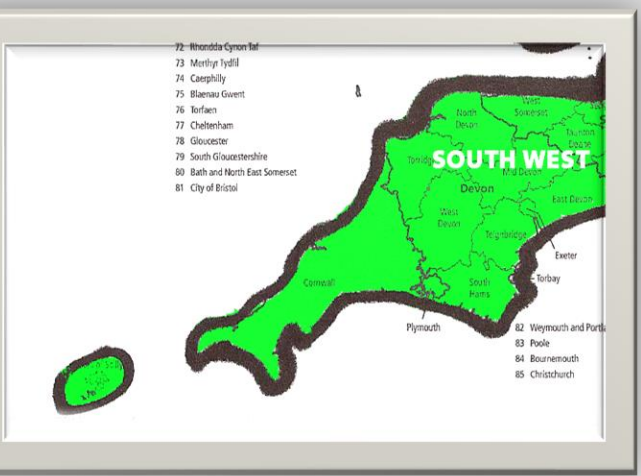


# THE APPLICATION OF THE LINGUA FRANCA CORE IN THE REGIONAL L1 ENGLISH LANGUAGE CLASSROOM

Gemma Archer  
University of Strathclyde

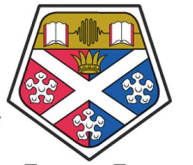


# OVERVIEW

‘What do teachers do in response to ELF?’

1. **Frustration:** the difficulties of teaching pronunciation as a regional English speaker
2. **Liberation:** the discovery of the LFC, ELF theory and research
3. **Application:** using the LFC to compete a 5-week study
4. **Observation, Discussion** and links to ELF theory

# 1. Frustration



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# THE BEGINNINGS OF MY JOURNEY WITH PRONUNCIATION



# WHAT DOES THE LITERATURE SAY?

- Most resources are produced with a prestige accent in mind (RP), despite its estimated small number of speakers (Derwing, Diepenbroek, & Foote, 2012)  
**Potential consequence:** accent mismatch between materials and teacher, leading to reliance on an audio CD lacking in diversity (Archer, 2017).
- Teachers who lack training/ confidence/ time may be unwilling to create their own materials (MacDonald, 2002; Fraser, 2000; Yates, 2001; Bradford and Kenworthy, 1991; Murphy, 1997; Walker, 1999; Breikrutz, Derwing & Rossiter, 2001; Henderson, 2012; Derwing, Diepenbroek, & Foote, 2012).  
**Potential consequence:** they may avoid pronunciation work altogether (Archer, 2018)



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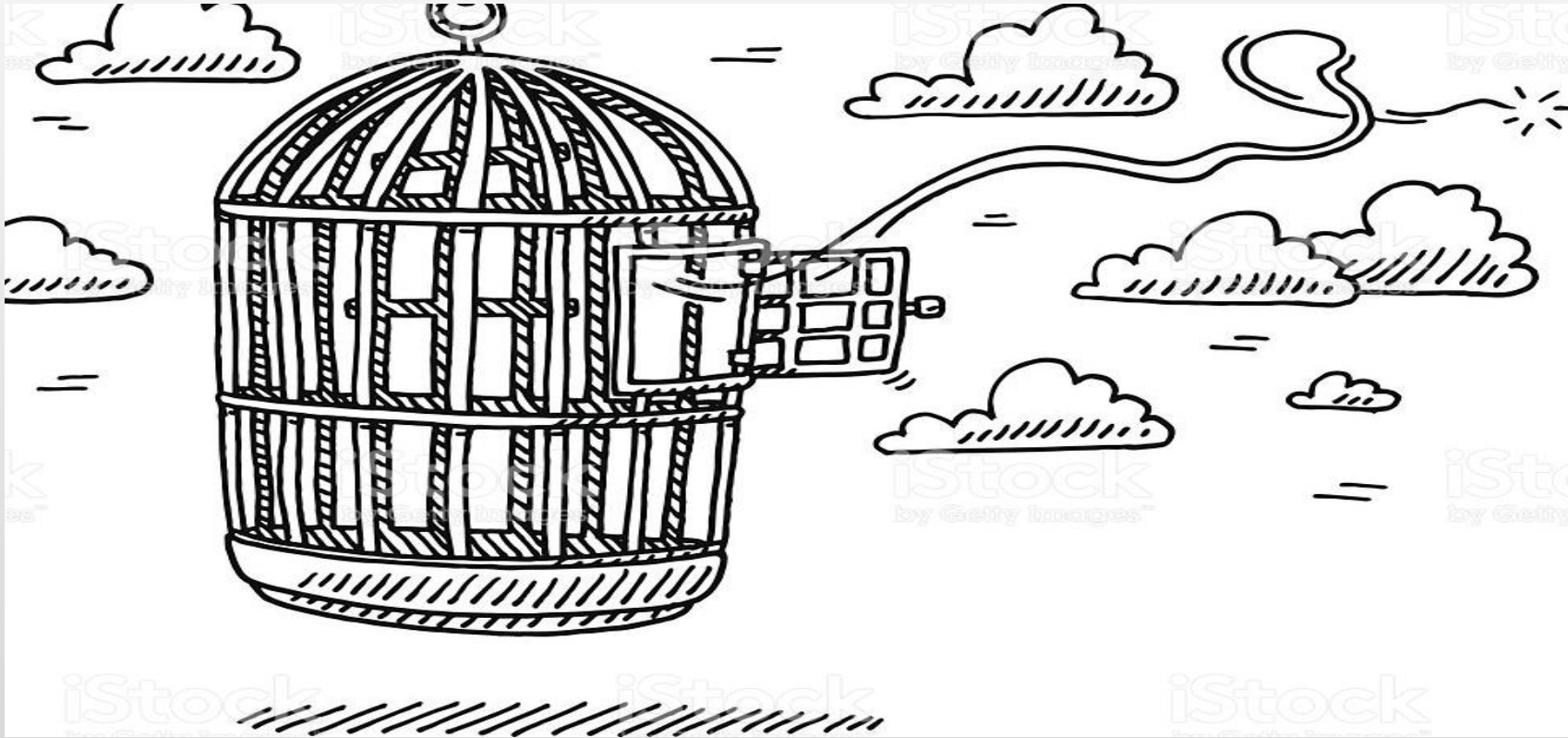
# HOW I FELT



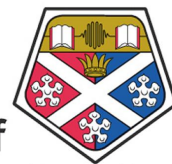
## I wanted to know ...

- Why are we teaching **(only)** RP to students living and studying in locations like Glasgow, where its presence is negligible, even said to be 'phantom' (Daniels, 1995) and often met with hostility?
- Is it justified? Does RP **truly** support students' perception and production better than other accents?
- Why is my accent not a suitable pronunciation model?





## 2. Liberation



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# DISCOVERING THE LINGUA FRANCA CORE

The Lingua Franca Core (Jenkins, 2000) advocates teaching certain core pronunciation features for maximum intelligibility rather than native likeness.

Much of it is **consistent** with Scottish Standard English.

## The lingua franca core includes:

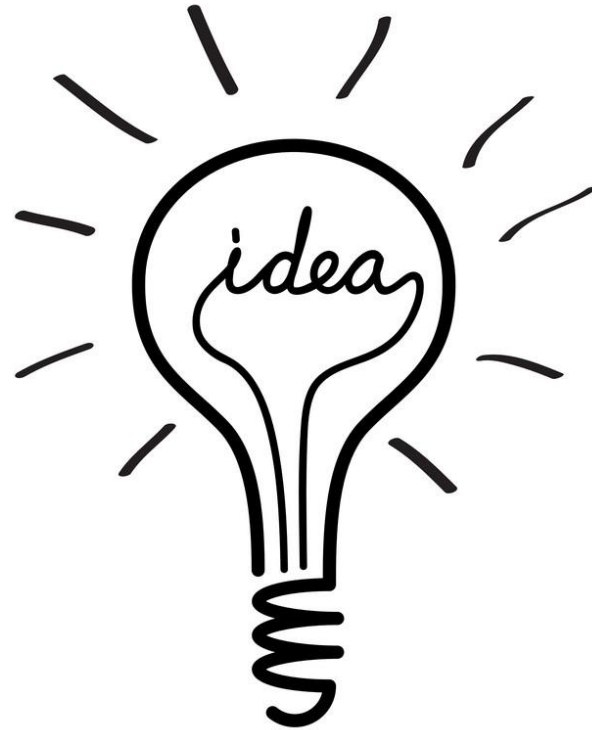
- All consonant sounds (except /θ/ and /ð/)
  - Consonant clusters
  - Rhotic /r/
  - /t/ not tapped i.e. butter not '*budder*'
  - More clear /l/ than dark [ɫ]
  - Nuclear/ tonic stress
- (to name just a few)





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# COULD ONE HELP THE OTHER?



Could I use the LFC to investigate my problems with accent mismatch?

# 3. Application

# THE STUDY

**The research question:** which model, from a choice of two, RP or SSE, best supports international students' perception and production of English while studying in Scotland?

**The approach:** 5-week pronunciation course **interweaving the LFC + Celce Murcia et al's 'Communicative Framework for Pronunciation'**

- 2 groups: one using a Received Pronunciation (RP) model, the other using a Scottish Standard English model(SSE), students randomly assigned. Both courses taught by me, but using audio recordings.
- 16 volunteers in each group, plus a control group. Students were a mixture of Mandarin, Cantonese, Thai, and Korean speakers, between the ages of 21 and 37, 90% female.
- All groups participated in a diagnostic and evaluative testing of their perception and production.
- Course and test features: influenced by the Lingua Franca Core (Jenkins, 2000) and Functional Load Theory (Catford, 1987).

# PRE-PLANNED: LESSON STRUCTURE

## ‘THE COMMUNICATIVE FRAMEWORK FOR PRONUNCIATION’

CELCE-MURCIA, BRINTON, GOODWIN & GRINER (2010)

Step 1	<b>Description and Analysis:</b> oral and written illustrations of how the feature is produced and when it occurs within spoken discourse.
Step 2	<b>Listening discrimination:</b> focused listening practice with feedback on learners’ ability to correctly discriminate feature.
Step 3	<b>Controlled practice:</b> oral readings of minimal pair sentences, short dialogues, etc. with special attention paid to the highlighted feature in order to raise learner consciousness.
Step 4	<b>Guided practice:</b> structured communication exercises, such as information-gap activities or cued dialogues that enable the learner to monitor for the specified feature.
Step 5	<b>Communicative practice:</b> less structured, fluency building activities (e.g. role play, problem solving) that require the learner to attend to both form and content of utterances

# COURSE BREAKDOWN

Lesson	Segmental contrasts:	Consonant clusters	Vowel duration	Suprasegmentals
Diagnostic assessment				
1	/l/r/* /p/b/			
2				Nuclear Stress:*
3	/t/d/ /t/s/	Word-initial clusters including: /t/d/s/ e.g. straw/ drop		
4	/l/ i:/		Vowel Length*	
5	Review of weeks 1-4	Word-final clusters including: /p/b/l/r/t/d/s/ e.g. crisps/hands		
Evaluative Assessment				

# PERCEPTION TEST: SEGMENTALS

## Test A

**Ex1:** Listen to the sentences and underline the word in ***bold*** that you hear.

### Example:

- Did you see that ***fight***/***kite***?
- How did you ***use***/***lose*** it?

1. Did you see that ***leaf***/***reef***
2. I'd like a ***bid***/***bead***
3. Did she say ***pie***/***bye***?
4. How do you spell ***tie***/***die***?
5. Is it a ***sin***/***tin***?
6. Did you ***saw***/***sew*** it?



# PERCEPTION TEST: SUPRASEGMENTALS

In each sentence below there is one word that is stressed (pronounced louder and stronger) more than the others. Underline the most stressed word you hear.

## Example:

What do you think? / I'm from Spain.

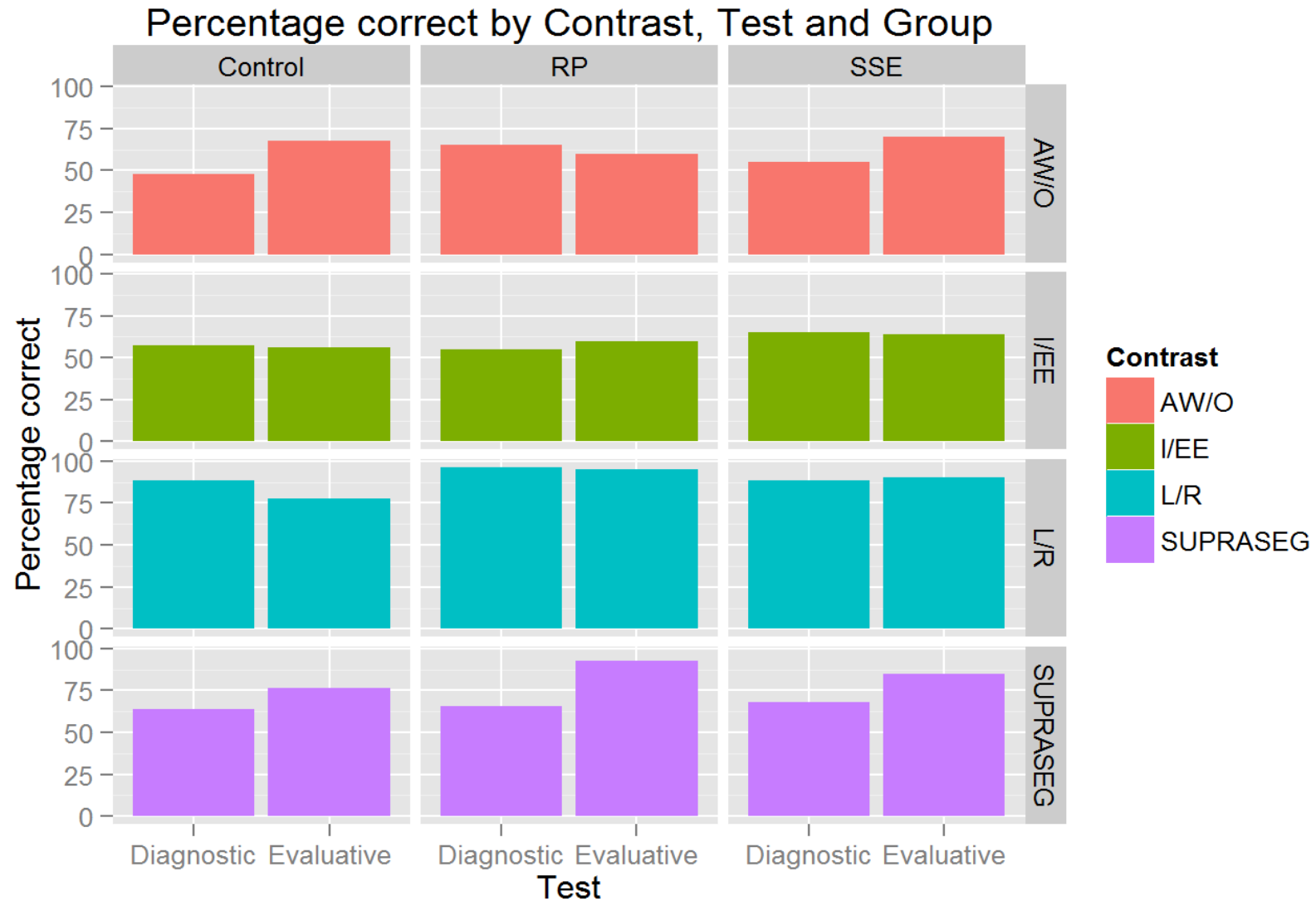
- A: Do you think food in Scotland is expensive?
- B: Not really.
- A: Well, I think it's expensive.
- B: That's because you eat in restaurants.
- A: Where do you eat?
- B: At home.
- A: You must like to cook.
- B: Actually, I never cook.

# PRODUCTION TEST:

**Script:** *Two university students meet.*

- A: Excuse me, where's the library?
- B: It's on the corner of Pin Street and Mill road
- A: Sorry, did you say Mill road or Meal road?
- B: No, not Meal, Mill road. It's right there, straight ahead of you.
- A: Thanks, I need to buy some books for my classes.
- B: Oh, then you need the book shop, you can't buy books in the library. You can only borrow them.
- A: Oh, I must have confused the words. They are different in my language.
- B: Me too, I get mixed up with Spanish words that sound like English language words, but have different meanings.
- A: Are you studying Spanish?
- B: No, but Spanish is my first language. I study Russian literature.

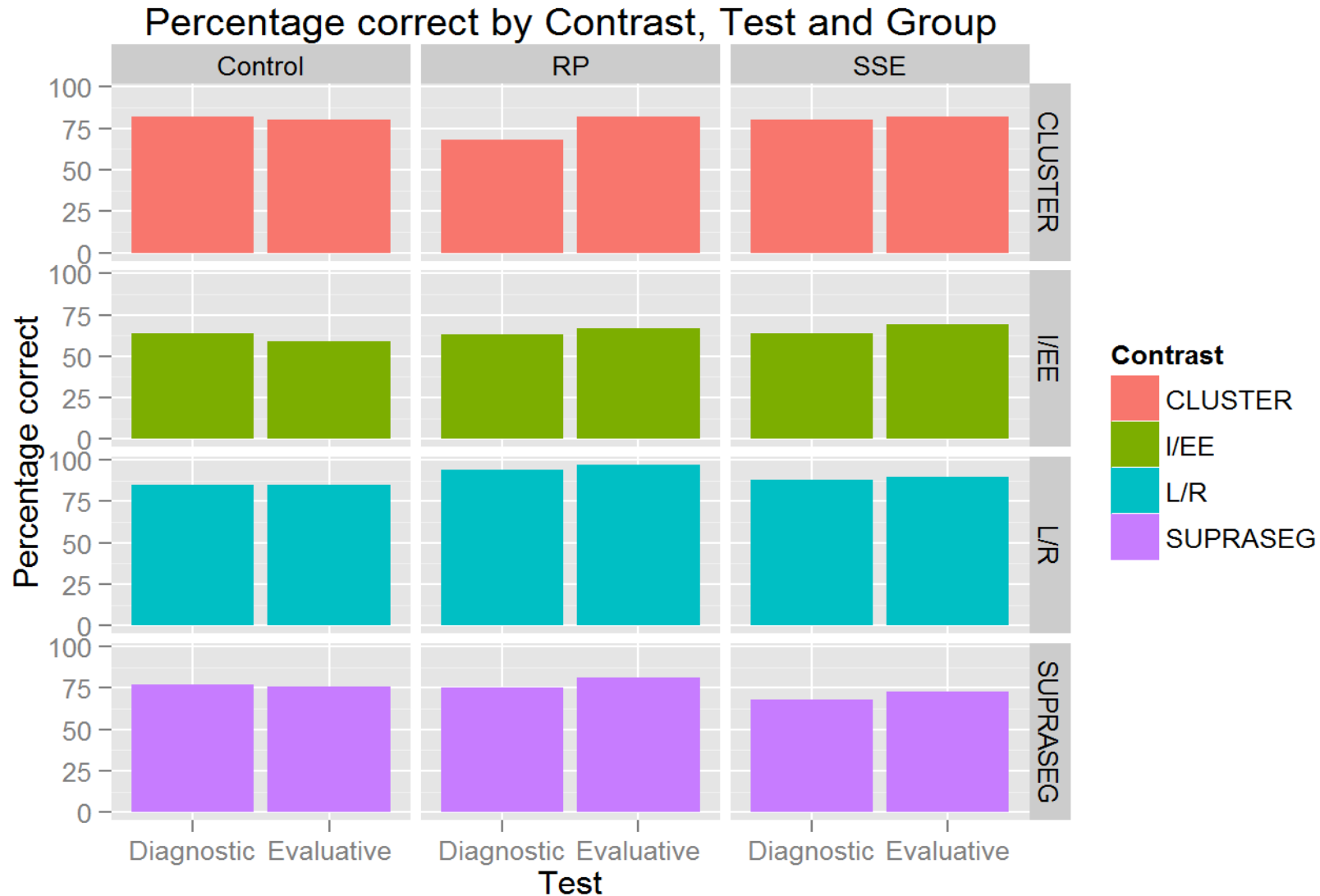
# RESULTS: PERCEPTION



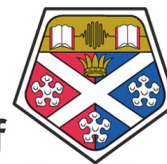
# RESULTS: PRODUCTION



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# **4. OBSERVATION & DISCUSSION**



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# OBSERVATION & DISCUSSION

**1. Familiarity:** unfamiliar pronunciation can affect listeners' comprehension/ speed of comprehension (Adank & McQueen, 2007) - most students had spent up to 10 years studying English/ completing Cambridge exams.

## Links to ELF/LFC:

Promotion of a single prestige NS accent doesn't equip students with the skills to decode English as it is spoken – in a myriad of different forms.

**2. Attitude:** students' feelings about the model they were using.

## Links to ELF/LFC:

Enforcing an accent upon students, regardless of any negative feelings they may have about it, is unethical.



# FINAL TAKE-AWAYS FROM THE STUDY ...

- **The LFC can be much needed neutral territory in the regional L1 English language classroom:** focusing on intelligibility rather than native likeness eases the accent/model debate and any political or social connections to accent models.
- Going forward, I feel the results of the 5-week study justified the use of my own voice in pronunciation instruction, rather than depend **only** on recordings.
- Use of a prestige accent in the study did not produce results significant enough to exclude other voices going forward into the future. **No justification solely for an RP model.**
- Focusing pronunciation classes on a single native speaker accent is unrealistic for students and impractical for teachers.
- We need to listen to students' aims for pronunciation, but not be afraid to provide 'teachable moments' to convince them that diversions from 'the norm' are no bad thing!



University of  
**Strathclyde**  
Glasgow

# Thank you!



[gemma.archer@strath.ac.uk](mailto:gemma.archer@strath.ac.uk)

[speakout@IATEFL.org](mailto:speakout@IATEFL.org)



GL\_archer



Gemma Archer

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