TEACHING
PRONUNCIATION

Why ‘native speaker’ model isn’t always appropriate

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GAME PLAN

1. Current pronunciation model.
2. Lingua Franca Core – an alternative.
3. Practical implications:
   • Raising awareness of ELF;
   • Adapting the course book;
   • Using ‘non-native speakers; as models;
4. Q&A and reflection.
5. Raffle!! 😊
Teaching pronunciation:

- Vowel quality,
- Weak forms,
- Connected speech,
- Stress timing,
- Word stress,
- Intonation.

'Nativeness' principle - emphasis on:

- Imitating 'native speaker' model - correctness;
- L1 accent a hindrance;
- Intelligible to 'native speakers'.

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English has changed

EFL or ESL communication

Our learners
English has changed

Englishes for international use

‘standard’ Englishes for local use
   (L2 and L1 contexts)

‘non-standard’ Englishes
   (L2 and L1 contexts)
## Lingua Franca Core

Table 24.2  Pronunciation targets for teaching EFL and ELF (from Zoghbor 2011a, modified from Jenkins 2005).

<table>
<thead>
<tr>
<th>#</th>
<th>Aspect of pronunciation</th>
<th>EFL targets</th>
<th>Impact on ELF intelligibility</th>
<th>ELF targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The consonant inventory</td>
<td>All sounds</td>
<td>√</td>
<td>All sounds except /θ/ and /ð/ and the allophone [t]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>RP nonrhotic /r/</td>
<td>but not all</td>
<td>Rhotic /r/ preferred</td>
</tr>
<tr>
<td></td>
<td></td>
<td>GA rhotic /r/</td>
<td>Not clear</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>RP intervocalic [t]</td>
<td>Not clear</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>GA intervocalic [r]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Phonetic requirements</td>
<td>Rarely specified</td>
<td>√</td>
<td>Intervocalic [t] preferred</td>
</tr>
<tr>
<td>3</td>
<td>Consonant clusters</td>
<td>All word positions</td>
<td>√</td>
<td>Aspiration after /p/, /t/, and /k/. Appropriate vowel length before</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>but not all</td>
<td>fortes/lenis consonants.</td>
</tr>
<tr>
<td>4</td>
<td>Vowel quantity</td>
<td>Long–short contrast</td>
<td>√</td>
<td>Word initially, word medially</td>
</tr>
<tr>
<td>5</td>
<td>Vowel quality</td>
<td>Close to RP or GA</td>
<td>X</td>
<td>Long–short contrast</td>
</tr>
<tr>
<td>6</td>
<td>Weak forms</td>
<td>Important</td>
<td>X</td>
<td>Consistent L2 regional qualities acceptable</td>
</tr>
<tr>
<td>7</td>
<td>Other features of</td>
<td>Important</td>
<td>X</td>
<td>Unhelpful to intelligibility</td>
</tr>
<tr>
<td></td>
<td>connected speech</td>
<td></td>
<td></td>
<td>Inconsequential or unhelpful</td>
</tr>
<tr>
<td>8</td>
<td>Stress-timed rhythm</td>
<td>Important</td>
<td>X</td>
<td>Inconsequential</td>
</tr>
<tr>
<td>9</td>
<td>Word stress</td>
<td>Important</td>
<td>X</td>
<td>Unnecessary/can reduce flexibility</td>
</tr>
<tr>
<td>10</td>
<td>Nuclear (tonic) stress</td>
<td>Important</td>
<td>√</td>
<td>Important</td>
</tr>
<tr>
<td>11</td>
<td>Pitch movement</td>
<td>Important</td>
<td>X</td>
<td>Inconsequential</td>
</tr>
</tbody>
</table>
**What does research say?**

   - 60 EFL students in Iran;
   - British English vs. LFC pronunciation syllabus;
   - Student attitudes;
   - Intelligibility improved more in LFC group;
   - Attitudes remained positive in both groups.

   - 50 EFL students (L1 Arabic);
   - 75 raters from Inner, Outer and Expanding Circle;
   - RP/GA vs LFC syllabus;
   - Both intelligibility and comprehensibility improved more in LFC group.
WHY THE LINGUA FRANCA CORE?

1. More achievable.
3. Reflects learners’ needs.
4. Based on research.
5. Gives learners a choice.
6. Avoids the ‘native speaker’ fallacy.
SOME PRACTICAL CONSIDERATIONS

- Students’ and teachers’ beliefs;
- Pressure from parents;
- Students’ language goals;
- Curriculum limitations;
- Exams;
- Productive vs. receptive skills;
- Course books.
RAISING AWARENESS OF ELF

1. Most people who use English around the world are ‘native speakers’.
2. There are only 7 countries where English is an official language.
3. There are no ‘native speakers’ in India.
4. If I speak English like a ‘native speaker’, people will understand me better.
5. Having a foreign accent is a bad thing.
6. Only a ‘native speaker’ can teach me correct pronunciation.
7. I would never change my accent. It’s part of my identity.
8. Learners should aspire to speak English like ‘native speakers’.
ACCENT AND INTERNATIONAL INTELLIGIBILITY

Listen to the speakers and answer the questions:

1. Who is a ‘native speaker’ in your opinion?
2. Which speaker is easier to understand?

Discuss:

- Is ‘native speaker’ pronunciation important for you? Why (not)?
- Should students aspire to speak like a ‘native speaker’? Why (not)?
- Is having a foreign accent a bad thing? Why (not)?
- Are ‘native speakers always good models of pronunciation? Why (not)?
- Do you think students should aim to reduce their foreign accent? Why (not)?
REFLECTION

With the person next to you discuss:

- How could you use the previous two activities in class? Would you need to adapt them in any way?
- Would you add or change any of the sentences/questions? What about the audio?
- What do you think your students might say about the sentences/questions?
- What possible problems can you anticipate and how would you solve them?

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ADAPTING THE COURSE BOOK

Help with Listening  Third conditional

6 a) R3.2 Listen to these sentences. Notice the contractions (I'd, you'd, etc.) and the weak forms of have and had.

1  If I'd known about it, I'd have /əv/ come.
2  If you'd told me, I could have /əv/ helped you.
3  She wouldn't have /əv/ been upset if you'd called her.
4  If Fred had /əd/ studied harder, he might have /əv/ passed.

b) R3.3 Listen and write five sentences. You will hear each sentence twice.

7 R3.4 P Listen and practise. Copy the contractions and weak forms.

I wouldn't have /əv/ met her. ⇒ If I hadn't gone to the party, I wouldn't have /əv/ met her.

From F2F Up-Int, p.25
Adapting the Course Book

3 Pronunciation  Vowel sounds, sentence stress

a What sound do the pink letters make in each sentence? Match the sentences with the sound pictures.

1. He suddenly understood why his brother hadn’t come.
2. I didn’t know Linda hadn’t written since the spring.
3. The police had seen me in the street.
4. Paul thought the train had left at four forty.
5. We hadn’t heard a word about the third murder.
6. We’d waited for ages to see the famous painting.

b 9.1 Now listen and repeat the sentences. Copy the rhythm, and practise making the sounds.

From NEF Pre-Int, p.100
ADAPTING THE COURSE BOOK

D 11.2 Listen to a radio programme and check your answers.
E Listen again. Underline the correct alternatives you hear.
   1 Flu starts suddenly/slowly. You can/can’t work.
   2 A cold starts suddenly/slowly. You can/can’t work.

[Speakout Tip]
Many words in English have a very different pronunciation from their spelling. You can underline problem letters and write the sound underneath, e.g. cough / ache
   /f/ /k/
In your notebook, do the same for thumb and stomach.

3A Look at the sentences below. Cross out the incorrect alternative.
   Then add one more word to each group.
   1 I’ve got an earache / a backache / a throatache a stomach ache
   2 I’ve got a sore cough / throat / eye.
   3 My runny nose / head / back hurts.
   4 I feel tired / temperature / better.

B Work in pairs and take turns. Student A: choose a problem and mime it. Student B: guess what’s wrong.
Using ‘Non-native speakers’ as models

How do I choose?
- Accent students are likely to hear;
- Accents they have problems understanding;
- Context reflects how students will use English.

Where do I find the recordings:
- One Young World Summit;
- TED-Ed;
- ELF Pron blog;
- BBC Recordings;
- IDEA International Dialects of English;
- VOICE corpus
SOME EXAMPLES:

TUITION-FREE EDUCATION IN GERMANY!

DE BRUYNE’S FIRST CITY INTERVIEW
DESIGN AN ACTIVITY

Some considerations:

- Choosing an appropriate model and clip
- Focus on pronunciation – what makes the speaker intelligible? What are the typical features of their accent?
- Include some reflection – discuss the global nature of English, L1 accents, intelligibility
REFLECTION

Discuss with the person next to you:

- What was the most interesting/useful/relevant thing you learned today?
- Which ideas from this workshop will you use in class: definitely, maybe, probably not?
- What topics related to ELF, ‘native’ and ‘non-native speakers’ would you be interested in learning more about?
- If you could change one thing about the workshop, what would it be?
QUESTION TIME
ONLINE TRAINING COURSES

1. Going beyond the NS model:
   - Teaching ideas;
   - Lesson plans;
   - Materials writing.

2. English as a Lingua Franca:
   - Intercultural competence;
   - Speaking and pronunciation;
   - Materials writing.

3. Teaching pronunciation:
   - Preparing students for accents;
   - Adapting the course book;
   - Designing a syllabus.
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- Training courses: https://teflequityadvocates.com/training-courses/
FURTHER READING — GENERAL

FURTHER READING - PRONUNCIATION


- Zoghbor, W. S. K. (2011, July 1). *The Effectiveness of the Lingua Franca Core (LFC) in Improving the Perceived Intelligibility and Perceived Comprehensibility of Arab Learners at Post-Secondary Level* (Thesis). University of Leicester. [available for free here]