Is the LFC Killing Buffalos?

The Influence of the LFC in improving the Intelligibility and comprehensibility of Arab Learners

The status of English as an international language (EIL) has become an increasingly popular topic in Applied Linguistics and resulted in the lively discussion of which pronunciation model to aim at in classroom teaching.

A new pronunciation syllabus has been proposed by Professor Jennifer Jenkins which includes presumably the sounds which are more likely to cause breakdown in communication among non-native speakers (NNSs). This syllabus has become known as the Lingua Franca Core (LFC). The aim of this project is to investigate the intelligibility and comprehensibility of English learners when this pronunciation syllabus is implemented.

Methodology and Research Design

Quasi-Experimental Approach
(2 groups of learners – experimental and control Groups)

Pre-recording (for both groups)
Implementing the LFC and RP/GA syllabuses

Post-recording (For both experimental and control groups)
Evaluating Intelligibility and comprehensibility of both groups by 3 groups of English speakers: NS, ESL, and EFL

Factors
- Familiarity, background, and expectations of Listener.
- Speakers’ attitude and self confidence - Listeners’ attitude.
- Ethnolinguistic Identity Theory - Grammar and Vocabulary.

Findings

No significant difference between the LFC and RP/GA groups in terms of intelligibility

No significant difference between the LFC and RP/GA groups in terms of comprehensibility

LFC group was more intelligible to NS than to ESL and EFL groups

LFC group was more comprehensible to EFL than to NS and ESL groups

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