



University College Utrecht

- bachelor college in Anglosaxon fashion
 - 3 year undergrad program
 - academic Bildung
 - ca 3x220 students
- English used as lingua franca
- selective, competitive, intensive
- also intensive social life



UCU English accent multilingual, students' L1s are 5% English, 60% Dutch, 35% others no pronunciation training, minimal environmental effects unique (distinct) variety of L1/L2 English



- does long-term accommodation/convergence (to L2 English) correspond with phonetic drift in L1? (cf. Chang, 2011)
- informally suggested by L1 Dutch students at UCU

LUCEA: Longitudinal Corpus of UCU English Accents

- 4 cohorts:
 2010 (*n*=75), 2011 (*n*=78), 2012 (*n*=68), 2013 (n=61)
- 5 interviews (rounds) over 3 year
- ca 850 recordings, each ~20 minutes of speech
- metadata from questionnaires and audiometry

corpus speech content

EN read texts

Rainbow Passage (Fairbanks, 1960), Wolf Story (Deterding, 2006), prosody sentences (White & Mattys, 2007), intelligibility test sentences (Van Wijngaarden ea, 2002), UN Decl Human Rights (UN, 1948; Bradlow, 2011)

L1 read texts

UN Decl Human Rights

- EN/L1 unscripted monologues
- EN unscripted dialogue







- recorded with close-talking microphone in quiet furnished office
- 2-minute monologues from first and last recordings
- word-inital /d/ and /t/, and all instances of /s/



LMM analysis

linear mixed effects model (Ime4 R package)

- fixed: sex (F,M), recording (1,5), language (N, E)
- random effect: speaker
 - by-speaker random slopes for effects of *recording* and *language*







discussion

- difference in VOT of /t/ between languages suggests separate categories of /t/ for L1 Dutch (unaspirated) and L2 English (aspirated), even before first recording
- lack of difference in VOT of /d/ suggests merged categories of /d/ across languages, throughout all recordings (no drift)
- difference in COG between languages suggests separate categories of /s/ for L1 Dutch and L2 English, even before first recording (no drift)
- speakers were already highly proficient in L2 English (with separate variants for L1 and L2 /t/ and /s/) at first recording
- no further drift in COG nor VOT observed across recordings



