

SEVENTH BELGRADE INTERNATIONAL MEETING OF ENGLISH PHONETICIANS

MARCH 27-29

UNIVERSITY OF BELGRADE

BIMEP
2026

BOOK OF ABSTRACTS



English Department, Faculty of Philology
University of Belgrade

**SEVENTH BELGRADE INTERNATIONAL MEETING
OF ENGLISH PHONETICIANS BIMEP 2026: BOOK OF ABSTRACTS**

Editor

Biljana Čubrović
English Department, Faculty of Philology

Publisher

University of Belgrade — Faculty of Philology
3 Studentski trg
11000 Belgrade

For the Publisher

Professor Iva Draškić Vićanović
Dean of the Faculty of Philology

Typesetting

Predrag Žižović

Cover design

Srdan Đurđević

Print run

10 copies (CD-ROM)

Printed by

MAB, Belgrade

ISBN 978-86-6153-794-3

Belgrade, 2026



This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.

**SEVENTH BELGRADE INTERNATIONAL MEETING
OF ENGLISH PHONETICIANS BIMEP 2026:
BOOK OF ABSTRACTS**

March 27–29, 2026

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



PREFACE

The Seventh Belgrade International Meeting of English Phoneticians (BIMEP 2026) will be held at the Faculty of Philology, University of Belgrade, from 27 to 29 March 2026. The conference brings together researchers working in phonetics, phonology, pronunciation, and related areas of English linguistics, with a particular focus on the empirical and theoretical study of speech.

The Belgrade International Meeting of English Phoneticians is a conference series organised by the English Department of the Faculty of Philology, University of Belgrade, in cooperation with the Department's Phonetics Lab. It is the only scholarly meeting in the region dedicated specifically to English phonetics and closely related fields. The first meeting was held in March 2008 and was followed by conferences in 2010, 2012, 2018, 2020 and 2022.

This volume contains abstracts of plenary talks and contributed papers that will be presented at the conference, reflecting a wide range of current research on English speech, including segmental and suprasegmental phonetics, prosody, pronunciation teaching, and sociophonetic perspectives on English in multilingual contexts. The editor would like to express sincere gratitude to Lea Aničić, PhD student, for her careful checking of the final proofs.

Belgrade, March 2026

Biljana Čubrović
Editor

Table of contents

Plenary talks6

Contributed papers (in alphabetical order)10

PLENARY TALKS

Michael Ashby

Honorary Associate Professor
 Research Department of Speech, Hearing and Phonetic Sciences
 University College London, UK

 <https://orcid.org/0000-0002-4681-403X>

Patricia Ashby

Emeritus Fellow
 University of Westminster, London, UK
 National Teaching Fellow of the Higher Education Academy

TOWARDS A HISTORY OF TEACHING AND LEARNING ENGLISH INTONATION

It has been said of the “British School” of intonation analysis that “the aim of the enterprise was overwhelmingly pedagogical” (Nolan 2022). But little is known about real pedagogical applications. Hitherto, accounts of the history of intonation studies have focused selectively on the theoretical content of landmark contributions (such as those of Palmer, Kingdon or O’Connor & Arnold) while disregarding their pedagogical content, or even treating it as a potential source of weakness in the analysis.

In this paper, we adopt the opposite viewpoint. With a specific focus on their pedagogical utility, we critically re-evaluate some of the landmarks in the development of English intonation studies, and of materials (such as recordings and practice books) published to support them. In a textbook, for example, we can look at the relative allocations of space between expository material and “exercises”, and how this has changed over time. For example, how does Armstrong & Ward (1926) compare with Wells (2006)? For exercises themselves, we can consider not only the approach to learning which they embody (do they rely simply on repetition drills, or do they involve problem-solving, for example?), but also basic practical considerations which affect the utility of a book in the classroom. Are there enough exercises in relation to class size? Are they structured and signposted helpfully? Are answers and explanatory feedback provided? Can students even locate the right place on the page in response to spoken instructions?

But the history of teaching and learning involves much more than the history of materials. We also want to know about the actual practices and experiences of teachers and learners. These leave little or no direct footprint, but have to be documented forensically from artefacts, memoirs, and oral history. For instance, a set of surviving lantern slides suggests that Daniel Jones may have used his own *Intonation curves* (1909) in teaching English intonation to a large group, while from

our own experience we can document how in practice it was necessary to supplement O'Connor & Arnold (1973) with additional materials when planning teaching.


In conclusion we revisit the “pedagogical” connection, questioning whether it was indeed a defining characteristic of the British School and the extent to which—if at all—it shaped or constrained the analysis.

References

- Armstrong, Liliás Eveline & Ida C. Ward. 1926. *Handbook of English intonation / by Liliás E. Armstrong and Ida C. Ward*. London: Heffer.
- Jones, Daniel. 1909. *Intonation curves. A collection of phonetic texts, in which intonation is marked throughout by means of curved lines on a musical stave*. Leipzig/Berlin: B G Teubner.
- Nolan, Francis. 2022. The Rise and Fall of the British School of Intonation Analysis. In Jonathan Barnes & Stefanie Shattuck-Hufnagel (eds.), *Prosodic Theory and Practice*. The MIT Press. <https://doi.org/10.7551/mitpress/10413.003.0012>.
- O'Connor, J. D & G. F Arnold. 1973. *Intonation of colloquial English. A practical handbook*. 2nd edn. London: Longman.
- Wells, John Christopher. 2006. *English intonation: An introduction*. Cambridge: Cambridge University Press.

Maja Marković

English Department, Faculty of Philosophy
University of Novi Sad, Serbia

 <https://orcid.org/0000-0002-2253-7728>

WHEN INTONATION GETS PERSONAL: EXPLORING INDIVIDUAL DIFFERENCES AND PROSODIC VARIATION IN L2 ENGLISH

While second-language (L2) phonological research has traditionally focused on segmental accuracy, growing attention has been paid to prosody – intonation in particular – as a key contributor to perceived naturalness, intelligibility and pragmatic appropriateness. Yet one persistent observation remains underexplained: even among learners at a comparable proficiency level and with similar instructional backgrounds, L2 intonation exhibits striking inter-speaker variability. In this talk, it is argued that such variability cannot be fully accounted for by linguistic or input factors alone, and that personality traits constitute a relevant, though largely neglected, source of individual differences in L2 intonation.

Intonation occupies a unique position at the interface of phonological structure, pragmatic meaning and expressive speech behaviour. In L1 research, prosodic style has been shown to correlate with stable personality characteristics, such as extraversion and emotional stability. By contrast, L2 research has largely concentrated on global measures of speech performance, with comparatively little attention paid to the role of personality-related factors in prosodic realisation. The present contribution seeks to bridge this gap by asking whether learner-internal traits help explain why L2 speakers differ so markedly in their implementation of English intonation.

The talk reports observations from a pilot study conducted with Serbian L1 university students majoring in English, combining read dialogues with imitation tasks. Intonational performance is assessed using selected acoustic measures (temporal patterns, pitch range, tonal alignment, etc.), while personality is analysed using the Big Five Plus Two model developed and standardised for Serbian (Smederevac et al. 2010).

Rather than offering definitive conclusions, the pilot data are used to illustrate emerging patterns and to argue for a more explicit integration of individual-difference perspectives into L2 intonation research. The talk concludes by considering implications for phonological theory, experimental methodology, and the teaching goals and assessment of L2 English pronunciation.

CONTRIBUTED PAPERS

Hideki Abe

National Institute of Technology Tsuruoka College, Japan

Email: habe@tsuruoka-nct.ac.jp**TEACHING VOWEL REDUCTION IN ENGLISH AS AN
INTERNATIONAL LANGUAGE CLASSROOM**

Over the past two decades, there has been a global shift in L2 pronunciation, from sounding like native speakers of English to sounding understandable. In this sense, whether a speaker is a native or non-native no longer matters in English as an international language context. With this shift in L2 pronunciation instruction, helping L2 learners attain comprehensible speech has become a realistic goal for practitioners and researchers alike. L2 comprehensibility, often understood as the ease or difficulty a listener experiences in understanding an utterance, has become a primary focus in L2 pronunciation learning and teaching.

This study aims to highlight teaching vowel reduction as a key to developing learners' comprehensibility in the classroom, though weak forms manifested as a vowel reduction processes are not among Jenkins' *Lingua Franca Core*, a phonological syllabus specifically for L2 learners of English, to be used by and with non-L1 English speakers. This study reports research that first examined cross-sectional data showing the development of comprehensibility in L2 pronunciation by 94 technical college engineering-major students. Second, the cross-sectional data might suggest that learners would be able to enhance comprehensibility in the classroom within two academic years despite the presence of a foreign accent.

Safi Eldeen Alzi'abi

Damascus University, Syria

Email: alziabi@gmail.com

 <https://orcid.org/0000-0003-2041-5417>**Abdurrahman Zubi**

Independent Researcher

Email: abdurrahmanzubi@gmail.com

 <https://orcid.org/0009-0006-7819-1101>

THE PHONOLOGICAL FOOTPRINT: EXPLICIT LEXICAL STRESS TRAINING AND THE ACQUISITION OF NOVEL L2 VOCABULARY ATTRITION

This study examined whether explicit lexical stress instruction enhances the acquisition and retention of novel L2 vocabulary and whether instructional orientation influences the durability of phonological representations. Specifically, it addressed whether (a) stress-focused instruction leads to superior vocabulary learning compared to meaning-focused instruction, (b) perceptually oriented training yields more robust long-term retention than rule-based instruction, and (c) receptive and productive lexical knowledge develop symmetrically following stress training.

Upper-intermediate Arabic-speaking learners of English (N = 240) were assigned to three instructional conditions: Acoustic–Perceptual (AP), Rule-Based (RB), and Meaning-Focused (MF). Over a three-week intervention, participants learned 30 low-frequency disyllabic and trisyllabic English words with stress patterns incongruent with Arabic prosodic tendencies. The AP condition emphasised perceptual sensitivity to acoustic correlates of stress (duration, F_0 , intensity) supported by visual feedback, whereas the RB condition provided explicit metalinguistic rules governing English stress placement. The MF group focused exclusively on semantic learning. Vocabulary knowledge was assessed before instruction, immediately after training, and four weeks later, using receptive listening tasks and productive written and oral measures, with lexical stress accuracy evaluated acoustically and perceptually.


Both stress-focused instructional conditions resulted in significantly greater immediate vocabulary gains than meaning-focused instruction. At delayed testing, however, only the AP group maintained a clear advantage, indicating superior long-term retention. Across all conditions, receptive performance consistently exceeded productive performance, and instructional effects did not eliminate this receptive–productive asymmetry.

The findings suggest that explicit attention to lexical stress facilitates L2 vocabulary learning, but that perceptually grounded instruction is particularly effective in supporting the consolidation of stable phonological representations over time. Persistent receptive–productive asymmetries indicate that improved phonological encoding does not automatically translate into equivalent gains in production. These results contribute to current discussions on phonolexical representation and underscore the value of integrating suprasegmental pronunciation training into L2 vocabulary instruction, especially in EFL contexts involving typologically distant L1–L2 prosodic systems.

Zuzanna Cal

Adam Mickiewicz University, Poznań, Poland

Email: zuzanna.cal@amu.edu.pl

 <https://orcid.org/0000-0002-1053-8440>

Jolanta Sypiańska

University of Szczecin, Poland

Email: jolanta.sypianska@usz.edu.pl

 <https://orcid.org/0000-0003-4565-4094>

MORE MOTIVATION = MORE FLUENT SPEECH? EXAMINING MOTIVATION AS A PREDICTOR OF L2 SPEECH FLUENCY

A plethora of external factors contributes to the success of second language (L2) speech acquisition. Among these, motivation is paramount, significantly influencing L2 learner engagement, persistence and achievement (Ryan & Deci 2000, Dörnyei 2010). Although higher motivation is generally associated with improved L2 pronunciation (e.g., Flege et al. 1995, Moyer 1999, 2004), the specific relationship between motivational profiles and language timing, particularly utterance fluency comprising breakdowns and speed, remains unexplored. While comparisons of (dis) fluency across both languages of bilinguals abound (e.g., Kormos 2006, Cucchiariini et al. 2010, Kahng 2014, Shrosbree 2014, Gao & Sun 2024), the psycholinguistic drivers behind these patterns require further investigation.

This study addresses this gap by examining how motivational profiles of L2 English learners interplay with their speech fluency measures. Participants included 10 university-level L1 Polish-L2 English speakers (aged 20), who completed a comprehensive motivation questionnaire and performed a reading task of the “Please

Call Stella” passage (Weinberger 2015). The questionnaire was grounded in Self-Determination Theory (Ryan & Deci 2000) and typologies of intrinsic, extrinsic, integrative, instrumental and classroom-related motivation (Carreira 2006, Berges-Puyó 2018, Gardner 2007, Dörnyei 2010, Fishbach & Woolley 2022). Recordings were force-aligned and hand-corrected to distinguish pauses from speech (pause threshold <200ms) and then calculate ten simple and complex fluency measures.

Linear regression models revealed that higher overall motivation scores significantly and positively influence mean duration of pauses, pause-to-speech ratio and total duration of pauses. Conversely, a negative relationship was observed between overall motivation and both articulation and speech rates. More specifically, intrinsic motivation positively correlated with articulation rate, while integrative motivation positively influenced mean duration of pauses. Instrumental and integrative motivation negatively affected articulation and speech rate, respectively. These findings suggest that different motivational drivers exert distinct pressures on the temporal organization of L2 speech, highlighting the complexity of the motivation-fluency interface.

References

- Berges-Puyó, J. G. (2018). Motivational factors in learning an L2: A study on intrinsic/extrinsic motivation, classroom materials, and teachers’ behaviors. *December*, 0–20.
- Carreira, J. M. (2006). Motivation for learning English as a foreign language in Japanese elementary schools. *JALT Journal*, 28(2), 135–153.
- Cucchiari, C., van Doremalen, J., & Strik, H. (2010). Fluency in non-native read and spontaneous speech. In *Proceedings of the 5th Workshop on Disfluency in Spontaneous Speech (DiSS) and the 2nd International Symposium on Linguistic Patterns in Spontaneous Speech (LPSS)*.
- Dörnyei, Z. (2010). Researching motivation: From integrativeness to the ideal L2 self. In *Introducing Applied Linguistics: Concepts and Skills* (3rd ed., pp. 74–83).
- Flege, J. E. (1995). Second-language speech learning: Theory, findings, and problems. In W. Strange (Ed.), *Speech perception and linguistic experience: Issues in cross-language research* (pp. 233–277). York Press.
- Fishbach, A., & Woolley, K. (2022). The structure of intrinsic motivation. *Annual Review of Organizational Psychology and Organizational Behavior*, 9(1), 339–363. <https://doi.org/10.1146/annurev-orgpsych-012420-055326>
- Gao, J., & Sun, P. P. (2024). How does learners’ L2 utterance fluency relate to their L1? A meta-analysis. *International Journal of Applied Linguistics*, 34(1), 276–291. <https://doi.org/10.1111/ijal.12513>
- Gardner, R. C. (2007). *Motivation and second language acquisition*. The Ontario Institute for Studies in Education of the University of Toronto.

- Kahng, J. (2014). Exploring utterance and cognitive fluency of L1 and L2 English speakers: Temporal measures and stimulated recall. *Language Learning*, 64(4), 809–854. <https://doi.org/10.1111/lang.12085>
- Moyer, A. (1999). Ultimate attainment in L2 phonology: The critical factors of age, motivation, and instruction. *Studies in Second Language Acquisition* 21: 81–108.
- Moyer, A. (2004). *Age, Accent, and Experience in Second Language Acquisition: An integrated approach to critical period inquiry* (Vol. 7). Bristol: Multilingual Matters.
- Shrosbree, M. (2014). The relationship between L1 fluency and L2 fluency: Cross-linguistic articulation rate [Paper presentation]. *The 24th Annual Conference of the European Second Language Association* (EuroSLA), York, UK.
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68–78. <https://doi.org/10.1037/0003-066X.55.1.68>
- Weinberger, Steven. (2015). *Speech Accent Archive*. George Mason University. Retrieved from <http://accent.gmu.edu>

Csaba Csides

Károli Gáspár University of the Reformed Church
Budapest, Hungary
Email: csides.csaba@kre.hu

ON THE NOTION OF ENGLISH WORD-STRESS AND ACCENT

Four different degrees of prominence of English word-stress are usually posited in the literature. Primary, secondary, tertiary and zero stressed syllables have been proposed on the basis of certain criteria such as pitch change, the presence/absence of a full vowel and ictus (rhythmic beat, loudness). Moreover, while the location of primary stress has been calculated with reference to syntactic, phonological and morphological pieces of information, the location of secondary and tertiary stresses has been defined against the position of the primary stress. It has been claimed that the rightmost stress constitutes the primary (strongest) stress of the word, while secondary stresses always precede the primary. Furthermore, syllables commonly referred to as tertiary stressed have also been identified as strong unstressed, and they were distinguished from completely unstressed syllables by the presence/absence of a full vowel. It follows from the above that posttonic syllables containing

a full vowel have uniformly been identified as strong unstressed (tertiary stressed) cf. example Nádasdy (2006).

My presentation aims to show that the English stress system is simpler than that: it has only two degrees of prominence, where stressed syllables are distinguished from unstressed ones, i.e., syllables that have been analyzed as strong unstressed are in fact stressed and the difference between traditional primary and secondary stresses can be captured by the presence versus absence of accent (pitch change/higher pitch). The difference between stressed and unstressed syllables, however, boils down to the presence versus absence of a full vowel, i.e., full vowels are uniformly regarded as stressed. I will also attempt to demonstrate that the assignment of stresses hinges on a process of searching for minimal/optimal CV feet from the right edge of the word, cf. also Csides (2020).

References

- Csides, Csaba 2020. English Word-stress in Strict CV-Phonology. In *Phonological and Phonetic Explorations*, edited by Krzysztof Jaskula, 55–76. Lublin: Wydawnictwo KUL.
- Nádasdy, Ádám 2006. *Background to English Pronunciation*. Budapest: Nemzeti Tankönyvkiadó.

Yulia Dzhuraeva

Moscow Pedagogical State University

Moscow, Russia

Email: yulia@art2907.ru

 <https://orcid.org/0009-0009-6254-7347>

THE ROLE OF PHONETIC MEANS IN VIDEO GAME CHARACTER MODELLING

Video games have become a significant phenomenon within mass culture, showing rapid development and having a substantial impact on the audience. Game characters serve as a link between the player and virtual reality.

The paper reports on the study aimed at identifying the phonetic features of video game characters' speech. It draws on the findings made in the course of the analysis (auditory and acoustic) of the samples from video games. The research material consists of audio recordings of spoken lines belonging to six video game characters portrayed by voice actor Troy Baker as compared to the natural manner

of speaking of this actor in interviews. The selection of the material is justified by the diversity of character archetypes created by this actor. The acoustic analysis was conducted using the Praat (v.6.4.58) and Speech Analyzer (v.3.0.1) software applications. Based on the data from perception and acoustic analysis of video games' fragments, "phonetic portraits" of the game characters were compiled. The selected parameters of pitch, tempo and voice quality features are tested statistically for their relevance. The results of the research demonstrate marked difference in the set of prosodic parameters (pitch ranges, terminal tones, rate of speech, pauses) used by the same actor to create the vocal images of protagonists and antagonists.


The study highlights the essential role of phonetic means in character modelling in video game discourse. It demonstrates that a character's image (disguised linguistic personality) is constructed through a specific combination of phonetic means, which creates a distinctive speech manner recognizable to the audience and contributes to the player's immersion in the video game's virtual reality. The characters' manner of speaking and pronunciation reflect their social and linguocultural characteristics, as well as their individuality.

Oleksandr Kapranov

NLA University College

Campus Oslo, Norway

Email: oleksandr.kapranov@nla.no

 <https://orcid.org/0000-0002-9056-3311>

TO /r/ OR NOT TO /r/: THE ENGLISH /r/ AS A CHALLENGE TO NORWEGIAN L1 EFL LEARNERS

Whilst Norwegians are reported to be fairly proficient in English (Kapranov, 2019), evidence shows that young learners of English as a Foreign Language (EFL) whose first language (L1) is Norwegian experience substantial problems with a range of English consonant sounds (Kapranov, 2021, 2022), for example the fricative /z/, which is absent in Norwegian. However, anecdotal evidence suggests that young EFL learners whose L1 is Norwegian also have problems with the pronunciation of the English consonant /r/. In order to verify this contention, a group of EFL teachers (total N = 8) was asked to reflect on whether or not the English /r/ would be described as problematic to Norwegian L1 EFL learners at primary school. The teachers were requested to provide a short reflective note on their thoughts and observations concerning the way their primary school pupils pronounced the English consonant /r/.

The teachers' notes were coded, tagged in the computer program Statistical Package for Social Sciences (SPSS), and analysed. The results of the analysis indicated that the majority of the teachers considered the English /r/ problematic due to a number of variables. Among them, they singled out the following: (i) the influence of the learners' L1 and (ii) the lack of consistency in the learners' choices of the variety of English and the associated problems with rhoticity and non-rhoticity. These findings will be presented and discussed at the conference.

References

- Kapranov, O. (2019). Self-Assessment of the Sounds of the English Language that Pre-Service EFL Teachers Consider Problematic to Pronounce. *ELOPE: English Language Overseas Perspectives and Enquiries*, 16(1), 77–99.
- Kapranov, O. (2021). The English vowel schwa as a difficulty to intermediate EFL students: Evidence from phonemic transcription. *Belgrade English Language and Literature Studies*, 13(1), 59–92.
- Kapranov, O. (2022). The English fricative consonant/z/as a challenge to Norwegian L1 EFL learners: An error analysis of phonemic transcriptions. *Philologia Estonica Tallinnensis*, 7(1), 148–185.

Kamil Malarski

Adam Mickiewicz University

Poznan, Poland

Email: kamil.malarski@amu.edu.pl

 <https://orcid.org/0000-0001-7826-7213>

Witoslaw Awedyk

University of Szczecin, Poland

Email: witoslaw.awedyk@usz.edu.pl

 <https://orcid.org/0000-0002-7530-352X>

INTERPLAY OF L2 ENGLISH AND L3 NORWEGIAN VOWELS ON THE EXAMPLE OF SELECTED POLISH MIGRANT COMMUNITIES IN NORWAY

In this project, we explore multilingualism in speech of Polish-born migrant communities living in Norway, and speaking Norwegian as L3 and English as L2. Our aim was to test whether their Norwegian vowel systems were close to the native

ones from the region where they reside, or whether they were influenced more by their L2 English or L1 Polish vowel systems. The samples were recorded in libraries, cafes, and conference rooms with a Marantz PMD661 recorder and a SHURE™ SM35 head-worn unidirectional microphone. In the recorded samples, the speakers were given tasks in their L1 Polish, L2 English and L3 Norwegian. The speakers were fluent users of English and Norwegian, and each location is represented by 12 speech samples. The speakers had been residing in Norway for a longer time ($M=7$ years). The majority had gone through formal language training in English and Norwegian (both in Poland and in Norway). The forced-alignments and vowel measurements were extracted and then manually corrected with Autophon and Praat; they were log-mean normalised, and plotted with the *densityarea* package in R (Fruehwald 2023). Our preliminary results are threefold; first, most speakers' Norwegian vowel systems show little adaptation to the regional variety. Instead, their vowels seem to be influenced by the standard Norwegian vowel system. Many speakers also display style-shifting, i.e., their L3 Norwegian vowels are not stable across different parts of the interview (reading vs. wordlist vs. unscripted speech) which is compatible with recent data on L1 Norwegian vowels (Peng et al. 2023). Finally, some of the vowels used in the L3 Norwegian recordings display cross-linguistic influence from the speakers' L2 English. The more fluent one's English is, the more their Norwegian vowels are influenced by their English speech, irrespective of the level of fluency in Norwegian.

References

- Fruehwald, Josef. 2023. A New Way of Analyzing Vowel Space Area. Paper presented at NWAV 51 (New Ways of Analyzing Variation), CUNY, Queens College.
- Li, Peng, James Emil Flege, Clara D. Martin and Natalia Kartushina. 2023. Speech stability across time: Evidence from Norwegian vowels in spontaneous speech production. *Proceedings of the 20th International Congress of Phonetic Sciences (ICPhS2023)*.

Vladimir Filipov Valov

Department of English and American Studies
 Faculty of Classical and Contemporary Philology
 Sofia University “St. Kliment Ohridski”
 Sofia, Bulgaria

Email: vphillipov1147@gmail.com; vulov@uni-sofia.bg

 <https://orcid.org/0009-0006-7011-6406>

INTONATION AS ABSTRACT GRAMMATICAL MARKER OR WHY INTONATION IS POSITIONED IN CORE MORPHOSYNTAX

In language, intonation can anchor at any of the language levels – from phonology (to convey emphasis, semantically employing the effects of synecdoche), through the grammatical, syntactic, and information structure of the sentence/utterance, up to the level of discourse and the pragmatic interface. The phenomenon portrays intonation as what I have termed the Janus-like “wandering Jew”, the biblical Ahasuerus, moving across all levels and leaving its traces behind on its way. The paper focuses on how intonation lands in morphosyntax and is manifested by means of morphosyntactic exponents (i.e., morphemes) realizing the two abstract grammatical categories – case and aspect – in terms of what Nikolaeva (2013) refers to as ‘the hidden memory of language’. The suprasegmental morpheme “flows into” the segmental structure and surfaces in morphosyntax, incorporating into the latter. By extension, the approach is an attempt at specifying Bolinger’s “primitive dance” of intonation (Bolinger 1964), i.e., extending it back diachronically in the evolutionary process. Ultimately, the paper argues for a radical reshuffle and reconceptualization of the functional role of intonation within the overall language system, and, furthermore, a more elegant method of analysis. In conclusion, intonation is held to function from a semantic perspective first, and, subsequently, it enters phonology via morphosyntax.

References

- Bolinger, D. (1972 [1964]) Around the edge of language. In: Bolinger, D. (ed.) (1972) *Intonation*. Penguin Books Ltd: Harmondsworth, pp. 19–29.
- Nikolaeva, T. M. (2013 [2002]) Skrytaja pamyat’azyka: popytka postanovki problemy [The hidden memory of language: an attempt at setting the problem] (in Russian). In: Nikolaeva, T. M. (2013) *Lingvistika. Izbrannoe*. Yazyki slavyanskoj kul’tury: Moscow, pp. 13–40.

Valentina Rapajić

University of Defence, Military Academy

Belgrade, Serbia

Email: valentinrapajic@yahoo.co.uk

**TWO PERSPECTIVES ON VOWEL FORMANT VARIABILITY:
CV AND SGV AS COMPLEMENTARY MEASURES**

This study explores vowel formant variability using two complementary measures: the one-dimensional coefficient of variation (CV) and the two-dimensional standardised general variance (SGV). A total of 4,800 tokens of Serbian vowels (/i: i e: e a: a: o o: u u:/) and English vowels (/i: i e æ ʌ ɑ: ɒ ɔ: ʊ u:/) were collected from 10 female and 10 male speakers with L1 Serbian and L2 English, using a repeated-measures experimental design. Results show that CV and SGV capture distinct aspects of vowel dispersion: CV reflects variability along individual formants, whereas SGV provides a holistic view of token scatter across two dimensions in acoustic-articulatory vowel space. Taken together, the two measures offer a fuller characterisation of vowel formant variability than either measure alone.

Joaquín Romero

Universitat Rovira i Virgili

Tarragona, Spain

Email: joaquin.romero@urv.cat

 <https://orcid.org/0000-0002-6264-689X>

Blanca Ostarek

Universitat Rovira i Virgili

Tarragona, Spain

Email: blanca.ostarek@estudiants.urv.cat

 <https://orcid.org/0000-0003-0978-6145>

Edward Lockhart

Universitat Rovira i Virgili

Tarragona, Spain

Email: edward.lockhart@urv.cat

 <https://orcid.org/0000-0002-8870-6600>

Cristina Crison

Universitat Rovira i Virgili

Tarragona, Spain

Email: cristinabelen.crison@urv.cat


 <https://orcid.org/0000-0001-7002-3740>

Xiaodan Zhang

Universitat Rovira i Virgili

Tarragona, Spain

Email: xiaodan.zhang@urv.cat

 <https://orcid.org/0000-0001-6874-926X>

FROM PHYSICAL TO PHONOLOGICAL:
TEACHING ENGLISH PRONUNCIATION TO L1
SPANISH/CATALAN PRIMARY SCHOOL CHILDREN

Despite continued efforts to introduce English as a foreign language in the early stages of education, both in the public and private sectors, observation shows that most Spanish students fail to achieve a satisfactory degree of competence in the language, especially as regards oral expression and pronunciation, to guarantee effective and fluid communication in English. One major factor behind this situation is the fact that teachers generally lack training in pronunciation and English phonetics,

which negatively impacts both the quantity and the quality of oral practice in the classroom. This, in turn, too often results in the acquisition of inaccurate forms that eventually become fossilized in older learners.

The current study reports on an on-going project aimed at applying research-based knowledge on English pronunciation teaching and learning to primary school children aged 9–11 who are native speakers of Spanish/Catalan. The first stage of the project involved several training sessions for teachers, where they were provided some basic knowledge of the sound system of English, with special focus on transfer issues for Spanish/Catalan speakers. Subsequently, a series of teaching units were developed following a progression from physical to lexical to phonological awareness. The physical stage involved practice with tongue, lip and jaw positions, allowing the children to experiment with their own articulation. This was followed by associating the physical awareness with appropriate lexical items (i.e., contrasting jaw, tongue and lip positions for /æ/ as in ‘cat’ vs. /ʌ/ as in ‘cut’). The final stage was aimed at consolidating the creation of new phonological categories directly as a result of the physical and lexical practice. Preliminary results indicate generalized improvement not only in the children’s ability to perceive and produce English sounds accurately, but also in the teachers’ confidence in their own ability to successfully teach English pronunciation to their students.

Leônidas Silva Jr.

State University of Paraíba, Brazil

Federal University of Pernambuco, Brazil

Email: leonidas.silvajr@gmail.com

 <https://orcid.org/0000-0002-3728-9851>

PROSODY-BASED AUTOMATIC CLASSIFICATION OF FOREIGN ACCENT IN L2 ENGLISH

This study investigates the contribution of foreign language (L2) prosodic features to automatic foreign accent classification (ASR-L2), with a particular focus on identifying which acoustic dimensions—durational, melodic, or intensive—most effectively discriminate between native and non-native English speech. The central hypothesis is that accurate accent classification requires a multidimensional prosodic feature matrix capable of capturing fine-grained L1–L2 phonetic distinctions. Methodologically, the study integrates frameworks from experimental phonetics, L2 prosody, and Artificial Intelligence (AI). The dataset consists of 160 read-speech

samples produced by three groups: 80 samples by native speakers of American English (L1E), and 80 by proficient Brazilian speakers of English (L2E – 40 samples), who also produced Brazilian Portuguese (L1BP – 40 samples). Acoustic processing involved forced alignment using the Montreal Forced Aligner (MFA), followed by manual correction, re-alignment at the prosodic level, and automatic extraction of acoustic parameters via a Praat script. Statistical analyses comprised Kruskal–Wallis tests with subsequent Dunn post hoc comparisons across groups (L1E–L2E, L1E–L1BP, L2E–L1BP). For the automatic classification task, L1E speech was targeted as “Native,” while L2E and L1BP speech constituted the “Foreign”. Preliminary results demonstrate that long-term spectral measures associated with voice quality, together with other intensity-related parameters, were the most robust predictors of accent differences, followed by durational features. These descriptors consistently differentiated between speaker groups both globally and in pairwise comparisons and exerted moderate to high influence on classification performance. Machine learning models achieved accuracy rates ranging from 71% to 100%. The findings highlight the central role of prosodic acoustics—particularly intensity and duration—in foreign accent classification, with implications for L2 forensic phonetics and pronunciation pedagogy. These results support a shift toward greater emphasis on L2 prosody for accent characterization in applied forensic contexts, as well as for language instruction.

Thais Cristofaro Silva

Federal University of Minas Gerais (UFMG), Brazil

National Council for Scientific and Technological Development (CNPq)

Email: thaiscristofarosilva@ufmg.br

 <https://orcid.org/0000-0003-0386-6304>

Wellington Araujo Mendes Junior

Federal University of Uberlândia, Brazil

Email: wellington.mendes@ufu.br

 <https://orcid.org/0000-0002-1459-4183>

EPENTHETIC VOWELS IN ENGLISH L2 AND BRAZILIAN PORTUGUESE: A CASE STUDY

English spoken by Brazilians is claimed to present epenthetic vowels in different contexts. Word-initially in sC words as in *sky* [skaɪ] > [ˈis.kai], word-medially as in *helicopter* [ˈhel.ɪ.kɒp.tər] > [ˈhel.ɪ.kɒ.pi.tər] and word-finally as

in back [bæk] > ['bæ.ki] (Freitas 2019; Nascimento 2017; Gonçalves 2023). The epenthetic vowel in L2-English is always [i] and is the same epenthetic vowel that appears in Brazilian Portuguese (BP) to prevent syllable constraints violations (Collischonn 2003). For example, native words as *apto* ['a.pi.tu] and commonly used loans as *WhatsApp* [wats'a.pi] present the epenthetic vowel [i]. A question we posited is whether the epenthetic vowel would have the same acoustic characteristics in English and BP in all environments it is expected to occur in. Experiments were designed to examine the different environments where English words were tested in an English designed experiment and BP loan words and native words were tested in a BP designed experiment. Experiments consisted of identifying pictures and pronouncing them aloud and within the context of a sentence. Results showed that an epenthetic vowel appears in all environments in English and BP, being that in English the rates decrease as proficiency levels are higher. Thus, students with basic English produce more epenthetic vowels than students at advanced levels of proficiency. Results also showed that the acoustic characteristics of the English and BP epenthetic vowels are different, as BP epenthetic vowels have longer duration than English epenthetic vowels. The findings presented in this paper indicate the relevance of experimental work in phonology as advanced by Laboratory Phonology approaches in L1 and L2 (Cohn et al. 2012).

References

- Assis, A. 2017. *A emergência de consoantes finais no português brasileiro na microrregião de Araguaína/Tocantins*. Belo Horizonte: Tese de Doutorado na Universidade Federal de Minas Gerais.
- Cohn, A. C., C. Fougeron & M. K. Huffman (eds.). 2012. *The Oxford Handbook of Laboratory Phonology*. Oxford: Oxford University Press.
- Collischonn, G. 2003. Epêntese Vocálica no Português do Sul do Brasil: Variáveis Extralinguísticas. *Revista Letras*, 61.
- Freitas, M. 2019. *A redução segmental em sequências #(i)sC no Português Brasileiro*. Belo Horizonte: Dissertação de Mestrado na Universidade Federal de Minas Gerais.
- Manoel, C. 2023. *O i-final no Português Brasileiro e Inglês (IL2)*. Belo Horizonte: Dissertação de Mestrado na Universidade Federal de Minas Gerais.
- Nascimento, Katiene. 2017. *Emergência de padrões silábicos no português brasileiro e seus reflexos no inglês língua estrangeira*. Fortaleza: Tese de Doutorado na Universidade Estadual do Ceará.

Tatiana Tolmacheva

Moscow City University

Moscow, Russia

Email: polushkina@mgpu.ru

 <https://orcid.org/0000-0001-8941-6827>**Veronika Karavaeva**

Moscow City University

Moscow, Russia

Email: karavaeva-415@mgpu.ru

 <https://orcid.org/0000-0003-2608-7362>

TEACHING SPEECH CORPUS DESIGN TO PRE-SERVICE EFL TEACHERS FOR DATA-DRIVEN PRONUNCIATION TRAINING

The study outlines the model of integrating corpus design activities in EFL teacher education curricula as a means of fostering data-driven approaches to L2 pronunciation training. The research was conducted on the basis of a mentoring laboratory of speech technologies designed for training language majors to apply AI tools and LLMs for natural language processing. The laboratory's work includes speech data annotation for research, teaching, text and discourse analysis, and building linguistic datasets for machine learning purposes. Unlike traditional teaching sources relying on personal experience and observation, digital tools enable EFL teachers to process and make sense of big data available and produce sound quantitative assessments. In this perspective skills in speech corpus design are essential for L2 pronunciation instruction, bridging theory and practice through hands-on exploration of authentic spoken data. Presented is the model of teaching NNES pre-service EFL teachers to build a multilingual parallel corpus through spoken data collection, automated annotation, dataset refinement, and corpus managing with a focus on its implementation in specific pronunciation training contexts. The source of audio data was L2 authentic recordings with their further preprocessing and annotation of the parameters relevant for pronunciation training (attitude, terminal tone, sound modifications, etc.). The mastered tools included AI technologies (Montreal Forced Aligner/WebMAUS), automated speech recognition (Google Speech Recognition/Whisper/Vosk), and Python libraries for the automatic processing of annotated TextGrid files (praatio/praat-parselmouth). As a result, a speech corpus for the analysis of L2 phonetic features at both segmental and suprasegmental levels was designed for pre-service EFL teachers to work out action plans to introduce the corpus into teaching practice. The suggested model could be used in related disciplines, elective and CPD courses to promote evidence-based pronunciation teaching methods.

Hui-Ju Tsai

National Taipei University, Taiwan

Email: tsaihuiju@gm.ntpu.edu.tw

 <https://orcid.org/0009-0003-7412-4292>**Biljana Čubrović**

Faculty of Philology, University of Belgrade, Serbia

Email: biljana.cubrovic@fil.bg.ac.rs

 <https://orcid.org/0000-0003-2447-5142>

ACCENT ATTITUDES AMONG TAIWANESE
UNIVERSITY STUDENTS: A VERBAL-GUISE STUDY
OF FOUR ENGLISH VARIETIES

As English use expands across Taiwanese higher education, listeners are increasingly exposed to diverse English accents; however, the relative weight of social evaluation and perceived intelligibility remains underexplored. This study examines Taiwanese university students' attitudes toward four English varieties: General American, British, Southern American, and Asian-accented English (non-Taiwanese).

A total of 164 students completed a verbal-guise task in which four speakers reading the same neutral passage were evaluated on 15 Likert-scale items representing status/prestige, solidarity/social attractiveness, dynamism/expressiveness, and intelligibility/interactional comfort, alongside forced-choice preference measures (1–7).

The analysis reveals clear stratification across accents. The General American speaker received the highest ratings on status and intelligibility (e.g., *fluent* $M = 6.13$; *professional* $M = 5.69$) and was most frequently selected as the preferred instructor (42%). The British speaker showed a comparable but slightly attenuated profile. The Asian English speaker was evaluated most positively on solidarity but lowest on status, while the Southern American speaker occupied an intermediate position with comparatively lower intelligibility ratings. Multinomial logistic regression identified intelligibility/comprehensibility as the only robust predictor of instructor preference for the American and British speakers ($p < .001$), and of peer-collaboration preference for the Asian English speaker.

The findings demonstrate that perceived intelligibility functions as the primary gatekeeper of academic preference, mediating (but not eliminating) accent-based social hierarchies in Taiwanese university contexts.

Rias van den Doel

Utrecht University, Netherlands

Email: w.z.vandendoel@uu.nl

 <https://orcid.org/0000-0002-1718-8244>

ACCENT AND ACCEPTABILITY

Accentism, or accent-based discrimination, has long captured scholarly interest. While its deleterious effects on L2 English speakers are frequently highlighted (Jeong & Lindemann, 2025), much of the research has emphasised the language ideologies responsible rather than practical solutions (Munro & Derwing, 2020). Pronunciation training could help reduce accentism, but it is often argued that the focus should be on intelligibility, not accentedness. Although a strong accent need not affect understanding (Munro & Derwing, 1995), it may be less well received due to biases from L1 and L2 listeners (Lindemann & Subtirelu, 2013). This ‘credibility deficit’ may lead L2 speakers to question the value of being intelligible if interlocutors do not accept what they are saying (cf. Hancock, 2019).

It is worth considering which specific L2 accent features contribute to a devaluation of the speaker’s credibility. This calls for attention to the concept of acceptability in pronunciation training, a construct with a long pedigree (Johansson, 1975; Van den Doel, 2006) but often overlooked in recent research (Thomson, 2018; Henderson, 2021), which refers to the extent to which L1 and L2 interlocutors’ reactions to specific accent features affect a speaker’s evaluation.

While acceptability is often associated with a bias towards specific ‘native’ accents, this is not always warranted. L2 or L1 listeners may also downgrade accents perceived as ‘too native’ or ‘too out-group’ (Codo & Collins, 2025; Gatbonton, Trofimovich, & Magid, 2005). Nevertheless, the ‘ideologies of nativeness’ linked to acceptability and accentedness are often seen as incompatible with intelligibility-focused approaches to pronunciation training (e.g., Levis, 2005). Without abandoning ‘comfortable intelligibility’ (Abercrombie, 1956) as a central construct, pronunciation researchers may wish to reconsider the role of acceptability – especially if acceptability judgements impact those at the receiving end of accentism. This presentation contributes to this discussion.

References

- Abercrombie, D. (1956). *Problems and principles: Studies in the teaching of English as a second language*. Longmans Green.
- Codó, E., & Collins, C. (2025). Stigma, self-styling and ‘forced accents’ among English L2 speakers in Spain. *World Englishes*, 1–17.

- Gatbonton, E., Trofimovich, P., & Magid, M. (2005). Learners' ethnic group affiliation and L2 pronunciation accuracy: A sociolinguistic investigation. *TESOL Quarterly*, 39(3), 489–511.
- Hancock, M. (2019). ELF: Beyond dogma and denial. *Speak Out*, 60, 6–8.
- Henderson, A. (2021). *Intelligibility and identity: From teaching pronunciation to training for spoken language variation*. Université Savoie Mont Blanc.
- Jeong, H., & Lindemann, S. (2025). Beyond ideologies of nativeness in the intelligibility principle for L2 English pronunciation: A corpus-supported review. *System*, 122, 103599.
- Johansson, S. (1975). *Papers in contrastive linguistics and language testing*. Gleerup.
- Van den Doel, R. (2006). *How friendly are the natives? An evaluation of native-speaker judgments of foreign-accented British and American English*. LOT.
- Levis, J. M. (2005). Changing contexts and shifting paradigms in pronunciation teaching. *TESOL Quarterly*, 39(3), 369–377.
- Lindemann, S., & Subtirelu, N. (2013). Reliably biased: The role of listener expectation in the perception of second language speech. *Language Learning*, 63(3), 567–594.
- Munro, M. J., & Derwing, T. M. (2020). Foreign accent, comprehensibility, and intelligibility, redux. *Journal of Second Language Pronunciation*, 6(3), 283–309.
- Munro, M. J., & Derwing, T. M. (1995). Processing time, accent, and comprehensibility in the perception of native and foreign-accented speech. *Language and Speech*, 38(3), 289–306.
- Thomson, R. I. (2018). Measurement of accentedness, intelligibility and comprehensibility. In O. Kang & A. Ginther (Eds.), *Assessment in second language pronunciation* (pp. 11–29). Routledge.

CIP - Каталогизација у публикацији
Народна библиотека Србије, Београд

811.111'34(048)(0.034.2)

BELGRADE international meeting of english phoneticians (7 ; 2026 ; Beograd)

Book of abstracts [Elektronski izor] / Seventh belgrade international meeting of english phoneticians, March 27–29 2026, BIMEP 2026 ; [editor Biljana Čubrović]. - Belgrade : Faculty of Philology, University, 2022 (Belgrade : MAB). - 1 elektronski optički disk (CD-ROM) : tekst ; 12 cm

Sistemski zahtevi: Nisu navedeni. - Nasl. sa naslovne strane dokumenta. - Tiraž 10.

ISBN 978-86-6153-794-3

а) Енглески језик -- Фонетика -- Апстракти

COBISS.SR-ID 189520393



Belgrade Phonetics Lab
Laboratorija za fonetska istraživanja

www.fil.bg.ac.rs

ISBN 978-86-6153-794-3



9 788661 537943