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CAN "ACCESS" FRAMEWORK OFFER A FRESH ALTERNATIVE TO TEACHING TARGET SOUNDS PRODUCTION? - AN EXAMPLE OF POSTALVEOLAR SEQUENCES[1]

Abstract. The present paper investigates the effects of the ACCESS framework (Gatbonton & Segalowitz, 2005) in teaching L2 sound production, in this particular case the production of /tr/-/dr/ postalveolar sequences by Serbian EFL learners. The given postalveolar sequences represent an ongoing sound change, especially in the General American variety, where the retracted plosive allophonic variation seems to approach complete affrication (e.g. Magloughlin, 2018), thus representing an interesting phenomenon of variable pronunciation particularly relevant for second language acquisition. Serbian EFL learners likewise demonstrate variable production of these particular sound sequences, probably due to the influence of L1. The chosen ACCESS framework incorporates both form-focused instruction and communicative aspects of language learning, and it seemed suitable for the type of training the participants needed at the particular stage of learning. The study included an experiment with pre- and post-test production testing, including sentence list recordings of target sounds in the initial position. The experimental period lasted three months and included an experimental and a control group at B1 level CEFR. The results show positive effects of the applied instruction on the production of postalveolar sequences, especially /tr/. The obtained results underscore significant pedagogical implications, particularly regarding the amount and type of phonetic instruction in the Serbian EFL setting.

Keywords: ACCESS, pronunciation instruction, Serbian, English, postalveolar sequences

1. Introduction

Having in mind that intelligibility of oral production decreases the chances for misunderstanding and professional discrimination, even though pronunciation seems to play an important role in EFL students' speaking skills development, motivation increase and self-confidence boost (Hashemian & Fadaei, 2011). Hence, carefully implemented pronunciation training is said to positively affect perception and listening skills, along with its primary goals – enhancing segmental and suprasegmental levels of perception and production (Aliaga-García & Mora, 2008).

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[1] The research was conducted within the scientific project entitled *Brands in Literature, Language and Culture* ФИЛ-1819 at the Faculty of Philology and Arts, University of Kragujevac.

Therefore, both receptive and productive aspects of language learning are covered by successful pronunciation training (Linebaugh & Roche, 2015).

Even though renowned authors suggest the existence of a "threshold level of pronunciation" for a foreign language learner (Celce-Murcia, Brinton, Goodwin, & Griner, 2010, p. 8), there is a singular discrepancy between what EFL learners can and want to achieve, which is, in a great number of cases, native-like pronunciation (Derwing, 2003, p. 559; Keely, 2016). Of course, this is not easily attainable due to numerous factors, including mother tongue interference, maturational constraints, the onset of learning, motivation, attitudes, etc. (Moyer, 2004). The process is made even more difficult with pronunciation instruction being reduced to minimal pair exercises, imitation of teachers' (sometimes erroneous) articulation, and decontextualized repetition drills. Such a situation is a direct consequence of the misconceptions about pronunciation being non-teachable, corrective feedback being intrusive, teachers lack of time, knowledge, and familiarity with the available materials (Fraser, 2006; Gilbert, 2008). A historical overview of approaches and methods in language teaching adds to the diversity of viewpoints on pronunciation, from the Grammar Translation paying no attention to it, the Cognitive Approach regarding it as a waste of time, the Direct Method underscoring repetition drills, to Audiolingualism and the Silent Way emphasizing explicit pronunciation instruction (Richards & Rodgers, 2001). Even though the Communicative Language Teaching approach recognizes the significance of pronunciation learning, teachers who are its proponents and practitioners seem to have difficulties applying it in their curriculum (Silveira, 2002).

2. Effectiveness of Pronunciation Instruction

Albeit pronunciation teaching research is still far behind the research on vocabulary and grammar teaching, the last decade has seen a considerable increase in studies dealing with the effects of pronunciation teaching on production accuracy in a target language (e.g. Saito & Lyster, 2012; Kissling, 2013; Derwing, Munro, Foote, Waugh, & Fleming, 2014; Thompson & Derwing, 2015).

What proper pronunciation teaching needs to provide for a learner is the necessary knowledge and skills to gain control of the sound system of an L2 and achieve both intelligibility and comprehensibility, while employing communicative strategies when interacting with speakers of different backgrounds (McNamara, 2002; Nakashima, 2006).

Instruction is *explicit* if "rule explanation forms part of the instruction (deduction) or if learners are asked to attend to particular forms and try to find the rules themselves (induction)" (DeKeyser, 2003, p. 321), and *implicit* if students remain unaware that the learning took place (Ellis, 2001). Explicit pronunciation instruction may include drawings of vocal tracts, waveforms and spectrograms as illustrations of target sounds, and it has been demonstrated to enhance production accuracy (Piske, MacKay, & Flege, 2001). Even though some authors claim that

explicit instruction could not help the acquisition of implicit knowledge (Doughty, 2003), there are more who claim that explicitness in teaching leads to the development of both metalinguistic and implicit knowledge (Ellis, 2006; Schmidt & Watanabe, 2001). Explicit instruction proved especially beneficial, even indispensable, in pronunciation learning. Saito and Lyster (2012) analyzed the effects of form-focused instruction on English /ɹ/ pronunciation by Japanese EFL learners. The results showed positive effects of form-focused instruction at both the level of controlled and spontaneous speech. Kissling (2013) found positive effects of pronunciation instruction on Spanish sounds by English speakers. However, Derwing et al. (2014) found no significant effects of short-term pronunciation instruction on the perceived degree of foreign accent.

3. Postalveolar Sequences in English and Serbian

Alveolar plosives [t, d] demonstrate an interesting coarticulatory effect when found before the approximant [r], resulting in an allophonic variation called retracted [t̠] [d̠] (Ladefoged, 2006, pp. 71-76). This particular allophonic variation may cause perceptual confusion, especially among Serbian EFL learners since the retracted allophone reminds the listeners of the postalveolar affricate sounds - /tʃ/ and /dʒ/, consequently having them transcribe the sounds using the symbols for affricates instead of those for plosives. The additional difficulty stems from the similarity of affricates in English and Serbian, even though the localization is not identical (Flege, 1995) (postalveolar in English vs. palatal in Serbian). Furthermore, the production of postalveolar sequences demonstrates high levels of variability among native speakers as well, with alveolar + trill combinations among older generations and retracted + retroflex articulations among younger speakers (Ladefoged, 2006).

The relevant literature does not offer a unique differentiation of whether the plosives in this particular context represent merely a positional variant or have a separate phonemic status. Gimson (1978, p. 149) believed that postalveolar clusters could not be regarded in terms of phonemes, yet the author claimed that foreign language learners should pay special attention to these sequences when acquiring English sounds. Nevertheless, some authors spoke about the affrication before [r] relatively concurrently (Read 1971, p. 13), leading to the appearance of those views stating the phonemic status of the sequences in question due to their distinctive functions in pairs like *trip/drip* (Coxhead, 2006, p. 5). A number of relevant studies report on the ongoing, nearly completed, sound change, especially in North America, related to the affricated articulation of alveolar plosives in pre-rhotic positions (Smith, 2013, p. 71; Stevens & Harrington, 2016, p. 119; Mcgoughlin, 2018, p. 143). The sound change is not isolated to North America, but is widespread in the UK (Bass, 2009) and New Zealand, as well (Lawrence, 2000). Ohala and Solé (2010, p. 47) speak about "emergent affricates" in this particular context.

To the best of our knowledge, the Serbian scientific context lacks research in the particular subject matter, i.e. the acquisition of English postalveolar sequences.

Ten years ago, in one of the few studies, Čubrović (2008, pp. 148-149) concluded that /tr/ and /dr/ clusters posed a specific problem for Serbian EFL learners and that teachers should pay special attention to them since Serbian affricates represent the most common substituents, often resulting in a perceivable foreign accent.

4. The Present Study

The significance and implementation of pronunciation instruction is likewise marginalized in the Serbian EFL context, usually due to teachers' lack of awareness and knowledge of how to approach pronunciation teaching (Jerotijević, 2014). Therefore, the present paper aims to investigate the effect of the ACCESS framework (Gatbonton & Segalowitz, 2005) on Serbian EFL learners' production of postalveolar /tr/ and /dr/ clusters. ACCESS stands for Automatization in Communicative Contexts of Essential Speech Segments and is a relatively under-researched approach to pronunciation instruction which combines both automaticity development and communicative perspectives. The framework in question was chosen due to the fact that it aims to achieve the necessary automaticity in segmental production via focusing on form while simultaneously observing the tenets that communication is authentic, repetition is necessary for task completion, targeted expressions are formulaic and functional, and students may encounter them again in an outside-the-classroom communicative situation. The benefits of the approach were proved in a study on rising/falling intonation in English (Trofimovich & Gatbonton, 2006). Thus, we combined form-focused instruction in communicative settings to investigate their effects on postalveolar sequences production, since Serbian EFL learners demonstrate variable production of /tr/ and /dr/ combinations, which is likely due to the fact that Serbian has no allophonic variations of plosives in pre-rhotic contexts, unlike English, which [t] and [d] are retracts before /r/ (Ladefoged, 2006, pp. 71-76).

5. Methodology

5.1 Research Questions

Having the aims of the study in mind, the empirical research was based upon the following research questions:
- What are the variants in Serbian EFL learners' production of postalveolar sequences?
- Can the implemented pronunciation instruction within the ACCESS framework (Gatbonton & Segalowitz, 2005) affect Serbian EFL learners' production of English postalveolar sequences?
- Are the effects of the implemented pronunciation instruction positive, neutral or negative?

5.2 Participants

A total of 18 students (8 males, 10 females, mean age = 17.38) participated in the study, all attending the Grammar School in Jagodina, Serbia. The participants were all students at the very beginning of the third year of humanistic and linguistic orientation, with five regular English classes a week. During the previous school year, students had three classes a week. The students were divided into two groups, experimental and control: namely, 10 of them were in the experimental group (5 males, 5 females) and 8 of them (3 males, 5 females) in the control group. To ensure the validity of the division, the diagnostic testing was performed using sample Cambridge Proficiency Tests[2], during the in-class examination with the assessment performed by the instructor. A more detailed description of the points can be found in Graph 1. The B1 level of achievement covers the range from 140-160 points. All the participants had no prior experience living in an English speaking country, and they had all been learning English for 11 years, with only three of them attending private English lessons along with the regular school classes and all of them were in the control group.

Graph 1. Achieved Points in Proficiency Level Diagnostics for Experimental (EG) and Control Group (CG)
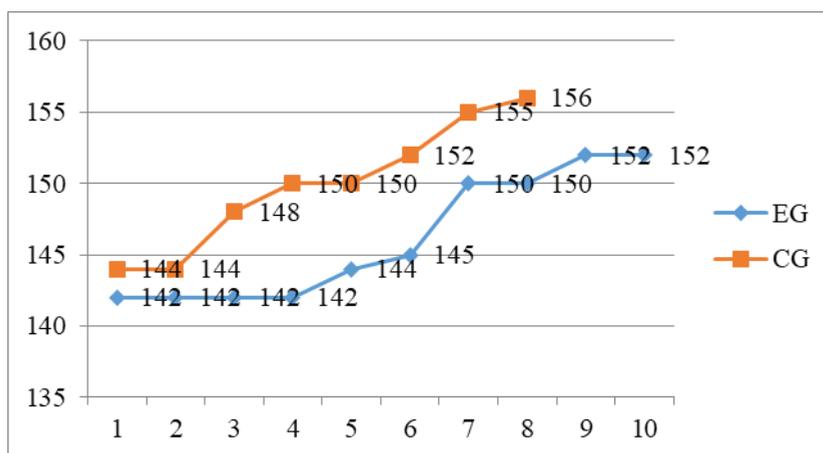
5.3. Instruments

For the purpose of pre-test and post-test production recording, two sets of sentences with the same frame, *I say _____ again.* were selected with varying words containing target sequences in initial position – five examples for /tr/ and five for /dr/. Each sentence was to be pronounced three times in a row. In the choice of vocabulary, we had the current level of participants in mind, hence the words were familiar to all of them: *dream, drop, drive, drum, drink* and *trip, try, tree, truck, traffic*. We wanted to cover several vowel qualities following the target cluster, which

explains the selection of tokens. Moreover, we did not want to isolate words entirely, even though word lists are common in gathering phonetic corpora (Thompson, 1991). The same list was repeated for both pre- and post-testing.

The instrument used for collecting the data on participants is a pre-test survey containing questions on biographical data of the participants. When it comes to the diagnostic proficiency level testing, the instrument was already described in the section on participants, i.e. the sample test was taken from Cambridge Proficiency tests given in a paper-based form before the beginning of the experimental period.

5.4 Procedure and Data Processing

The experimental period lasted for three months, with two one-hour classes a week, during the winter term 2012/2013 (October to December 2012). The experiment consisted of pronunciation instruction devised according to the suggestions of the ACCESS framework, with the structure of the classes being organized into three phases: creative automatization, language consolidation and free communication phase (Gatbonton & Segalowitz, 2005). The first phase included problem-solving activities, simulations and role-plays with the aim of introducing students to useful utterances in a repetitive and natural way. The second phase had the goal to strengthen learners' control of problematic areas detected in phase one, and to work on fluency and accuracy. The third phase had the aim of testing the used utterances in context and engaging students in free communication activities. The materials, exercises and examples were taken from various Internet sources, English textbooks and activity books, prepared and compiled by the instructor. The exercises included both perception and production tasks. The instruction was predominantly focused on the production of consonants and those segments and clusters that posed the greatest difficulty for the learners. The control group did not undergo any of the activities of the experimental group, but engaged in everyday classroom activities that included randomized pronunciation practice. The participants all signed the agreement to participate and received course credit for participation. Pre-testing was performed in October 2012, and post-testing was done after the end of the experimental period for both groups. The recording was done using Olympus Digital Voice Recorder VN-8600PC in a sound isolated room with 44.1 kHz sampling and 16-bit conversion preserved in WAV format.

The obtained results were analyzed by combining the auditory and acoustic analyses. The acoustic analysis investigating relevant parameters, such as release bursts and occlusions in plosives, frication in fricative parts of affricates and formant variation and vibration for the rhotic approximant were performed using *Praat* (Boersma & Weenink, 2016). Statistical analyses were done in SPSS, version 24.0, including percentage counts, student's t-test and Mann-Whitney U test.

6. Results and Discussion

The results of the pre- and post-test examinations for the voiceless postalveolar sequence are shown in Table 1 for both investigated groups of participants.

Table 1. /tr/ Production Results of the Pre-Test/Post-Test for the Experimental (EG) and Control Group (CG)

Variants of /tr/ Production (Pre-Test)	EG (N=50)	CG (N=40)
[tr]	16%	15%
[tɹ]	30%	30%
[tɻ]	32%	47.5%
[tʃr]	12%	7.5%
Mann-Whitney U Test Results	U=874.500 p=0.694	
Variants of /tr/ Production (Post-Test)	EG (N=50)	CG (N=40)
[tr]	2%	17.5%
[tɹ]	16%	25%
[tɻ]	70%	45%
[tʃr]	12%	12.5%
Mann-Whitney U Test Results	U=765.500 p=0.032	
Within-Group T-Test Results	t=5.957 p=0.001	t=1.000 p=0.323

What we notice right away is an appreciable variability of /tr/ production, which is typical of the interlanguage system, constantly in progress, somewhere between the native and foreign language sound systems. In terms of production, there are four voiceless postalveolar sequence display alternatives: a) a combination of the voiceless alveolar plosive + vibrant or trill articulation of the rhotic approximant corresponding to the typical mother tongue realization of the sound in question (marked as [tr]); b) a combination of the voiceless alveolar plosive + retroflex articulation of the approximant, which resembles an RP realization of /tr/ characteristic of older generations (marked as [tɹ]); c) the "desirable", retracted articulation of the voiceless alveolar plosive approaching affrication, as is the case in the majority of varieties of present-day English, especially General American (marked as [tɻ]); and d), a combination of a typically Serbian palato-alveolar voiceless affricate + vibrant approximant, which probably triggers the highest degree of foreign accentedness (marked as [tʃr]).

Pre-test results (Table 1) show us that the majority of examples of voiceless postalveolar sequence are realized with the alveolar plosive in a retracted position, perceptually reminiscent of the English voiceless affricate in both groups, and the rest of the variants are present in a similar percentage between the chosen groups of participants. Results of the comparison of the performance of the two groups (Mann-Whitney U=874.500 p=0.694), before the experimental period began, tell us that there was no statistically significant difference between the experimental and control

groups, which enabled the validity of the sampled population since they performed fairly similarly in the pre-test. In the post-test, however, we detected a statistically significant difference both between groups (Mann-Whitney U =765.500 p=0.032) and within the experimental group (t=5.957 p=0.001) which underscores the effect of the implemented pronunciation instruction within the ACCESS framework. The experimental group showed significant improvement regarding the production of the voiceless postalveolar sequence, which could especially be seen in the doubling of the percentage of retracted articulation and lowering the percentage of other variants, especially the ones emphasizing the presence of foreign accent and mother tongue interference. Pertaining to the control group, we notice that it made no significant progress since the percentage of variants remained rather unaltered. Having the previous results in mind, we may conclude that integrating form-focused instruction in a communicative setting had beneficial effects on the production of the /tr/ cluster in Serbian-English interlanguage phonology.

Similarly to the results of /tr/ production, the results of pre- and post-test examinations of the voiced counterpart sequence are presented in Table 2 for both investigated groups.

Table 2. /dr/ Production Results of the Pre-Test/Post-Test for the
Experimental (EG) and Control Group (CG)

| Variants of /dr/ Production (Pre-Test)	EG (N=50)	CG (N=40)
[dr]	12%	15%
[dɹ]	24%	22.5%
[d̠ɹ]	40%	40%
[dʒr]	18%	17.5%
[tʃr]	6%	5%
Mann-Whitney U Test Results	U=968.500 p=0.789	
Variants of /dr/ Production (Post-Test)	EG (N=50)	CG (N=40)
[dr]	12%	17.5%
[dɹ]	16%	17.5%
[d̠ɹ]	64%	37.5%
[dʒr]	8%	22.5%
[tʃr]	0%	5%
Mann-Whitney U Test Results	U=927.000 p=0.520	
Within-Group T-Test Results	t=1.851 p=0.70	t=1.012 p=0.342

By looking at the results from Table 2, we again notice considerable variability of realizations of the /dr/ sequence, similar to the /tr/ variants for the most part, at least when it comes to the rhotic approximant and the manner of articulation of /d/ dependent on coarticulatory effects of the following sound. Consequently, there is a) a combination of the voiced alveolar plosive + trill articulation of the rhotic approximant reflecting the mother tongue influence (marked as [dr]); b) a combination

of the voiced alveolar plosive + retroflex articulation of the approximant (marked as [dɹ]); c) again the "desirable", retracted articulation of the voiced alveolar plosive approaching affricated realization (marked as [d̠ɹ]); d) a combination of a Serbian palato-alveolar voiced affricate + vibrant approximant (marked as [dʒr]), and an additional e) devoiced realization of the previous combination of sounds which was somewhat unexpected yet relatively consistent (marked as [tʃr]). Such results point to the high degree of variability in the interlanguage system and provide the necessary grounds for experimental investigations of various sorts.

The pre-test results show an equal percentage of retracted realizations, which is prevalent in the corpus. The results of the statistical analyses comparing the experimental and control groups before the experiment show no statistically significant difference, indicating a relatively balanced performance of the two groups (Mann-Whitney U=968.500 p=0.789). However, the results of the post-test yield surprising results. Namely, the experimental group shows improvement of the production, even elimination of the devoiced [tʃr] variant, but the between-group (Mann-Whitney U=927.000 p=0.520) and within-group (t=1.851 p=0.70) statistical testing shows no statistically significant difference between the experimental and control group. The possible explanations lie in the fact that the voiced postalveolar sequences pose greater difficulty in articulation for Serbian EFL learners, or perhaps that the voiceless counterpart sequence was given more attention during the experimental period, which is less likely since the instructor made sure to provide equal input for both. Nevertheless, although the results proved no statistical significance, the improvement within the experimental group is evident, while the control group displayed similar results, even preserving the devoiced [tʃr] and showing minimal changes in the number of variants, whatsoever. Therefore, we could likewise conclude that the applied pronunciation instruction had a positive impact on the production of the /dr/ sequence.

Graphs 2 and 3 provide a more convenient overview of the results of the pre-test and post-test for the experimental and control groups, respectively.

Graph 2. Pre-test and Post-Test Comparison for the Experimental Group
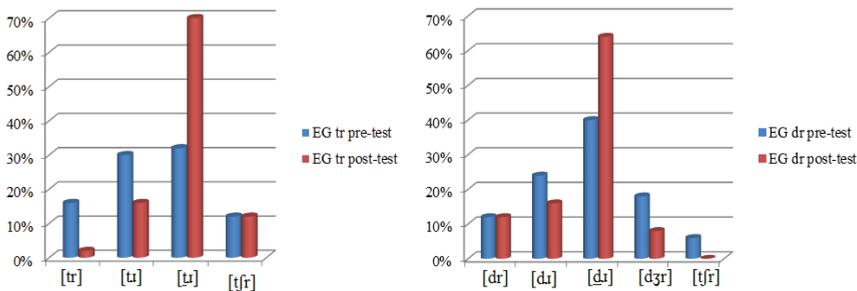
Graph 3. Pre-test and Post-Test Comparison for the Control Group
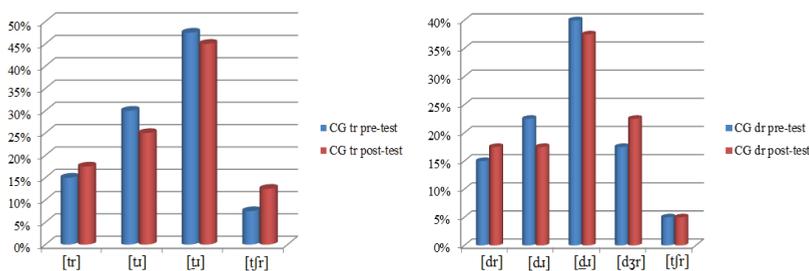
The following four figures illustrate the spectral characteristics of the postalveolar sequences in Serbian-English interlanguage belonging to our chosen sample. Figures 1 and 2 display the improvement of productions providing the articulations in the pre-test and post-test, whereas Figures 3 and 4 display the production of the control group participants with no noticeable changes in production before and after the three-month-long instruction for the experimental group.

The spectrograms in Figure 1 show the production of the /tr/ sequence and the pre-test realization (left) shows a plosive (the burst and a small amount of frication following the burst are clearly visible) and a retroflex articulation of the approximant (indicated by the formant dip). The post-test realization (right) shows signs of heavy frication in the higher regions of the spectrum, indicating a sibilant fricative, i.e. a retracted, perhaps even affricated articulation. Bearing in mind that the spectrograms represent articulations of one and the same speaker, we can say that there is an evident change in pronunciation, probably caused by the applied method of instruction.

Figure 1. An Illustration of Considerable Improvement: Pre-test and Post-Test Production of the /tr/ Sequence (EG)
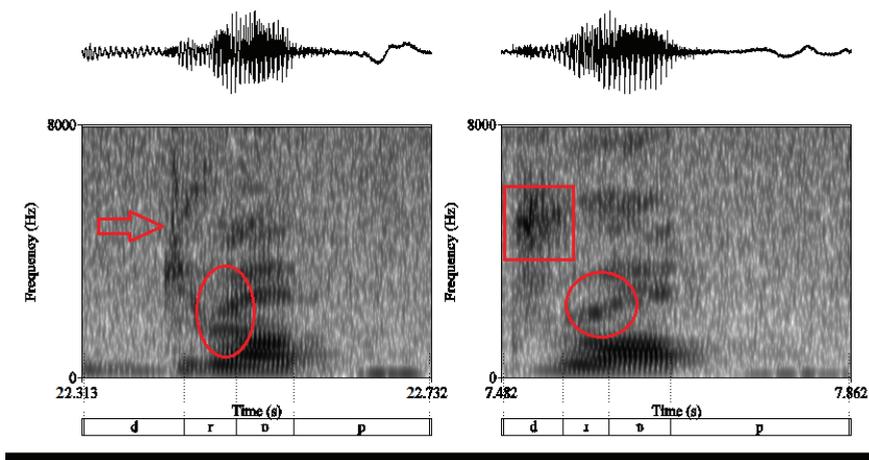
Considerable improvement is likewise detectable in the spectrograms in Figure 2. In the pre-test example on the left, we see a release burst and a voice bar

followed by the separated formants pointing to the alveolar trill rather than to a retroflex approximant, and on the right, we see signs of longer turbulent noise in higher regions of the spectrum with an evident third formant lowering, indicating a retroflex realization of the approximant.

Figure 2. An Illustration of Considerable Improvement: Pre-test and Post-Test Production of the /dr/ Sequence (EG)
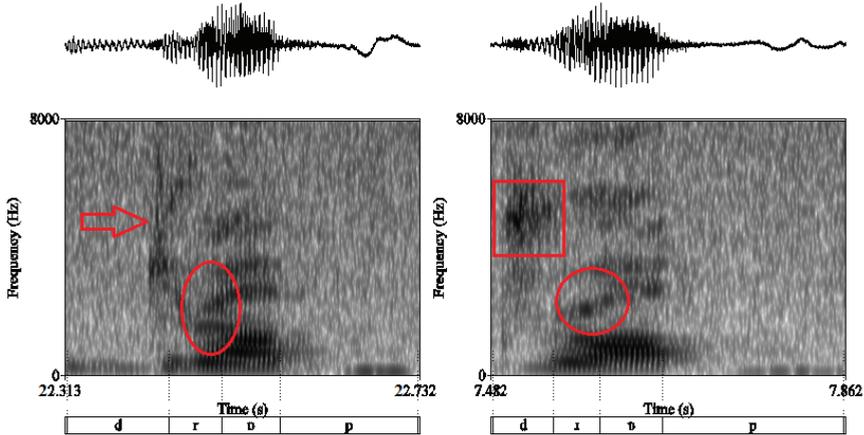
The release bursts of the initial voiceless plosive are visible in both spectrograms in Figure 3, showing minimal signs of frication, followed by a retroflex articulation of the rhotic approximant. This may indicate that the speaker is consistently speaking with an RP accent or has difficulty in perception or production of the retracted articulation of /t/ in this phonetic context.

Figure 3. An Illustration of No Improvement in Production: Pre-test and Post-Test Production of the /tr/ Sequence (CG)
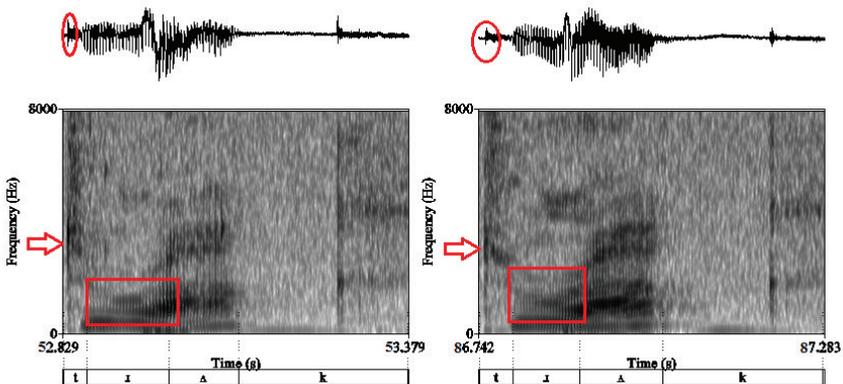
Figure 4 shows spectrograms of the speaker who persisted in plosive + trill production. Both spectrograms clearly show release bursts and a formant distance, along with the periodicity in the waveform indicating the vibrant nature of /r/ articulation. This particular speaker may be heavily influenced by their mother tongue's phonetic features and transferred them to the L2. The similarity of the sequence phonotactically allowed in both languages adds up to the difficulty of perceptual dissimilation, resulting in the prevalence of mother tongue features.

Figure 4. An Illustration of No Improvement in Production: Pre-test and
Post-Test Production of the /dr/ Sequence (CG)
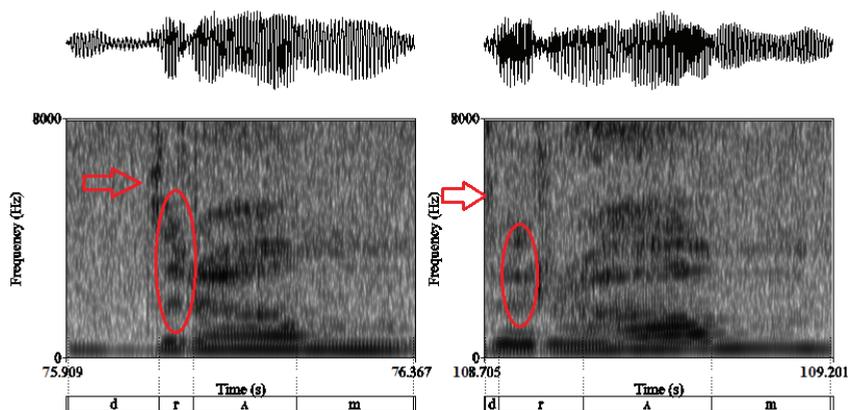
7. Conclusion

The present paper aimed at investigating the effect of the ACCESS approach to pronunciation instruction (Gatbonton & Segalowitz, 2005) on Serbian EFL learners' postalveolar sequence production. The sample of the participants was divided into an experimental and control group. The experimental group underwent a three-month-long instruction following the tenets of the ACCESS framework integrating form-focused instruction and communicative principles in language teaching. The control group received information on English pronunciation only as a part of the regular everyday curriculum.

The results of the empirical research showed positive effects of the applied pronunciation instruction, especially regarding the /tr/ sequence. Since the statistical analyses demonstrated a statistically significant difference between the experimental and control groups, pointing to the fact that the differences in the post-test productions could not be ascribed to mere chance but are probably the result of the applied instructional method. No statistically significant difference in performance was found for the /dr/ sequence, yet the results of the production of the experimental group showed changes in the distribution of variants. All in all, we

could conclude that the pronunciation instruction within the ACCESS framework could positively affect target sound production (postalveolar sequences production to be more precise). However, issues remain regarding the different effects on /tr/ and /dr/, hence, further research is necessary to investigate other factors that may contribute to such an outcome. Moreover, more empirical research is needed to test the applicability of the ACCESS framework to other aspects of segmental and suprasegmental phonology.

The limitations of the present paper lie in the relatively small number of participants belonging to one and the same proficiency level. Therefore, future studies may incorporate other levels, as well, to examine whether the applied instruction would have similar outcomes. Future research may further focus on both consonants and vowels, as well as on comparing the effects of the ACCESS framework to some other instructional approaches and methods.

The relatively positive effects of the ACCESS framework shown in the production tests of the present paper underscore important pedagogical implications for Serbian EFL teachers. Having in mind that pronunciation is often limited to decontextualized five-minute repetition exercises, the method applied in the present study draws attention to innovative options for combining form-focused activities while simultaneously enabling communication outside the formal setting of the classroom. Furthermore, the results once again underline the idea that a consistent and structured application of any approach could yield more favorable outcomes than randomized, or no instruction, whatsoever. Bearing in mind the current expansion of online materials and the abundance of available resources, teachers might reconsider former practice and introduce alternative options for pronunciation practice.

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Даница Јеротијевић Тишма

НУДИ ЛИ "ACCESS" МЕТОДА НАСТАВЕ ИЗГОВОРА АЛТЕРНАТИВУ ТРАДИЦИОНАЛНИМ ПРИСТУПИМА? - ПРИМЕР ПОСТАЛВЕОЛАРНИХ НИЗОВА

Резиме

У раду се испитује утицај методе ACCESS (Gatbonton & Segalowitz, 2005) на наставу изговора гласова страног језика, у овом случају на продукцију посталвеоларних низова /tr/-/dr/ код српских ученика енглеског као страног језика. Релевантна литература указује на постојање фонолошки потенцијално важне промене у изговору посталвеоларних низова која је све распрострањенија нарочито у општеамеричком варијетету, а ради се о повлачењу алвеоларног плозива ка посталвеоларној локализацији која се приближава потпуној африкацији (e.g. Magloughlin, 2018), што указује на занимљивост овог феномена за истраживања нарочито у оквиру студија усвајања страног језика. Српски ученици енглеског као страног језика такође показују варијабилност изговора датих гласовних низова, највероватније под утицајем трансфера фонолошких карактеристика матерњег језика. Одабрана метода ACCESS подразумева наставу која интегрише фокус на форми и комуникативне аспекте учења језика, и учинила нам се погодном за наставу изговора одабраној популацији ученика. Емпиријско истраживање засновано је на експерименту са пре- и пост-тест испитивањем продукције посталвеоларних низова у иницијалној позицији унутар формулаичних реченица. Експериментални период је трајао три месеца, а одабрана популација испитаника подељена је на експерименталну и контролну групу, на Б1 нивоу постигнућа у тренутку испитивања. Резултати указују на позитивне ефекте одабраног метода на продукцију посталвеоларних низова, нарочито што се тиче безвучног парњака /tr/. Такође, резултати указују на важне педагошке импликације за наставу изговора у српском контексту учења енглеског као страног језика посебно када је у питању одабир адекватног приступа настави изговора.

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