two vowels in senior Serbian EFL students. The study comprised both qualitative and quantitative characteristics of the vowels produced by 10 female and 5 male participants in a reading task. The acoustic measurements of the vowels included frequency values of the formants F1 and F2 and their length. The obtained results verify the claim that the distinction between the two vowels represents one of the most difficult tasks for Serbian EFL learners.

Elena Freydina

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APPROACHES TO TEACHING “SPEAKING STYLES” TO RUSSIAN STUDENTS OF ENGLISH

In professional training of EFL teachers there is a need for high-accuracy language learning, which includes expertise in using English intonation with regard to the “context of the situation”. Situational and social variation of intonation can be integrated into the course of phonetics for teacher trainees. The approach used at the Department of Foreign Languages of Moscow Pedagogical State University consists in introducing elements of various speaking styles and the basics of phonostylistic analysis within the framework of ‘phonostylistics’. Traditionally, the study of speaking styles includes the following steps: 1) analysis of contextual factors; 2) description of typical prosodic features; 3) interpretation of the relationship between situational characteristics and pervasive prosodic features in functional terms. Current research in speaking styles focuses on such contextual parameters as monologue/dialogue, scripted/unscripted, public/interpersonal, formal/informal, rehearsed/spontaneous speech, and is based on the following principles: the need for a comparative approach; the need for quantitative analysis; the need for representative samples of speech material. In pedagogical perspective these principles are applied in a simplified way. Teaching materials comprise samples of oral discourse belonging to different phonetic styles (informational, conversational, academic, declamatory, publicistic) and serving as representative samples of dialogues (small talk, interview, discussion) or monologues (from short jokes to public presentations). The students are taught to identify the contextual factors (the aim of discourse, participants’ relationships, degree of preparedness, etc) and trace the typical prosodic features (speech rate, pauses, intonation patterns, loudness). Together with practicing the oral presentation of sample texts the observations made in the course of phonostylistic analysis contribute to developing the students’ expertise in choosing the prosodic means appropriate in a particular situation. This approach is also aimed at developing vocal qualities professionally relevant for the teacher, rhetorical and sociocultural competence of the students.

Oleksandr Kapranov

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NORWEGIAN L1 EFL LEARNERS' PROBLEMS WITH THE /s/ - /z/ CONTRAST IN ENGLISH

This conference presentation will introduce and discuss a study on the problems with the /s/ - /z/ contrast experienced by intermediate learners of English as a Foreign Language (EFL) whose first language (L1) is Norwegian. Previous literature indicates that Norwegian L1 EFL learners and Norwegian bilingual speakers tend to experience substantial difficulties with the /s/ - /z/ contrast in their oral communication in English (Moen 1988). The aim of the present study is to investigate whether or not the difficulty associated with the /s/ and /z/ contrast would be a challenge to intermediate EFL learners. 20 Norwegian L1 intermediate EFL learners (further – participants) were recruited for the study at a regional university in Norway. The participants were asked to perform a range of tasks that involved the /s/ - /z/ contrast in English, e.g. 1) reading aloud; 2) spontaneous speaking; and 3) transcribing an English short text in the International Phonetic Alphabet (IPA). The results of the analysis of these tasks indicated that the participants indeed experienced difficulties with the pronunciation of /z/ in the reading and spontaneous speaking tasks (92% of all participants made no difference between the /s/ - /z/ contrast). In addition, the participants' transcriptions in IPA indicated that they were not able to transcribe those words that contained /z/. These findings and their linguo-didactic implications will be discussed at the conference.

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IDENTIFYING PHONETIC CORRELATES OF FOREIGN ACCENT IN THE SPEECH OF (AUSTRIAN) STUDENTS OF ENGLISH

It is well-known and researched that pronunciation, especially of non-native speech, is a remarkably salient feature. In fact, as listeners, we intuitively make judgements about our interlocutors' language background based on their (L2) pronunciation. Although listeners can easily identify non-native speech (Derwing & Munro 2009), the question remains what is it that actually makes L2 speakers sound foreign. In terms of segmental aspects, recent studies have found that consonants, in particular, are decisive for perceived foreign accentedness (Gao & Weinberger 2018). In this regard, the current study investigates the correlation between pronunciation errors and grades in seven students of English at an

Austrian University. The primary aim of the study is to identify segmental aspects that are judged as heavily foreign-accented by a trained SSBE English pronunciation teacher. The investigated students were enrolled in an English pronunciation class and recorded during their final exam. The recordings comprise read speech, i.e. a text passage which the students had practiced for the exam. The teacher listened to the live recordings; he completed a questionnaire indicating deviant pronunciation patterns, provided thorough oral feedback of the students' performance and announced the respective grade. These audio recordings are currently being analyzed acoustically using Praat (Boersma 2001). The tokens chosen for analysis were selected on the basis of consonants assumed problematic for Austrian-German speakers: VOT is measured for /p b t d/; voicing is measured in /s z ʃ ʒ/; and replacements are identified in /θ ð w v/. The results will be matched against the teacher's evaluation and awarded grade. The analysis will also focus on which additional factors may have an influence on the students' performance, e.g. their L1 background (two students were not Austrian), their proficiency in additional languages, and extended stays abroad. Follow-up studies will investigate their realization of particular vowels and intonation patterns.

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WORD-BASED TEACHING OF ENGLISH PRONUNCIATION AND DEVELOPMENT OF LEARNING MATERIALS

Typical coursebooks of the pronunciation of English, including my own (2005), take a bottom-up approach. They usually begin with the nature of vowels and consonants and then move on to the suprasegmental aspects including accent, intonation and phonological processes such as assimilation. The vowels and consonants are typically presented in minimal sets of words containing phonemes which are deemed more likely to be confused or mispronounced. Many of those words are chosen for the sake of making minimal sets and are not part of the vocabulary which the learners of English should put a high priority on. Moreover, the performances of the phonemes learned in minimal sets may not necessarily be generalized to all the instances of them because different words pose different difficulties in concatenating sounds. Partly as a result, learners' pronunciation may not improve as much as the instructors would like it to.

For a better pronunciation learning, one should pay more attention to individual words, especially those which appear frequently. According to Leech, Rayson and Wilson (2001), the sum frequency of the 1000 most frequent word-forms in the spoken part of the British National Corpus is about 850 thousand tokens per a million words. This should mean that if a learner has learned to pronounce the 1000 basic lexical items correctly, which a lot of learners fail to do, their pronunciation will be 90 percent correct, provided that word-to-word linking is appropriate and accent and intonation are befitting. This will be a reasonable goal in the learning of pronunciation.

I am now writing a coursebook embodying the above discussion. In this paper, I am going to talk about the structure and content of this project.

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VOWEL HARMONY AND THE ACQUISITION OF L2 PHONOLOGY: THE CASE OF HUNGARIAN LEARNERS OF ENGLISH

It has long been known that vowels exert co-articulatory influences on other vowels across intervening consonants. Although the nature of the intervening consonant may affect this co-articulatory process, as well as the language specific inventory of vowels, the distant vowel-to-vowel co-articulation is assumed to provide a natural phonetic basis for vowel harmony. Hungarian is a language which exhibits vowel harmony in the feature of backness. This is apparent in suffixes attached to the stem, which tend to agree in the backness feature with the vowel in the rightmost syllable of the stem. In this paper, we look into the effect of vowel harmony in second language phonological acquisition in learners whose native language exhibits phonological harmony (L1 – Hungarian) on the acquisition of a foreign language which does not have vowel harmony (L2 – English). We hypothesize that L1 phonology may affect the quality of the L2 neutral vowel *schwa* in the progressive direction, typical of the Hungarian vowel harmony, so that the *schwa* following a specific vowel will exhibit changes in the acoustic exponent of backness, i.e. the values of the F2. In order to test the hypothesis, we conducted a pilot study on 4 speakers of Hungarian living in Vojvodina, learners of English as L2. The speakers were recorded reading 66 phrases and sentences in total. Out of these, 25 were disyllabic and 28 trisyllabic words with stress on the penultima, where the syllable following the stressed one contained a *schwa*. All the words were placed within frame sentences and were randomly presented to the learners. The recordings were analyzed for the values of F1, F2 and F3 and the data were statistically analyzed. The results of the pilot study point to the effect of progressive co-articulatory effect with certain vowels.

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AUDACITY AND PRAAT AS PEDAGOGICAL TOOLS: ANALYSING FLUENCY AND PRONUNCIATION ACCURACY

Students of the English Phonetics and Phonology subject of the English Studies degree at Universitat de Lleida must submit an individual project in week 9 of the semester. This project is divided into two parts. For the first part, students are asked to generate an oral file of no more than three minutes in length and to carry out a fluency and accuracy analysis using Audacity and LibreOffice Calc. Students are provided with a description of the steps and rules they must follow to calculate the following measures: Mean syllables per run, Speech Time Ratio, Rate of Speech Time, repeated syllables per 100 syllables, false-starts and self-corrections per 100 syllables and pronunciation errors per 100 syllables.

The second part of the project, which is written in a LibreOffice Writer document, entails an introduction with a brief description of the above mentioned measures, followed by the analysis of phonological phenomena of their choice, which is done using Praat. On occasion, these phenomena entail L1-influenced pronunciation, as for example the non-aspiration of plosives ([pɪn] rather than [p^hɪn]), or the presence of a vowel before consonant 's' (/es'peɪn/ rather than /speɪn/). Other examples (unrelated to L1 influence) can be the presence of aspirated as well as flapped 't's within the same oral production. Students include screenshots of Praat images showing the spectrograms and formants of the selected excerpts to support their claims. They can also produce new oral examples that serve as contrasting evidence. They can, for instance, repeat the word pin, with aspirated 't' this time, and indicate how that is reflected in the spectrogram.

The goals set for this project are: (1) students gain knowledge and practice transcription; (2) students reflect on their own pronunciation and on the possibility of changing it, always bearing in mind that it will ultimately be their choice whether they do it or not.

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PROSODY AS A MARKER OF NATIONAL IDENTITY

It has been suggested by linguists that the use of English as an international language and teaching English pronunciation should be restricted to pure intelligibility. English as a lingua franca certainly facilitates the process of communication. However, language globalization does not reduce heterogeneity of national types of pronunciation. Despite the current tendency of accommodation and pronunciation, leveling prosody as an index

factor is considered to be one of the basic elements which affects communicative behavior of people from different cultures.

The paper highlights some results of the phonetic survey carried out in Moscow City Teacher Training University. They support the idea that national identity can be expressed through a complex of suprasegmental features.

Perceptive and acoustic analyses were held to compare and contrast the material presented by the native speakers of English, Russian and Chinese. The informants were of two types: news readers and reporters working for the news channel Russia Today and students of the English language. The comparative analysis of their performance was carried out with the aim to trace how and to what extent the speech of professional presenters and 'naïve' speakers of English may be affected by their native language interference.

Results of the study prove that no matter what level of competence the speaker has, some situational characteristics which include a set of prosodic means (tone, pitch, tempo, melody, pausing) reveal one's national identity.

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EFFECTS OF F0 ACOUSTIC PARAMETERS ON THE PERCEPTION OF SERBIAN LEXICAL PITCH ACCENTS

Previous research has revealed that the main acoustic parameters used to contrast pitch accent categories are F0 alignment, height, and onglide (Grice et al. 2017). While most studies (see D'Imperio 2011 for review) have addressed the effects of F0 acoustic parameters on the perception of post-lexical pitch accents, there have been no studies dealing with the effects of these acoustic parameters on the perception of lexical pitch accents. This study aimed to fill this gap by investigating and discussing the effects of F0 alignment and F0 height, two robust acoustic parameters (per Grice et al. 2017) which affect the perception of lexical pitch accents.

The present study explored whether listeners of English, Chinese, and Persian (whose word-prosodic systems differed (Hyman 2009)) could contrast Serbian lexical pitch accents by relying on F0 alignment and F0 height. To that end, participants carried out an AX discrimination task in PsychoPy (Pierce et al. 2019) on spoken sentences recorded by two Serbian speakers. Data were analyzed by using the models of the Generalized Estimating Equation (GEE) (Liang & Zeger 1986) in RStudio (RStudioTeam 2015).

Results revealed that English and Chinese participants performed significantly better on the task than Persian listeners. This finding was attributed to the fact that English and Chinese listeners could rely on the F0 alignment and F0 height as these acoustic parameters were crucial for the discrimination of English pitch accents and Chinese tones. F0 alignment and

height were thus instrumental for making necessary contrasts between lexical pitch accent categories. Since duration was quite a robust acoustic cue of stress and pitch accents in Persian (Sadeghi 2011), it was hypothesized that Persian listeners centered their perception on duration rather than the given F0 parameters.

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TEMPORAL PROPERTIES OF SERBIAN EFL STUDENTS' READ SPEECH: SPEECH RATE, PAUSES, AND (DIS)FLUENCY

The concept of fluency has evolved from the traditional “smooth, rapid, effortless use of language” (Crystal 1987: 421) to a broader view of fluency not as “flawless fluidity” (Crible 2018: 2) but rather as an automatic, skilful, and efficient use of various communicative devices. Even thus broadened, the notion of fluency has always recognized temporal organization of speech as an important component, at least in Lennon’s (1990) “narrow” sense, or Segalowitz’ “utterance fluency” (2010). This paper focuses on the temporal properties of Serbian EFL students’ read speech. The corpus-based study aimed to explore the temporal features of speech produced in read-aloud tasks by 19 EFL students (CEFR B2+ level), and observe them against the background of speech timing in L1 Serbian and L1 English produced by 8 speakers of comparable age and education. Each speaker’s temporal properties were explored in relation to the speaker’s rating for fluency provided by 75 listeners – Serbian EFL students with no training in English phonetics. The acoustic analysis included the properties of: speaking rate, articulation rate, the number, duration, and distribution of silent and filled pauses, as well as other disfluency elements (repetition, false start, truncation, prolongation). The derived measures included the mean length of run, phonation/ time ratio, pause and disfluency/ time ratio, and the frequency of pauses and disfluencies (per 100 syllables and per minute). The qualitative information included the position of pauses and disfluencies in structural units (intonation unit, utterance, text), as well as the disfluency type. The results indicated that most temporal properties, especially in L2, were subject to wide individual variation. Still, the pause ratio, and particularly the distribution and duration of pauses seemed to be closely related to fluency. Moreover, some disfluencies seemed to have a positive rather than negative effect on the listeners’ perception of fluency.

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THE INTERFACE BETWEEN TRANSLATION AND INTONATION, OR IN QUEST OF THE UNIT OF TRANSLATION

Translation is a linguistic transformation process of a speech product produced in one language into another language. Even read silently, the product is associated with the intonation patterns occurring in its spoken medium. Intonation, in its turn, operates across all levels of language, displaying its Janus-like behavior all the time: the signifier operates on the concrete level but the signified, due to the asymmetric dualism of the linguistic sign, functions on a ‘Chinese box structure’ logic up to the level of discourse, and the process can be accounted for in terms of fluctuation. If translation can be viewed as a facultative offshoot that can run parallel to any language process, intonation, being part of the content level of the utterance, can be expected to form a central part of a “unit of translational equivalence” of a source language unit that corresponds to an equivalent in the text of the translation. The paper addresses the relevance of the issue of intonation-translational equivalence, its optimization on different linguistic levels and in terms of its functioning with reference to tonality, tonicity and tone in three languages: Bulgarian, English and Russian. The database is a short story, *I’m Not One of Those...*, by Choudomir (1890-1967), a twentieth century Bulgarian short story writer, and its translation variants in English (1) and Russian (2). The paper argues that in the definition of the minimal unit of translation priority should be given to semantics and establishes the notion of *syntagma* in Ščerba’s sense of the term as the minimal syntactic unit which, in the speech process, is an exponent of a meaningful entity and, from a phonetic point of view, it is characterized by a specific intonation pattern. The typological conclusions related to the three languages are made in the framework of Content Typology.

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THE ATTITUDES TO ENGLISH PRONUNCIATION AMONG ADVANCED ENGLISH SPEAKERS IN THE SPANISH UNIVERSITY

The aim of the paper is the presentation of the results of a quantitative analysis of Spanish university students’ attitudes towards the pronunciation of English as an International Language or English as a Lingua Franca (Jenkins 2000; Walker 2010; Seidlhofer 2011). For that purpose, a questionnaire consisting of 22 Likert-type items was designed. A 30-item sociodemographic questionnaire was also devised with the aim of providing information about the participants’ social and educational background. Both questionnaires were

validated by two external experts and administered to university students (n=111) enrolled on bilingual and non-bilingual degrees. The vast majority of those in the sample who reported their level situated themselves at CEFR B2-C2. Taking the *L2 Motivation Self System* (Dörnyei 2009) as a point of departure, the attitudinal scores were grouped around the following attitudinal variables: pronunciation self (cf. Markus & Nurius 1986; Jenkins 2007; Moyer 2007), pronunciation importance (cf. Edo Marzá 2014), communicative confidence (cf. Saito et al. 2018; Sardegna, Lee and Kusey 2018), international posture (cf. Yashima 2002, 2009) and pronunciation self-rating (cf. Moyer 2007). Descriptive and inferential statistics were performed using IBM SPSS. Due to data abnormality, non-parametric Mann-Whitney *U* and Kruskal-Wallis tests were conducted.

The findings of inferential statistics revealed differences in attitudes between both genders in terms of pronunciation importance and negative self-rating: women found good pronunciation more important than men while men were more likely to rate their pronunciation negatively. Moreover, students enrolled on bilingual degrees reported to be more confident when communicating in English and assessed their pronunciation more positively in addition to scoring differently on the items related to international posture. Proficiency level was also found to be a relevant factor in the attitudinal profile of the Spanish university student as it affected pronunciation self-rating and communicative confidence but not the perceived importance of pronunciation.

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TIME FREQUENCY FUNCTION: A SYSTEM FOR TRANSCRIBING PROSODY FEATURES

When considering how the frequency changes in a given time domain, we often judge by looking at, or calculating, the frequency change but there are times that utterances are being prolonged, mostly duration and tone both have a pragmatic effect i.e. intonation and duration both are important features. Most of the systems do not consider duration or time as an independent variable. With that being said, the pitch change in producing the utterance does have a pragmatic effect and the duration of the change is important as well. Thus, it is worthwhile to consider duration and frequency change in transcribing prosody. This paper introduces a very minimal and yet effective system for transcribing prosodic features that are language independent. This transcription system is easy to acquire since it follows the existing methods such as ToBI, and yet it includes phonetic features such as duration of the tone changes and the amplitude change in the specific duration.

The aim of this system and the whole transcription is to provide a hybrid model of prosodic transcription which is suitable for both computational processing and human transcription. Using this system, we can automate the transcription of prosodic features and at the same time gain more insight on the features.

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PROSODY AS CONTEXTUALIZATION CUE OF CONFLICT

Almost no study of discourse prosody nowadays is limited to the study of phrasal prosody and patterns, but what they all share is the interest in the text prosody and the spoken discourse itself. It is common to recent studies of discourse prosody to combine views of prosody and discourse of equal sophistication. Thus, the main focus of the present study is on the analysis of prosodic structures and meanings extending beyond the sentence. In this respect we are

to consider the contextual factors shaping the choice of the speaker and regard prosody as a contextualization cue. Such contextualization correlates with stylization, i.e. situation-driven choice of verbal means which convey the actual meaning of what is being said.

It has been established that real communication is far from the ideal picture – “meeting of similar contextualization universes” (Blommaert 2005: 45) when speakers control the context equally, strive for rapport and sharedness. It is a conflict rather than a friendly encounter.

In this paper we try to identify which prosodic features reveal conflict intentions and/or signal the stages of conflict. The results add to the growing body of evidence of prosody’s role in contextualization in general, and communicative competence development in particular.

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BARcode, barCODE or BARCODE?

BULGARIAN SPEAKERS AND THEIR PRODUCTION OF STRESS

The aim of this paper is to investigate the production of stress in 2-, 3- and 4-syllable English N+N constructions and their equivalent borrowings in Bulgarian by two groups of speakers. The first group consists of 20 Bulgarian learners of English, who are first-year university students in English and American Studies at Sofia University “St. Kliment Ohridski”. The second group consists of 20 Bulgarian speakers with no knowledge of English. I determine whether it is problematic for Bulgarian learners of English to produce English stress correctly and explore whether the knowledge of the English language of the first group of respondents influences their production of stress in the respective borrowings in Bulgarian. Then I compare those results to the productions of the speakers from the second group, who are only tested on the production of borrowings. The experiment consists of two tests – first a production, and then a perception test (a judgement task), with five trained phoneticians taking part in the second test.

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METHODOLOGICAL DILEMMA: DEVELOPING PHONOLOGICAL COMPETENCE OR FOSTERING PRONUNCIATION CULTURE?

Teaching pronunciation in secondary state schools has traditionally been associated with young learners, whereas at later stages of foreign language instruction, improving pronunciation has been considered somewhat less important than vocabulary expansion or grammar consolidation. Recently, however, various aspects of practical phonetics have been given intense attention in high schools in Russia due to an eminent status of English

as a subject included into the system of final assessment for school leavers. The oral part of the Unified State Exam in EFL makes it compulsory for students to demonstrate a certain level of proficiency in reading aloud and speaking, i.e. responding to and asking questions, presenting monologues in the form of describing a picture and providing a comparison of two events. This report aims to reveal a number of general problem areas regarding articulatory accuracy and speech comprehensibility in ELT, as well as to critically analyze ways of teaching different aspects of phonological competence in English to secondary school Russian speakers from the point of new methodological approaches. Though phonemic mistakes still remain most serious, as they affect the change in the meaning of what is being said, and may impede comprehension seriously, the main focus is given to the methodology of developing and fostering suprasegmental sensitivity in learners. This approach intends to provide students with a better repertoire of phonological means for dealing with their choice of melodic contours and tonality in L2 communication, as well as to minimize L1 degree of prosodic interference, appropriate use of rhythmical patterns, sense group division and pauses. Special emphasis is given to a review of modern, integrated ways of pronunciation evaluation at further stages of EFL acquisition at a university level.

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FEEDBACK IN PRONUNCIATION INSTRUCTION: ANXIETY THROUGH THE LENS OF LEARNERS AND TEACHERS

Much has been written on benefits and disadvantages of the explicit grammar instruction and error correction in foreign or second language teaching. Specialists distinguish “between *error correction* or *feedback* in the language classroom on grounds that the latter is a much broader concept than the former, and in fact encompasses it” (Pawlak 2014: 6). Hattie (2009) has shown that feedback is thought to be one of the most important factors in learners’ development and Baker & Burri (2016) confirm that by giving feedback on important target features teachers can help students produce more comprehensible speech. This paper will present attitudes of elementary school students while receiving feedback during pronunciation instruction from the psychological standpoint i.e. their anxiety levels (Pae 2017). The aim of the paper was to investigate how learners feel when they are given feedback, and teachers’ observations about their learners’ anxiety levels while they receive feedback. For the purpose of the research two sets of surveys consisting of learner and teacher questionnaires were developed (adapted and based on Henderson et al. (2015) and Pae (2017), and part of a larger study). Likert scale (1 = I strongly disagree; 5 = I strongly agree) items were used to obtain quantitative data. The participants were 152 Croatian students and 31 elementary school teachers. The results show that students are extremely positive towards teachers’ feedback ($M= 4.60$, $SD=7.79$) and do not feel ashamed ($M=$

2.91, $SD=7.96$) when corrected by the teacher. Teachers' observations confirm ($M= 2.42$, $SD=1.25$) the learners' attitudes, which could lead to a conclusion that students expect to be corrected, and that teachers are using positive corrective feedback. Hopefully, learners' positive attitude towards feedback will lead to their achieving clearer and more intelligible pronunciation.

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INTONATION OF HEDGING DISCOURSE MARKERS IN POLITICAL DISCOURSE

The aim of this research is to explore the different varieties of hedges (Lakoff 1972, 2001; Frazer 1999; Bergman 2003) in various types of political discourse. The fragments of television debates between American politicians were subjected to linguistic analysis, discourse analysis, and intonation analysis. The methods chosen for this research were field study, descriptive-inductive mode, critical discourse analysis, auditory and acoustic analysis. The research demonstrated high frequency of hedges in political speeches and their important functional role. Politicians give preference to various hedging devices: grammatical, lexical, semantic, and intonational. The discourse markers are classified in the present analysis of TV debates into several types: contrastive, informational, implicative, elaborative, masking, etc. The distribution of DM in the chosen type of political discourse and the specific character of their functioning are determined by several linguistic and extra-linguistic factors.

The concrete types of hedging devices are analysed with reference to the intonation character of the political speeches in television debates. The intonation patterns of DM are

often determined by their syntactic position in an utterance. The components of intonation employed by the speakers in oral discourse for marking the hedging devices include various melodic and accentual patterns, specific distribution of pauses, use of hesitation pauses, temporal variations of speech, different degrees of loudness, etc. They are often made non-prominent in the initial position of an utterance. In the middle of an utterance they do not always form a separate sense-group. In the final position, as a rule, such discourse markers form the unstressed or half-stressed accentual patterns attached to the previous sense-group.

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AN APPARENT-TIME STUDY OF /T/-GLOTTALIZATION IN THE BRITISH ROYAL FAMILY

Glottalization is a regular feature of General British (Cruttenden's (2014) term for RP), and not particularly new (contrary to popular belief; cf. Collins and Mees (1996)). However, the details of the rise of glottalization, and its current patterns, are understudied for the topmost socio-economic classes. A change from below, /t/-glottalization can be expected to have increased during the last half-century (cf. Fabricius 2002).

This study follows loosely in the footsteps of Harrington et al. (2000), in two respects. Firstly, it investigates two members of the Royal Family. Secondly, it uses recorded public speech. One aim is to verify whether glottalization has increased among the Royals, in an apparent-time design. The second is to study the patterns of glottalization.

Televised interviews with Charles, Prince of Wales, and William, Duke of Cambridge, were located online, and approximately 30 minutes of sound per informant was harvested. The recordings were transcribed, and force-aligned using the BAS service (Kisler et al. 2017). Glottalization contexts valid for General British were located, yielding 580 environments for Prince Charles, and 624 for Prince William.

Each token was assessed impressionistically; doubtful cases were inspected in Praat for symptoms of glottalization. Each token was coded as glottalized, non-glottalized or uncertain.

There was a clear difference between the two informants both in overall glottalization levels, and in the environments. For Charles, the overall rate was 17%, and /t/-glottalization was most likely before plosives. For William, the overall rate was 63%, with plosives, fricatives and /l/ as the leading triggers, roughly in line with e.g. Fabricius (2002).

It seems that /t/-glottalization is in the final stages of the S-curve, having reached the topmost social strata within William's generation. A clear pedagogical implication is that glottalization needs a firmer presence in EFL teaching.

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