

## Abstract

Hafner, Judith. 2003. *The phonology of English as an international language and its teaching in monolingual classes*. MA thesis, University of Vienna.

Although those people who use English as a foreign or second language form the majority of English speakers today, norms for teaching are still based on and decided by its native speakers. Their language usage, and their pronunciation in particular, are taken as a target model for foreign language learners worldwide, and a close approximation to either RP or GA, however unrealistic it may be, is often considered an important aim in English language teaching. This paper discusses an alternative, presenting a phonological syllabus of English as an international language established by Jennifer Jenkins on the basis of data collected in a multilingual context. Nowadays it would probably be more realistic to teach the phonology of English as an international language as this language has become the world's global lingua franca. It is, however, doubtful whether teaching English as an international language is at all possible in a setting like Austria, where it is used exclusively as a foreign language by speakers who share the same mother tongue.

In order to evaluate teachers' attitudes native and nonnative accents and English pronunciation teaching in general, a study was carried out with 67 Austrian teachers of English at 47 grammar schools. The majority of respondents still opt for RP or GA when it comes to choosing their favourite pronunciation target model for their pupils, while 'Outer Circle' varieties (e.g. Indian or African English) are less popular. Nonnative-speaker accents, even when intelligible for native and nonnative speakers of English, are rated lowest. On the whole, teachers do not consider it necessary to refer to a phonological syllabus that contains all features which are important for mutual intelligibility among nonnative speakers in international communication. In general terms, my respondents still uphold native-speaker usage as the model for English language learning and teaching.