The Pronunciation of English as a Lingua Franca

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III Jornadas Internacionales de Fonética y Fonología
Mar del Plata
September 28th, 2013
1) English – new roles, new goals

Inner Circle
USA, UK
360 million

Outer Circle
India, Nigeria, Singapore
150-330m

Expanding Circle
Argentina, Spain, Brazil, Russia, China
1,200-1,500 million

Kachru 1992
1) **English – new roles, new goals**

**Inner Circle**
- USA, UK
- 360 million

**Expanding Circle**
- Argentina, Spain, Brazil, Russia, China
- 1,200-1,500 million

**EFL**
1) English – new roles, new goals

ELF

English as a Lingua Franca

Expanding Circle
Argentina, Spain,
Brazil, Russia, China
1,200-1,500 million
1) **English – new roles, new goals**

a) **Ankara** ⇒ Syria, Iraq, Iran, Azerbaijan, Georgia, Russia, Ukraine, Romania, Bulgaria, Greece

b) **World** ⇒ BE in international companies

c) **Baleares** ⇒ NNS tourists with Baleares-born tourism professionals

d) **UK** ⇒ EAP for EU university study programme
2) ELF pronunciation – L1 transfer

... speakers of English are using the language on a daily basis alongside one or more others and frequently their use of English is influenced by these other languages …

… their pronunciation is also being influenced by their other languages.

McKay 2002
2) ELF pronunciation – L1 transfer

Spanish L1

a) /r/
b) dental /t/ & /d/
c) /b/ - /v/ conflation
d) vowel quality
e) rhythm
f) nuclear stress placement
Phonological transfer is deep-rooted and can be of benefit to learners; it is not to – and should not – be abandoned easily or willingly, unless there is very good reason to do so'.

Jenkins 2000
2) ELF pronunciation – identity
2) ELF pronunciation – identity

Daniels 1995

... to speak an L2 like a native is to take a drastic step into the unknown, accompanied by the unconscious fear of no return
Many learners … may decide that although they wish to speak English fluently, they neither want nor need to sound like a native speaker. They may wish to preserve some vestige of a foreign accent as a mark of their identity …
2) ELF pronunciation – identity

... and is it good for us to be recognised as Hungarian or Polish by our accent or not. I think that’s another interesting question. What do you think?
it is. well. ah. actually it’s a tough one because. em. it has you know it has so many connotations when you when you speak … … sometimes when you speak … … sometimes if you if you want to ah stick to your own accent. er it means that you yo want to. em keep the values that you have
2) ELF pronunciation – intelligibility
2) ELF pronunciation – intelligibility

... concluded that there was no evidence of a breakdown in the functioning of English as an international lingua franca but that, interestingly…

... native speakers (from Britain and the US) were not found to be the most easily understood …

... nor were they, as subjects, found to be the best able to understand the different varieties of English.
In organisations where English has become the corporate language, meetings sometimes go smoothly when no native speakers are present. This is not just because non-native speakers are intimidated by the presence of a native speaker. Increasingly, the problem may be that few native speakers belong to the community of practice which is developing amongst lingua franca users.
### 2) ELF pronunciation – intelligibility


<table>
<thead>
<tr>
<th>L1</th>
<th>Case study 1 12 participants (BC Tokyo)</th>
<th>Case study 2 21 participants (IATEFL Harrog)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Japanese L1</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Mandarin Chinese</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Filipino</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>English (RP)</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>Malay</td>
<td>4</td>
<td>0</td>
</tr>
</tbody>
</table>
3) Accents & intelligibility

Jenkins, 2000
3) Accents & intelligibility

1) Consonants

- copy / coffee
- vowel / bowel
- but not /θ, ð/ (think; then)

- /r/
- dark ‘l’
3) Accents & intelligibility

1) Consonants

- aspiration of /p, t, k/
  - /ʰeɪpə/ 
  - /θɛn/
3) Accents & intelligibility

Consonant clusters

- sitone (stone)  ✓
- poduk (product)  X
- I live in eSpain  ✓
- I live in pain / insane  X
- postman  ✓
- friendship  ✓
3) Accents & intelligibility

Vowels – *quantity* not *quality*

- ship / sheep
- peace / peas
- back / bag
- bath / birth
3) Accents & intelligibility

The Lingua Franca Core

Intonation
Nuclear stress placement

• I love teaching English
• Pass me the blue [von]
3) **Accents & intelligibility**

**Lingua Franca Core – LFC**

- **consonant inventory**
  (except dental fricatives)
- **consonant clusters**
  (epenthesis over deletion)
- **vowel duration**
  (short-long vowels, fortis clipping)
- **nuclear stress placement**
3) Accents & intelligibility

The Lingua Franca Core

Non-core items

a) no impact (optional)
   - vowel quality
   - word stress
   - tones

b) negative impact
   - suprasegmentals
4) Concerns about adopting an ELF approach

1. the lowering of standards
2. an accent nobody has
3. the need for a model
4. learners prefer a NS accent
4) Concern 1 – the lowering of standards

- the lowering of standards
- an accent nobody has
- the need for a model
- ELF as an imposition
- preference for a NS accent
4) Concern 2 – the accent nobody has

[RP] is still the standard accent of the Royal Family, Parliament, the Church of England, the High Courts, and other national institutions; but less than 3 per cent of the British people speak it in a pure form now.

Crystal 1995
One very robust finding in our work is that accent and intelligibility are not the same thing. A speaker can have a very strong accent, yet be perfectly understood.
4) Concern 3 – the need for a model

Graddol, 2006

[The] model of English, within an ELF framework, is not a native speaker, but a fluent bilingual speaker...
4) Concern 3 – the need for a model

A. Competent ELF speaker
B. T’s own accent (inc. non-standard)
C. NS accent (NOT problem features)
4) Concern 4 – learners prefer a NS accent

Timmis 2002: All students

- L1 accent
- NS accent
4) Concern 4 – learners prefer a NS accent

Timmis 2002: Outer Circle students

- L1 accent
- NS accent

0 10 20 30 40 50 60 70
5) The benefits of adopting an ELF approach

- workload
- L1 transfer
- ideal instructors
## 5) Benefit 1 – workload

<table>
<thead>
<tr>
<th>Pronunciation feature</th>
<th>RP/GA</th>
<th>LFC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consonants</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Consonant clusters</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Vowels &amp; diphthongs</td>
<td>✔</td>
<td>length</td>
</tr>
<tr>
<td>Rhythm: word stress</td>
<td>✔</td>
<td>?</td>
</tr>
<tr>
<td>Rhythm: schwa, weak forms ...</td>
<td>✔</td>
<td>X</td>
</tr>
<tr>
<td>Rhythm: elision, assimilation ...</td>
<td>✔</td>
<td>?</td>
</tr>
<tr>
<td>Intonation: nuclear stress</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Intonation: choice of tone</td>
<td>✔</td>
<td>–</td>
</tr>
</tbody>
</table>
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. /ʃ/ 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. /θ/ 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 /ɡ/ if /w/ comes before /u/
15. /p, t, k/ are not aspirated in Spanish

Vowels
1. /iː/ and /ɪ/ confused and a vowel like /iː/ used for both
2. /æ/ and /ɛ/ confused and /ɛ/ used for both
3. /æ, ʌ, ə:/ confused, a sound like /ʌ/ being used
4. /ɒ/, /ɑʊ/ and /ɔː/ confused, a vowel intermediate between /ɒ/ and /ɔː/ being used.

5. /uː/ and /ʊ/ confused with a vowel like /uː/ used for both
6. /ʒ/ is replaced by the vowel + /r/
7. /ə/ is replaced by the vowel suggested by the spelling
8. /ɛt/ and /ɛ/ confused
9. /aʊ, ɛə/ 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
5) Benefit 1 – workload

RP/GA = 37 items
LFC = 16 items
Lighter workload

Teachability

Consonants
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4. /s/ and /z/ are confused with /s/ used for both.
5. /ʃ/ does not occur in Spanish – /s/ is used instead.
6. /ʒ/ does not occur in Spanish – /s/ is used instead.
7. /j/ does not occur in Spanish.
8. /dʒ/ and /tʃ/ are confused and /tʃ/ used for both.
9. /ŋ/ does not occur in Spanish and is substituted by /n/.
10. /w/ does not occur in Spanish and is substituted by /b/ or /β/, or by /g/ if /w/ comes before /v/.
11. /p, t, k/ are not aspirated in Spanish.

Vowels
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Clusters
1. /s+C+s/ clusters difficult, with one ‘s’ being deleted.
2. /s/ sometimes deleted from a word-final cluster.
3. Final clusters with /t/ or /d/ problematic, with deletion of /t, d/.

Stress, rhythm and intonation
1. No equivalent to the English system of nuclear stress.
5) Benefit 2 – L1 as friend

<table>
<thead>
<tr>
<th>Problem sound</th>
<th>L1 transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td>v</td>
<td>addition (/f/ + voicing)</td>
</tr>
<tr>
<td>ŋ</td>
<td>regional accents <em>(Catalan)</em></td>
</tr>
<tr>
<td>η</td>
<td>phonotactics <em>(banco)</em></td>
</tr>
</tbody>
</table>
Native speakers were regarded as the Gold Standard...

In the new rapidly emerging climate, native speakers may increasingly be identified as *part of the problem* rather than a source of solution.
Smith et al.

5) Benefit 3 – ideal instructors

NNS English teachers have strengths that NS teachers do not possess.

They are more familiar with the difficulties of learning English than their NS counterparts because they have had direct experience in acquiring the target language.
5) Benefit 3 – ideal instructors

competence  pedagogy
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