

# PAC 2021

Colloque  
international  
(online)

## SPOKEN ENGLISH VARIETIES:

REDEFINING AND REPRESENTING REALITIES,  
COMMUNITIES AND NORMS

Université Toulouse - Jean Jaurès

Maison de la Recherche

September 1<sup>st</sup>-3<sup>rd</sup> 2021

CLLE - Cognition, Langues, Langage, Ergonomie (CNRS  
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Département des Etudes du Monde Anglophone

UFR Langues, Littératures, Civilisations Étrangères

Commission de la Recherche

Centre de Promotion de la Recherche Scientifique (CPRS)

University of Toulouse Jean-Jaurès, France

and

Laboratoire Parole et Langage, University of Aix-Marseille

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# ABSTRACTS

# **BOOK OF ABSTRACTS**

## General Information

**PAC 2021 blog** <https://blogs.univ-tlse2.fr/pac2021/>

**PAC 2021 registration and reviewing process** <https://pac2021.sciencesconf.org>

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# Programme

The 15<sup>th</sup> edition of the PAC international conference (*Phonology of Contemporary English: usages, varieties, structure*) is structured around three days of plenary sessions, thematic workshops as well as a poster session.

The 2021 edition is organised as an ONLINE International conference - September 1-3 2021

## PAC 2021 Plenary Speakers

Karen P. CORRIGAN, Newcastle University, UK  
Jacques DURAND, University of Toulouse Jean Jaurès, France  
Manuel JOBERT, University of Lyon 3, France  
Chantal LYCHE, University of Oslo, Norway  
Jose A. MOMPEAN, University of Murcia, Spain

## Wednesday September 1st

13H45-14h00 **Opening of the PAC 2021 Conference**

14h00-15h00 Plenary - **Manuel Jobert**, University of Lyon 3, France  
*A phonostylistic approach to dialect encoding*

### **Session 1 English Accent Variation: Perceptions and Representations**

Chair: Cécile Viollain, University of Paris Nanterre, France

15h00-15h30 **Catherine Chauvin**, University of Lorraine, France  
*Accent Representations in Comedy: the Example of the “Essex Accent” Routine by Russell Kane*

15h30-16h00 **Laura Goudet**, University of Rouen, France  
*Phonology as an Assessment of Dialectal Dictionaries*

16h00-16h30 Coffee Break

16h30-17h00 **Julie Dallings**, University of Western Ontario, Canada  
*Ontarians’ Perceptions of Language Variation: Canadian English and Hockey English*

17h00-17h30 **Christophe Coupé**, University of Lyon 3, France  
*Perception, Variation and Representation in Contemporary Dublin English: Investigating Pleasantness and Correctness Results based on an Online Perceptual Survey*

17h30-18h00 **Olivier Glain**, University of Saint-Étienne, France  
*Cajun English: Representations and Performance*

## Thursday September 2nd

09h00-10h00 Plenary - **Jose Mompean**, University of Murcia, Spain  
*Cognitive Phonology: A Toolkit for Theory and Practice*

### **Session 2 Theories Put to the Empirical Test**

Chair: Sylvain Navarro, University of Paris, France

10h00-10h30 **Coline Caillol & Emmanuel Ferragne**, University of Paris, France  
*Me[t]al or Me[r]al? The Role of Duration and Lexical Frequency on /t/ Flapping in the Singing Voice*

10h30-11h00 **Sarah Grech & Alexandra Vella**, University of Malta, Malta  
*Capitalising on Available Resources and Tools in Work on Lesser-Known Varieties of English: Maltese English*

11h00-11h30 Coffee Break

11h30-12h00 **Filip Miletic**, University of Toulouse Jean Jaurès, France  
*Bridging across Datasets and Disciplines: The Contribution of Corpus Phonology to the Study of Lexical Semantic Variation*

12h00-12h30 **Hannah King, Ioana Chitoran & Emmanuel Ferragne**, University of Paris, France

*Difficult to Hear but Easy to See: Accounting for the Evolution of an /r/ Specific Lip Posture in Anglo-English*

12h30-14h00 Lunch break

14h00-15h00 Plenary - **Karen Corrigan**, Newcastle University, UK  
*Hitt(ING) an Armagh Target: Newcomers Acquiring a Vernacular Universal*

### **Session 3 Identities, Language Contact and Innovations in Native Varieties of English**

Chair : **Hugo Chatellier**, University of Paris Nanterre, France

15h00-15h30 **David Hornsby**, University of Kent, UK

*'Plastic Northerners'? Evidence for Koineization in an East Kent Village*

15h30-16h00 **Jing Yan, Peggy Mok & Grace Wenling Cao**, The Chinese University of Hong Kong, Hong Kong

*An Analysis of Palatalization in Trinidadian English Creole*

16h00-16h30 Coffee Break

16h30-17h00 **Florent Chevalier**, University of Tours, France, and Glasgow, Scotland  
*Inter-Speaker Variation in Sociolinguistic Interviews: a Case Study of Dialects in Contact*

17h00-17h30 **Marc-Philippe Brunet**, University of Toulouse Jean Jaurès, France

*"We Have our Own Idea of Vowels in the South": Indexicality and Stylistic Variation in Middle Tennessee*

## **Friday September 3rd**

### **Session 4 Suprasegmental Phonology: Variation in the English-speaking World**

Chair : Sophie Herment, University of Aix-Marseille, France

09h00-09h30 **Janne Lorenzen & Baris Kabak**, University of Köln & University of Würzburg, Germany

*Forestressing in African American English: Social and Structural Factors*

09h30-10h00 **Marjolaine Martin & Anne Przewozny-Desriaux**, University of Tours and Toulouse Jean Jaurès, France

*Lexical Stress in Standard Aboriginal English: A Comparative Corpus-Based Account of Dictionary and Spoken Data*

10h00-10h30 **Eiji Yamada, Sachio Hirokawa & Chao Zeng**, Fukuoka University, Advanced Institute of Industrial Technology, Fukuoka Institute of Technology, Japan

*Assessment of a Subsidiary Stress Rule for English Words Based on a Linguistic Corpus*

10h30-11h00 Coffee Break

11h00-11h30 **Véronique Lacoste, Jeff Tennant & Damaris Holmes**, University of Lyon 2 & Western University, Canada

*Application of Rhythm Metrics to Toronto Haitian English*

11h30-12h00 **Julia Bongiorno**, University of Aix-Marseille, France

*PAC Dublin: An Inventory of the Intonation System in the South of Dublin*

12h00-12h30 **Alexandra Vella**, University of Malta, Malta

*The “Sing-Song” Intonation of Maltese English: The Contribution of Early Highs and Final (Continuation) Rises*

12h30-14h00 Lunch Break

14h00-15h00 Plenary - **Chantal Lyche & Jacques Durand**, University of Oslo and Toulouse Jean Jaurès, France

*Paul Passy and the Teaching of English in Late Nineteenth Century France*

### **Session 5 Learner Speech Phenomena: Methods, Challenges and Norms**

Chair: Gabor Turcsan, University of Aix-Marseille, France

#### **15h00-16h00 Poster Session**

**Poster 1 - Airelle Théveniaut & Sophie Herment**, University of Aix-Marseille, France

*Falling Tones in Galway English: a Typical Irish Contour?*

**Poster 2 - Aicha Rahal**, University of Aix-Marseille, France

*IPCE-IPAC Tunisia: a Representation of the Reality of Spoken English*

**Poster 3 - Siham Ezzahid & Paolo Mairano**, University of Lille, France

*Perceiving Masked Faces: Experimental Evidence from English*

**Poster 4 - Mlada Kimto**, University of Paris-Est Créteil, France

*Perception and Distinction of American and British Accents by French Students Learning English (L2)*

**Poster 5 - Umaima Kamran**, Quaid-i-Azam University, Pakistan

*Spectrographic Analysis of Word Structures and Lexical Stress Correlates in Pakistani English*

**Poster 6 - Quentin Dabouis, Sylvain Navarro & Olivier Glain**, University of Clermont-Auvergne, University of Paris and University of Saint-Etienne, France

*Towards a Reassessment of the Gemination of [r] in British and American English?*

16h00-16h30 **Paolo Mairano, Caroline Bouzon**, University of Lille, France

*Implementing an L2 English Perception Module for IPCE-IPAC*

16h30-17h00 **Évelyne Cauvin**, University of Paris, France

*The “Pianist”—a Learner Profile Challenging the Prosodic Standards of the CEFR*

17h00-17h30 **Leonardo Contreras Roa**, University of Rennes 2, France

*Unstressed Vowels in Learner Speech: Exploring the IPCE-IPAC Data*

17h30 **Closing remarks**

# **ABSTRACTS**

## **Plenary talks**

*A phonostylistic approach to dialect encoding*

**Manuel Jobert**

University of Lyon 3, France

In this presentation, I start with the assumption that, when dealing with literary dialect, the traditional opposition between what Toolan (1992) calls the “realist viewpoint” and the “symbolist viewpoint” can be resolved by a phonostylistic approach encompassing both linguistic and literary perspectives. I’ll first focus on the practical aspects of dialect encoding and decoding before presenting the major processes of encoding available to writers, taking S. Maugham’s cockney as case-study. The final step of my presentation will be devoted to what Ferguson (1998) dubbed “ficto-linguistics” and will focus on readerly response to dialect encoding. This will lead us to discuss Stockwell’s latest take on literary dialect as social deixis (Stockwell, 2020).

## *Cognitive Phonology: A Toolkit for Theory and Practice*

**Jose Mompean**

University of Murcia, Spain

The talk aims to discuss some of the overall features of cognitive linguistics and the study of phonology within this framework, cognitive phonology, to enlarge the theoretical and practical toolkit of phonologists for their research.

After a brief reflection on the diversity of theoretical proposals in the field of phonology, the main tenets of cognitive linguistics/phonology are detailed, which relate to the importance of language use as a shaping force of grammar, of language users and their contexts/environments, and of general cognitive and bodily affordances. It is then claimed that this approach should not be seen as an isolated proposal or as a late post-generative approach, but rather as an expression of emergentism, arguably the mainstream general framework in linguistic research at present. Emergentism holds the view that language is neither a self-sustained, unchanging, and structured system of contrasts (the Saussurean view) nor a domain-specific cognitive module (the Chomskyan view), but rather as a complex, emergent, and adaptive system derived from language use in context, as well as constantly and dynamically reshaping itself based on that language use.

The main tenets of cognitive linguistics are further discussed, with a focus on phonology and a special emphasis on general cognitive affordances such as general learning mechanisms, memory affordances, and cognitive processes such as analogy, chunking, or abstraction (schematization), among others.

Abstraction is further discussed in more detail as a process prominently used in deriving linguistic knowledge from language use, often considered to be made up of rich form-meaning pairings referred to as constructions, which form dense networks. Language users, in turn, use these constructions and networks as the conceptual base on which phonological abstractions are abstracted alongside stored exemplars. Crucially, too, constructions are not isolated from the rest of the linguistic and conceptual knowledge that language users have, so some of the aspects of constructions can be diagnostic, for example, of knowledge structures such as stereotypes, cultural models, or general knowledge.

The talk finishes by providing some reasons why cognitive linguistics/phonology and emergentism more generally, can be useful for contemporary phonologists. Apart from the methodological implication that language should be studied in its context of use by real language users, the cognitive framework makes it unnecessary to make a strict division between language and the rest of cognition or between linguistic levels. Moreover, it has a wider view on form and meaning/function, it considers that there is a more fluid relationship between linguistic knowledge and language use, and it considers language (or 'grammar') to be a dynamic phenomenon rather than a static one. It is argued that phonologists working on discourse, L1 and L2 phonology acquisition, sound change, or sociophonology, among other fields, may benefit from some of the insights of the emergentist cognitive framework.

## *Hitt(ING) an Armagh Target: Newcomers Acquiring a Vernacular Universal*

**Karen Corrigan**

Newcastle University, UK

2015 will be remembered as the year in which over one million people migrated to Europe, representing a four-fold increase in the number of immigrants or ‘newcomers’ as they are termed in Northern Ireland (NI) since the previous year. As a result, the region has experienced significant demographic and societal changes resulting not just from these unprecedented globalising migratory trends but also from the dividends of the 1990s Peace Process. This presentation explores the findings from the first project to investigate the sociolinguistics of globalization and migration in NI from both synchronic and diachronic perspectives (Collins et al. 2009; Blommaert 2010; Slembrouck 2011). The approach thus mirrors that of (Hymes 1974: 77) since it is one that explores “linguistic phenomena from within the social, cultural, political and historical context of which they are part.”

The 2011 Census, as well as Caldwell et al. (2012), Corrigan (2020) and McDermott (2012), demonstrate that the population of twenty-first century NI has been altered dramatically through immigration. Those newcomers who have competence in English use varieties that bear traces of their ethnic minority heritages and also feature innovations generally associated with contact settings (Cheshire *et al.* 2011; Clyne 2003; Cornips 2000; Corrigan 2020; Thomason 2009; Thomason and Kaufman 1988). Simultaneously, their speech incorporates recently acquired features of Northern Irish English dialects and they often declare themselves to “sound Irish, like”. These are characterised by two different types of linguistic resource, i.e. local and translocal. The use of vowel epenthesis in clusters of two sonorants in (1) below is an excellent example of the idiosyncratic localised type. Variability in the pronunciation of (ING) in (2a/b) is instead a prime candidate for the translocal category. Indeed, Kortmann and Szendrői (2004, 2009) as well as Chambers (2004: 129) describe this phenomenon as a ‘vernacular universal’ since it is found extensively across dialectal Englishes globally.

(1) *I saw a great [fɪlɪm] yesterday* (Corrigan 2010: 40)

(2a) *Don't think anything's [ɪŋ] hard* (Corrigan 2020: 210)

(2b) *them two are always fighting [ɪn]* (Corrigan 2020: 210)

Research on the acquisition of local and translocal variants by young migrants in England and Scotland (Verma et al. 1992; Schlee et al. 2011; Drummond 2012) shows that the speech of ethnic minorities patterns differently to that of their locally born peers. This variation depends on factors like the degree to which individuals identify with the indigenous or exogenous community values to which they are exposed. Research on this topic has also forged ahead in the Republic of Ireland, as Migge (2012), Nestor et al. (2012) and, more recently, Diskin (2016) and Kobińska (2016) demonstrate. However, apart from Corrigan (2020) as well as Corrigan and Diskin (2020), the extent to which the speech of newcomers to Northern Ireland exhibit ‘transformation under transfer’ (Meyerhoff 2009) remains to be fully explored. This presentation therefore hones in on the historical origins of (ING) variability in English and whether teenage newcomers in Armagh hit the same local targets with respect to this variable as their local peers do.

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## *Paul Passy and the Teaching of English in the Late Nineteenth Century France*

**Chantal Lyche\* & Jacques Durand\*\***

\*University of Oslo, Norway \*\* University of Toulouse Jean-Jaurès, France

Paul Passy (1859-1940) is well-known for his role in the setting up of the International Phonetic Association and its phonetic alphabet as well as for his description of French, through *Les sons du français* (first edition 1887) and a wide range of other publications (Galazzi 2002, Durand & Lyche 2019, 2020, in press a, b). Less well-known is his influential role in advocating both a phonetic and a ‘direct’ approach to the teaching of English in France in the late 19<sup>th</sup> century. After a brief examination of the situation concerning the teaching of foreign languages in France in the last decades of the nineteenth century, we examine Passy’s two pronged attack on the question of teaching foreign languages in a school environment. First, a recourse to only phonetic transcriptions in preference to standard orthography was advocated at the *ab initio* stage. This was defended in 1882 in two textbooks by Passy that appeared simultaneously and where the phonetic transcription is based on a system devised by Isaac Pitman: *Premiers éléments de langue anglaise, grammaire, thèmes, versions à l’usage de la classe préparatoire et de la classe de huitième*, and *L’Anglais parlé, ou Méthode pratique pour apprendre à parler, à comprendre et à lire en anglais sans maître*. Second, Passy also outlined his own brand of the ‘Direct Method’ in *De la méthode directe dans l’enseignement des langues vivantes* which obtained the second prize in the 1898 concours of the ‘Société pour la propagation des langues étrangères en France’. Passy’s advocacy of ‘only phonetic symbols for initial learners’ failed to secure the support of many contemporaries engaged in the same battle (in particular the grand old man of English linguistics in Western Europe, the Norwegian Johan Storm – see Linn 2004), and it was proposed at a time when the IPA approach was far from settled (with many reservations from a range of famous linguists). But his version of the direct method, in fact, did not rest on the use of phonetic symbols as a necessary basis and has suffered from gross caricatures ever since it was launched (including often quoted surveys like Germain 1993). Our aim is to show that there were valuable insights in Passy’s recommendations and that the Direct Method was never conceived as the be-all-and-end-all of the learning of foreign languages. A proper historical perspective on the work of Passy and his contemporaries suggests that, given the theoretical and descriptive tools at their disposal in the late nineteenth century and the more general sociopedagogical context, there was much of lasting value in the goals they were setting for the teaching of foreign languages.

# **ABSTRACTS**

## **Oral Sessions**

## **Session 1**

# **English Accent Variation: Perceptions and Representations**

***Accent Representations in Comedy: The Example of the “Essex Accent” Routine  
by Russell Kane***

**Catherine Chauvin,**  
University of Lorraine, France

The presentation proposes to discuss the issue of accent representation through the prism of comedy. The excerpt we will focus upon is the following one: <https://www.youtube.com/watch?v=8jCTcCaPL34>, the following video: <https://www.youtube.com/watch?v=TbUSLOWbK4A> serving as a secondary source, as it clarifies some of the references and so completes the first excerpt. The videos are by Russell Kane, a U.K.-based comedian born in 1975. The 1<sup>st</sup> video is an excerpt of a comedic routine dealing with the “Essex accent”. The second video is a post on YouTube entitled “the Essex accent explained”: it is presented by the comedian as a type of short lecture, but the intention is clearly also comedic as the exaggerated facial expressions, in particular, make clear.

Comedy provides one with a very interesting, albeit tricky, standpoint to study the “interplay of social, psychological and cultural factors in [...] variation”. A number of (interdisciplinary) different parameters come into play: the sociophonetic reality and/or linguistic descriptions of that reality; the study of language representations and attitudes (e.g., Niedzielski et Preston 2003, Garrett 2010), but also of their use in comedy (which *may* involve stereotyping, exaggeration..., and/or at least suppose shared knowledge that can be used humorously). In this video, the accent is imitated and compared to other accents; some features are made to be present in the imitation itself, and comments are also provided (“vowels are *crushed...*”; such adjectives are used as “*flat voice*”, “*broad limp... accent*”). Reflections on the accent are combined with a series of remarks on places (Essex, Kent, London, Surrey), class (working class vs “pheasants”), and even social mobility (the so-called “horn” voice). The comedian both identifies as a local speaker and an outsider, and the social, class- (money-)related dimensions are particularly insisted upon: changing accents is likened to a form of social climbing that is both inevitable (the comedian “catches himself” doing it at the start) and frowned upon (direct address to the social climber at the end of the passage). The relation to the norm is therefore present (“*posh*” is at one point assimilated to “*properly*”), the whole routine finally revolving around issues of linguistic insecurity.

The video is relatively short (1’45), but the detailed phonostylistic analysis will take into account the characterization of the “accent” and the paratext, including the multimodal dimension (face, types of moves on stage, specifically in relation to evaluation of the varieties), and the comedic function of the routine. The analysis will therefore be of one example, but which will be taken to provide a form of access to issues of perception, self-perception(s) and attitudes, including in terms of communities, and, through the underlying topic of the norm, to relationship to traditional standard varieties.

**References:**

NIEDZIELSKI N., PRESTON D., 2003, *Folk Linguistics*, Berlin-New York, Mouton de Gruyter.  
GARRETT Peter, 2010, *Attitudes to Language*, Cambridge, Cambridge University Press.

## *Phonology as an assessment of dialectal dictionaries*

**Laura Goudet,**  
University of Rouen, France

This paper explores the notion that attempts at standardizing and describing language varieties can be studied by looking at how phonology is envisioned in dictionaries. I will examine resources from various English-speaking countries, with a focus on dialectal English and minority languages, mainly in former colonies and in parts of the US and the UK where local languages have a full-fledged name (i.e., not a “[Demonym] English” denomination), with a focus on Scots and Orcadian.

The codification of languages and their apparent standardization through prescriptive works will be the first point to address. What are the aspirations of these glossaries? The desire for a pronunciation model (Upton in Hickey, 2012: 55) only apply to certain lexemes. The Hong Kong English dictionary only provides transcriptions for “not self-evident” entries (that is, of Cantonese origin, Cummings & Wolf, 2011: xix), and the dictionary of Jamaican English has a clear caveat in its introduction: “no description of the phonology can [...] represent accurately all the features,” because it contains both phonetic and phonological transcriptions of words used “at any time between 1655 and the present day” (Cassidy & Le Page, 1967: xl).

Going back to the pronunciation is the ultimate step in creating these lexicons. Most begin with a warning along the lines of “dictionary makers have to be very careful since [...] the pronunciation of Orcadian varies from parish to parish” (Flaws & Lamb, 1996: v). These mostly dialectal sources express the lack of a norm while using graphophonemic equivalents of English, like <neem> for /ni:m/ (Orcadian), or even non-standardized transcriptions (Jamaican), where /aa/ represents the “long, open, central, unrounded range [a:]~[ɛ:]~[ɑ:]” (Cassidy & Le Page, 1967:xxxix).

The look-up strategies of these dictionaries (Campoy-Cubillo, 2015: 122) may explain the low priority of phonology here. Some have an historical value (Jamaican), others tend to chronicle the language for a vast array of audiences: “foreigners, who find Ugandan English funny and hilarious [...], Ugandans [...] and linguists” (Sabiiti, 2015: 6). The sociolinguistic implications of compiling a dictionary to document a community (Campoy-Cubillo, 2015:124), along with the creation and the increased use of electronic dictionaries and the emergence of “home-grown lexicographers” (Lew, 2014: 8) may explain the *digital turn* in the way dictionaries are composed. Pronunciation dictionaries of British and American English online present either automated transcriptions in IPA (Baytupalov, 2013) or recordings with “no phonetic transcriptions [...]: the public seldom uses them and when it does so is often misled by them” (Bowyer, 2006). The inattention towards phonological norms is counterbalanced here using recordings, but it can have dire consequences for the reconstruction of minority languages.

Rudimentary transcriptions with English phonographematics undermine the importance of minority languages. The (dis)regard for IPA and the standardization of phonology may be seen as a tool to assess how dictionaries shape the relationship between the language they document and English, in this postcolonial setting. This oversight may account in some part for the problems met when modeling dialectal speech recognition (Lehr et al., 2014: 119). Less effort to harmonize and provide a transcription becomes an issue when

having to manipulate spoken data. I propose to use standardized IPA transcriptions as a way to evaluate if these dictionaries have tried to comply with broad norms, lest phonology becomes the forgotten component of lexicography.

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## ***Ontarians' perceptions of language variation: Canadian English and Hockey English***

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*Americans have told me I sound Canadian, something about the out and about. KB1 There's like a stereotype of how [hockey players] speak [...] I was gonna say more of a Canadian accent. HS1*

These comments were made by hockey players living in London, Ontario (two hours from the U.S. border). They are taken from informal conversations about language during interviews I conducted for the PAC-LVTI London Hockey Corpus (PAC-LHC) (fall 2019). Each remark reflects a stereotypical perception of Canadian English (CE) and Hockey English (HE) that is CE as it is spoken by hockey players. The stereotypical pronunciation of “oot and aboot” for “out and about” is often cited in popular culture as an example of the phonetic variation Canadian Raising (CR) which is the most extensively described phonetic feature of CE, along with the Canadian Vowel Shift (CVS) (Boberg 2019: 92). Regarding HE, preliminary results reported in Bray (2019) show that U.S. American-born professional hockey players use phonetic variables of CE indexically, which may explain why residents of London, Ontario associate playing hockey with speaking a typical variety of CE.

This study investigates native anglophone Ontarians' linguistic knowledge and awareness of CE and HE and addresses the following questions: (1) a. Are Ontarians aware of CE? (1) b. Is CE only perceived as a stereotyped representation? (2) a. Do Ontarians think there is a HE? (2) b. Is HE perceived as typically Canadian?

This research is based on an online survey using a methodology inspired by Preston (1996a, 1996b) and consisting of three parts: demographic information, study questions and listening task. The study questions, designed to elicit perceptions and knowledge of CE and HE, were drawn from previous findings on perceptions in the PAC-LHC. Participants describe CE as “slightly more relaxed” and emphasize a difference with other varieties: “British [English] is a lot more proper”. They define HE both lexically as “slang” and prosodically as “we drawl more of an accent with each other”. The survey includes both closed and open-ended questions, such as: “can you name something specific to CE? Do you think the Canadian accent is different from the British accent? If yes, why so? What does a hockey player sound like?”.

The listening task examines whether CR is stigmatized and provides data to identify correlations between the presence of CR and the perception of sounding Canadian or sounding like a hockey player. To test this possible connection, I use ten stimuli from 4 speakers which illustrate the presence (one or two tokens) or absence of CR. Two speakers come from the PAC-LHC, thus portraying regular hockey players' talk from London Ontario (Dallinges 2019), and the other two are from the SWORE corpus (SouthWestern Ontario Regional English) depicting Southwestern Ontario speech (Iannozzi 2016). After listening to each stimulus, the participants are invited to rate the person they have just heard according to four categories: friendliness, education, Canadianness and accent, using five-point semantic differential ranking scales (Osgood et al. 1957). A multiple-choice question then seeks to evaluate whether this person could be a hockey player.

The survey was shared on social media for two months (May/June 2021) and a total of 249 respondents completed the survey. The results will be presented in this paper.

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## ***Perception, Variation and Representation in Contemporary Dublin English: Investigating Pleasantness and Correctness Results Based on an Online Perceptual Survey***

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**Keywords:** *Dublin English; Perceptual Dialectology; Variation; Representation; Sociolinguistics; Digital Corpus; Online Survey*

Accounting for variation and change in varieties of English has been the main focus of a plethora of studies; yet, contemporary Dublin English (Amador-Moreno, 2010; Carr, 2013; Hickey, 2005; Lonergan, 2013) has not received as much attention as other varieties of English such as Received Pronunciation, General American or Standard Scottish English to name but a few.

This presentation aims to show how an online perceptual study was conducted in order to explore speakers' attitudes towards Dublin English. As opposed to other traditional perceptual studies (Cramer & Montgomery, 2016; Lonergan, 2013; Preston, 1999), I had no other choice but to conduct an online perceptual survey (aimed at Dubliners) in 2020, due to the pandemic, in an attempt to better grasp the interactions at play between perception, variation and representation in Dublin English. The survey includes a map task paired with a "degree of *pleasantness* and *correctness*" task. The survey serves as a "pre study" for a broader socio-phonological and acoustic study of contemporary Dublin English, part of the PAC-LVTI thematic programme.

This presentation will try to answer the following questions: Are *pleasantness* and *correctness* relevant criteria to account for language attitudes, variation, and representations? Can online-based perceptual data be considered as scientifically valid as the traditional field-based perceptual data?

This presentation will briefly introduce Perceptual Dialectology and its tenets, before presenting the survey, its implications and the tools used to collect, analyze, and model *pleasantness* and *correctness* data. The survey was created with LimeSurvey and posted online. The *pleasantness* and *correctness* ratings were then processed in Excel and modelled into maps with the help of the digital illustration app Procreate. Speakers' comments were processed through #LancsBox, a software programme designed for the analysis of language data and corpora (Brezina, Weill-Tessier & McEnery, 2020), and the relative frequency criterion was then selected to highlight the most frequently used words to describe the perceived varieties.

The survey revealed the co-existence of four perceived varieties in the southeastern, southwestern, inner city and northwestern parts of Dublin. While the southeastern variety stands out with high *correctness* and *pleasantness* ratings, the descriptions of this variety are frequently negatively connoted, thus hinting at an ambivalence in terms of attitudes towards the southeastern variety. A fifth variety, in the northeast, was included in the analysis as it was often described as displaying characteristics of the southeastern variety.

## *Cajun English: representations and performance*

**Olivier Glain**

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In this paper, I propose to work on contemporary representations of Cajun English (CE), as it is spoken in Southern Louisiana. Defining the Cajun community as a strictly linguistic community is no easy thing to do. This is due to the influence that French has had in Louisiana ever since it was founded, even though the number of French and bilingual speakers has been on the decrease for about a century. First, I propose to discuss the notion of the Cajun community based on surveys on cultural identities in Cajun communities (Dubois & Melançon 1997; Dajko 2020; Glain forthcoming). I argue that it can best be described as an ideological community, whose language variety has emerged from complex interactions between linguistic, historical, cultural, and identity-driven processes. Then, I will briefly describe the main features of CE pronunciation based on the existing literature and an analysis of the Cajun English Corpus (Carmichael 2009), which is composed of 18 speakers and two different kinds of recordings: recording of casual conversations and recordings of typically Cajun jokes. CE pronunciation is characterized by both interference from French for older speakers and by recycling of older speakers' features for new generations in the context of a revival of Cajun culture (Dubois & Horvath 1998, 2000, 2008). At the same time, Cajun males orient to community-internal norms while Cajun women display a higher tendency towards exonormativity (Dubois & Horvath 1998, 2000, 2008). To explain how the phonetic behavior of CE speakers varies along age and gender lines, I argue that different representations of Cajunness manifest themselves linguistically through different stances taken by the speakers in the long term or in the immediate communication context. One particularly interesting manifestation of stancetaking is found in the popular Louisianan practice of telling Boudreaux and Thibodeaux jokes, recordings of which can be found in the Cajun English Corpus. Exaggerations of typical CE consonantal features have been noted by Carmichael (2013) when the speakers turn joke-tellers. I intend to present a preliminary study of CE rhythm, the hypothesis behind which is that the stancetaking associated with traditional Cajun joke-telling make CE rhythm more syllable-timed (more "French", it may be argued). It is obvious that, while these "performances" correspond to representations of typical Cajun accents, they also question the issues of authenticity and stereotyping of Cajun pronunciation.

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## **Session 2**

# **Theories Put to the Empirical Test**

## *Me[t]al or Me[r]al? The Influence of Duration and Lexical Frequency on /t/ Flapping in the Singing Voice*

**Coline Caillol & Emmanuel Ferragne**

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Drawing from previous research showing that there may be articulatory constraints (on top of socio-cultural factors such as the attractiveness of the American music industry) influencing the Americanization of singing voice pronunciation of British artists (XX; Morrissey, 2008), we sought to determine if word duration and lexical frequency had specific effects. We elected to study the pronunciation of intervocalic /t/, as it is “one of the most striking characteristics of American pronunciation to the ears of a non-American” (Wells, 1982). The typical American realization of /t/ in a 'V\_V context is voiced and commonly called a flap, whereas British English tends to realize intervocalic /t/ as a voiceless stop. The study of this style-shift phenomenon (Labov, 1972) is particularly interesting for the genre of traditional British Heavy Metal, whose inception was highly situated within the socio-cultural context of Northern England in the 1970s and 1980s (Walser, 1993; Weinstein, 2000). Our research is thus based within a larger framework questioning the notion of identity, both projected and perceived, and its relation to accent, dialect features, and music as a cultural production.

Our research relies on a corpus of 675 songs from all studio albums of four archetypal British Heavy Metal bands: Black Sabbath, Judas Priest, Iron Maiden and Def Leppard. Out of 1 868 tokens containing a potentially flappable /t/, more than 60% were flapped. A mixed effects logistic regression model, with trochee duration (the two syllables between which our target /t/ occurs) and word frequency taken from the Corpus of Contemporary American English (Davies, 2008-) as fixed factors, band and word as random factors, and allophone (flapped or not) as response variable was fitted to the data. The two fixed effects reached significance level, and no significant interaction between the two factors emerged. As such, both trochee duration and token frequency have an effect on the probability that intervocalic /t/ will be flapped. A partial dependence plot (see Figure 1 attached) shows that the likelihood of the flapped allophone increases as trochee duration decreases and lexical frequency goes up. This is in keeping with Lindblom’s H&H Theory (1990), emphasizing the tendency for speakers’ production to adapt, in particular to listeners’ expectations. It is also consistent with the idea that flapped /t/ realizations are favored by higher speech rates (Wells, 1982), as well as with the Smooth Signal Redundancy Hypothesis (Aylett & Turk, 2004), which posits an inverse and complementary relationship between lexical frequency and acoustic salience.

We are currently conducting a production experiment with the aim of precisely characterizing the effects of trochee duration and lexical frequency. British singers are prompted to sing disyllables with a /10/ stress pattern that include an intervocalic /t/ at various tempos and pitches. We are using an electroglottograph (EGG) and a video camera to measure both the degree of contact between vocal folds and the movement of the lips and mandible (see Figure 2 for experimental setup). As a preliminary result, the comparison between the EGG signal of stop and flapped /t/ in the pilot version shows that the mean duration of voicing interruption for stop /t/ is 153 ms and 19 ms for flapped /t/ (see Figure 3 attached). This confirms, as Cornut (2004) suggested, that given the very short (and sometimes even missing) voicing interruption occurring in flapped /t/, this allophone is particularly suitable to “carry” a melody and might therefore be the preferred option if ease of articulation is considered. Our final presentation will show the results from this ongoing experiment.

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## *Capitalising on available resources and tools in work on lesser-known varieties of English: Maltese English*

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This paper explores the process, pitfalls and advantages, of a corpus phonology approach which taps into authentic, ecologically valid, data using a lesser-known variety of English, Maltese English, as a case-study. The fortunes of English in Malta developed in the context of (British) colonial rule, becoming firmly entrenched as an official language alongside Maltese, and more recently Maltese Sign Language (LSM), in the years following independence, closing of the British base and accession to the European Union in 1964, 1979 and 2004 respectively.

Throughout colonial settlement, English was associated with the administration of the islands, and was spoken largely by the settlers, and those amongst the local population who had dealings with them, thus retaining close contact with native British speakers, themselves often using a range of dialects. The official status of English and its continued use by the Maltese resulted in a slow and sometimes painful calibration and recalibration of linguistic identity in a fundamentally multilingual, multicultural society.

Today, English is widely spoken in Malta as a distinct, but not formally established, variety, across a population of half a million. It is still sometimes referred to pejoratively as “Manglish” or “Minglish”, but increasingly described in scholarly work as “Maltese English”. Maltese English (MaltE) is instantly recognisable to its speakers, who will also use the variety to place a speaker as more or less well educated, likeable, or snobbish (Stilon, 2018). It is safe to say that this variety is characterised by a number of linguistic features which are clearly indexical (e.g. Bonnici, 2010), even if it has been a challenge to determine just which of these features are more salient than others and what their contribution is to indexing “Malteseness” or otherwise (e.g. Caruana & Mori, 2021).

This paper reports on ongoing work in the development of a corpus of spoken Maltese English which takes on board the challenges of working with speech data using increasingly larger data sets. Available resources for other varieties of English such as the YouTube captioning (<https://support.google.com/youtube/answer/6373554?hl=en#zippy=%2Cautomatic-captions-on-videos-on-demand>) and Munich Automatic Segmentation System, MAUS, automatic segmentation tools (<https://www.bas.uni-muenchen.de/Bas/BasMAUS.html>) are being tested on Maltese English data harvested from a variety of sources such as interviews, news debates, podcasts and public speeches. In spite of differences between Maltese English and the usually mainstream, varieties of English on which available tools have been trained, results of this testing show that such tools can serve to facilitate the pre-processing and processing of data from this variety although a fair amount of manual effort is still needed in order to make the data ready for phonological and/or phonetic analysis. It is hoped that the methodology explored here will be useful to other researchers who may be able to adapt it for use in research on other, particularly lesser-known, varieties of English.

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***Bridging across datasets and disciplines:  
the contribution of corpus phonology to the study of lexical semantic variation***

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One of the characteristics of Quebec English is the presence of contact-related semantic shifts, i.e. English words used with a meaning typical of phonologically similar French words. Examples such as *deceive* ‘disappoint’ and *souvenir* ‘memory’ (cf. Fr. *décevoir* and *souvenir*) are routinely cited in the literature (Boberg, 2012; Fee, 2008; Rouaud, 2019). However, it is unclear how widespread this phenomenon is, which sociodemographic and stylistic factors explain it, and with which indexical values (Eckert, 2008) it is associated. In order to address these issues systematically, we adopt an interdisciplinary approach: on the one hand, we draw on natural language processing research on Twitter-based characterization of speech communities (Eisenstein, 2018) and statistical models of semantic change (Hamilton et al., 2016); on the other, we conduct a sociophonological survey based on variationist principles (Durand et al., 2014). In bringing together a novel, large-scale lexical semantic analysis and a well-established, thorough phonological description, we aim to provide a robust account of a type of language variation which remains poorly described and methodologically challenging.

Our computational analysis is based on a custom-built corpus containing 78.8 million English tweets posted by 196,000 users from Montreal, Toronto and Vancouver. We first used *word2vec* (Mikolov et al., 2013) to produce word embeddings, i.e. computational meaning representations based on co-occurrence patterns, in order to identify lexical items whose meanings differ the most in Montreal and are therefore likely related to contact with French. We then modeled individual tweets using BERT (Devlin et al., 2019), a pre-trained deep neural network, so as to isolate the occurrences in which one of the 40 retained lexical items is used with a contact-related meaning. This allowed us to identify 942 users from Montreal having used at least one contact-induced semantic shift. A final subset of 40 target users was established after a manual analysis focusing on the degree of idiomaticity of their tweets.

This empirical, bottom-up approach has brought to light previously undescribed semantic shifts and provides a preliminary basis for a thorough sociolinguistic analysis of the phenomenon at hand. We complement it using a sociophonological survey based on the PAC protocol (Przewozny et al., 2020) for which we recruit the previously identified Twitter users. Similarly to existing work on lexical semantic variation (Bailey & Durham, 2020; Dollinger, 2017; Robinson, 2010), we introduce a task in which the participants rate the acceptability of a series of tweets from our corpus, each containing a contact-induced semantic shift. We also record the pronunciation of the target items and elicit spontaneous comments on their use.

In constructing our sociolinguistic analysis, we first use the phonological data collected throughout the interviews to estimate the participants’ degree of bilingualism according to previously described trends in Quebec English (Rouaud, 2019). This allows us to evaluate the estimates of bilingual ability based on Twitter data and, more generally, to investigate the relationship between bilingualism and the acceptability of contact-induced semantic shifts. Second, we model the pronunciation of the lexical items in the semantic variation task and examine whether specific phonological patterns, such as the presence or absence of French phonemes, are associated with differences in semantic acceptability ratings. Finally, we draw on the recorded phonological data, the sociolinguistic metadata collected in the interview, and lexical semantic analyses in order to construct the indexical fields in which our participants operate. This provides a detailed qualitative account of the role played by contact-induced semantic shifts in the construction of the identity of English-speaking Quebecers and the associated representations.

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***Difficult to hear but easy to see: Accounting for the evolution of an /r/ specific lip posture in Anglo-English***

**Hannah King, Ioana Chitoran, Emmanuel Ferragne**  
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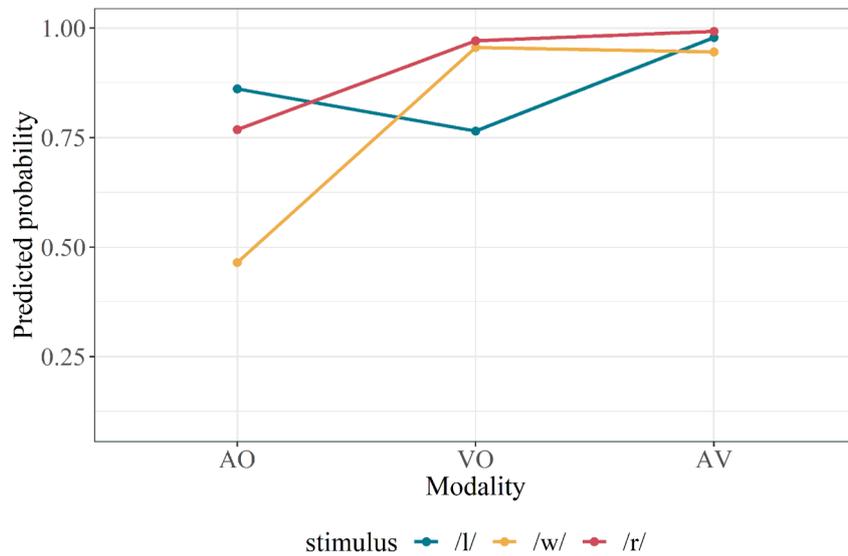
Speech perception is influenced by what we see as well as what we hear. In face-to-face communication, the lips are a visible articulator, providing the listener with a complementary source of phonetic information to the auditory stream. We know that speech perception is enhanced when listeners are able to see the speaker as well as hear them. However, seeing speech may also *alter* what the listener hears as well as enhance it (e.g., McGurk Effect: McGurk & Macdonald, 1976). Given the significance of visual cues, some researchers maintain that multimodal speech is the primary mode of perception and that sound systems have evolved to be both heard and seen (Rosenblum, 2008). Visual speech may even constrain phonological inventories by ensuring that phonetic contrasts which are difficult to hear are easy to see. For example, the visual salience of [m] versus [n] may explain why, among nasals, almost all of the world's languages contrast /m/ and /n/ despite their acoustic proximity (Dohen, 2009). We present perceptual evidence suggesting that listeners look to phonetic cues from the speaker's lips to better disambiguate similar-sounding speech sounds. This may result in greater reliance on visual labial cues to compensate for a phonetically ambiguous phonological contrast. We propose that visual speech cues may thus be implicated in sound change.

The sound change we consider involves the labial articulation of post-alveolar /r/ ([ɹ]) in Anglo-English. A change in progress is underway in England in which the lingual articulation for /r/ is dropped for a labiodental one (Foulkes & Docherty, 2000). Acoustically speaking, labiodental /r/ ([v]) may be closer to [w] than to [ɹ] and perceptual confusion between [v] and [w] is attested anecdotally (Foulkes & Docherty, 2000; Knight et al., 2008). Labiodental /r/ may be emerging due to the heavy visual prominence of the lips for [ɹ] (Docherty & Foulkes, 2001), although phonetic accounts of the lips are lacking (but see King & Ferragne, 2020a, 2020b). To test the visual salience of the lips, 40 native Anglo-English subjects were presented with words beginning with [ɹ], [w] and [l] produced by a native speaker, and were asked to identify the word they perceived from two word options. Stimuli were presented in noise in three presentation modalities: auditory-only (AO), visual-only (VO) and audio-visual (AV).

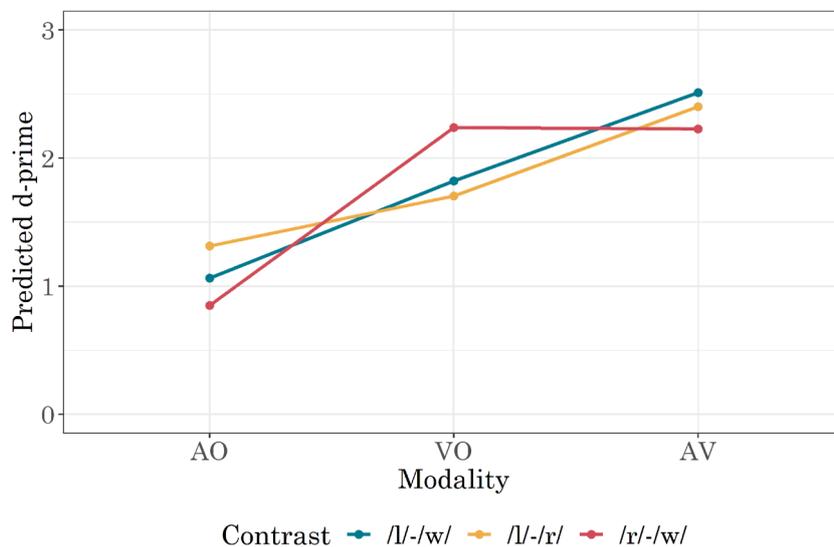
The results follow previous research on multimodal speech perception in that the perception of the /r/-/w/ contrast is enhanced by the presence of visual cues: AV was significantly better than AO perception. However, the auditory contrast between /r/ and /w/ is ambiguous as Anglo-English listeners tend to perceive both AO /r/ and /w/ tokens as /r/. The auditory cues for the two other contrasts under study (/r/-/l/ and /w/-/l/) are less ambiguous and perceptual sensitivity was significantly better. We propose that the auditory bias for /r/ in the /r/-/w/ contrast is due to increased exposure to labiodental /r/ in Anglo-English, which has resulted in perceptual uncertainty due to the acoustic proximity of [v] to [w]. Listeners have to tolerate such a high degree of acoustic variation for /r/ that even canonical productions of /w/ may be reconstructed as /r/ in perception. However, the results indicate that the visual cues for /r/ and /w/ are much less ambiguous than the auditory ones. Participants were highly sensitive to the /r/-/w/ contrast in the VO modality. They correctly identified 96% of the tokens despite not having access to sound at all. Contrary to the perception of the contrasts with /l/, where AV was better than VO, no significant difference was observed between VO and AV perception of /r/-/w/, which suggests that the perceptual advantage from visual speech cues

does not require auditory input whatsoever. Visual cues are therefore more informative to Anglo-English listeners than the auditory ones for the /r/-/w/ contrast.

We contend that a specific labial gesture is produced for Anglo-English /r/, which reinforces the phonological contrast with /w/. Although a [w]-like sound may be reconstructed as /r/ in perception, a [w]-like visual cue can only be interpreted as /w/ because /r/ is produced with a very different lip posture. We conclude that visual phonetic cues may evolve for speech sounds when pressure to maintain a phonological contrast is high.



*Predicted probability of correctly identifying /l/, /r/ and /w/ stimuli in each presentation modality from a generalised linear mixed-effects model*



*Predicted perceptual sensitivity to /l/-/w/, /l/-/r/ and /r/-/w/ contrasts in each presentation modality from a linear mixed-effects regression model*

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## **Session 3**

# **Identities, Language Contact and Innovations in Native Varieties of English**

## *'Plastic Northerners'? Evidence for Koineization in an East Kent Village*

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This paper reports on evidence from a pilot study of new dialect formation in the former mining village of Aylesham, Kent. The variety spoken here is of interest in that it is perceived locally to be northern, despite the fact that its speakers have spent their entire lives in the south-east (in one informant's words: 'Plastic northerners': that's what they call us, you know'). Founded in 1928 to serve the neighbouring Snowdown colliery, Aylesham was settled initially by miners from other UK coalfields (notably Yorkshire, Lancashire, the North-East, South Wales, Somerset, Scotland and the Midlands). From this highly heterogeneous dialect mix a fascinating example of a 'new town' koiné in Trudgill's (1986) sense has emerged.

Where koinés of this kind have developed, a puzzle for sociolinguists is establishing which forms survived or emerged in the new variety from the input dialect mix. Models of koinéization have generally been drawn from colonial settings (e.g. New Zealand; Trudgill 2004) or new towns (e.g. Milton Keynes; Kerswill and Williams 2000), neither of which provides a perfect template for Aylesham. Some local features, for example the absence of southern FOOT-STRUT split, appear to reflect majority usage in the input dialect mix, as Trudgill's model would predict. But others, for example the Aylesham GOAT and SQUARE vowels, seem less readily explicable in such terms: we will consider four possible hypotheses regarding the reasons for their selection.

The survival of Aylesham dialect owes much to its geographical isolation, and the traditional proletarian working-class values of close-knit mining communities. But, a generation after pit closures in Kent, Aylesham is a village in transition, with 1200 new homes under construction by local developers as part of its 'garden village' project. An intergenerational comparison will offer some indications regarding the extent to which social changes in Aylesham are now aligning this unique village linguistically with the wider south-east.

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## *An Analysis of Palatalization in Trinidadian English Creole*

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Trinidadian English Creole (TEC) is a major Caribbean Creole English variety with some unique linguistic features, such as lexical items (e.g. *lime* meaning get-together), palatalization between velar plosives and low front vowels (Solomon, 1993), and various pitch levels (Meer & Fuchs, 2021). Among all these features, palatalization is regarded as a significant distinctive features of TEC. Solomon (1993) mentioned that there is an obligatory insertion of /j/ between velar plosives /k, g/ and /a/, for instance, *garden* [ga:den] is articulated as [gja:den]. However, research on palatalization of TEC is limited to descriptive analysis, and empirical investigations and detailed phonetic analysis are lacking. This study aims to fill this gap by providing a comprehensive description not only of the palatalization but also the vowel inventory of TEC. In particular, this study intends to explore the sociolinguistic insight of palatalization, for instance, whether palatalization is associated with speech styles, speakers' identity and language attitudes.

Two experiments were conducted. For Experiment 1 as a first survey, 20 native speakers of TEC were recruited to complete a reading task with 99 high frequency words, seven sentences and one paragraph with palatalized words embedded and a sociolinguistic interview by a non-native speaker of TEC about their background information and views about TEC and standard English. 13 out of 20 participants produced palatalized tokens, and the percentage of palatalization varies from 4% to 43%. Preliminary analysis confirms that there is an insertion of /j/ between velar plosives /k, g/ and /a/, /æ/ and /eə/, especially on words like *care*, *garlic*, and *cat*. Results also showed that palatalization was only found in the wordlist, but not in sentences and paragraphs. Different from the previous finding, palatalization is found to be optional.

In order to have an in-depth investigation, three female and two male speakers aging about 29-year-old were selected from Experiment 1 to complete two reading tasks and a sociolinguistic interview with a native speaker of TEC who is familiar with the participants. The first reading task was for analyzing the TEC vowels. Participants were asked to read 54 words, which cover all monophthongs and diphthongs of standard English. The second reading task focused on palatalization realization in TEC. Participants were asked to read 54 words with combination of different consonants and /a/, /æ/ and /eə/. Acoustic analysis was conducted. Five major results were found: 1) palatalization only happened between plosives /k, g/ and /a/, /æ/, /eə/; 2) palatalization might be associated with sociolinguistic factors such as speech style since the palatalization percentage was higher when participants talked to a native TEC speaker; 3) vowels /æ/ and /a/ were merged with the same vowel quality in words such as *cat* and *garlic*; 4) vowels /ʌ/, /ə/ and /ɒ/ were closer together in TEC than in British English; 5) there was a tendency of diphthong monophthongisation in TEC, such as [eə], [eɪ] were likely to be produced as [e], [ɪə] was likely produced as [ɪ], and [əʊ] and [aʊ] were likely to be produced as [ʊ] and [ɔ:] respectively.

This study provides first-hand empirical data on the palatalization in TEC and offers useful information into the development and change of Caribbean Creole English.

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## *Inter-speaker variation in sociolinguistic interviews: a case study of dialects in contact*

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It is common practice for linguists to record speakers from a given sociolinguistic community in order to analyse and describe its dialect. According to Giles, in such situations, interviewees may accommodate to their interviewers and respond in a way which does not represent their within-group dialectal linguistic behaviour (1973). In spite of this claim, little work to date has investigated the relationship between the interviewee and the interviewer's speech characteristics. This could be surprising considering Trudgill himself noted that he tended to accommodate to his interviewees while conducting recordings (1986). Watt, Llamas and Johnson (2010) studied how a Scottish English-speaking field worker adapted her own speech when interviewing speakers in the area surrounding the border between Scotland and England: they found that she accommodated to her interviewees through different linguistic variables depending on their age and dialect.

We seek to investigate further the patterns of accommodation between interviewers and interviewees, looking at twelve sociolinguistic and historic interview recordings of working-class Glaswegian speakers, all taken from the *Sounds of the City* corpus (Stuart-Smith 2015). Four were conducted by an English interviewer in the 1970s, another four by a Scottish middle-class interviewer over the same period, and the last four by a Glaswegian vernacular speaker in the 1990s; interviews range in length from 24 to 41 minutes.

In this study, we measure the dynamic variation of monophthongs produced by both participants in the recording, and compare the patterns of variation within and between speakers across the course of the interview. We hypothesize that inter-speaker convergence should be stronger when the two speakers in interaction belong to the same speech community (Kim *et al.* 2011). Additionally, given the close-knit nature of the Glasgow working-class community, with strong attitudes towards outsiders, we predict more vernacular sociolect maintenance from the interviewees with the non-Scottish interviewer.

Given that speech accommodation is not uniform across linguistic traits (Sonderegger 2012), idiolectal variability should be contrasted for vowel quality (a phonetic and conscious feature) and vowel quantity (*Scottish Vowel Length Rule*, a quasi-phonological feature below consciousness). This may provide some insight into the social and psychological factors involved in phonetic convergence at the sociolectal level, as well as the nature of the mechanisms at play.

At the moment of writing, analysis is underway and results will be available ahead of the conference.

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**“We have our own idea of vowels in the South”: Indexicality and Stylistic Variation in Middle Tennessee**

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The linguistic variety spoken in the South (Southern American English, henceforth SAE) is systematically associated, by speakers and non-speakers alike, to one of the most salient linguistic areas of the USA (Preston, 1996). A number of key linguistic features define the isogloss, namely the PIN/PEN merger, the raising of /eɪ/, and the monophthongization of /aɪ/ in some phonetic environments (Davies, 2018; Nunnally and Bailey, 2018). However, not all variables necessarily bear the same social significance. There is a hierarchy of salience, with some variables being highly indexical, in that they have been associated to, and come to be understood as, typical of a specific social group (Eckert, 2008). The production of certain indexical variants is seldom an insignificant gesture and can in itself be used to signal varying levels of membership to a particular social group. In fact, there is often a discrepancy between how respondents describe their own linguistic behavior and their actual speech patterns; in other words, between social evaluation and objective behavior (Labov, 1972; Shuy, 1969).

The aim of this paper is to examine how speakers’ perception of their own community affects the production of certain linguistic variables within different linguistic contexts. More specifically, it investigates the hypothesis of strong diaphasic variation depending on the degree of indexicality of linguistic variables such as /aɪ/ monophthongization. Our study is based on the results of recent sociolinguistic fieldwork data in Murfreesboro (Middle Tennessee), which was collected in the theoretical and methodological framework of the PAC research programme and within the scope of the LVTI-Language, Urban Life, Work, Identity sociophonological project (Durand & Przewozny, 2012; Przewozny et al. 2020).

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## **Session 4**

# **Suprasegmental Phonology: Variation in the English-speaking World**

## *Forestressing in African American English: Social and structural factors*

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Recognized as one of the most well-studied varieties of English, African American English (AAE) has met an influx of a new wave of sociolinguistic studies after the launch of the Corpus of Regional African American Language (CORAAL; Kendall & Farrington 2020), which offers a unique tool to explore especially understudied features of AAE. One area where CORAAL can offer new insights is AAE prosody, which begs for systematic exploration at the intersection of phonetics, sociolinguistic notions and analytical tools.

In this paper, we focus on a well-known albeit understudied feature of AAE prosody, forestressing (henceforth FORESTR), which refers to the placement of primary stress on the initial syllable of a word that otherwise carries non-initial stress in many other varieties of English, e.g. *pólice* (AAE) vs. *políce* (General American). Although acknowledged as a salient feature of AAE, descriptions of FORESTR rely mostly on anecdotal observations. Accordingly, research shows that FORESTR is stratified by external factors such as age, region and socioeconomic status (Thomas 2015). By contrast, internal factors that could play a role in fostering or inhibiting FORESTR, e.g., word size, part of speech, and word segmental and morphological makeup are not yet well understood beyond an observation by Baugh (1983) that especially CV.CVC structures promote FORESTR. However, the study of FORESTR meets methodological challenges since it constitutes a salient feature that emerges in the context of an infrequent word-prosodic pattern in English: Non-initial stress is rare in content words (e.g., Cutler & Carter 1987). Furthermore, the variant seems confined to a handful of lexical items that repeatedly get reported in the literature. Finally, the pattern is arguably receding, at least as a regional feature of urban Southern American English, which shares other features with AAE (Tillery & Bailey 2004). Carrying out a corpus study on FORESTR consequently requires a systematic backtracking of otherwise non-initial stress patterns in English and detection of AAE deviations thereof.

Here, we provide a comprehensive corpus analysis of FORESTR using CORAAL. Our research question is two-fold: i) Which social factors modulate the rate of FORESTR in AAE? ii) Are there structural cues that inhibit or foster FORESTR? We conducted a corpus search based on a list of oft-cited FORESTR lexical items in CORAAL and analyzed the interaction of grammar external factors such as region, age, and socioeconomic status with the frequency of FORESTR as determined auditorily in 354 tokens of 28 types. Our preliminary results revealed that the degree of FORESTR is modulated by speaker's region, year of birth and education, with the variant being more prevalent in Princeville than Washington, DC and Rochester, as well as in the speech of older speakers with lower levels of education. Additional analyses on the role of grammar-internal factors suggest that FORESTR is neither blocked by the presence of stress-attracting suffixes (e.g., in *engineer*) nor constrained by syllable structure. The extension of our study, currently underway, will investigate other structural concomitants of FORESTR (e.g., part of speech, prefixal complexity) by surveying additional items controlled for these parameters and also include data from Atlanta, a recent addition to CORAAL, which will expand our empirical coverage further South. Since the phenomenon is highly variable, an unbalanced sample is inevitable. We will thus employ a Random Forest analysis (e.g., Tagliamonte & Baayen 2012), which lends itself well to the statistical analysis of such corpus data.

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***Lexical stress in Standard Aboriginal English:  
A comparative corpus-based account of dictionary and spoken data***

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The development of Australian English (AusE) as a New English variety has aroused much discussion over the last two decades (Schneider 2007, Trudgill 2010, Watt *et al.* 2018). Sociohistorical reconstructions have endeavoured to account for the specific sociophonetic flavour of the language (*e.g.* Horvath 1985, Cox and Palethorpe 2017), while huge corpus-based undertakings have been devoted to enlightening more recent regional and social linguistic variation (*e.g.* Pho 2009, Bradshaw 2010, Burnham *et al.* 2011) and to examining the evolution in status of AusE in its differentiating stage (Peters 2014). Throughout AusE's relatively short history, language contact has been playing a major role in which, along with Ethnolectal varieties of AusE (Clyne *et al.* 2001) and LOTE (Lo Bianco 1987), Aboriginal languages and Aboriginal Englishes have contributed to mould a unique Australian linguistic situation.

The scope of this paper is twofold: we present a systemic account of lexical stress in Standard Australian English (SAusE) as well as Standard Aboriginal English (SAbe) (*e.g.* Malcolm and Kaldor 1991, Eades 1993, Vinson 2008) as compared with SAusE (for a treatment of lexical stress in loanwords from Aboriginal languages in SAusE, see Dixon 2002, Dixon *et al.* 2006 among others). The second goal of this paper is to test the commonly accepted hypothesis that speakers of Aboriginal Englishes have a tendency to put stress on the first syllable of words that are not initially-stressed in SAusE (*kangaroo*, *Toyota*, see Malcolm 2004, Butcher 2008), or to elide the initial vowel in words such as *along* or *suppose*. Some authors state that this is the fact because words are usually initially stressed in Aboriginal languages (Douglas 1978, Tabain *et al.* 2004, Malcolm 2021).

In order to address this issue, we chose to adopt two theoretical and methodological frameworks in a complementary perspective: a Guierrian approach of lexical stress relying on dictionary data, morphological and orthographic information (Guierre 1979), and that of corpus phonology (Durand, Gut & Kristoffersen 2014) which enables us to confront our preliminary Guierrian results to the lexical stress patterns in authentic spoken data.

The Guierrian theoretical precondition allows for an exhaustive treatment of some pronunciation dictionaries of Standard Englishes (*Longman Pronunciation Dictionary*, *Cambridge English Pronouncing Dictionary*) as well as the *Macquarie Dictionary* database for Australian English and Dixon *et al.* 2006 for the specific lexicon of loanwords from Aboriginal languages. This thorough investigation leads us to submit a reanalysis of words (disyllabic verbs, prefixed multicategorical words and words known as exceptions in a Guierrian context) that may display lexical stress variation in contemporary English (Deschamps 2000 among others). This also enables us to build a specific corpus to test non-initially stressed words which are susceptible to show stress shift towards the left in SAbe.

We then confront our preliminary Guierrian results to an analysis of lexical stress patterns in the framework of corpus phonology, and more specifically in a variationist sociophonological corpus of SAbe. We first consider lexical stress patterns from the Aboriginal English component of *AusTalk* (*An audio-visual corpus of Australian English*) corpus (Burnham *et al.* 2011). We then examine our results against some authentic spoken data and corresponding sociolinguistic metadata taken from the *PAC-Australia* Aboriginal English data (*The Phonology of Contemporary English: usage, varieties, structure*, Fabre 2018).

Our paper shows that 94% of words that are sensitive to word-stress variation show no intervaretal stress variation in SAusE, SAmE and SBrE. As for loanwords from Aboriginal languages as pronounced in SAusE, 98% show the same stress placement. We also show that in terms of stress placement in borrowings from Aboriginal languages, the Guierrian rules account for 83% of the patterns whereas the initial stress rule inherited from the source languages does so for 78%. As for speakers of SAbE, we show that stress shift is present for a limited number of items, the great majority of which are three-syllable words that bear final stress in SAusE (according to *MD*). We conclude by proposing some avenues to determine if this feature is indeed typical of speakers of SAbE only, or if the trend can also be established for other speakers of SAusE and other varieties of English around the world.

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## *Assessment of a Subsidiary Stress Rule for English Words Based on a Linguistic Corpus*

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Keywords: English, word, stress, rule, prediction, computer program

In this paper, we evaluate the prediction of word stress position (termed *predictions*) computed by Yamada's (2010) (*Subsidiary Stresses in English*, Tokyo: Kaitakusha) subsidiary stress rule for English words using the description (termed *data*) in a pronunciation corpus database CELEX2 (Baayan et al. 1995) with 52,447 words (lemmas). Such an attempt to quantitatively evaluate the theoretical stress assignment rule using empirical data has not been undertaken previously. Our results show that the percentage of agreement between the predictions and corpus data, i.e. the correct prediction percentage, is generally very satisfactory, proving the validity of the subsidiary stress rule.

In Yamada (2010), the *subsidiary* stress rule for English words is composed of sixteen *Positional Functions* (PFs), activated whenever their triggering conditions are satisfied. Stress values on each syllable are computed by the interactions and superimposition of the results of computation by the PFs. Note that Yamada (2010) properly predicts not only secondary but also tertiary stress assignment. In a subsequent study, Yamada (2013) shows that *main* stress assignment is also accounted for by a proposed main stress rule employing three PFs.

For the present study, we programmed and ran five core PFs (*Heaviness*, *Farness*, *Trace*, *Rhythm*, *Alveolar Consonant Sequence*) of the subsidiary stress rule. [*Heaviness* = place stress on the heavy syllable(s); *Farness* = place stress on the farthest position from the main stress if the same type of syllable appears successively on the same level; *Trace* = place stress on the stem stressed position; *Rhythm* = place stress (two values of stress) on the first syllable when stress is given immediately before the main stressed position; *Alveolar Consonant Sequence* (ACS) = place stress on the syllable with an alveolar coda consonant immediately followed by another alveolar onset of the main stressed syllable]. The results were then compared with the corpus data. We report the results of the experiments as follows: (1) the overall correct prediction percentage [\*]; (2) the correct prediction percentages for words with secondary stress in terms of the number of syllables [\*]; (3) the correct prediction percentages for words with secondary stress compared with a *random estimation* in terms of the number of syllables [*not* \*] (\*=including the number of *correctly* predicted *non*-occurrences of secondary stress).

For (1) the percentage is 89%. For (2) the results are: two-syllable words 100%, three-syllable words 91%, four-syllable words 74%, five-syllable words 65%, and six-syllable words 47%. Notice here that trisyllabic words constitute 44% of all the words with secondary stress, and that their correct prediction percentage is 91%. For (3) the results are: two-syllable words 100% [*Chance level* (CL) 100%], three-syllable words 67% [CL 50%], four-syllable words 49% [CL 33%], five-syllable words 52% [CL 25%], and six-syllable words 44% [CL 20%]. Thus, each correct prediction per cent is successfully higher than the CL, i.e. random estimation.

We have therefore quantitatively shown that the subsidiary stress rule proposed by Yamada (2010) is valid even with five PSs. Future research includes increasing the number of PFs to its upper level 16, and evaluating tertiary stress assignment results.

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## *Application of rhythm metrics to Toronto Haitian English*

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This paper explores the prosodic rhythm of the English spoken by Haitian Canadians residing in Toronto, Ontario. Grounded in the context of research on the sociolinguistics of Canadian English varieties (Hoffman & Walker 2010, Nagy et al. 2014, Baxter & Peters 2013), and on rhythm in language contact situations (Kaminskaïa et al. 2016), this study extends to the prosodic level from previous analyses of segmental variation in this community of English speakers (Lacoste 2019, 2015), and draws on a pilot study conducted by Lacoste & Tennant (2017) which examined variation in the prosodic rhythm of Toronto Haitians.

Based on a larger data sample than Lacoste & Tennant (2017), this paper investigates the following rhythm metrics in the speech of 24 Canadians of Haitian descent who were interviewed using the Labovian sociolinguistic technique:  $\Delta V$ ,  $\Delta C$ , and %V (Ramus et al. 1999); nPVI-V (Low et al. 2000); VarcoV and VarcoC (Dellwo & Wagner 2003, White & Mattys 2007). The corpus includes two groups of speakers: 1) Haitians born in Haiti and living in Toronto, both of whose parents are Haitian, and whose mother tongue is not English (but Haitian Creole and/or French); 2) Haitians born in Canada, whose parents are both Haitian, who have English as a dominant language, or as a language in which they have native-like competence. We hypothesise that Haitian French and Haitian Creole are, like European French (Low et al. 2000), Canadian French (Kaminskaïa et al. 2016), and other Caribbean Creoles and varieties of English (Thomas & Carter 2006), more syllable-timed than the English of ‘mainstream’ Canadians. That is, speakers who were born in Haiti and have Haitian Creole or French as their dominant language are expected to show a more syllable-timed rhythmic pattern, represented by lower values for  $\Delta V$ ,  $\Delta C$ , nPVI-V, VarcoV, and VarcoC, and higher values for %V, than speakers born in Canada, who will be expected to show a more stress-timed rhythmic pattern, reflected by higher values for  $\Delta V$ ,  $\Delta C$ , nPVI-V, VarcoV, and VarcoC, and lower values for %V.

Our pilot study based on 12 speakers (6 from each group) was inconclusive for most metrics but did show a significant difference between the groups for VarcoV (vowel duration variation, normalized for speech rate) which supported our hypothesis. In this study, we extend the analysis to the entire corpus of 24 speakers. We also delve further into the data by plotting pairs of rhythm metrics using Correlatore (Mairano & Romano 2009). The results of this rhythm analysis are interpreted in light of previous findings on segmental production reported in Lacoste (2019) which show important variation among Toronto Haitians born in Haiti for phonological variables such as non-postvocalic /ɪ/, intervocalic /t/ or (TH), revealing phonetic variants that may be attributable to influence from Haitian Creole and/or French, or from Anglophone Caribbean varieties spoken in Toronto. Toronto Haitians who were born in Canada, however, produce a higher level of phonetic variants typically found in ‘mainstream’ Canadian English. We also discuss our findings in light of those of Sims (2019) for Haitian Americans.

Results are discussed in relation to how the English prosodic system of Toronto Haitians is situated vis-à-vis the local Toronto English variety, ‘mainstream’ Canadian English as well as Anglophone Caribbean varieties, and we ask to what extent a Haitian variety of English is becoming apparent in the Toronto area.

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## *PAC Dublin: an Inventory of the Intonation System in the South of Dublin*

**Julia Bongiorno**

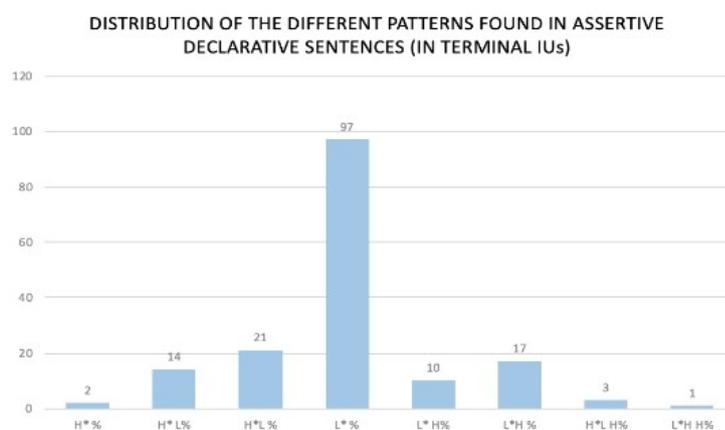
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Dublin's (Republic of Ireland) intonation system is poorly documented. Wells (1982) described it as quite similar to that of RP (Received Pronunciation). Grabe (2004) and Kalaldehy *et al.* (2009) also described some aspects of it, and found out that most statements in Dublin end with a falling tone. Their studies, however, focused on read sentences, and it is commonly accepted that intonation is highly dependent on context. Moreover, we suggested in Bongiorno & Herment (2018) that statements do not always end with the expected tone (a fall) Grabe and Kalaldehy *et al.* Described.

In the present study, a phonological inventory of the intonation system that can be heard in the South of Dublin will be given. In order to find out how speakers use intonation there, around 1h45 of speech was manually annotated using the IViE system (Intonational Variation in English, Grabe *et al.*, 1998). IViE is a method based on ToBI (Silverman *et al.* 1992) and that is aimed at annotating the intonation of varieties of English. It is particularly adapted to non-standard varieties because, contrary to ToBI, it has three tiers to annotate intonation. This allows a more precise idea of the differences between phonological patterns and their phonetic realisation, and thus to thoroughly study intonational variation.

Our study is based on the PAC-Dublin corpus that was recorded in 2018. For this corpus, 31 informants (13 men and 18 women) from the South of Dublin were recorded, in the framework of the PAC-Prosody protocol. All the speakers that were recorded are from the same family or are friends (or friends of friends). The youngest speaker is 10, the oldest is 78.

The prosodic analysis of the read sentences and the picture-task from the protocol was performed in order to try and determine what patterns are the most commonly used in the South of Dublin. In the reading task of the protocol for instance, low static final tones are the most common pattern (97 L\* % tokens out of 165 IUs) followed by falls (H\*L %) and rises (L\*H %) in statements. The various patterns that can be found in statements are shown in the figure below.



I will first introduce my corpus and the way I annotated it. Then, I will describe the intonation system in the South of Dublin, and show that even though low and falling tones are the most common patterns in general, they often take different phonetic forms.

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## *The “Sing-Song” Intonation of Maltese English: The Contribution of Early Highs and Final (Continuation) Rises*

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Maltese English (MaltE), the variety of English of speakers of Maltese, is often perceived by listeners with experience of other varieties, as having a “sing-song” quality to its intonation. Putting aside the matter of the extent of influence from Maltese, which most speakers of this variety also speak, two observations about MaltE intonation can be made:

1. Early high peaks (Hs) can often be observed to occur at the start of intonation-groups.
2. A relatively large number of tunes having a rising global shape, amongst which a continuation rise, seem to be available to speakers of this variety.

Taken together, these two facts could perhaps start to provide an explanation of what might be at play, with early Hs and final rises possibly forming the basis for the impression of sing-songiness.

The early H peak in wh-questions in both Maltese and MaltE is unusual in that it is not a pitch accent in the normal sense (i.e. it does not associate with the lexically stressed syllable), but neither is it necessarily a boundary tone (i.e. this H peak can occur at the left edge of a word rather than at the left-edge boundary). Early H peaks however, are not restricted to wh-questions in data from either Maltese or MaltE, but have also been noted to occur in imperatives, exclamatives and vocatives, as well as, perhaps more significantly, on pronouns, adverbials and conjunctions at the beginning of intonation-groups. Amongst the variety of rising tunes utilised across different languages and language varieties, the “continuation rise” is generally assumed to signal some element of incompleteness. Cruttenden (1997) suggests that rises of this sort often occur at the end of non-final intonation-groups, functioning to organise text into phrases. A variety of different forms seem to be possible. For example, Chen (2007), using Autosegmental-Metrical (AM) notation, includes a H\* H% as well as a simple boundary H%, as well as fall-rise – possibly H\*L L% – and rise – L\* H% – contours.

In an attempt at starting to characterise the intonation of MaltE, this paper presents the results of a preliminary study which uses publicly available data in the form of interviews involving two speakers of the variety. The study aims to describe the tonal events occurring at the left and right edges of select non-final intonation-groups and comparing these events to those in a matched set of final intonation-groups.

Preliminary results show that:

1. Early H peaks occur more frequently in non-final intonation groups ending in a continuation rise as compared to final intonation-groups ending in a fall in MaltE. These early H peaks do not require association with a stressed syllable although the precise details of their association are yet to be determined.
2. The continuation rise in MaltE appears to involve a plateau which could be characterised as a H\* H% or a H- H% but is certainly distinct from the polar question rise L\*+H H%.

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## **Session 5**

# **Learner Speech Phenomena: Methods, Challenges and Norms**

## *Implementing an L2 English perception module for IPCE-IPAC*

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Within the PCE-PAC programme (*Phonology of Contemporary English*), the IPCE-IPAC section (*Inter-Phonology of Contemporary English*) aims at gathering and investigating a corpus of L2 English varieties. The IPCE-IPAC protocol has been recently revised into a modular structure, consisting of a fixed core (covering as many phonological processes as possible) and extra modules (covering more specific phenomena that may be relevant to some researchers in L2 phonology acquisition). Both the fixed core and the extra modules include various production tasks in L2 English, namely a questionnaire, read-aloud tasks (a newspaper article, various wordlists, sentences eliciting different prosodic contours), learner/teacher and learner/learner interactions, a picture description task, and a map-task. As is typical of learner corpora, the present protocol focuses on L2 production and neglects L2 perception. Yet, research in L2 phonology acquisition has always highlighted the tight link between L2 perception and L2 production. The *Speech Learning Model* (SLM, Flege, 1995) even postulates that L2 production is necessarily preceded by L2 perception, and that the establishment of an L2 phonological category in perception leads to more native-like production. While such claims have been softened in the revised version of this model, its authors maintain that perception and production are linked and ‘co-evolve without precedence’ (cf. SLM-r, Flege & Bohn, 2020). Despite the link between L2 perception and L2 production is well documented and widely accepted, we are not aware of any learner corpus including perception tasks alongside production tasks. This means that presently available learner corpora somehow fail to provide a complete picture of L2 learners’ phonology acquisition process. We therefore wish to address this issue and propose a perception component complementing the production tasks of the IPCE-IPAC corpus, which could then be used as an extra module within this project. Developing a perception module for IPCE-IPAC is not an easy task, given the following requirements: (a) due to the generic nature of the corpus, the module needs to test all (or most) phonological contrasts of L2 English; (b) due to the intrinsic nature of a learner corpus, the module needs to address difficulties in L2 English phonology acquisition by all (or most) L1 learners. Additionally, extensive literature has revealed that speech perception is an extremely complex process, involving cues beyond speech itself. Given the impossibility of testing all aspects of speech perception, we propose to consider those that are most relevant within L2 phonology acquisition and that can be more easily related to L2 production patterns. We then decided to focus on L2 learners’ ability to correctly identify realisations of phonemic contrasts of native English, and developed an ABX identification task.

We identified phonemic contrasts of English that may be problematic for learners on a proximity basis (i.e. phonemes that are articulatorily or acoustically similar) and selected 6 minimal pairs for each (tot. 246 pairs, see tables below). Target sounds included vowels and consonants, and care was taken to ensure that consonants would be balanced word-initially, word-medially and word-finally as much as possible. The written and spoken frequency for each word was checked in *BNCweb* in the attempt to balance lexical frequency within members of each phonemic contrast. Due to present covid-19 restrictions, we were not able to record stimuli with native speakers in a sound-proof room, instead we generated them via MBROLA synthesis with the *en1* voice (although less natural, this approach has the advantage of guaranteeing exactly the same prosodic contour for all words). The ABX identification test was built with *PsychoPy3* (Peirce, 2007) and presented online to participants via *Pavlovio*. During the test, participants see the two members (A and B) of each

minimal pair on the screen, listen to an audio stimulus (X), and have to identify it as A or B by clicking on a key. The software collects responses as well as response time for each trial. The test is currently being run with L1 French and L1 Italian learners of L2 English. We hope and expect that the results will reveal different patterns for L1 groups, allowing us to make a link between the perception data and production data from our previous studies on tense-lax vowels and voiceless-voiced sibilants.

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tense vs lax vowels (5)				
ɪ - i:	æ - ʌ:	ʌ - ɜ:	ɒ - ɔ:	ʊ - u:
bit - beat	cat - cart	bud - bird	cot - court	could - cooed
fit - feet	pat - part	luck - lurk	pot - port	hood - who'd
fill - feel	stat - start	cut - Kurt	cod - cord	look - Luke
pit - Pete	bad - bard	blood - blurred	wok - walk	full - fool
sin - seen	badge - barge	tuck - turk	wand - warned	soot - suit
ship - sheep	lack - lark	stud - stirred	not - naught	pull - pool

other confusable vowels (9)								
ɪ - e	e - æ	e - ɜ:	æ - ʌ	ɜ: - ɔ:	ʌ - ʌ:	ʌ: - ɒ	ɔ: - ʊ	ɔ: - ʌ
bid - bed	bed - bad	bed - bird	cat - cut	bird - board	cut - cart	cart - cot	port - put	naught - nut
sit - set	set - sat	bled - blurred	mad - mud	pert - port	mud - marred	dark - dock	ball - bull	cord - cud
fill - fell	pet - pat	metal - myrtle	bad - bud	stir - store	bud - barred	part - pot	cord - could	port - putt
pit - pet	met - mat	head - heard	cap - cup	Kurt - court	luck - lark	mark - mock	hood - hawed	court - cut
mint - meant	said - sad	wed - word	lack - luck	were - wore	putt - part	cough - calf	full - fall	board - bud
bit - bet	men - man	ned - nerd	pan - pun	fur - fore	muck - mark	Clark - clock	Paul - pull	force - fuss

voice contrasts (8)							
p - b	t - d	k - g	tʃ - dʒ	f - v	θ - ð	s - z	ʃ - ʒ
pet - bet	try - dry	Kate - gate	chew - Jew	few - view	thigh - thy	sip - zip	-
pig - big	tip - dip	coat - goat	cheap - jeep	file - vile	-	sap - zap	-
staple - stable	centre - sender	tinkling - tingling	etching - edging	infested - invested	-	muscle - muzzle	dilution - delusion
dipper - dibber	latter - ladder	blocker - blogger	searching - surging	surfer - server	-	fussy - fuzzy	confucian - confusion
tap - tab	bet - bed	beck - beg	march - marge	proof - prove	teeth - teethe	bus - buzz	-
cap - cab	bat - bad	back - bag	rich - ridge	leaf - leave	loath - loathe	course - cause	-

place contrasts within fricatives (7)						
f - θ	v - ð	θ - s	ð - z	s - ʃ	z - ʒ	h - /
first - thirst	vat - that	think - sink	thee - z	sue - shoe	-	eight - hate
free - three	vow - thou	thin - sin	then - zen	sour - shower	-	ear - hear
-	sliver - slither	Luther - looser	teething - teasing	leashes - leases	Caesar - seizure	arm - harm
-	cloves - clothes	youthful - useful	clothing - closing	Alyssa - Alicia	composer - composure	eye - high
deaf - death	live - lithe	moth - moss	clothe - close	mess - mesh	bays - beige	ill - hill

roof - ruth	clove - clothe	math - mass	breathe - breeze	mass - mash	-	old - hold
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place contrasts within plosives (4)				place contrasts within nasals (2)	
p - t	t - k	b - d	d - g	m - n	n - ŋ
port - taught	taught - court	bay - day	dear - gear	mine - nine	-
pie - tie	stare - scare	bid - did	date - gate	messed - nest	-
raper - rater	mating - making	webbing - wedding	bidder - bigger	screaming - screening	sinner - singer
upper - utter	starker - starter	ruby - Rudy	toddlng - togglng	warming - warning	kinship - kingship
ripe - right	hat - hack	cob - cod	did - dig	game - gain	thin - thing
map - mat	mast - mask	cub - cud	bad - bag	came - cane	son - sung

affricates vs plosives & fricatives (4)			
tʃ - t	tʃ - ʃ	dʒ - d	dʒ - ʒ
chest - test	cheap - sheep	jam - dam	-
chip - tip	chair - share	jay - day	-
hitching - hitting	matching - mashing	wedging - wedding	pledger - pleasure
coaching - coating	watching - washing	aiding - aging	legions - lesions
match - mat	witch - wish	badge - bad	-
catch - cat	ditch - dish	ridge - rid	-

other confusable consonants (7)						
b - v	d - d	d - z	l - r	r - w	v - w	dz - j
ban - van	dare - their	dip - zip	lock - rock	ray - way	vine - wine	jet - yet
biking - Viking	doze - those	doom - zoom	law - raw	red - wed	vet - wet	gel - yell
sibyl - civil	header - heather	pleading - pleasing	belly - berry	overrate - overweight	-	-
marble - marvel	breeding - breathing	riding - rising	collect - correct	underrate - underweight	-	-
robe - rove	lied - lithe	field - feels	-	-	-	-
curb - curve	ride - writhe	wide - wise	-	-	-	-

## *The “pianist”—a learner profile challenging the prosodic standards of the CEFR*

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The present study investigates the co-occurrence of acoustic prosodic criteria such as tempo, pitch range, intonation and rhythm in order to assess learner English in the LONGDALE corpus using histograms and multifactorial analysis (MFA). The former is ideal to compare the quantitative data, while the latter is better adapted to assess the relationships they create among learners.

Our aim is to provide a more comprehensive understanding of the prosodic criterial features necessary for a semi-automatic assessment of French learners of English. In order to assess their prosodic level, 15 students from the *Longdale-Chaliphonia* corpus—representative of 155—have been selected according to their reading speed and studied. 28 variables have been drawn from the reading corpus (6 for tempo, 8 for pitch range, 6 for intonation, 7 for rhythm and one for both rhythm and intonation) from the most representative suprasegmental features differentiating both natives—42 native English speakers reading the same text—and learners, among themselves. The conversation part has been used to compare the results found in the reading part.

Apart from achieving a modelisation of non-native English prosody based on assessment grids that rely upon features of both native and non-native speakers of English, along with a semi-automatic evaluation of the 15 representative learners based on the above modelisation—ranking and marking, a learning profile, which we call the “pianist” has emerged, which disrupts the norms advocated by the *CEFR*. This new learner profile shows that the *CEFR* norms cannot apply to all cases and has to be refined.

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## *Unstressed vowels in learner speech: exploring the IPCE-IPAC data*

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### 1. Introduction

English is characterized by presenting vowel reduction in unstressed vowels, usually represented phonologically as /ə/. This phonological phenomenon has been proven to be difficult to reproduce by learners of L1s that do not present this spectral cue to word stress (Flege & Bohn, 1989; Lee *et al.*, 2006). The present study seeks to describe the behavior of unstressed vowels in the L2 English of native speakers of three L1 romance languages which do not present phonological vowel reduction: Italian, French, and Spanish.

### 2. Methodology

Audio recordings of a reading out loud task from the Interphonology of Contemporary English corpus (IPCE-IPAC, Herry-Bénit *et al.*, forthcoming) were used for the analysis. Read-aloud speech was selected for our analysis because 1. it provides comparable data of vowels in identical phonological contexts across all speakers, and 2. it can be used as a basis to evaluate the influence of spelling in the pronunciation of reduced vowels. Data from 15 Italian<sub>L1</sub>, 15 French<sub>L1</sub> and 10 Spanish<sub>L1</sub> speakers were analyzed. Phoneme alignment of recordings was performed automatically using WebMaus, then manually corrected. Stressed and unstressed vowels were annotated according to their graphic forms: <e>→/e/ and /ə/, <a>→/æ~ɑ/ and /ə/, and <o>→/ɒ~ɔ/ and /ə/. Some grapheme combinations were excluded from analyses to control for rhotacization (<ar>, <er>, <or>), velarization (<al>, <el>, <le>, <ol>), and palatalization (<ion>, <ian>). F1 and F2 values were then extracted and normalized for inter-speaker comparison (Lobanov, 1971). Duration data were also extracted for all vowels. Pairwise comparisons of the vowel space of stressed and unstressed versions of the same graphic vowels were performed in order to evaluate their overlap. This was done by comparing speaker-specific Pillai scores obtained from MANOVA tests using the formula (F1, F2, duration) ~ phoneme.

### 3. Results

Some L1-specific trends arise when looking averaged Pillai scores: Spanish speakers present the highest level of overlap between stressed and unstressed versions of <a> and <e> (higher Pillai scores = lower overlap), followed by French speakers and then Italian speakers (cf. also Figure 1). There is a considerably lower degree of overlap between stressed and unstressed <o> across all three L1 groups. However, the averages shown here display important standard deviations, which suggests that there is intra-L1 variation in stressed-unstressed vowel overlap.

L1	<a> vs. <a> (/æ~ɑ/ vs. /ə/)		<e> vs. <e> (/e/ vs. /ə/)		<o> vs. <o> (/ɒ~ɔ/ vs. /ə/)	
	$\bar{x}$ Pillai score	sd	$\bar{x}$ Pillai score	sd	$\bar{x}$ Pillai score	sd
Italian	0,52	0,138	0,57	0,093	0,75	0,087
French	0,46	0,143	0,46	0,147	0,62	0,134
Spanish	0,33	0,109	0,39	0,112	0,72	0,107

When analyzed in isolation, duration data was consistently longer for stressed vowels across all L1s, showing that duration is a phonetic cue used to mark stress by all three groups of learners.

### 4. Discussion and perspectives

The fact that Italian learners have a higher degree of split between stressed and unstressed <a> and <e> is interesting, given that its vowel inventory is smaller than that of French and

that vowel reduction is not contrastive nor an acoustic cue for stress. Several further analyses can be performed to better understand the behavior of unstressed vowels in learner speech. Speakers' sociolinguistic background variables (age of first contact with L2 English, self-perceived level of proficiency and time spent abroad) are currently being analyzed to determine their incidence in the overlap results presented above. Furthermore, the extracted learner data should be contrasted with spontaneous speech data, as well as native English data to determine if similar vowel overlap patterns occur between stressed and unstressed vowels in L1 English.

### Figures

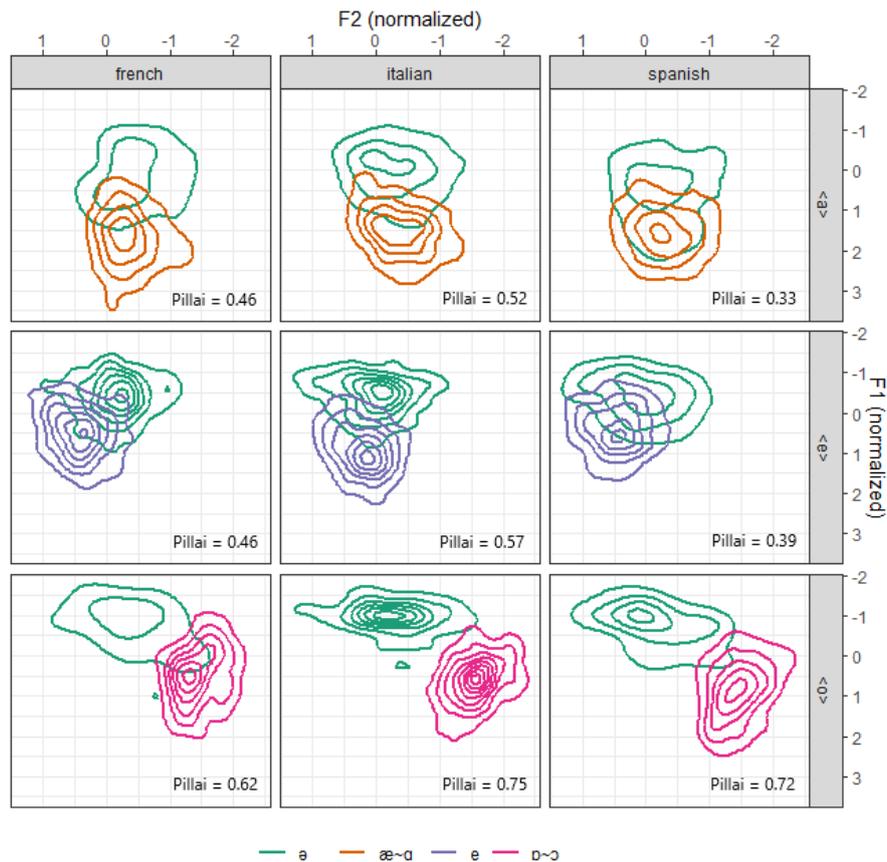


Figure 1. Vowel space and overlap of stressed and unstressed <a>, <e>, and <o>

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# **ABSTRACTS**

## **Poster Session**

## **Poster 1 - *Falling Tones in Galway English: a Typical Irish Contour?***

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This study first aims at providing a preliminary tone inventory for Galway English, based on an analysis run on an investigation during April-May 2018 in Galway with 8 Galway inhabitants (2 teachers and 6 students from the National University of Ireland, Galway) aged from 20 to 40.

Our hypothesis is that speakers adopt certain Irish-like prosodic patterns. And if so, are these patterns correlated with the degree of English/Irish bilingualism? Are bilingual speakers more likely to adopt these patterns or do speakers realize them without necessarily having proficiency in Irish, but rather out of mimetics or cultural revendication?

The data was collected within the framework of the PAC program (Durand et Przewozny, 2012): the original PAC protocol was adapted for prosodic analysis: the list of sentences from the PAC-Prosody protocol was used and a formal conversation was conducted, based on an adaptation of the LVTI questionnaire (Przewozny et al., 2014) with questions such as “Are you a fluent Irish speaker? If you are, how often do you speak it? And with whom or where?”, or “do you feel influenced by the Irish culture in your daily life?”. Among our speakers, 5 students and 1 teacher self-rated as bilinguals, while the remaining two (one teacher and one student) self-rated as monolinguals. In this paper, the concept of bilingualism will be discussed in term of a continuum rather than a blurred division between monolingualism and bilingualism, especially so since the situation in Ireland adds even more complexities to the question.

For our analysis, we annotated intonation with the IViE system (Grabe, 1997, 2001; Grabe et al. 1998), which uses a tone inventory based on an adaptation of ToBI (Silverman et al., 1992) and which enables more transparent comparisons between transcriptions of non-standard varieties of English (see Grabe et al. 1998: 1).

We will first give the inventory of tones found on the various types of sentences (declaratives and different types of questions): our results confirm Grabe & Post’s (2002) on Dublin English, with a general tendency for falls on declaratives and WH-questions and rises on yes-no questions and declarative questions. However, much variation was found, in the falling contours more particularly, and this will be the main focus of our paper. Numerous static high tones (H\* %) were observed, which were registered as falling contours, following Grabe’s truncation theory (1997) (see also Gussenhoven, 1984). Many static low tones (L\*%) were also annotated. These static tones result in an impression of flatness of tones, which has not been much described for Irish English to the best of our knowledge, but which has been previously documented by Bondaruk (2004: 20) as characteristic of South Connemara Irish falling contours. We therefore tried to see if this supposedly typical Irish contour was more frequent in bilingual English/Irish speakers.

It appeared that flat contours occurred rather homogeneously across both categories of speakers, with most samples collected on the semi-spontaneous speech: among falling contours, 41% were static tones (H\*% or L\*%). In read speech and spontaneous speech, static tones are less frequent: 13% and 22% respectively of the falling contours. We draw the hypothesis that these flat tones, supposedly specific of South Connemara Irish, have been transferred into Galway English regardless of the speakers’ proficiency in Irish. The reason to it could possibly be the proximity of the Irish-speaking areas (Gaeltacht) on the West Side of Galway. Further investigations with a larger range of speakers as well as perception tests would be necessary to establish a more stable tendency on these static contours.

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## **Poster 2 - IPCE-IPAC Tunisia: a Representation of the Reality of Spoken English**

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In recent decades, corpus linguistics has played a vital role in the development and representation of language production. It reflects how language is spoken through recording and analyzing language production. Howatt (2004, p. 358) claims that, “corpus linguistics [...] can reveal real English, as distinct from some speculative substitute”. On the basis of Howatt’s (2004) point, this field of research contributes to presenting the variation in contemporary English. This poster aims to show how the data collected in the framework of the thematic project IPCE-IPAC (Inter-Phonology of Contemporary English) play a significant role in representing the reality of spoken English in Tunisia and its main features at the levels of phonetics and phonology. The informants are Tunisian university students from Gafsa, South West of Tunisia. The results are based on an acoustic analysis of different recorded tasks, including lists of words, list of sentences, text, formal and informal conversations. Segments of speech will be analyzed through PRAAT. The poster will highlight the contributing role of language variation in identity construction with a focus on pronunciation as an identity-marker.

Key words: corpus linguistics, IPCE-IPAC Tunisia, spoken English and features.

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### Poster 3 - *Perceiving Masked Faces: Experimental Evidence from English*

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Surgical masks are now extremely widespread due to the Covid-19 pandemic. Although they prevent the dispersion of water droplets in the air thereby decreasing contamination, they muffle sounds, and obscure much visual information from speech by preventing listeners from viewing the speaker's mouth and lips. As we know from an extensive literature on this topic, speech perception relies heavily on visual cues for the identification of sounds. This is clearly proven by the well-known McGurk effect, which is a perceptual illusion caused by intermodal conflict (i.e., hearing /d/ in a video where the audio plays a /b/ synchronised with a mouth articulating /g/, cf. McGurk and McDonald, 1976). This highlights the fact that visual information about sound articulation (e.g., lip rounding and closure, the openness of the jaw, the contact of the tip of the tongue with the upper teeth, etc.) is processed by our brain in addition to auditory information. Therefore, it is evident that wearing a mask while speaking will make perception harder given that visual information is mostly obscured by the mask (and the audio itself is slightly distorted). Recent research related to speech under cover has revealed the detrimental effect of mask-wearing on speech acoustics as well as on perception (Corey et al., 2020; Goldin et al., 2020; Magee et al., 2020; Abbasi et al., 2021; Truong et al., 2021). The current study aims at investigating the effect of surgical masks on Francophone speakers' perception of L2 English. We predict that a masked face will impair intelligibility of L2 English, making it more difficult for learners to correctly identify phonological categories.

In order to test these hypotheses, we have prepared an ABX perception test in PsychoPy. Participants are tested on challenging phonological contrasts of English, such as tense vs lax vowels (/i:/ ~ /ɪ/, /u:/ ~ /ʊ/), confusable fricatives (/ð/ ~ /z/, /θ/ ~ /s/, etc.), voiced vs voiceless plosives (/p/ ~ /b/, /t/ ~ /d/, /k/ ~ /g/). Stimuli consisted of 56 minimal pairs for these contrasts (e.g., *fit* ~ *feet*, ...) and were videorecorded by a native SBE speaker with and without a mask. During the test, participants watch and listen to the video recording of a stimulus with/without a mask, and have to establish whether it is word A (e.g., *fit*), or word B (e.g., *feet*) by clicking on a key on the computer. The stimuli are presented randomly according to a scheme whereby all factors are balanced: every participant only listens to one item per pair (i.e., 50% participants listen to *fit* and 50% participants listen to *feet*), and every pair is presented with a mask to 50% participants and without a mask to 50% participants. Due to Covid-19 restrictions, it is extremely complicated to gather participants physically in a room, so the test is administered via the Pavlovia online platform. Responses and response time are recorded at every trial. This allows us to compute accuracy in terms of correct phoneme identification, and to compute average scores of reaction time reflecting the difficulty of processing each pair. Additionally, participants perform a comprehensibility test in which they rate sentences uttered with/without a mask on 9-point likert scale in terms of how easily understandable they are. Data collection is presently ongoing, and we expect to have results and complete the analysis before the summer.

Our expectation is that the presence of surgical masks will decrease the performance of L2 English learners, in terms of accuracy (favouring single category assimilation of difficult phonological contrasts) as well as reaction time (reflecting the more difficult process involved in decoding speech under cover), and will result in lower scores of comprehensibility.

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## **Poster 4 - Perception and Distinction of American and British Accents by French Students Learning English (L2)**

**Mlada Kimto**

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### **Presentation**

The aim of this study is to determine to what extent French students learning English can distinguish the general American English from the British one. The interest for this study arose from a study called “Language Learners' Perceptions of Accent” (2006) conducted by professors Scales, J., Wennerstrom, A., Richard, D., & Hui Wu, S. , who discovered that only 29% of Chinese students were able to identify the general American accent when 62 % of students stated that their goal was to sound like a native speaker. Based on these results, we want to understand and explore French students' capacity in distinction and recognition of two accent of English and analyse their motivation that could bring useful data and explain the obtained results. We believe that this study can highlight new aspects in the acquisition and perception of a foreign accent and bring into light the real needs of learners of English.

### **Method**

The main questions that our study tries to answer are: To what extent can French students distinguish General American English from British English and which were the acoustic parameters that helped them or on the contrary led to errors? Were these chosen acoustic parameters, or any other ones considered by French student to distinguish the two accents of English?

To answer this question, we have set up the following experiment: two native American speakers as well as two British speakers were recorded while reading a short passage from an article in Car and Driver magazine. The short passage from Car and Driver Magazine has been chosen according to the following phonetic parameters: the GOAT vowel, the THOUGHT vowel, the intervocalic / t / and finally the rhotic / r / opposed to non-rhotic / r /. According to Hashim (2017) these acoustic parameters are different in British English and American English.

Upon the recordings a Multiple Forced Choice Experiment is being developed using Praat software and Goggle Forms to collect the data. For this experiment, we have asked every undergraduate and graduate student learning English at Université Paris-Est-Créteil to take part in this experiment and identify what they heard either as general American English or as British English.

### **Results**

As this is an ongoing project, the data is still being collected. The project will close on May 2nd. After this the collected data obtained with the MFC Experiment will be processed.

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**Poster 5 - *Spectrographic Analysis of Word Structures and Lexical Stress Correlates in Pakistani English***

**Umaima Kamran**

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Phonological influence of indigenous languages spoken in Pakistan makes Pakistani English PE a distinct variety. The present study is an attempt to describe two supra-segmental features, i.e. word structure and word stress patterns on the basis of lexical stress correlates, of this variety. For this purpose, the spectrographic analysis of PTV and Radio Pakistan news is done from the spectrograms of lexical words taken with the help of Praat software version 5.3.56. (Boersma and Weenink, 2000). The explored stress patterns of polysyllabic words; such as bi-syllabic, tri-syllabic, tetra-syllabic, penta-syllabic, hexa-syllabic, octa-syllabic; are shown in the form of word structures. Spectrogram and waveform of one word from each type of structure is also shown. The research concludes with descriptive generalization of word structure, lexical stress correlates and stress patterns of PE based on spectrographic analysis. It is found that only mono or bi-syllabic words permit syllables with FIVE segments, words having three or more syllables contain syllable with no more than FOUR segments. It is also noted that forceful production of coda plays a vital role in assigning stress, so in PE heavy syllables H are those syllables which must contain one long vowel with or without coda in a rhyme, i.e. Vu` or Vu`C, Diphthong VV as a nucleus, and one long vowel or one short vowel except" with forcefully produced coda, i.e. VC!. Moreover, polysyllabic words form either ultimate or penultimate stress patterns but do not allow antepenultimate stress.

Keywords: Pakistani English, spectrographic analysis, word structure, lexical stress correlates, word stress patterns, Praat software.

## Poster 6 - *Towards a Reassessment of the Gemination of [r] in British and American English?*

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It is usually considered that contemporary English has no phonological consonantal geminates, although it may have “fake geminates” (Spencer 1996: 25) or “morphological geminates” (Ben Hedia & Plag 2017), which may occur across morpheme or word boundaries (e.g. right time, unnecessary). Gemination may be seen as a process of phonetic doubling or – more appropriately for English – of phonetic length (Kaye 2005). Previous studies have shown that English does have consonantal gemination, although it may vary depending on speech rate, the productivity of the prefix, relative frequency and the presence of stress on the following syllable.

The transcriptions of pronunciation dictionaries (Wells 2008, Kenyon & Knott 1953, Merriam-Webster online, Upton & Kretzschmar 2017) point to an interesting opposition between British and American English in relation to the prefix *ir-*, as shown by Author (2016). British English does not display any gemination of [r] in environments where it would theoretically be possible (e.g. irrational, irrelevant). This may seem surprising given that this variety does show gemination in relation to the other allomorphs of *in-*. However, the same dictionaries show that the same words are often pronounced with a geminated [r] in American English. It may be assumed that the explanation lies in the rhotic vs. non-rhotic nature of the two varieties, British English showing an absence of [r] gemination on account of the ban on coda [r].

These results and observations need to be checked against actual speech data, which we propose to do in this paper through two pilot studies. The first is a production study, in which the informants read a wordlist so that we determine whether they are rhotic or not. Then, they read a list of sentences taken from the Corpus of Contemporary American English. The sentences have been selected because they contain one particular word taken from a list of 19 words that begin with *in-* and that vary in stress patterns and in semantic transparency. Finally, they read a list of the same 19 words very slowly, separating out the syllables. This methodology allows us to have access to various speech styles.

The second part of the study consists in extracting 50 realisations for each of the same 19 words from the website *Youglish*. The words are analysed spectrographically with Praat (Boersma & Weenik 2014) to determine whether we find gemination and what the role of parameters such as the phonological environment, style and variety is.

Keywords: English, morphology, gemination, degemination, rhoticity

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