An international English speech corpus for longitudinal study of accent development

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Abstract

If English is used intensively as a lingua franca in a multi-language community, do speakers then converge towards a single common accent? This speech corpus allows for longitudinal study to investigate the question of convergence by means of repeated speech recordings of students at an English-language college over a period of 5 years. We describe the content and collection of the corpus and the type of research that is envisaged, as well as tools used to manage and analyze the recordings, including automatic phone recognition for prosodic analyses; and intelligibility experiments using the SRT method.

1. Introduction

When people from native and non-native backgrounds come together, and all speakers use English as a lingua franca, then how do their English accents change over time?

Do native speakers drift away from their native pronunciation standards? Do non-native speakers become more native-like, and does interference from their L1 decrease over time? Is the speaker’s accent of English related to their intelligibility and subjective accentedness? The English-language international Liberal Arts and Sciences College, University College Utrecht (UCU) in the Netherlands, provides an interesting environment to investigate such questions, as we explain below.

This paper provides some background of a longitudinal study about the development of English accents, and it describes the speakers and data collection procedure of that study. In addition, we report on current analyses and preliminary results from the first round of recordings, looking into the use of tools from speech technology research. These tools are intended for automatic and semi-automatic processing of our recordings, in order to facilitate subsequent linguistic-phonetic research. At this point, the first cohort of 72 students has been recorded, and a few tools for analysis have been developed. A further group of 23 native English speakers has been recorded, for use as a control group, and as a listener group for intelligibility tests.

A core hypothesis in this project is that the native and non-native accents of UCU students will gradually converge to a single common international variety of English, which we call UCU English accent. This has implications, both social and linguistic, for the speech of this student group, and these will be investigated over the coming five years.

When talkers from different languages or dialects converse with each other, it seems that their dialects and accents tend to converge. This phenomenon has been observed for dialects of British English [6] as well as for dialects of Dutch in the IJsselmeerpolders [13]. This convergence, and its opposite, namely divergence, have been described by the Communication Adaptation Theory [9]. According to this theory, younger talkers are more susceptible to this outside pressure on their dialect or accent than older talkers are. Hence, university students provide an excellent group for the investigation of this phenomenon. Previous research involving university students has focused on native-language speakers of Northern and Southern varieties of British English [6], and we extend this approach, to include both native (L1) and non-native speakers (L2) of English from the international body of students at University College Utrecht. To this end, we have recorded the speech of new students in their first weeks of study at the College, and we will repeat these recordings at four subsequent moments during the students’ three-year stay at UCU. To our knowledge, this study is innovative because of the unique language environment at UCU (see below), as well as the large-scale phonetic analyses, speech perception experiments, and ASR as an analysis tool.

We expect that the factors affecting the emergence of a UCU accent of English will include the sort of English spoken by teachers in the classroom setting as well as the social groups formed by the students. Students tend to be very involved in the various campus committees within the Student Association, and their social groups are often formed around these. These observations lend themselves to sociolinguistic research, where the influence of the linguistic environment of the social and academic groups on the emergent accent can be explored. In particular, since the cultural and linguistic profiles of the social groups on campus change with each year, we might expect the UCU accent to be slightly different for each three-year cohort. This is particularly the case in social groups where a Dutch L1 is not prevalent.

Further opportunities for sociolinguistic research arise in the exploration of attitudes to the development of an accent of English. For example, it has been shown by [8] that hyper-accommodation to prestige forms of English may evoke negative reactions from listeners, both native and non-native. Most students have a strong desire to achieve a native-sounding accent [14] [11]. It is conceivable that some students will have a prestige accent as their target, while others will not. Listener attitudes to speaker accents, coupled with listener appraisal of nativeness of speaker accents may shed light on the type and degree of accommodation present at UCU, as well as the reactions that such accommodation provokes in listeners from within and outside the campus community.
In terms of models of speech perception and language learning, the corpus will be used to examine in how far the Critical Period Hypothesis (CPH) can be applied to our speaker group. We will also look at Flege’s Speech Learning Model, comparing languages of similar and dissimilar prosodic, phonological and phonetic composition, looking for evidence of phonetic category assimilation and dissimilation in this international environment.

2. The corpus

2.1. Speakers

2.1.1. Groups for longitudinal study

The majority of the speakers are students at UCU, an English-language college in a Dutch-speaking host environment in Utrecht, the Netherlands. The students (ages approx. 17–24 years) originate from all over the world. The student demographics are quite stable, with 60% students from the host country and 40% from elsewhere. Students are required to speak English in all their interaction with tutors and teachers. Students live on campus during their entire three-year degree program, and in culturally and linguistically mixed social settings, English is also the language of choice.

The majority of the students does not speak English as a native language. In a crude approximation, one might say that the overall L2 English accent is influenced by British and US accents of English, depending on the student’s teacher at high school, on the student’s experiences abroad, and on the degree of exposure to US and UK popular culture exported through books, movies, popular music, etc. Further, the relatively large group of native Dutch speakers of L2 English in the student population of UCU is likely to have a relatively strong influence on the UCU English accent. Other native speaker groups are smaller in size, and are therefore predicted to exert a relatively small influence.

At UCU, then, English is the only lingua franca, and UCU students and teachers interact intensively in English. Students use English all day, and many students use the surrounding language (Dutch) only seldom or never at all. The student group contains few native speakers of English, many native Dutch speakers of L2 English, and a large variety of other L1 speakers of L2 English. Outside-college factors on accent development can be largely excluded.

2.1.2. Native English speaker group

In addition to the incoming first semester students, 23 native speakers of English were recorded in January 2011. These speakers produced similar speech data to that of the international student speakers, to be used as control data, as well as in intelligibility testing. The native speakers, therefore, record extra sentence sets for intelligibility testing. These speakers were taken from the group of exchange students, who visit UCU for a semester abroad. Most exchange students come from the United States, although there is a smaller group of native English speaking exchange students from the U.K. and South Africa. Over the coming years, such exchange students will be recorded and added to the initial native speaker group. We aim for around 125 native speakers by the end of the five-year recording period. The current language profile of the native speaker group is such that some speakers appear to have some experience already with a Dutch-speaking environment.

For this reason, we intend to split this group in two at a later stage, one of which will be free of the influence of the Dutch language environment at the time of recording.

Table 1: Five-year schedule of speaker recordings for longitudinal study, showing current and estimated numbers of speakers

<table>
<thead>
<tr>
<th>Date</th>
<th>Cohort I</th>
<th>Cohort II</th>
<th>Cohort III</th>
<th>Total</th>
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<tr>
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<td>May 2013</td>
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</table>

2.2. Speech recordings

2.2.1. Groups for longitudinal study

Speakers are recruited from the incoming first-semester students in September 2010, 2011 and 2012. Within six weeks of their arrival at UCU, speech from the participating students is recorded during an hour-long session. Speakers are recorded again at four further moments during their three-year period of undergraduate study, namely at the end of semester 2, before summer break; at the beginning of semester 3, after summer break; spend off campus; at the end of semester 4; and finally at the end of semester 6, just before graduation. Table 1 shows the recording schedule with the intended number of speakers.

Each session consists of seven parts, recorded in a single sound file. These seven parts include two read texts (part of the Rainbow passage and one of the well-known Aesop’s fable The boy who cried wolf); five sentences for prosodic analysis; three sets of sentences for intelligibility testing; prepared but not practiced speech on two topics; and free conversational speech. If English is not the speaker’s L1, they are asked for a sample of prepared speech in their native language as well.

The recording sessions take place in a quiet furnished office room where the subject is surrounded by sound-absorbing screens to reduce room echo. All electronic and electrical equipment is turned off during the recordings, except, of course, for the recording equipment itself.

2.2.2. Native English speaker group

The same recording procedure is followed for this group, except that they are required to record 10 sets of 13 sentences for intelligibility testing, instead of just 3.

2.3. Recording equipment

Speech recordings are made via a Saffire Pro 40 multichannel AD converter and preamplifier, using Audacity software for recording and editing. Speech is recorded via 7 microphones (Sennheiser ME64/K6p) placed in different locations in the recording area, namely in front of the speaker, behind, left, front-left, right, front-right, above, and also via a close-talking microphone (Sennheiser Headset HSP 2ew). The data from multiple microphones are intended for a different unrelated project on automatic speaker recognition from longitudinal data. Figure 1 shows a schematic view of the setup.

1 Audacity is open source software for recording and editing sounds, see http://audacity.sourceforge.net/
parameters in coupled-oscillator models, e.g. [1].

nPVI [10, 17] variation in speech intensity [5], and coupling project investigating several emergent measures of rhythm, e.g. [4]. Convergence in speech rhythm will be tested in a sub-

among UCU non-native speakers than among native speakers L1 English, due to the overall lesser familiarity with English 

tures from other languages may also be present. 

native-like English prosody. However, aspects of prosodic fea-
tion, tempo and rhythm in English will change towards a more 

with regard to prosody, we hypothesize that speakers’ intona-
tion, tempo and rhythm in English will change towards a more 

native-like English prosody. However, aspects of prosodic fea-
tures from other languages may also be present. 

Tempo in UCU English is predicted to be slower than in 

L1 English, due to the overall lesser familiarity with English 
among UCU non-native speakers than among native speakers [3]. Convergence in speech rhythm will be tested in a sub-

project investigating several emergent measures of rhythm, e.g. 
nPVI [10, 17] variation in speech intensity [5], and coupling parameters in coupled-oscillator models, e.g. [1].

Questions to be answered here are whether the UCU En-

lish accent has a native-like speech rhythm, or instead a non-

native speech rhythm based on speakers’ L1 rhythm [3], or 

whether rhythm is best described as a gradual development from 

the latter to the former during the student’s stay on campus.

3.3. Converging intelligibility 

Peer group membership is important for students, and an im-

portant part of the peer group identity is contained in the common 

language variety, in this case, UCU English. We hypothesize 

that the speakers’ phonological convergence will improve their 

intelligibility in English as assessed by other in-group judges, but 

not necessarily their intelligibility to out-group judges who are 

less familiar with UCU English. We will also assess speech perception in the speaker group by means of speech intelligibil-

ity tests and accent-fluency rating tests.

For the intelligibility tests, we use the SRT (Speech recep-
tion threshold in noise) procedures and software described by 

[15]. The test sentences required for these intelligibility tests 

must be extracted from the session recordings of each subject. 

Currently, this is done semi-automatically, using scripts devel-

oped in Praat [2]. Because sentences are read in a fixed order, 

the script is used to anticipate which sentence is being spoken, 

and it proposes onset and offset points for the target sentence, as 

well as the sentence number. If the researcher supervising the 

process concurs, then the target sentence is excised and stored 

in a separate audio file.

The SRT sentence recordings should produce syllables of 

approximately similar average intensity. When average syllable 

intensity varies, the SNR that can be tolerated by the listener 

will depend on the softest syllables. During the recordings, ev-

evry effort is made to help the speaker to produce even syllables, 

but despite clear instructions and explanations, with examples 
of even and uneven production, this seems to be a difficult task. 

In practice, the SRT test sentences are typically spoken with a 

decreasing overall intensity.

The intensity in the SRT test sentences was investigated by 

means of interacting scripts in Praat and in R [4]. First, the inten-

sity contour was computed in Praat and then exported. Then 
an R script was used to perform linear regression of each in-

tensity contour separately, taking into account only intensities 

$\geq -24$ dB relative to the peak intensity, and centering the time 
predictor to the sentence midpoint.

Preliminary examination of the recordings for 46 Dutch L1 

speakers of English in Cohort I confirmed this trend of dimin-

uendo intensity. The resulting intensity slopes were fed into a 
mixed-effects analysis, with the 46 speakers and 39 sentences 
as two crossed random factors [4], and sex and midpoint inten-
sity as fixed predictors. For the 36 female speakers, the average 
slope was $-2.74$ dB/s (s.e. 0.34), for the 10 male speakers the 
average slope was $-1.97$ dB/s (s.e. 0.44). For both sexes, the 
slopes are significantly less than zero, indicating the presence 
of diminuendo, and the intensity slopes of female speakers are 

steeper than those of male speakers. Slopes were also observed 
to be steeper in a sentence whose midpoint intensity increased 
($\gamma_{\text{intercept}} = -0.18$, s.e. 0.03). There was no interaction be-

tween the two fixed predictors, sex and midpoint intensity.

A method was developed to neutralize this decreasing in-
tensity pattern. In Praat, the reported intercept and slope for 
each sentence token were then to compensate for the diminu-
endo intensity slope, by multiplying the original audio with a
time-varying amplification factor for that sentence token. Intell-
ligibility tests using adjusted target sentences are now carried
out, with materials from L1 Dutch speakers of L2 English, and
with listeners being native speakers of Dutch, English or some
non-Germanic L1.

A preliminary comparison of L1 English listeners, listening
to both L1 English and L1 Dutch speakers shows that, while
both speaker sets are quite intelligible, there is degradation of
intelligibility of the Dutch speakers. As the corpus expands
and the test results for different L1 groups of both listeners
and speakers become available, we will be able to measure
changes in intelligibility - for better or for worse - as the stu-
dents progress through their undergraduate studies.

3.4. Investigation of other automatic methods for analysis

We will also investigate whether changes in intelligibility and
accentedness can be assessed automatically and objectively,
by means of automatic speech recognition techniques. For some
clinical areas of intelligibility assessment, such tools can pro-
duce efficient objective measures, see e.g. [13] for similar as-
sessments of intelligibility in clinical settings. It is interesting
to explore whether measures such as word error rates (WER) from
speech recognition tests could be used to assess the improve-
ment or disimprovement of intelligibility of non-native speech,
and to correlate such measures with human listeners’ evalua-
tions. For this, we intend to train acoustic models on speakers
from final-semester students as well as models conditioned on
British and US English exchange students, who come from the UK
or the US to study at UCU for one semester, and who have not been exposed to the UCU English accents.

4. Other envisaged investigations

We plan to carry out sociolinguistic studies, following the stu-
dents’ social groups, and establishing a cultural and linguistic
profile of college committees and associations. For example,
there are fraternities and sororities that are almost exclusively
Dutch, while some committees that focus on intercultural activ-
ities are international. In the core members of these two groups,
we might expect different accents of English to emerge.

Still within a sociolinguistic framework, we will examine
attitudes to strong, mild and hypercorrect accents. Young speak-
ers often try hard to achieve native-like pronunciations in their
peer groups. Since there is no native pronunciation of a UCU
accent of English, we might expect that some students will ac-
tively aim for native-like pronunciations of General American
or RP English. As [4] demonstrated, hyperaccommodation may
not always be desirable, from the point of view of social accep-
tance, and hyperaccommodation to a non-peer group prestige
accent may be even less attractive.

We will also look for elements of the emergent accent of
English which do not typically belong to a standard English
phonetic inventory. Given the predominance of Dutch as L1,
expected candidates might be lack of or reduced aspiration of
voiceless stops, a more retracted alveolar fricative version of
/l/, or substitution of less central vowels for schwa in unstressed
syllables (see, for example, [3]).

When the corpus is complete, the recordings will be trans-
scribed. We intend to make the data available to the speech
community at large. Other corpora with non-native English
recordings can be used for comparison with ours. The longi-
tudinal nature of the data may be interesting for use in the area
of speaker characteristics and speaker recognition, and for the
effect of speaker adaptation on speech recognition.

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