



# English Phonetics 02: World Englishes

## This week

Review

Phonetics and Phonology

Pronunciation /r/ and /l/

Lecture

World Englishes

Video

The Linguistic Genius of Babies

Game

Blooket



**Here!**

# Announcements



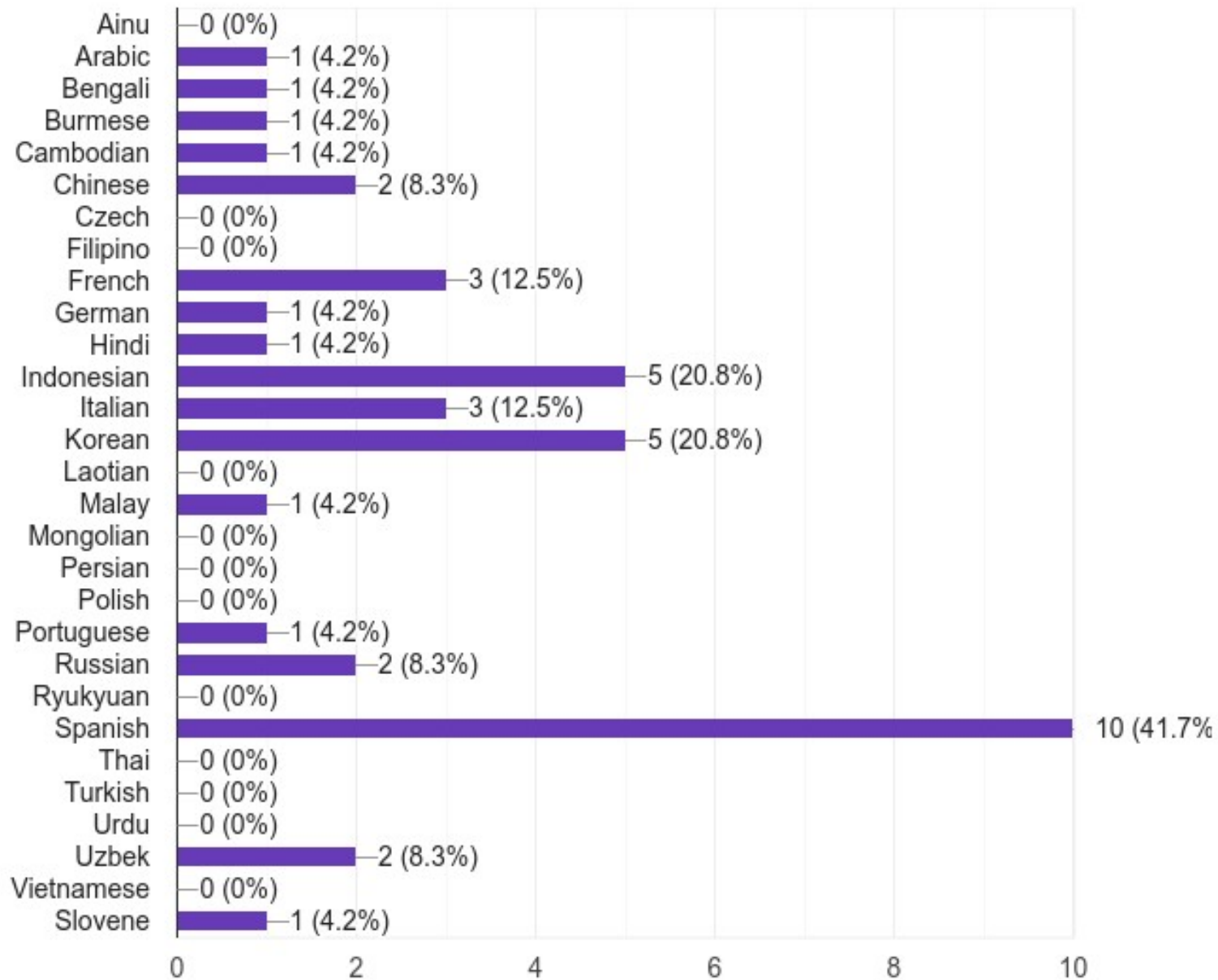
# Thank you for filling in the survey!

## Music

- ★ J-pop, K-pop, idols
- ★ R&B, dance, English pop,  
Spanish music, jazz, rock,  
Michael Jackson
- ★ 1990s Japanese pop
- ★ Classical

# Thank you for filling in the survey!

## Languages



# Thank you for filling in the survey!

## What do you want to learn here?

- ★ **IPA, basics of phonetics and phonology**
- ★ **“The right way to pronounce English”**
- ★ **I want to learn the differences of pronunciation between people who speak Japanese and other languages.**
- ★ **Patterns of mistakes that Japanese people often makes but we are unaware of in pronunciation**

# Thank you for filling in the survey!

## After graduating

- ★ English teacher
- ★ Work in a global company/use languages at work
- ★ Be rich
- ★ Graduate school
- ★ Diplomat

# Thank you for filling in the survey!

## Other questions and comments

★ I'm not good at speaking and listening in English, but I will make a lot of effort to this class.

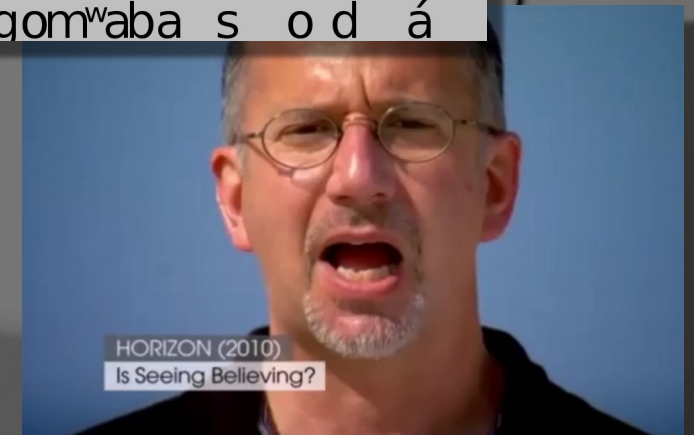
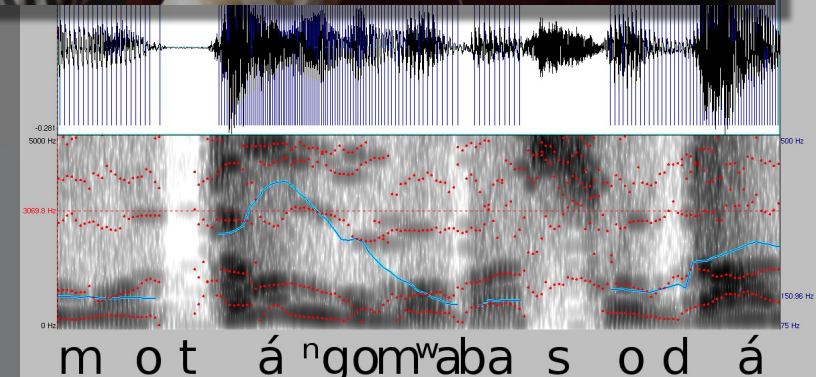
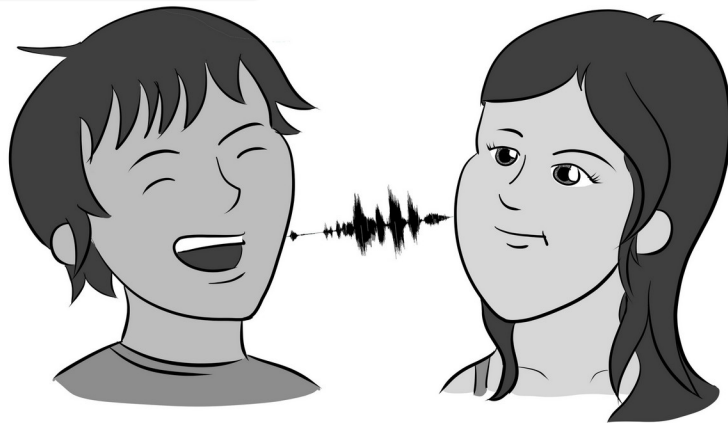
★ If it's possible please make the letters on slides bigger in case it is hard to see it sometimes.

# Lecture: What is phonetics? What is phonology?

## Recap: Phonetics – linguistics meets engineering

- ★ Articulatory phonetics ( 調音音声学 )
- ★ Acoustic phonetics ( 音響音声学 )
- ★ Perceptual phonetics ( 知覚音声学 )

## The Speech Chain



# Lecture: What is phonetics? What is phonology?

## Phonology – sound grammar

- Related to semantics ( 意味論 ), morphology ( 形態論 ), cognitive science ( 認知科学 )
- Surveys, naming tasks, historical data
- Research topics like sound change rules, historical sound change, variation in dialects

RULES

Pronunciation: /r/ and /l/



# Pronunciation: /r/ and /l/

## The /r/ and /l/ sounds

- ★ Liquids
- ★ Features of /r/
- ★ Features of /l/



# Pronunciation: /r/ and /l/

## Liquid sounds

- ★ A natural class ( 自然類 )
- ★ Includes rhotic sounds ( r 音性的な音 ) and laterals ( 側面音 )
- ★ Japanese has only one: [r]



# Pronunciation: /r/ and /l/

## Features of /r/

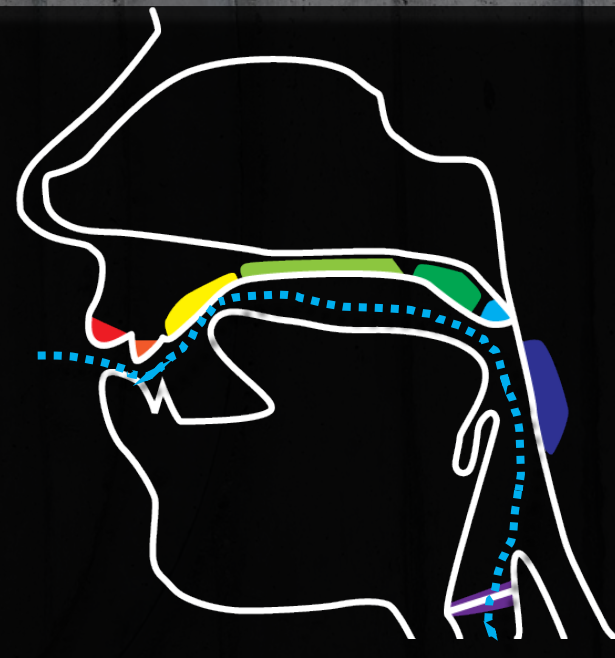
- ★ An approximant ( 接近音 ):  
[ɹ]
- ★ Lip rounding
- ★ Tongue positions



[j]



[w]

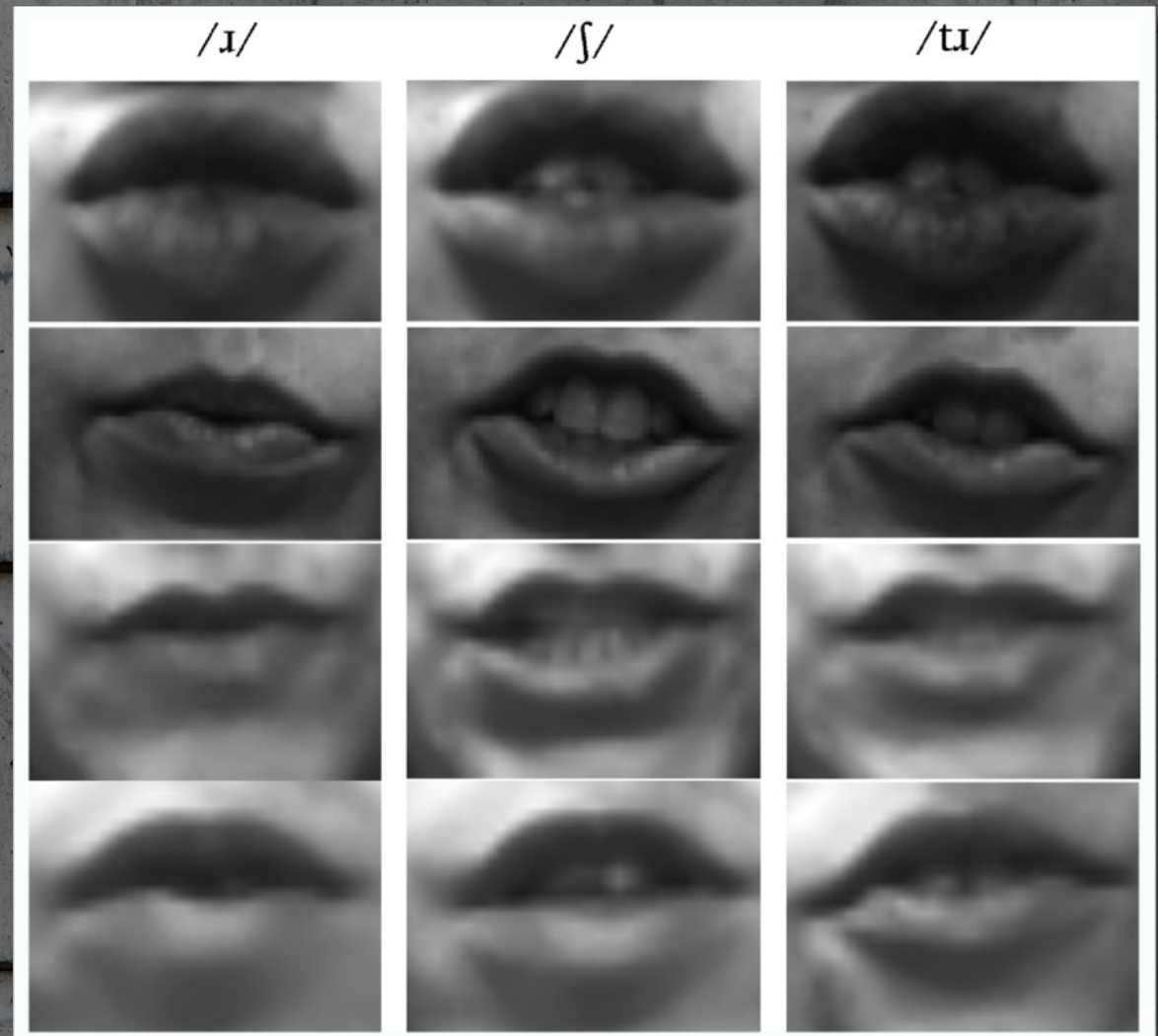


[ɹ]

# Pronunciation: /r/ and /l/

## Features of /r/

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- ★ Tongue positions



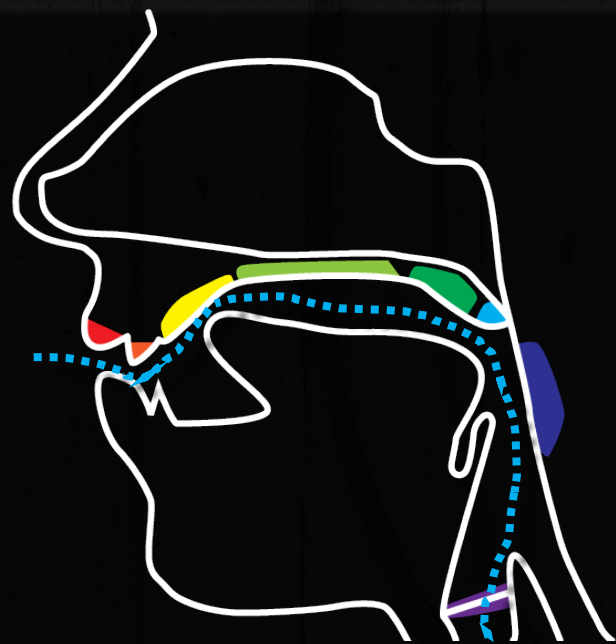
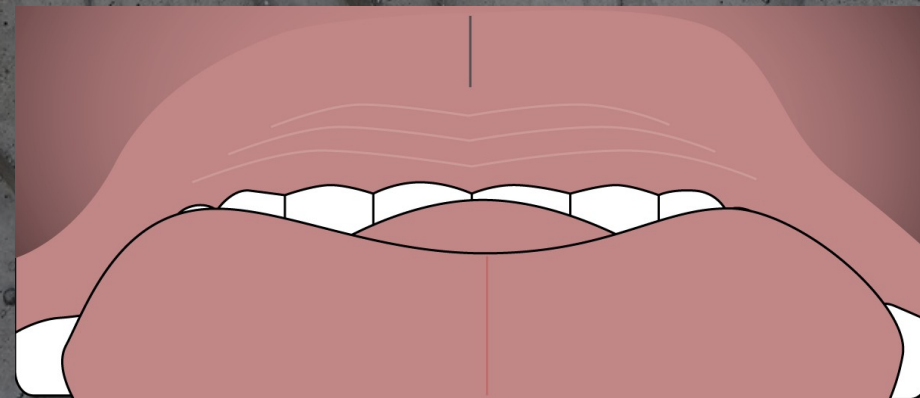
Smith, Bridget & Mielke, Jeff & Magloughlin, Lyra & Wilbanks, Eric. (2019). Sound change and coarticulatory variability involving English /ɹ/. *Glossa: a journal of general linguistics*. 4. 10.5334/gjgl.650.

# Pronunciation: /r/ and /l/

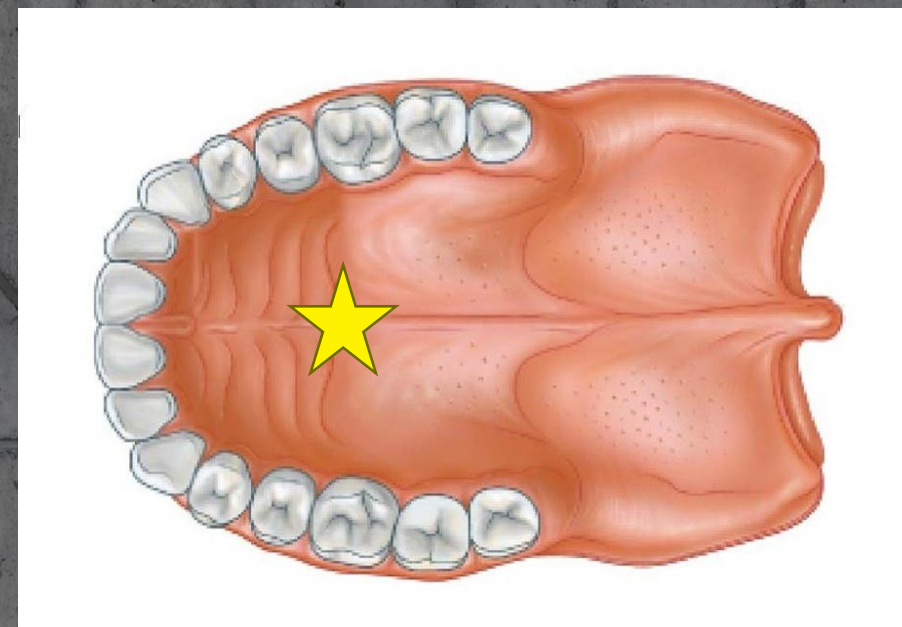
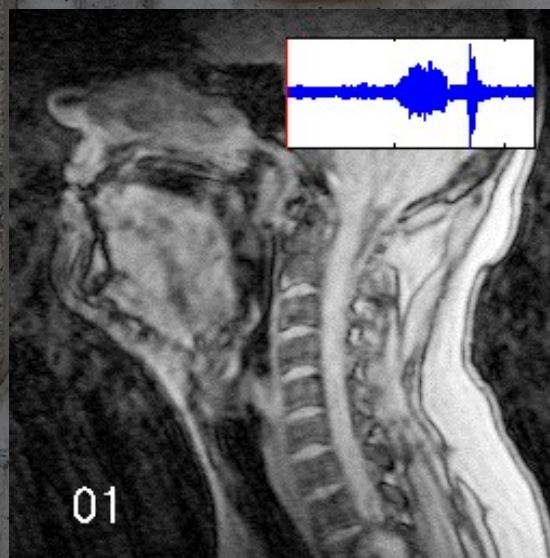
## Features of /r/

- ★ An approximant ( 接近音 ): [ɹ]
- ★ Lip rounding
- ★ Tongue positions

“cup” style



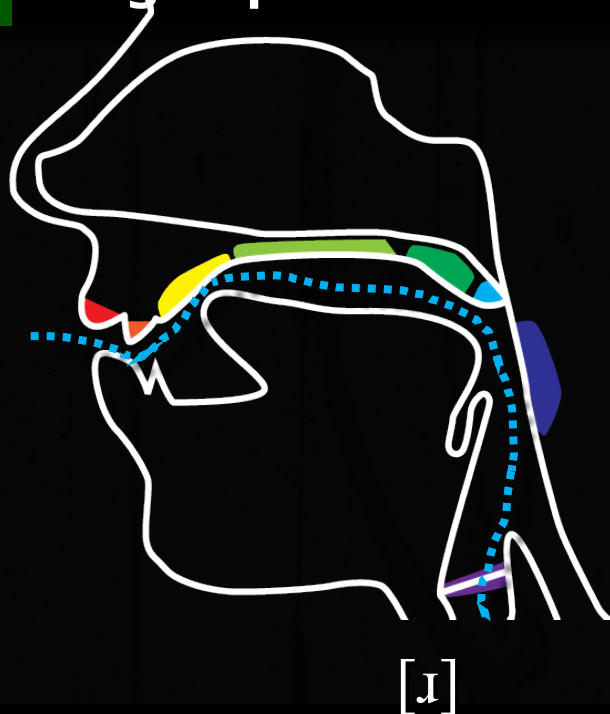
[ɹ]



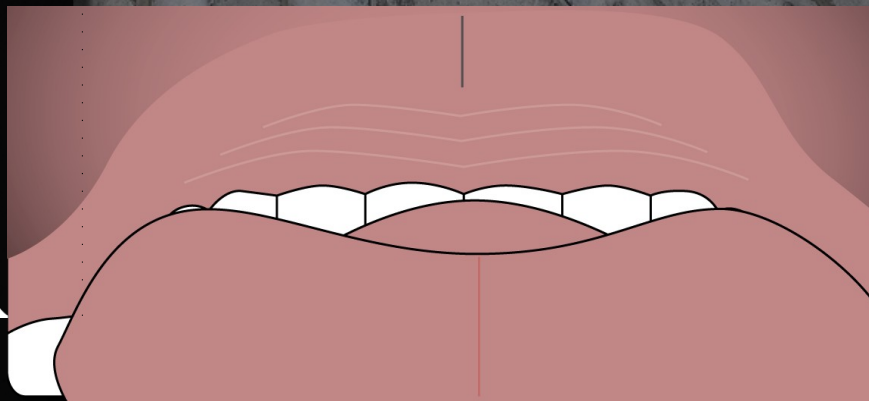
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## Features of /r/

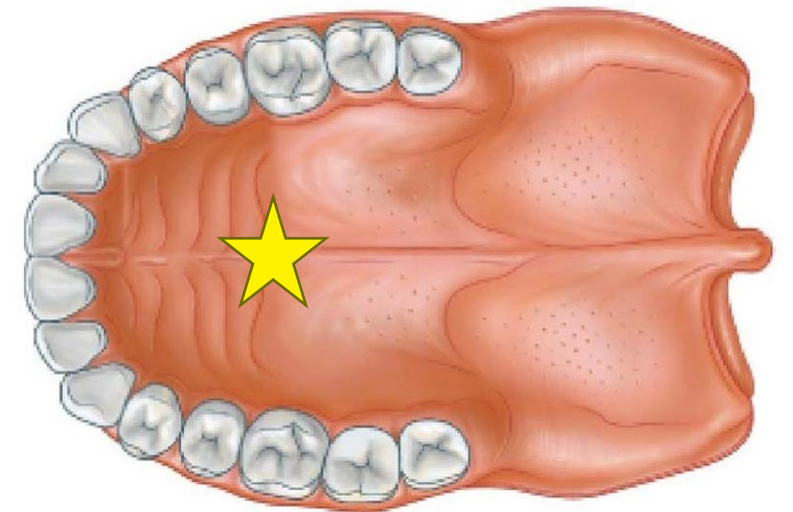
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"cup" style



Spelling	IPA (GA)
rain	/reɪn/
carry	/'kærɪj/
repair	/rə'peɪr/

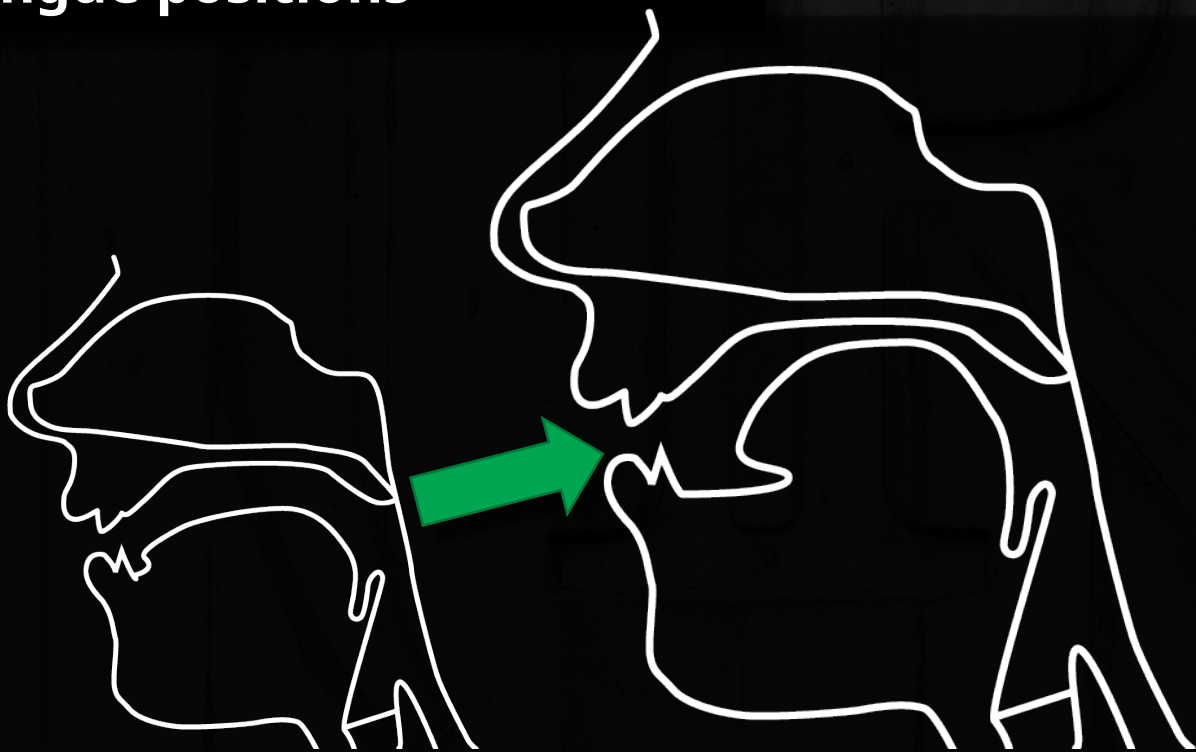


# Pronunciation: /r/ and /l/

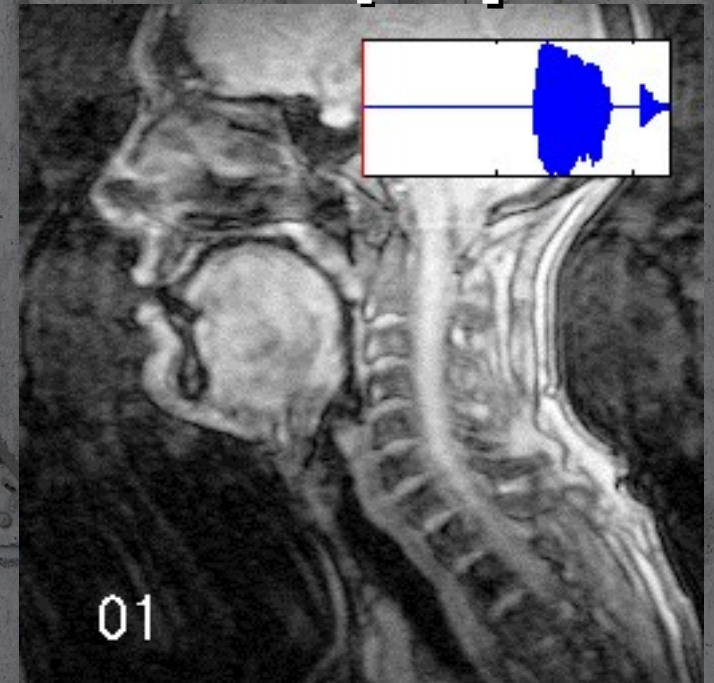
## Features of /r/

- ★ An approximant ( 接近音 ): [ɹ]
- ★ Lip rounding
- ★ Tongue positions

“bunched”  
style



Dirt [dɜrt]

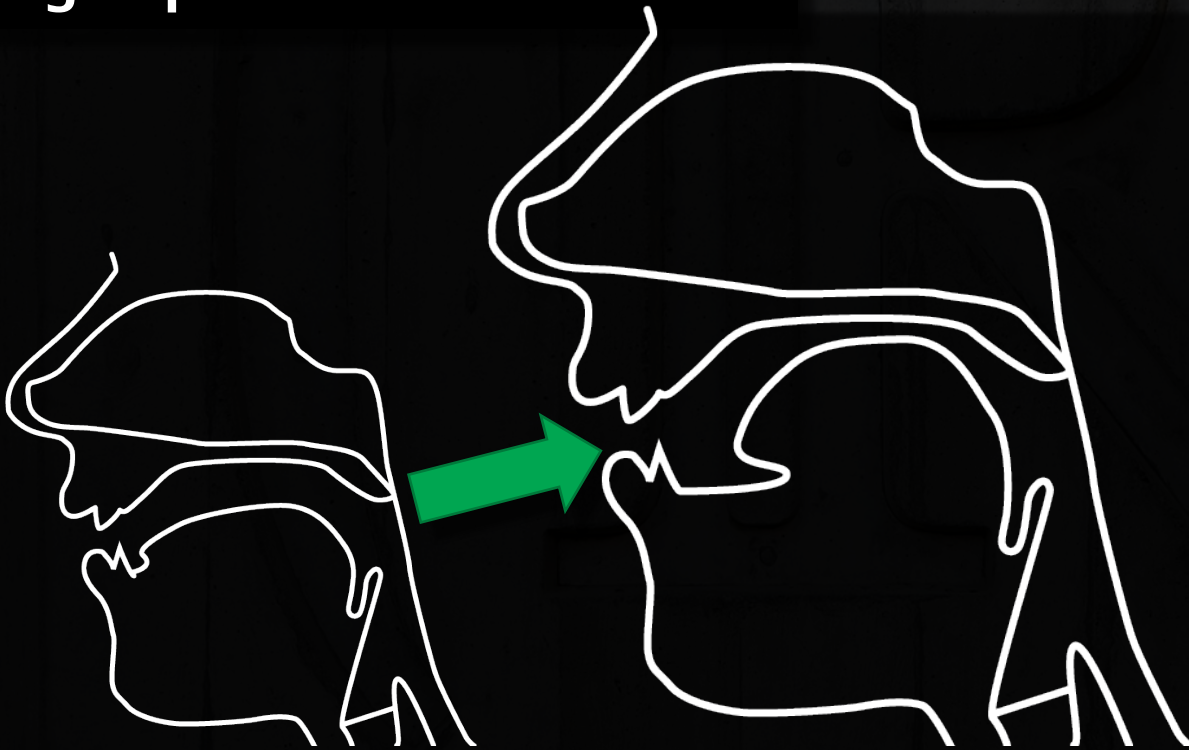


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“bunched”  
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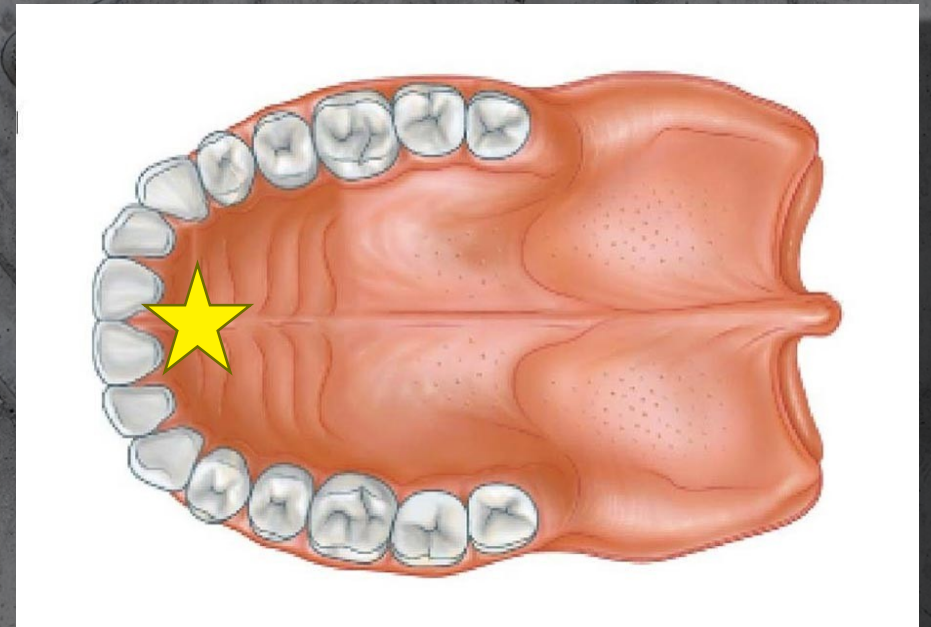
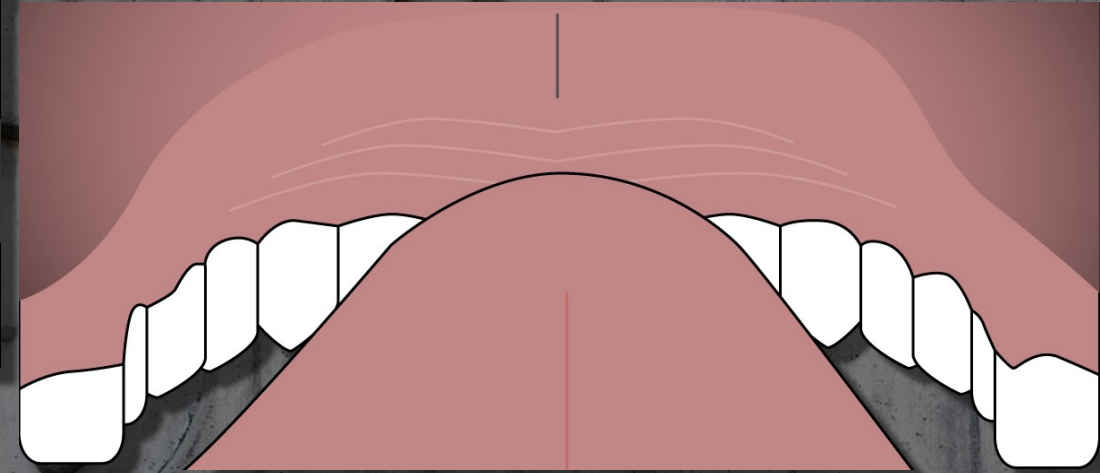
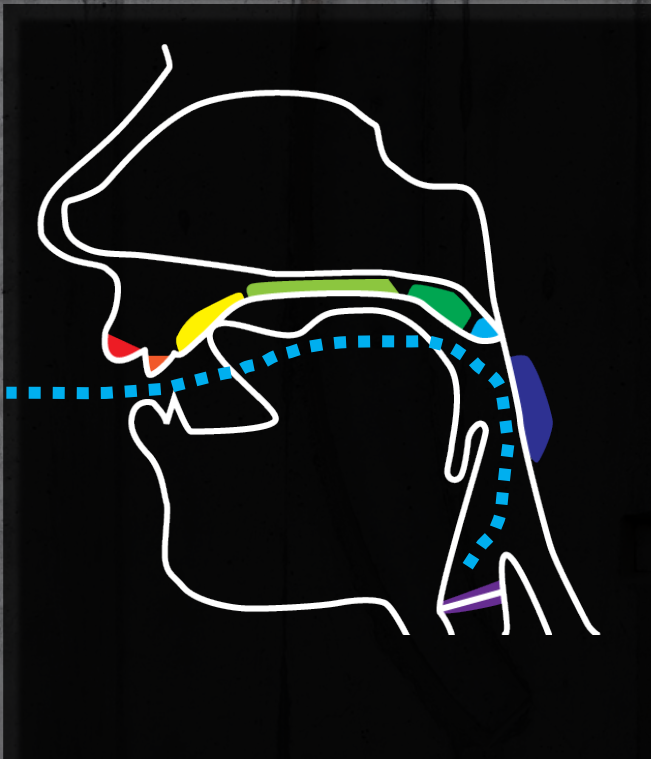


Spelling	IPA (GA)
rain	/rejn/
carry	/'kɛrij/
repair	/rə'pɛr/

# Pronunciation: /r/ and /l/

## Features of /l/

- ★ Mainly an alveolar lateral ( 齒茎側面音 ): [l]
- ★ “Dark” variant for most speakers: [ɫ]
- ★ Word final vocalic allophone ( 母音的な異音 ): [ɰ]

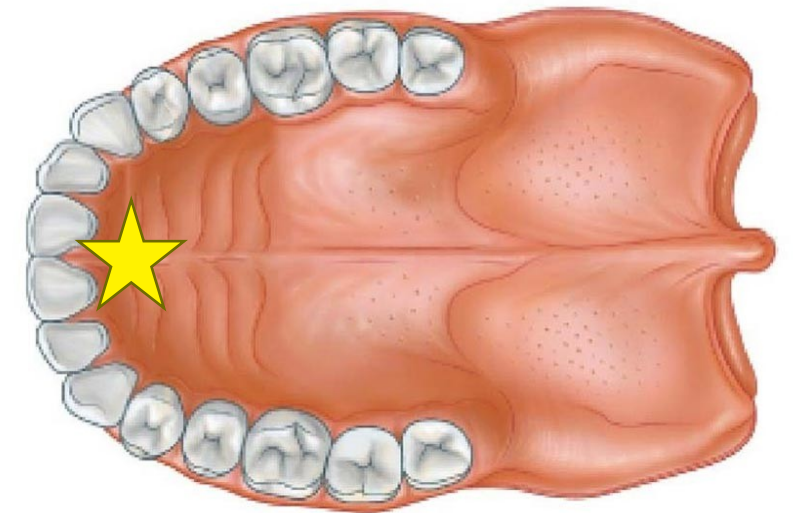
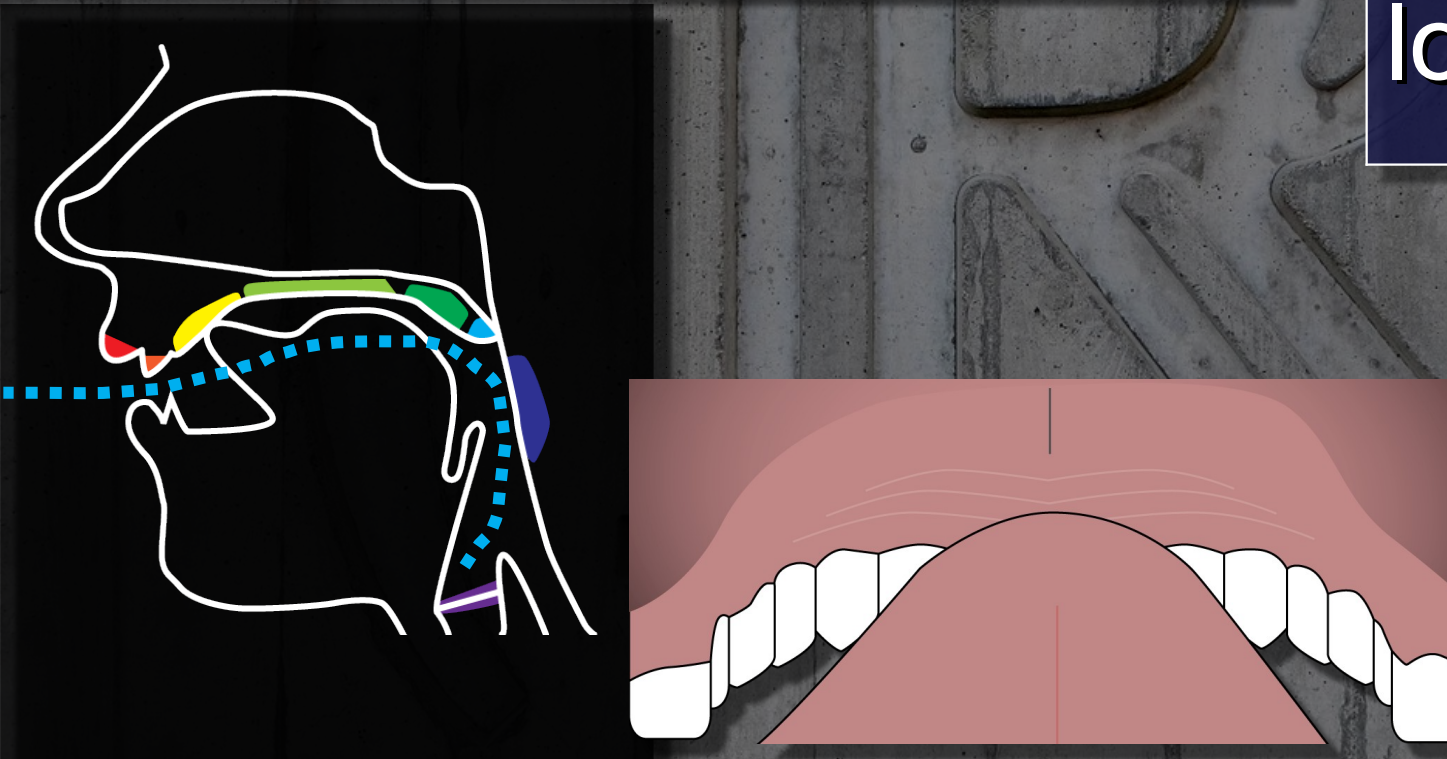


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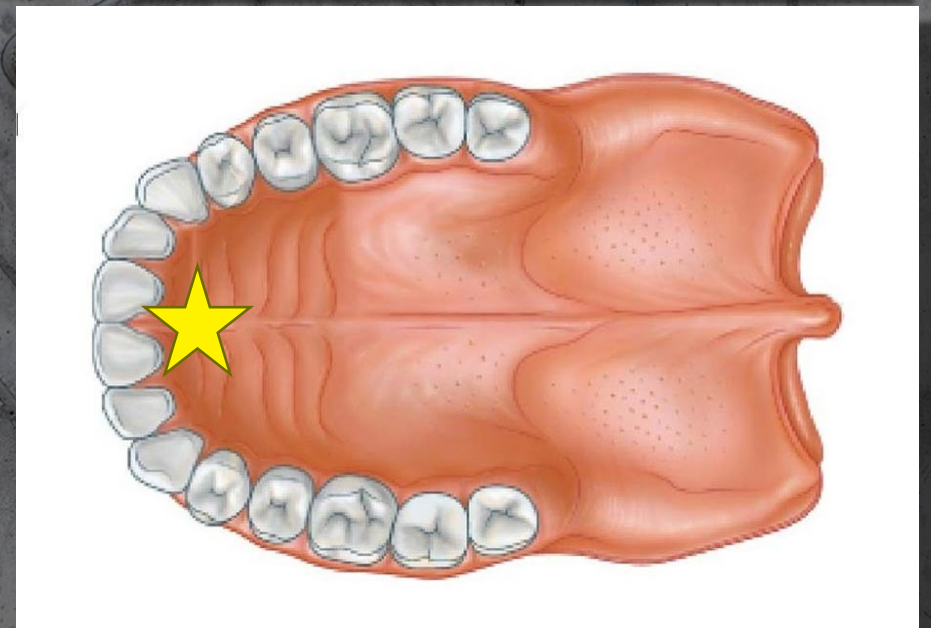
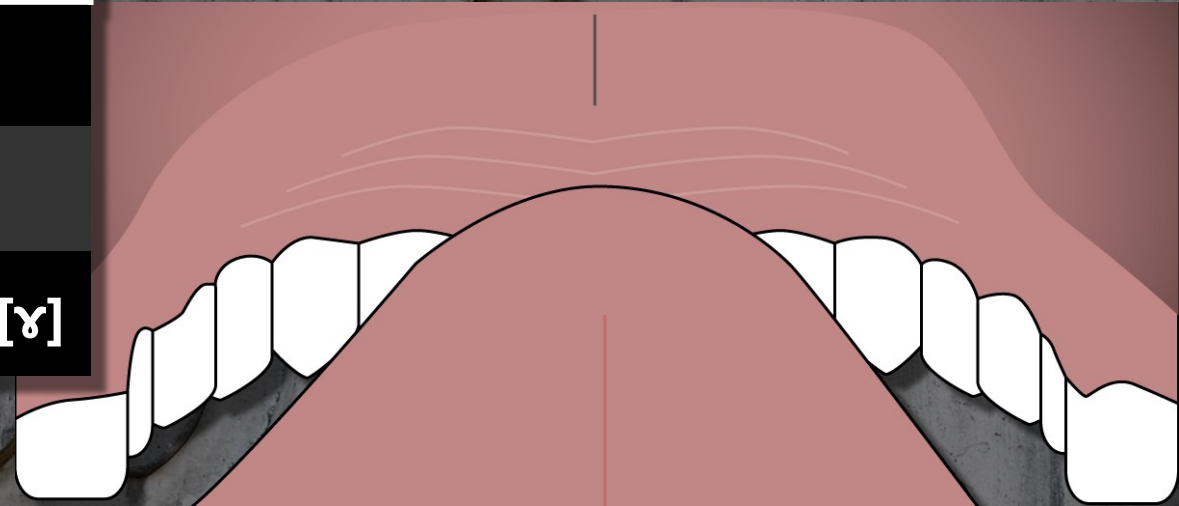
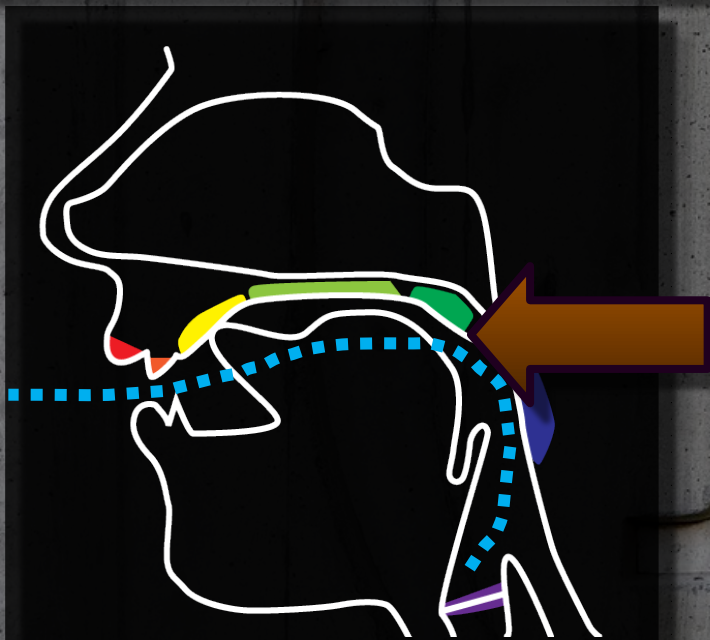
Spelling	IPA (GA)
love	/ləv/
silly	/ˈsɪli/
lost	/lɑst/



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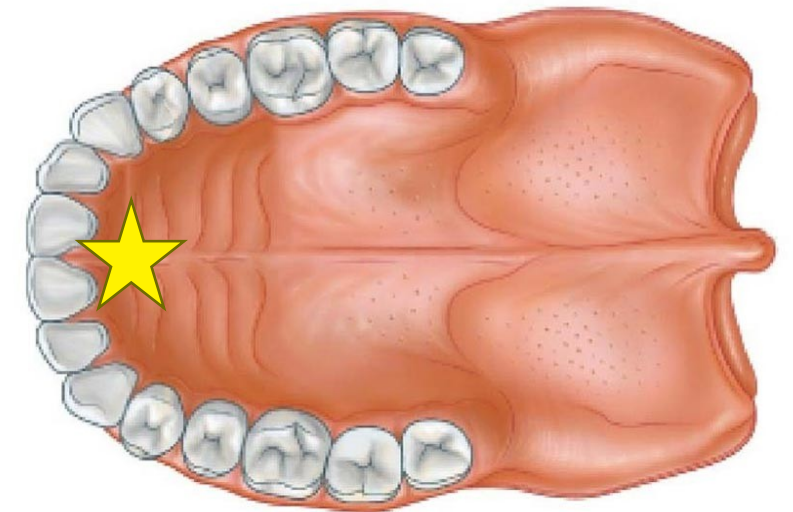
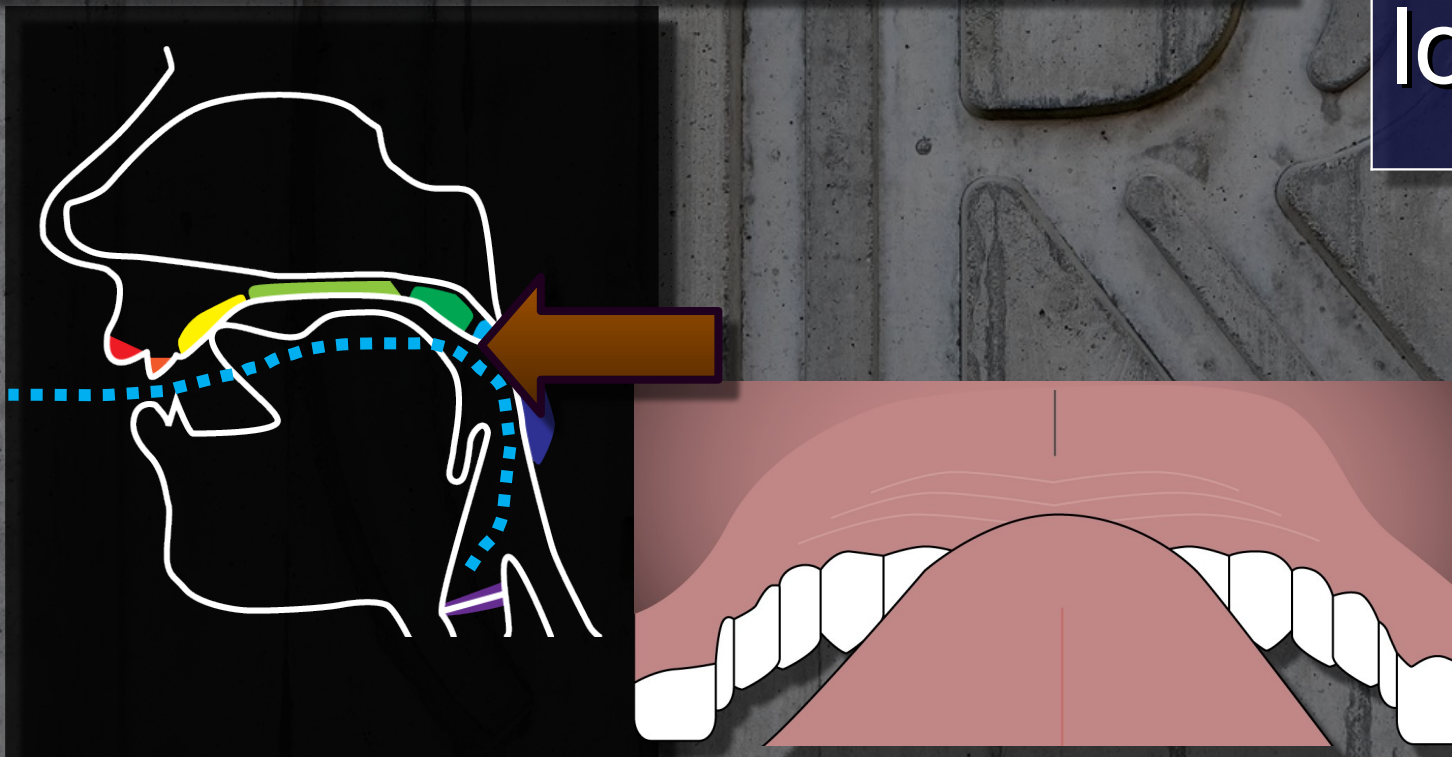


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love	[lʌv]
silly	[ˈsɪli]
lost	[lɒst <sup>ɻ</sup> ]



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Spelling	IPA (GA)
feel	/fiːjəl/
fell	/fɛɫ/
full	/fʊɫ/
fool	/fuːwəl/
fall	/fɑɫ/

# Liquids in English



belly

berry

pilot

pirate

*/ˈbɛlɪj/*

*/ˈbɛrɪj/*

*/ˈpaɪlət/*

*/ˈpaɪrət/*

お腹

ベリー

パイロット

海賊

# Liquids in English



long

wrong

light

right

/lan/

/ran/

/lajt/

/rajt/

長い

間違った

光

右

# Liquids in English



lace

race

law

raw

/lejs/

/rejs/

/la/

/ra/

レース(編み物)

競走

法律

生

# Liquids in English



lice

/lajs/

シラミ (複数形)



rice

/rajs/

稲



load

/lowd/

荷重



road

/rowd/

道

# Liquids in English



far

/far/

遠い



fall

/fal/

秋



star

/star/

星



stall

/stal/

屋台、売店

# Liquids in English



feel

/fi:l/

感じる



fear

/fiə:/

恐れる



steer

/stiə:/

ハンドルを握る



steal

/sti:l/

盗む

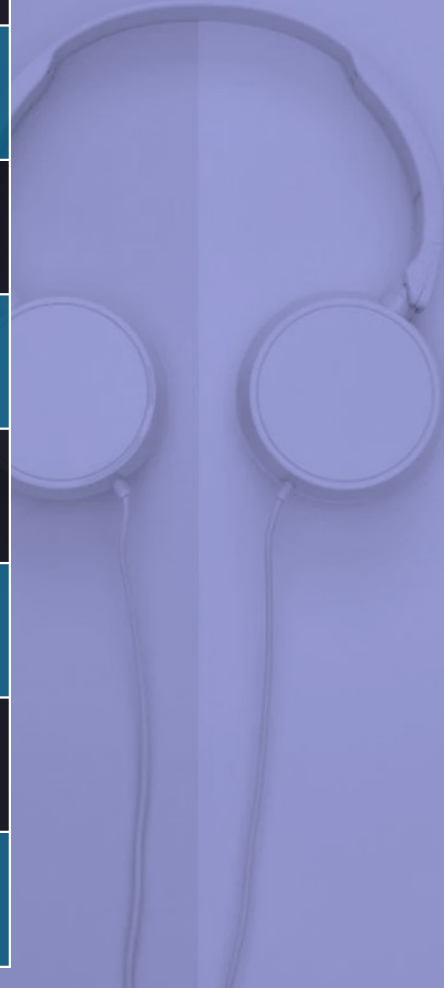
# Sounds: Consonant Clusters



# Sounds: Consonant Clusters

## Speaker A

1.	blue	brew
2.	climb	crime
3.	clown	crown
4.	fly	fry
5.	glamour	grammar
6.	play	pray
7.	flute	fruit
8.	splint	sprint



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8.	splint	sprint

These ones are particularly difficult, because the liquid sound becomes partially devoiced. The aspiration overlaps and removes voicing.

$k^h \text{!} a j m$

$k^h \text{!} a j m$

$k^h \text{!} a w n$

$k^h \text{!} a w n$

$p^h \text{!} e j$

$p^h \text{!} e j$

# Discussion

Abe Kounosuke	B
Arai Suzuno	F
Fukuda Rio	A
Fukumura Asato	B
Goami Kanon	B
Hanutsaha Tara	C
Hayashi Nanako	D
Kawakubo Satoshi	D
Kim Yeto	C
Kojima Sae	C
Masaki Mizuho	C
Matsuzaki Honoka	C
Miyagi Yui	F
Nakamura Saho	D
Nakatake Momiji	A
Naruse Honoka	B
Oishi Daia	D
Otani Risa	E
Otsuka Jinji	A
Sumida Mami	E
Suwa Hideyuki	D
Suzuka Ui	F
Suzuki Miwa	E
Takada Anju	F
Taniguchi Yuki	E
Ujigawa Hanami	A
Watanabe Miki	A
Yasui Aya	B

# Discussion



**What kind of accent do you use in English? Which accent do you want to use? Which one should we teach?**

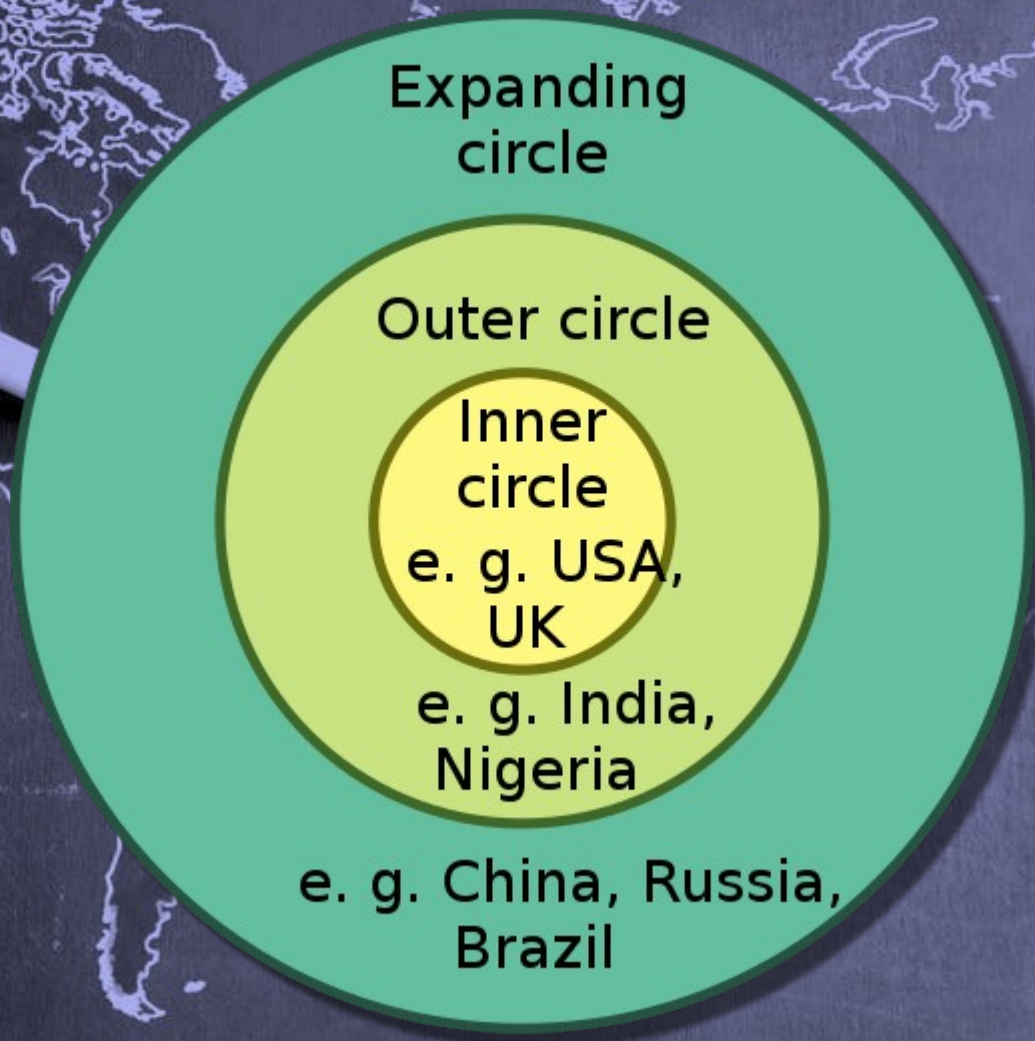
# World Englishes



# World Englishes

## Kachru's Model

- Inner Circle
- Outer Circle
- Expanding Circle



Kachru, B. B., Quirk, R., & Widdowson, H. G. (1985). Standards, codification and sociolinguistic realism. *World Englishes. Critical Concepts in Linguistics*, 241-270.

# World Englishes

	Country	English Speakers Total	%		Country	English Speakers Total	%		Country	English Speakers Total	%
1	United States	297,400,000	95.3	11	Kenya	41,332,711	18.8	21	South Africa	16,424,417	31
2	India	228,539,090	15.8	12	France	38,643,750	57.3	22	Mexico	15,686,262	12.9
3	Nigeria	125,039,680	60.6	13	Canada	30,480,750	83.1	23	Malaysia	15,580,000	62.6
4	Pakistan	108,044,691	48.9	14	Australia	21,715,910	92.8	24	Netherlands	15,250,000	90.9
5	Indonesia	85,968,611	30.8	15	Bangladesh	19,838,772	12	25	Turkey	12,000,000	17
6	Philippines	70,117,935	63.7	16	Uganda	19,800,000	45	26	Brazil	12,000,000	5
7	United Kingdom	62,912,000	98.3	17	Poland	18,890,000	49.1	27	Zimbabwe	11,850,710	90
8	Germany	45,400,000	56.3	18	Ghana	18,000,000	66.7	28	Iraq	11,095,000	35
9	Egypt	44,373,802	40	19	Thailand	17,121,187	27.2	29	Spain	10,400,000	22
10	Sudan	43,921,129	93.7	20	Ukraine	17,016,000	51	30	South Sudan	10,258,374	94

	Country	English Speakers Total	%
31	China	10,000,000	0.9
48	Ireland	4,350,000	98.4
49	New Zealand	4,181,902	97.8
61	Japan	2,750,000	2.2

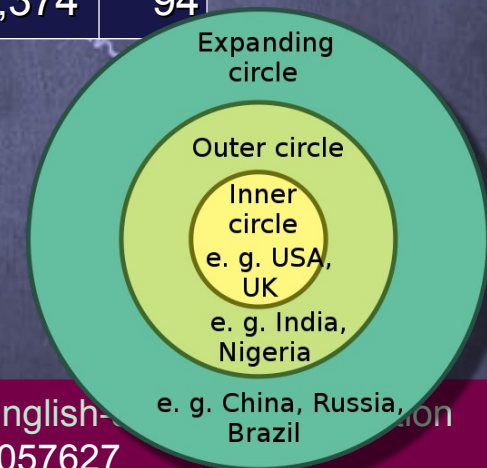
[https://en.wikipedia.org/wiki/List\\_of\\_countries\\_by\\_English-speaking\\_population](https://en.wikipedia.org/wiki/List_of_countries_by_English-speaking_population)

講談社: <https://kyodonewsprwire.jp/release/201701057627>

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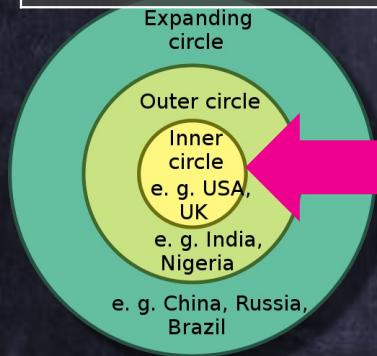
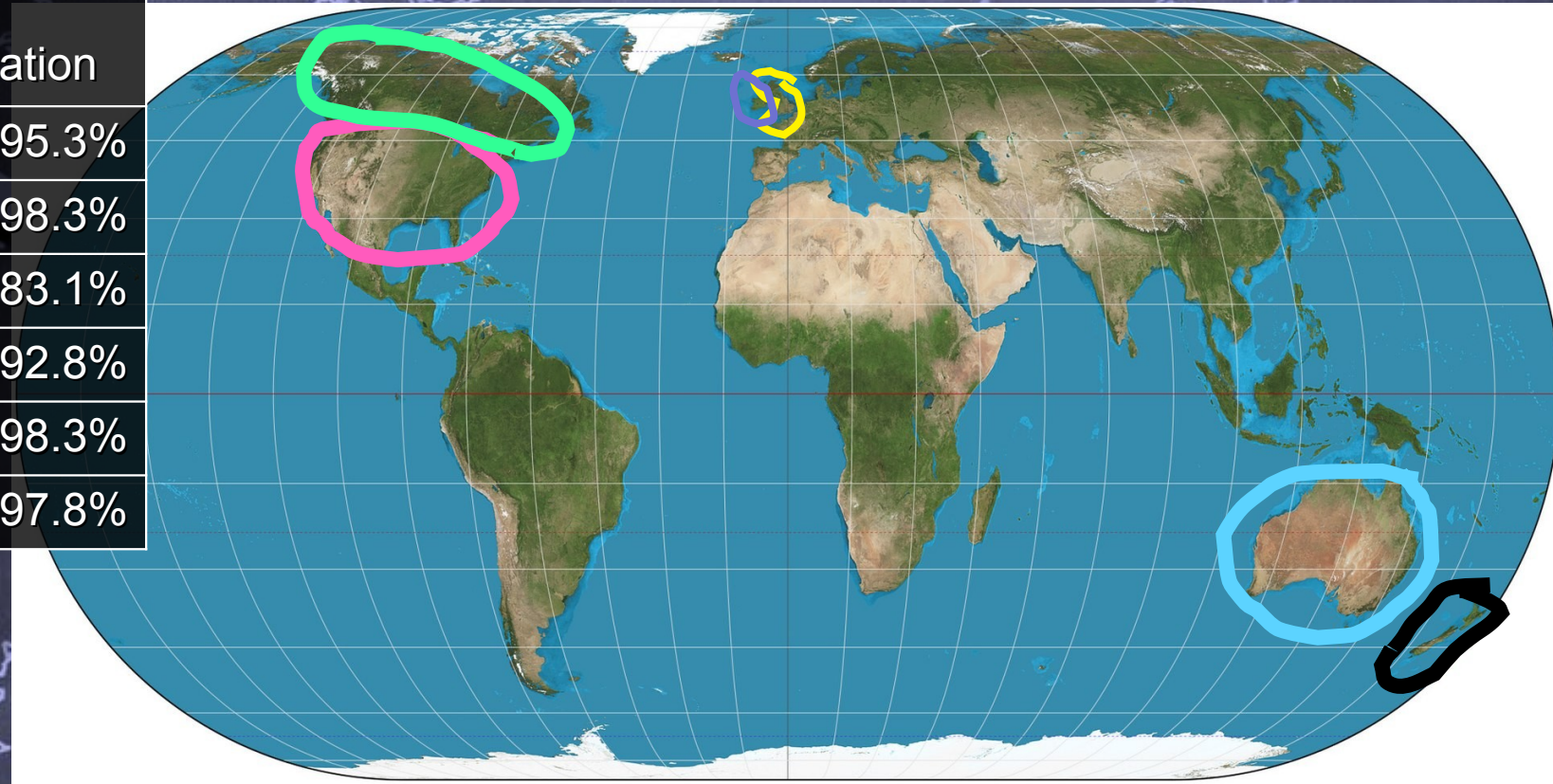
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# World Englishes

## Inner Circle

- Majority use English as their first language

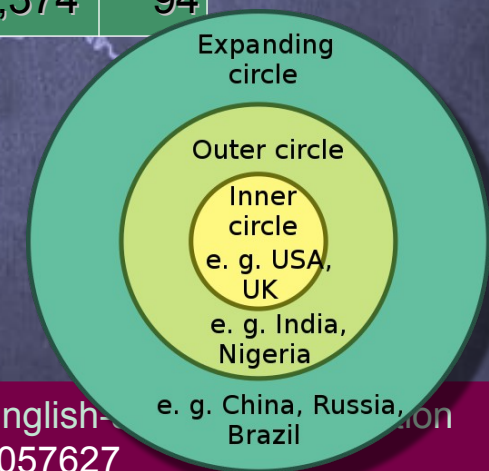
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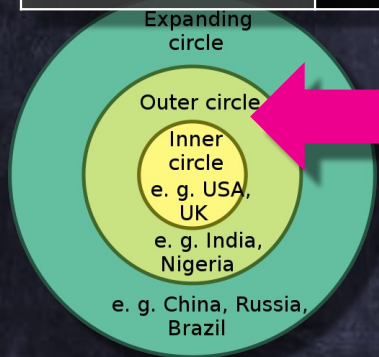
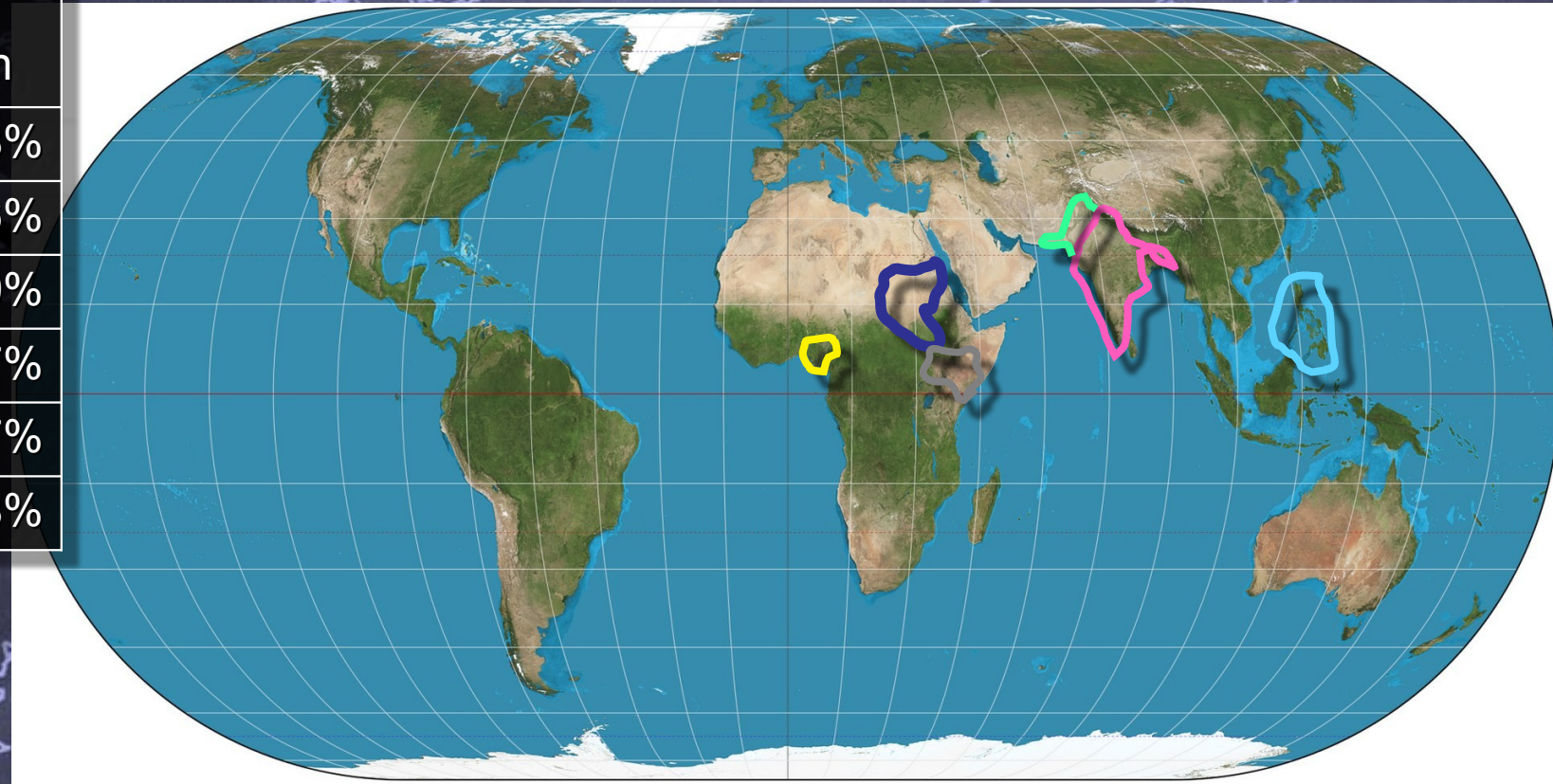
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# World Englishes

## Outer Circle

- Former colonies, official language

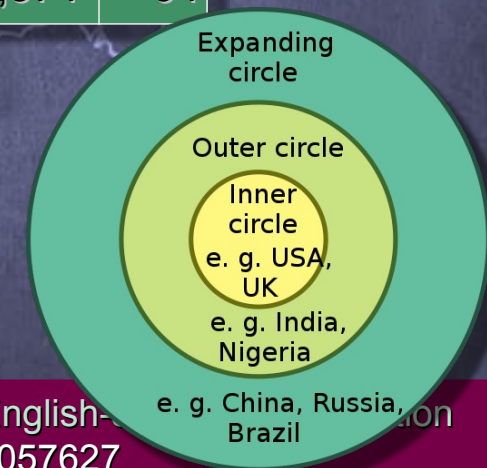
Country	Speakers (Native/N-N)	% of population
India	228,539,090	15.8%
Nigeria	125,039,680	60.6%
Pakistan	108,044,691	48.9%
Philippines	70,117,935	63.7%
Sudan	43,921,129	93.7%
Kenya	41,332,711	18.8%



# World Englishes

	Country	English Speakers Total	%		Country	English Speakers Total	%		Country	English Speakers Total	%
1	United States	297,400,000	95.3	11	Kenya	41,332,711	18.8	21	South Africa	16,424,417	31
2	India	228,539,090	15.8	12	France	38,643,750	57.3	22	Mexico	15,686,262	12.9
3	Nigeria	125,039,680	60.6	13	Canada	30,480,750	83.1	23	Malaysia	15,580,000	62.6
4	Pakistan	108,044,691	48.9	14	Australia	21,715,910	92.8	24	Netherlands	15,250,000	90.9
5	Indonesia	85,968,611	30.8	15	Bangladesh	19,838,772	12	25	Turkey	12,000,000	17
6	Philippines	70,117,935	63.7	16	Uganda	19,800,000	45	26	Brazil	12,000,000	5
7	United Kingdom	62,912,000	98.3	17	Poland	18,890,000	49.1	27	Zimbabwe	11,850,710	90
8	Germany	45,400,000	56.3	18	Ghana	18,000,000	66.7	28	Iraq	11,095,000	35
9	Egypt	44,373,802	40	19	Thailand	17,121,187	27.2	29	Spain	10,400,000	22
10	Sudan	43,921,129	93.7	20	Ukraine	17,016,000	51	30	South Sudan	10,258,374	94

	Country	English Speakers Total	%
31	China	10,000,000	0.9
48	Ireland	4,350,000	98.4
49	New Zealand	4,181,902	97.8
61	Japan	2,750,000	2.2



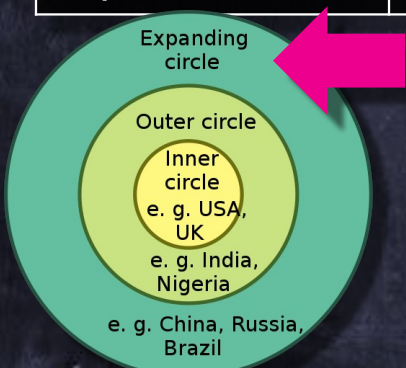
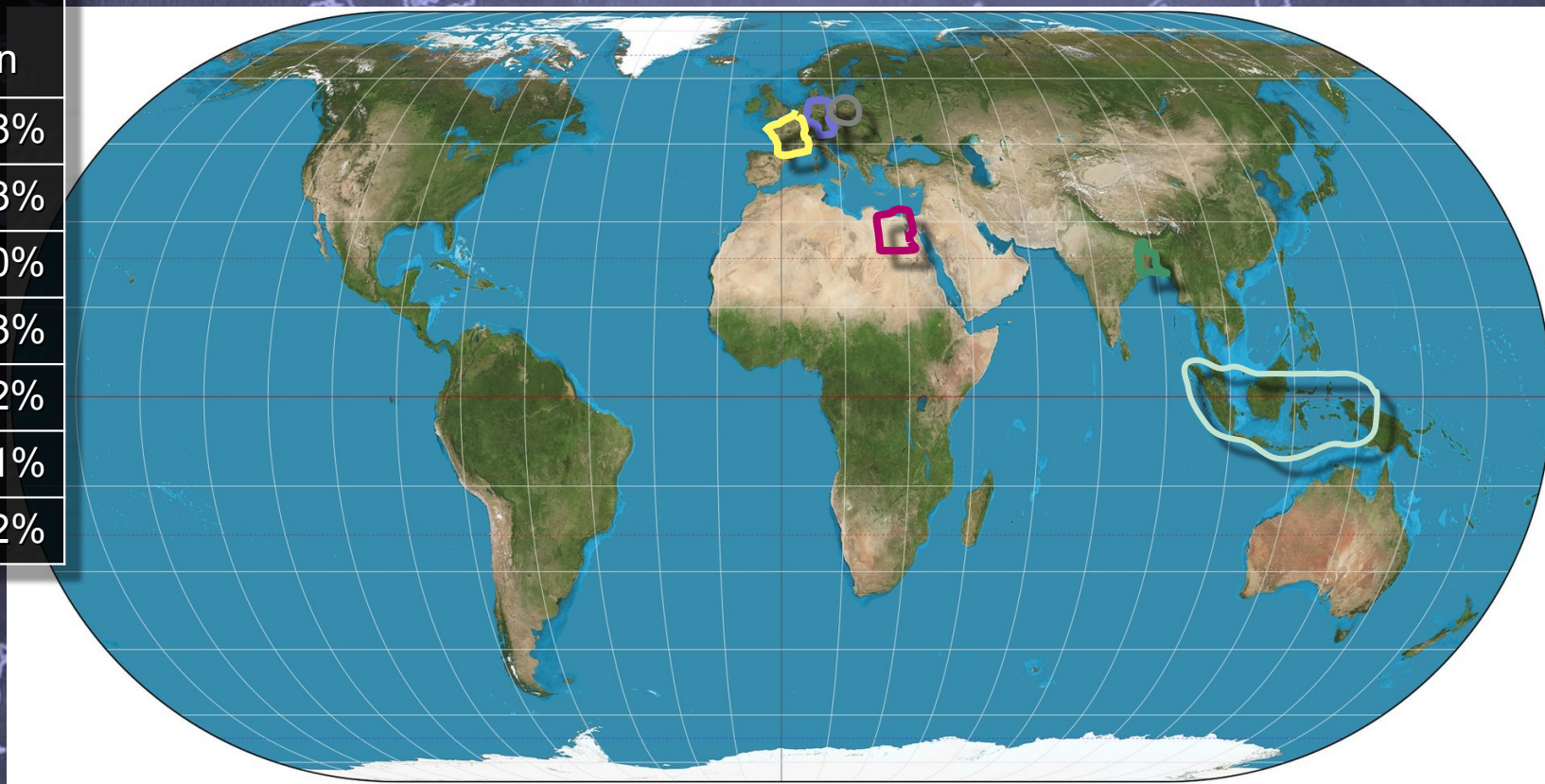
[https://en.wikipedia.org/wiki/List\\_of\\_countries\\_by\\_English-speakers](https://en.wikipedia.org/wiki/List_of_countries_by_English-speakers)  
 講談社: <https://kyodonewsprwire.jp/release/201701057627>

# World Englishes

## Expanding Circle

- Used as a foreign language

Country	Speakers (Native/N-N)	% of population
Indonesia	85,968,611	30.8%
Germany	45,400,000	56.3%
Egypt	44,373,802	40%
France	38,643,750	57.3%
Bangladesh	19,838,772	12%
Poland	18,890,000	49.1%
Japan	2,750,000	2.2%



[https://en.wikipedia.org/wiki/List\\_of\\_countries\\_by\\_English-speaking\\_population](https://en.wikipedia.org/wiki/List_of_countries_by_English-speaking_population)

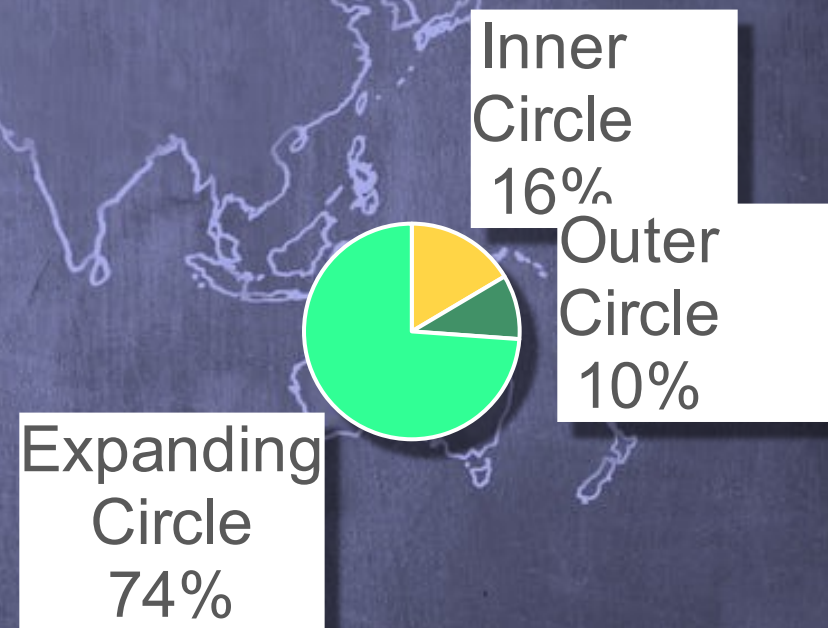
\* 講談社: <https://kyodonewsprwire.jp/release/201701057627>

# World Englishes

## Visitors to Japan

Origin	Foreign Tourists In May 2024
Korea	515,700
Taiwan (ROC)	303,300
United States	183,400
Hong Kong	154,400
China (PRC)	134,400
Thailand	80,700
Philippines	49,900
Singapore	49,700
Vietnam	45,800
Canada	42,300

Origin	Foreign Tourists In May 2024
Australia	40,800
Malaysia	34,000
Indonesia	31,100
United Kingdom	27,700
France	26,800
Germany	23,100
India	18,000
Italy	11,800
Spain	8,600
Russia	3,000

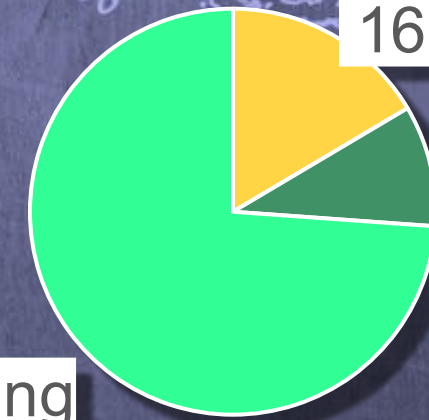


# World Englishes

## English as a Lingua Franca

- Contact types
  - 1) Native(L1)/native(L1)
  - 2) Native(L1)/non-native(L2)
  - 3) Non-native(L2)/non-native(L2)
- “Real English”
  - All dialects have language contact, not only in Outer/Expanding

>74% of visitors = L2/L2!



Inner  
Circle  
16%

Outer  
Circle  
10%

Expanding  
Circle  
74%

# World Englishes

## Lingua Franca Core

- Jennifer Jenkins (2000, 2005)
- Grammar, vocabulary and sounds that are needed for L2/L2 contact

Important for L2/L2 communication		Not so important	
p, t, k	<i>Plosive</i> sounds must have correct <i>aspiration</i> (small puff of air)	/t/ flapping	Makes “writer” sound like “rider”.
//-/r/	Causes a lot of miscommunication	/θ/, /ð/ <th>	Hard to teach, hard to learn, usually doesn't cause confusion
kl, pr, sp...	<i>Consonants</i> in <i>clusters</i> should not be deleted, but insertion is usually okay (speak > supeak)	Native deletions	Postcard > poscard, next week > neksweek
Phrase Stress	Changes meaning a lot	Weak forms	Give him > givim, cup of water > cuppawater
Pauses	Makes listening easier	Intonation	Hard to teach, hard to learn, every person is different
Vowel length	“heat” vs. “hit” Note that American English does <i>not</i> have this feature!	Vowel quality	Varies a lot between dialects, usually doesn't cause problems

# Video: Patricia Kuhl, “The Linguistic Genius of Babies”

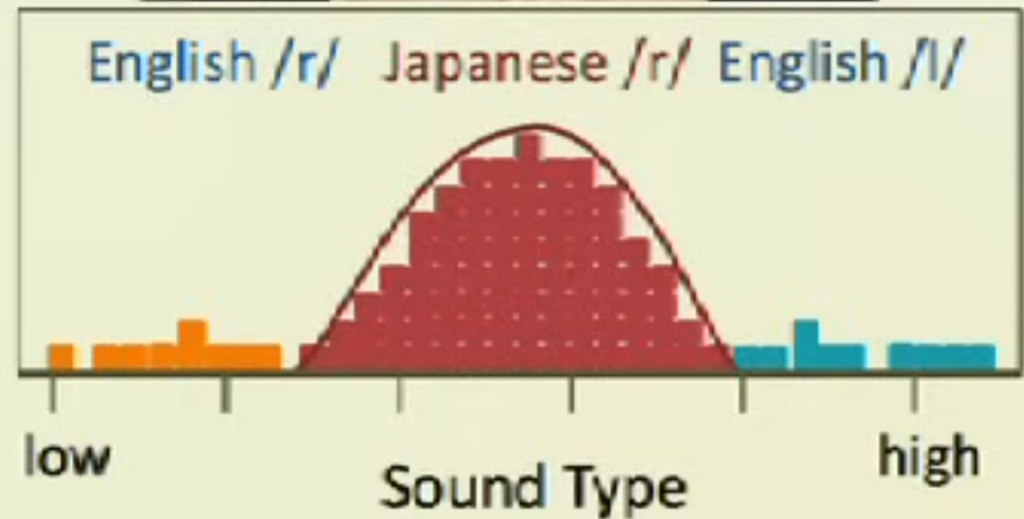
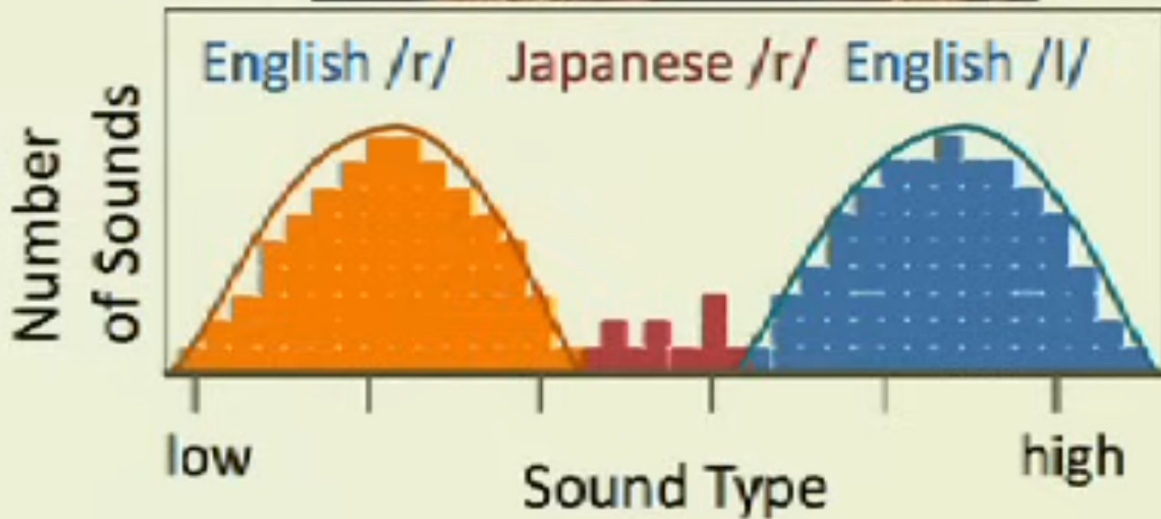


# Video: Patricia Kuhl, "The Linguistic Genius of Babies"

English  
Speaker



Japanese  
Speaker



# Discussion

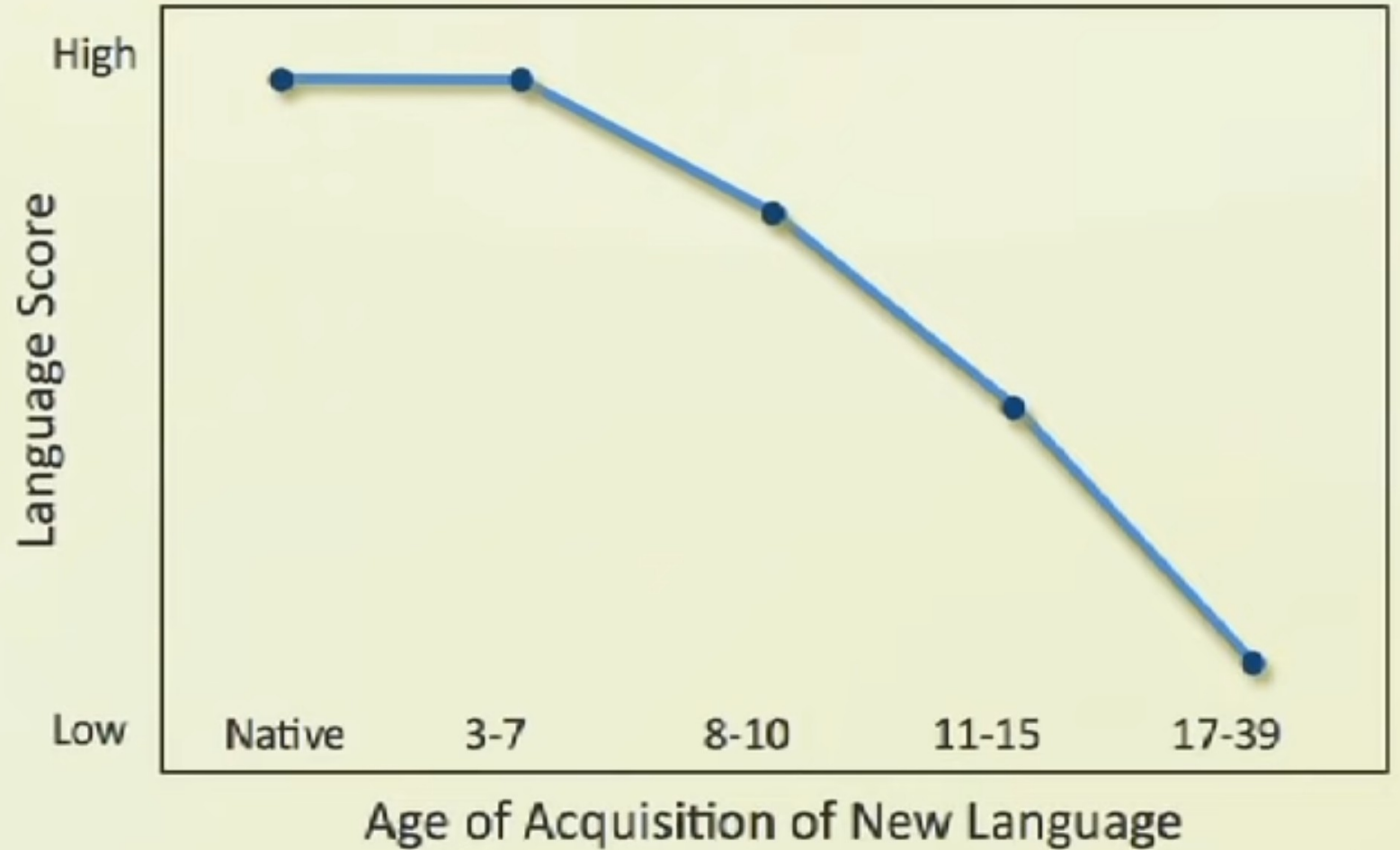


**What did you  
think of the video?**

# Video: Patricia Kuhl, "The Linguistic Genius of Babies"

I'm a bit critical of the  
**'critical period'**

## Language Exhibits a 'Critical Period'





# Blooket

## How to play Blooket

- ★ Scan the QR code
- ★ Or go to [play.blooket.com](https://play.blooket.com) and enter the code
- ★ Fake names are okay

# This week's reading



# This week's reading

Walker and Archer (2024) *Teaching English Pronunciation for a Global World*, Oxford University Press España

## ★ Part 1: Goals and Priorities

### 1 Goals and priorities

Goals are essential to teaching, and this is as true for pronunciation as it is for every other aspect of learning English. Meaningful goals motivate us and give direction to the work we do, as well as providing a sense of achievement when one goal is achieved and a new one set. Setting priorities is also essential when teaching pronunciation, partly because of the limited time we have in class with our students, but also because the goal we have set influences the way we prioritize.

For a long time, the goal of pronunciation teaching was widely seen as achieving, as closely as possible, a native-speaker **accent**. The arrival of communicative approaches in the 1980s, however, caused some pronunciation experts to call for a change. They argued that it was not necessary to strive to sound like a native speaker; rather, it was enough for learners' pronunciation to be comfortably intelligible.

Not everyone took to the new goal wholeheartedly, but today, major international exam boards and institutions like the Council of Europe see intelligibility as a much more relevant goal than a native-speaker accent. In the 2018 update to the Common European Framework of Reference, for example, the Council of Europe openly states that its original focus on native-speaker accents was mistaken, and that it is more appropriate to focus on intelligibility when assessing a learner's pronunciation as good or not.

This shift from the goal of a native-speaker accent to one of intelligibility is welcome, but it is still problematic. In the minds of many ELT professionals, consciously or otherwise, the listener who should judge if a learner's pronunciation is or is not intelligible is invariably a native speaker of English. And this is where the problem lies since, as we saw in the introduction, there are far more non-native speakers of English than native speakers. And, when two or more non-native speakers come together through English, they are the ones who should judge what is intelligible and what is not.

The goal of all learners is good pronunciation, and helping learners to achieve this is the driving force behind the activities in this book. However, good pronunciation can no longer be defined in terms of a single accent. Rather, it is the ability of the speaker to pronounce sounds in a way that is comfortably intelligible to the listener, regardless of the speaker's accent, and regardless of the listener's first language. This exciting new goal brings with it new, highly attainable teaching priorities.

#### **Raising awareness about accent and intelligibility**

It is not enough for us as teachers to understand the reasoning behind international intelligibility as the principal goal of pronunciation teaching today; our students also need to see the value of this new goal. The activities in this chapter, which are best suited to classes of upper-secondary or adult learners, are designed to help them do that. It is important that these older students see the benefits of aiming for international intelligibility. A poor understanding of this goal is likely to affect their motivation, and as a result, reduce the impact of the pronunciation activities you do.

On the other hand, these awareness-raising activities are not appropriate for young and very young learners. As their teacher, you need to continue to make decisions regarding their pronunciation goals on their behalf, just as you have done up to now. In a limited number of situations, that might mean continuing to work towards the goal of a native-speaker accent. In most cases, however, the goal of international intelligibility will be a better choice. This is especially true where young learners, while growing up, are most likely to use their English with other non-native speakers.

# Thanks for coming!



## Homework



Read *Teaching English Pronunciation for a Global World Part 1*

## Next week

**Pronunciation**

**Lax and tense vowels**

**Lecture**

**The International Phonetic Alphabet**

**Activity**

**Reading and writing in IPA**