




ELF pronunciation in monolingual classrooms

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ELF pronunciation in monolingual classrooms

1. ELF, the LFC and traditional priorities for teaching English pronunciation
2. Phonological transfer and competence in ELF pronunciation
3. Native versus non-native speaker teachers
4. Teaching techniques for an ELF approach to pronunciation

1. ELF, the LFC and traditional priorities for teaching English pronunciation

1. aspiration of /p/, /t/ and /k/	11. linking
2. assimilation	12. nuclear stress placement
3. coalescence	13. pitch movement (tone)
4. clusters: initial	14. rhoticity
5. clusters: medial	15. stress timing
6. clusters: final	16. vowel length
7. dark /l/	17. vowel quality
8. deletion of /t/ and /d/	18. vowel reduction
9. individual consonants	19. weak forms
10. interdental fricatives ('th')	20. word stress

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1. aspiration of /p/, /t/ and /k/	11. linking (pedagogy: C-V / C-C)
2. assimilation	12. nuclear stress placement
3. coalescence	13. pitch movement (tone)
4. clusters: initial	14. rhoticity
5. clusters: medial (elision t/d)	15. stress timing
6. clusters: final	16. vowel length (fortis clipping)
7. dark /ɪ/	17. vowel quality (stable set + /ɜː/))
8. deletion /t/ and /d/ (clusters)	18. vowel reduction
9. consonants (/r/, dental /t, d/)	19. weak forms
10. interdental fricatives (ʰtʰ)	20. word stress (pedagogy)

Consonants

1. Confusion between /b/ and /v/ – /β/ tends to be used for both; sometimes /b/ is used for /v/
2. /t/ is very dental in Spanish
3. /d/ and /ð/ are confused and often used interchangeably
4. /g/ is often replaced by the fricative /ɣ/
5. /s/ and /z/ are confused with /s/ used for both
6. /ʃ/ does not occur in Spanish – /s/ is used instead
7. /ʒ/ does not occur in Spanish – /s/ is used instead
8. /j/ does not occur in Spanish
9. /dʒ/ and /tʃ/ are confused and /tʃ/ used for both
10. /h/ does not occur in Spanish and /ɣ/ is used instead
11. /ŋ/ does not occur in Spanish and is substituted by /n/
12. /l/ is always clear in Spanish
13. /r/ in Spanish is a flap or a roll
14. /w/ does not occur in Spanish and is substituted by /b/ or /β/, or by /g/ if /w/ comes before /ʊ/
15. /p, t, k/ are not aspirated in Spanish

Vowels

1. /i:/ and /ɪ/ confused and a vowel like /i:/ used for both
2. /æ/ and /ɛ/ confused and /ɛ/ used for both
3. /æ, ʌ, ɑ:/ confused, a sound like /ʌ/ being used
4. /ɒ/, /əʊ/ and /ɔ:/ confused, a vowel intermediate between /ɒ/ and /ɔ:/ being used.

5. /u:/ and /ʊ/ confused with a vowel like /u:/ used for both
6. /ɜ:/ is replaced by the vowel + /r/
7. /ə/ is replaced by the vowel suggested by the spelling
8. /eɪ/ and /ɛ/ confused
9. /ɪə/, /eə/ and /ʊə/ are replaced by the vowel + /r/
10. No length variation – all vowels generally have the same length as English short vowels

Clusters

1. /e/ is inserted before /s+C/ or /s+C1+C2/ clusters
2. Learners tend to add /s/ for plurals: 'pens' sounds like 'pence'
3. /s+C+s/ clusters difficult, with one 's' being deleted
4. /s/ sometimes deleted from a word-final cluster
5. Final clusters with /t/ or /d/ problematic, with deletion of /t, d/, or insertion of a vowel

Stress, rhythm and intonation

1. Incorrect stress of many words and compounds
2. Speakers have an over-even rhythm. Stressed syllables occur, but each syllable has roughly the same length
3. There are no weak forms in Spanish
4. There is no equivalent in Spanish of the system of nuclear stress of English
5. Pitch range is too narrow and lacks high falls and rises
6. Final falling pitch may not sound low enough
7. The rise-fall seems difficult

1. ELF, the LFC and traditional priorities for teaching English pronunciation

Consonants

1, 4, 5, 6, 7, 8, 9, 10, 11, 14, 15

Vowels

6, 10

+ length issues in 1, 4, 5, 8

1. ELF, the LFC and traditional priorities for teaching English pronunciation

Clusters

2 (w.r.t. length preceeding vowel)

3

Stress, rhythm & intonation

4

1 (for NSs and pedagogy for 4)

1. ELF, the LFC and traditional priorities for teaching English pronunciation

EFL = 37 items

ELF = 16 items

Teachable ~~≠~~ Learnable

NS goal \Rightarrow L1 = **obstacle**

LFC goal \Rightarrow L1 = resource

2. Phonological transfer and competence in ELF pronunciation

**Jenkins
2000**

Phonological transfer is deep-rooted and can be of benefit to learners ...

... [it] should not be abandoned easily or willingly, unless there is very good reason to do so.

2. Phonological transfer and competence in ELF pronunciation

Using Brazilian Portuguese to achieve competence in the LFC (Lieff & Nunes; Da Silva)

Problem Solution

Initial 'r' as /h/ Use the /r/ in 'para' or 'perigoso'.

No /tʃ/ /tʃ/ occurs in *tia* in Sao Paulo accent.

No /dʒ/ /dʒ/ occurs in *dia* in Sao Paulo accent.

No /ŋ/ Use the 'n' in 'banco'.

2. Phonological transfer and competence in ELF pronunciation

Problem Solution

/b – v/ ‘bala’ – ‘faba’ / plosive ≠ fricative

/ʃ/ /ʃ/ occurs in Asturian.

/3/ /3/ occurs in Argentinian yo

/ŋ/ /ŋ/ is found in *bañco*, *hoñgo*, etc.

3. Native speaker versus non-native speaker teachers



3. Native speaker versus non-native speaker teachers

Statement	NS	NNS
1. Understands English phonetics		
2. Understands L1 phonetics		
3. Has personal experience learning English pronunciation		
4. Has experience of link accent–identity		
5. Has experience of EFL communication		
6. Has experience of ELF communication		
7. Is able to provide a good model for ELF		

3. Native speaker versus non-native speaker teachers

Statement	NS	NNS
1. Understands English phonetics	?	✓
2. Understands L1 phonetics	✗	✓
3. Has personal experience learning English pronunciation	✗	✓
4. Has experience of link accent–identity	?	✓
5. Has experience of EFL communication	✗	✓
6. Has experience of ELF communication	?	✓
7. Is able to provide a good model for ELF	?	✓

3. Native speaker versus non-native speaker teachers

competence



pedagogy



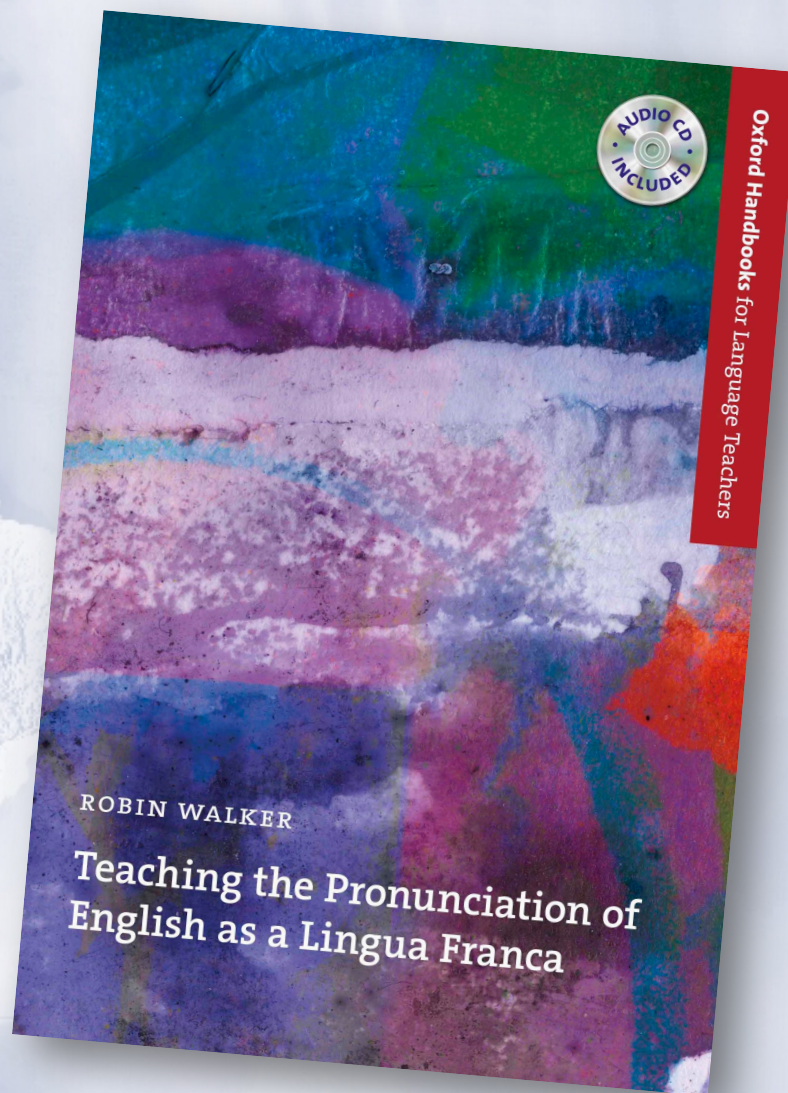
3. Native speaker versus non-native speaker teachers


Smith et al. 2007

Nonnative teachers of English have strengths that **native** teachers do not possess.

They are more familiar with the difficulties of learning English than their foreign counterparts because they have had direct experience in acquiring the target language.

2. Phonological transfer and competence in ELF pronunciation





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