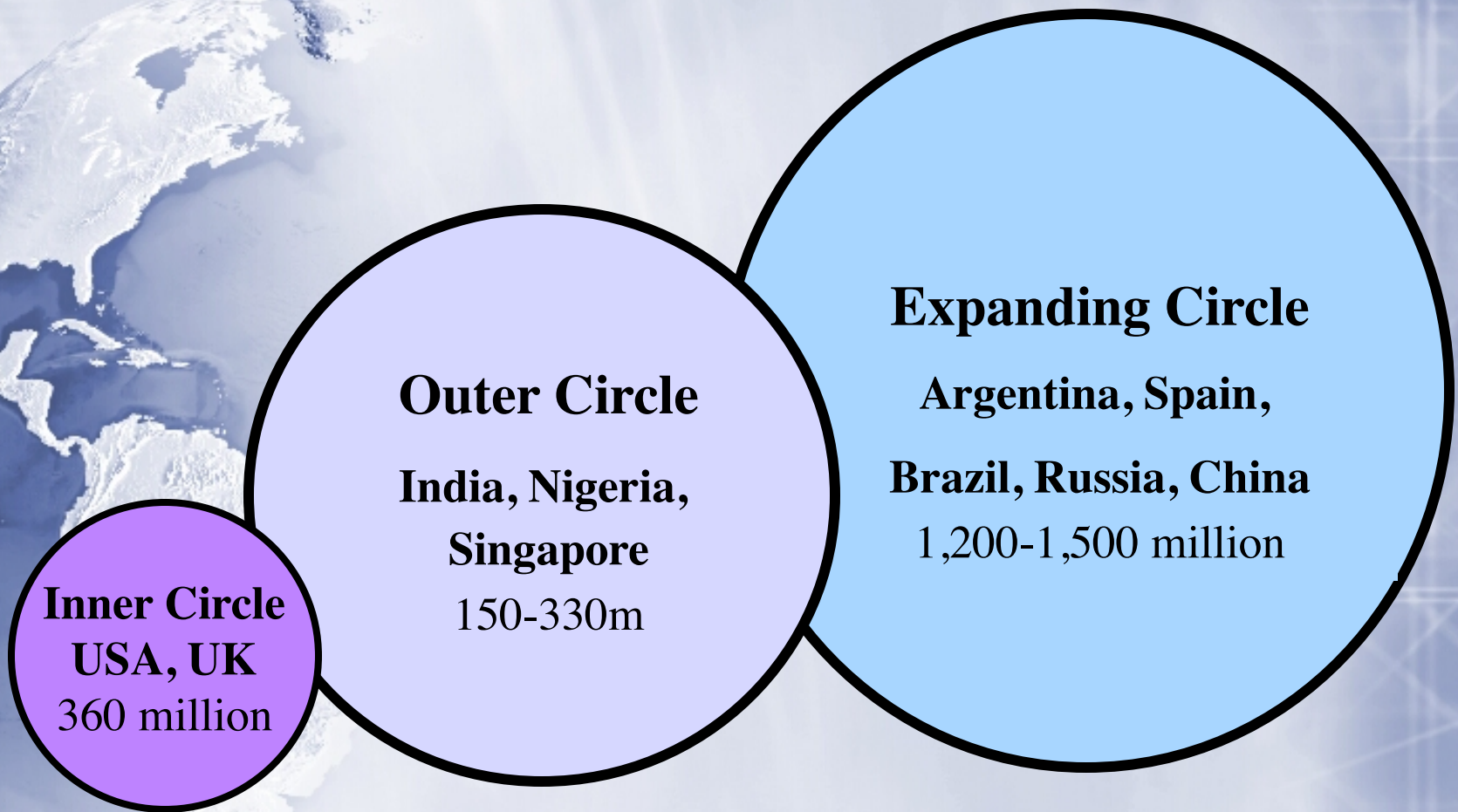


# ***The Pronunciation of English as a Lingua Franca***

*Robin Walker*

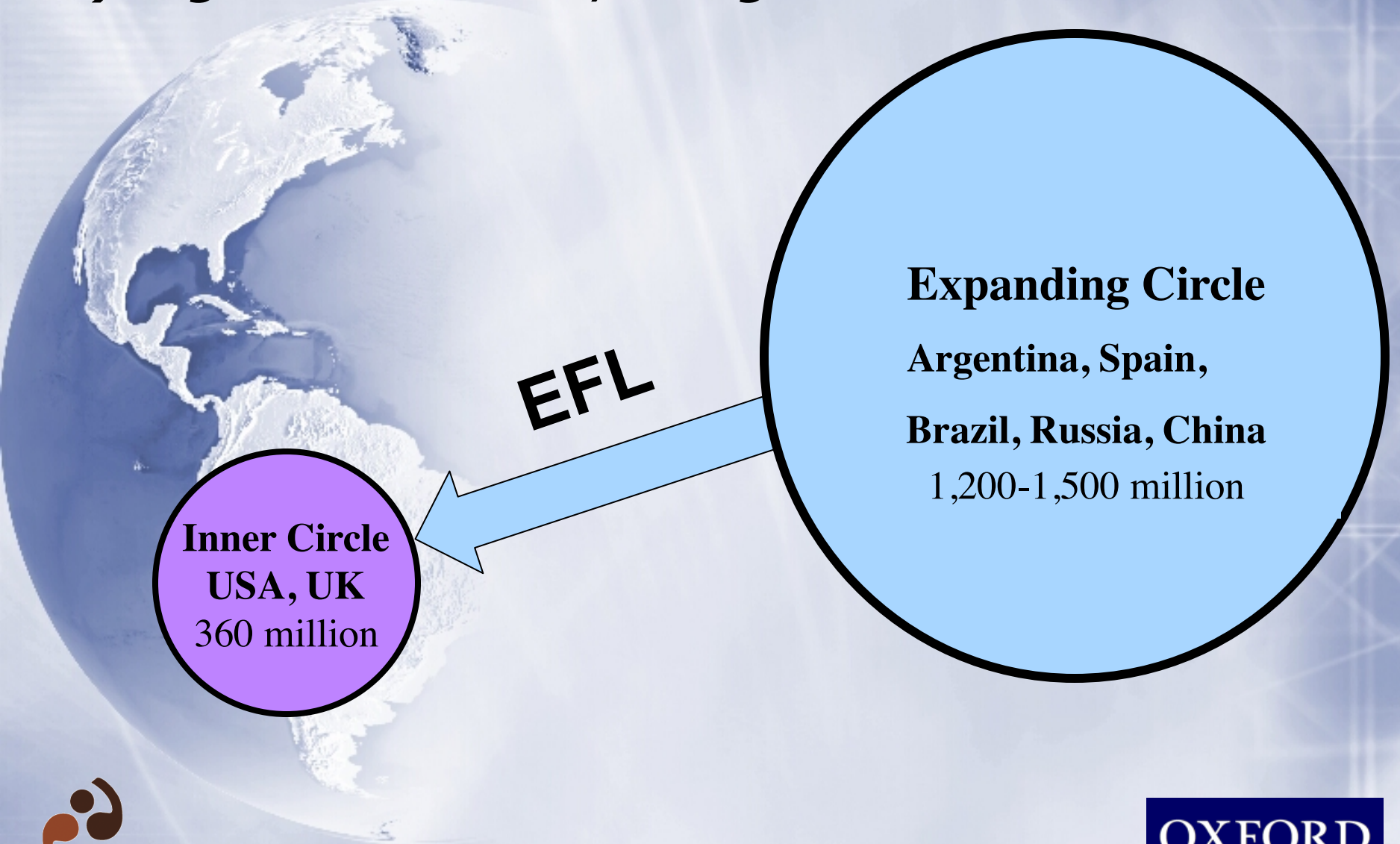
**III Jornadas Internacionales  
de Fonética y Fonología  
Mar del Plata  
September 28<sup>th</sup>, 2013**

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



**Kachru 1992**

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





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

## **Expanding Circle**

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

**ELF**

**English as a *Lingua Franca***



# ***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***

**McKay 2002**

... 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.

## ***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



## **2) ELF pronunciation – L1 transfer**

**Jenkins  
2000**

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’.

## 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



## ***2) ELF pronunciation – identity***

**Jenner 1992**

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

Hungarian L1

... 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

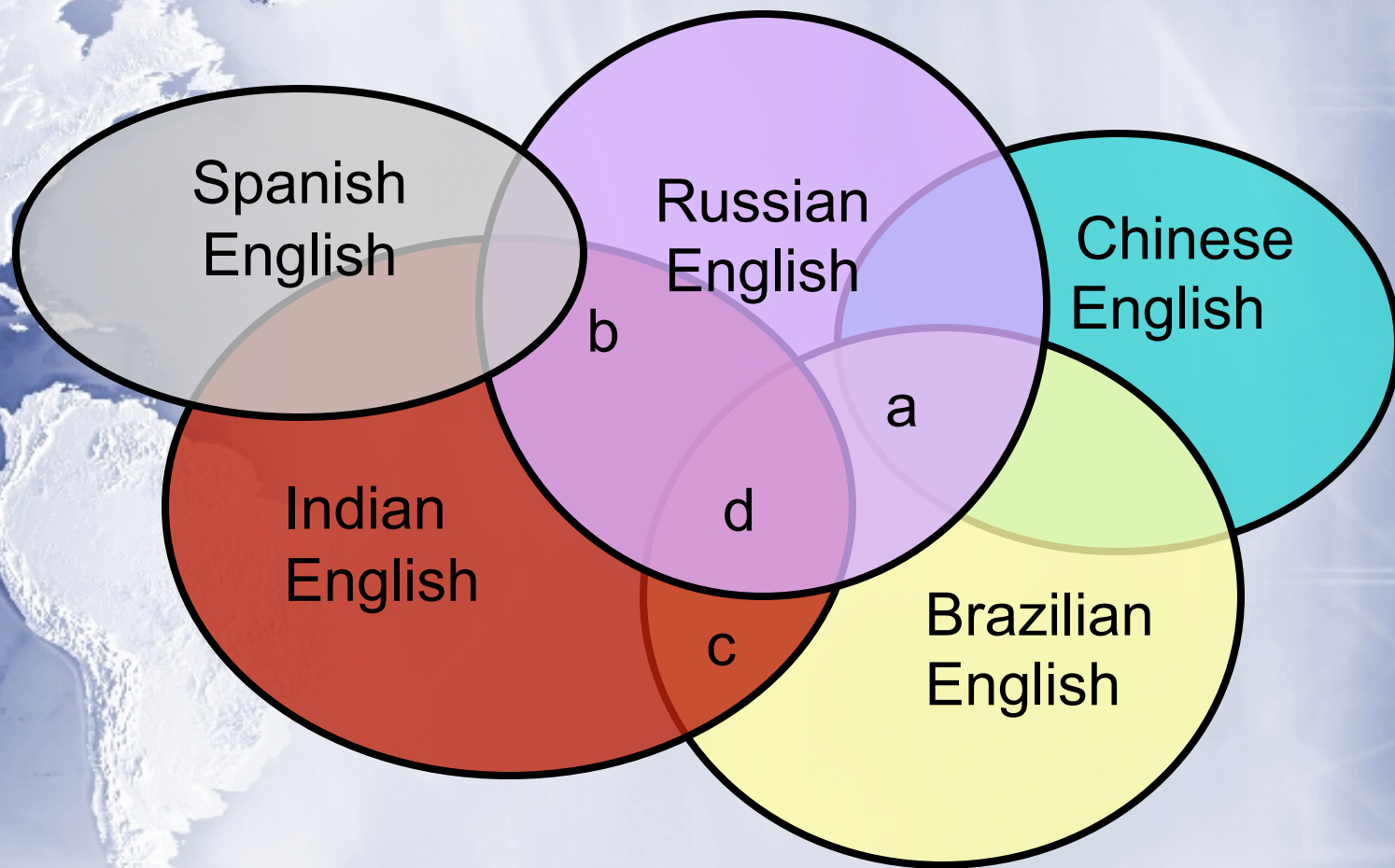
## 2) ELF pronunciation – identity

### Polish L1

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 spe[ak] because 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*

**Smith 1992**

... 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.

## 2) *ELF pronunciation - intelligibility*

**Graddol, 2006**

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

**Hemmi, C.** 2010. Perceptions of intelligibility in global Englishes used in a formal context. *Speak Out!* 43

<b>L1</b>	<b>Case study 1 12 participants (BC Tokyo)</b>	<b>Case study 2 21 participants (IATEFL Harrog)</b>
Japanese L1	6	6
Mandarin Chinese	1	1
Filipino	3	0
English (RP)	1	14
Malay	4	0

### ***3) Accents & intelligibility***



**Jenkins, 2000**



### ***3) Accents & intelligibility***

## **The Lingua Franca Core**

### **1) Consonants**

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



### ***3) Accents & intelligibility***

## **The Lingua Franca Core**

### **1) Consonants**

- aspiration of /p, t, k/
  - /p<sup>h</sup>eɪpə/
  - /t<sup>h</sup>en/

### 3) Accents & intelligibility

#### The Lingua Franca Core

#### Consonant clusters

- sitone (stone) ✓
- poduk (product) ✗
- I live in eSpain ✓
- I live in pain / insane ✗
- postman ✓
- friendship ✓

### ***3) Accents & intelligibility***

## **The Lingua Franca Core**

### **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***





#### **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**



#### ***4) Concern 2 – the accent nobody has***

**Derwing & Munro, 2008**

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)



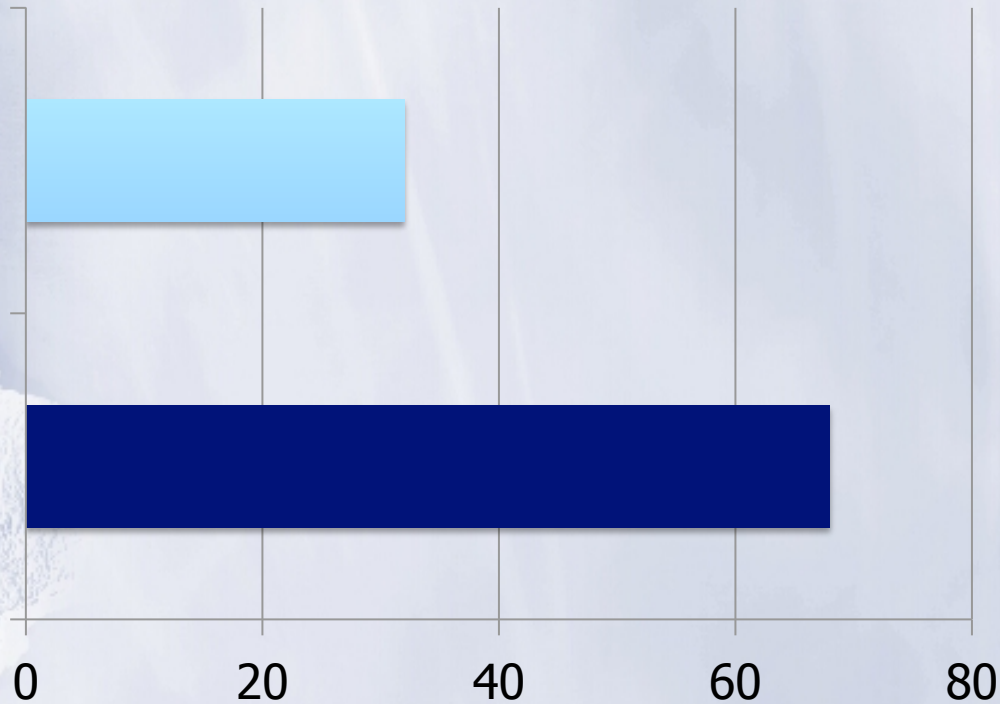


#### ***4) Concern 4 – learners prefer a NS accent***

**Timmis 2002: All students**

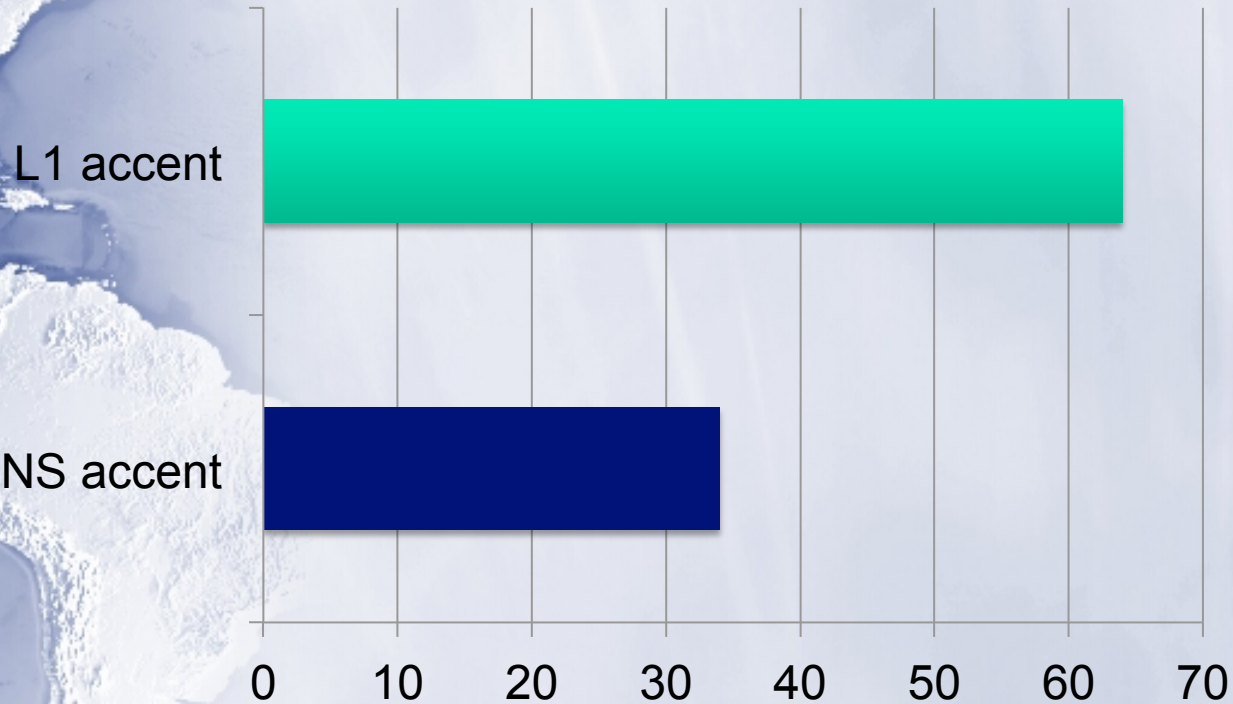
L1 accent

NS accent



#### ***4) Concern 4 – learners prefer a NS accent***

**Timmis 2002: Outer Circle students**



## ***5) The benefits of adopting an ELF approach***

- workload
- L1 transfer
- ideal instructors



## 5) Benefit 1 – workload

Pronunciation feature	RP/GA	LFC
Consonants	✓	✓
Consonant clusters	✓	✓
Vowels & diphthongs	✓	<i>length</i>
Rhythm: word stress	✓	?
Rhythm: schwa, weak forms ...	✓	✗
Rhythm: elision, assimilation ...	✓	?
Intonation: nuclear stress	✓	✓
Intonation: choice of tone	✓	—

## 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

## 5) Benefit 1 – workload

**RP/GA = 37 items**

**LFC = 16 items**

**Lighter workload**

**Teachability**

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### Stress, rhythm and intonation

1. No equivalent to the English system of nuclear stress



## 5) Benefit 2 – L1 as friend

Problem sound	L1 transfer
v	addition (/f/ + voicing)
ʃ	regional accents ( <i>Catalan</i> )
ŋ	phonotactics ( <i>ban<u>u</u>co</i> )

## 5) Benefit 3 – *ideal instructors*

**Graddol**

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

## ***5) Benefit 3 – ideal instructors***

**Smith et al.**

**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









# ***The Pronunciation of English as a Lingua Franca***

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