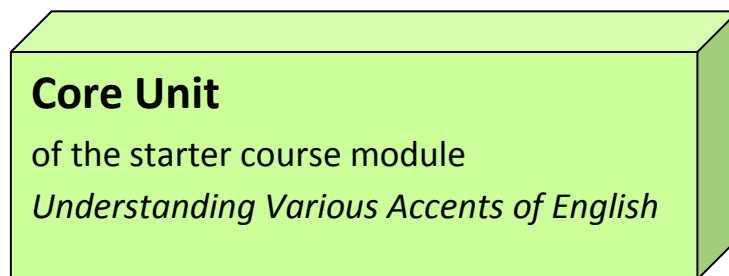


# Reference Material

## Understanding Various Accents of English



### Transcriptions and Pronunciation Features

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#### **Starter course**

devised by the MuMiS project – Multilingualism and Multiculturalism in University Studies

Developed at the University of Siegen, sponsored by VolkswagenStiftung

For more information about the research project, see our website: <http://www.mumis-projekt.de/>

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### **Transcription Cambodian, Indonesian, and Singaporean English (1:32)**

"C: In the future, I hope that more and more Cambodians will speak English. Because we understand about the advantages of English. We cannot live without English. We have to contact the world. We have to do business with the world; we have to develop our country with the world. Nearly all factors of development we have to interdependent. Yeah, we have to interdependent between one country and another country. So we have to use English in communication.

I: Oh yeah, of course, yes.

C: So Cambodian people rely – and I will tell Cambodians, I will tell them about the advantages of English and motivate them to learn English. Because I know the good things of English.

S: The benefits.

C: Yeah, the benefits. You want to travel the world? You have to speak English. You want to do business with other countries? You have to use English. You want to do research?

S: You have to do it in English!

C: You have to do in English!"

(Kirkpatrick 2007: Track 59)



### **Transcription Swiss German (Zürich) (0:20)**

"Mein Name ist Flurina. Ich bin in der Nähe von Zürich aufgewachsen. Meine Mutter kommt aber ursprünglich aus dem Bündnerland. Fribourg ist eine viel kleinere Stadt als Zürich, dort ist alles viel kleiner und die Leute grüßen sich noch auf der Straße. Ich wohne in einer WG und hier haben wir haben wir immer das Problem, wer den Müll herunterbringt."



### **Transcription British English (Eastbourne, South England) (0:13)**



"Hello, my name is Hannah and I'm from Eastbourne, a small, little town by the sea. It was a wonderful childhood there growing up, playing on the beaches, swimming in the sea, running on the hills, but as I got older, I realised I wanted to be a musician."



### **Transcription American English (Portland, Oregon) (0:14)**

"Hi my name is Stephanie. I'm 24 years old and I'm currently pursuing a master's of health care administration. I grew up in a small town just outside of the city. I love spending time with my family, hiking and working out."

## Pronunciation differences between Received Pronunciation and General American English

 General American English	 Received Pronunciation
Rhotic: the 'r' is pronounced in every position.	Non-rhotic: the 'r' is only pronounced when followed by a vowel.
/j/ glide after certain consonants does not occur: 'duke' = /du:k/	/j/ glide after certain consonants occurs: 'duke' = /dju:k/
It is common to use the same vowel /ɑ:/ for these words: 'father', 'bother', 'caught'	There are three vowels: /fɑ:ðə/, /bʌðə/, /kɔ:t/
Intervocalic alveolar flapping is common: 'butter' = /bʌtə-/	'butter' = /bʌtə/
Yod-dropping can occur: 'new' = /nu:/	'new' = /nju:/
There is one vowel (/æ/) in 'trap' and 'bath'.	There are two different vowels in 'trap' (= /træp/) and 'bath' (= /bɑ:θ/).
Some <b>stress patterns</b> differ: 'laboratory' = five syllables with more or less equal stress on each	'laboratory' = four syllables with the main stress on the second syllable

(Kirkpatrick 2007:58)  
(Altendorf & Watt 2008)  
(Upton 2008)



### Transcription Scottish English (Aberdeen) (1:04)

"But our trip was different. It was a classic affirmation of everything that's right and true and decent in a national character. It was a gross physical salute to the fantastic possibilities of life in this country. But only for those with true grit. And we were chock full of that. My attorney understood this concept. Despite his racial handicap, but our hitchhiker was not an easy person to reach. He said he understood but I could see in his eyes that he didn't. // He was lying to me. The car suddenly veered off the road and we came to a sliding halt in the gravel. I was hurled against the dashboard, my attorney was slumped over the wheel. 'What's wrong?' I yelled. 'We can't stop here! This is bat country!' 'My heart,' he groaned. 'Where is the medicine?' 'Oh,' I said. 'The medicine, yes, it's right here.' I reached into the kit-bag for the amyls. The kid seemed petrified. 'Don't worry,' I said 'this man has a bad heart.'"

Read from Thompson, Hunter S. (1971:18)

### Pronunciation features of Scottish English

- Scottish Standard English is generally rhotic (= the 'r' is pronounced in every position, mostly as an alveolar tap /r/) – although in Urban Scots /r/-vocalization is becoming increasingly common.
- The RP<sup>1</sup> vowels /eɪ/ and /əʊ/ as in 'face' and 'goat' tend to be pronounced as monophthongs (/fes/, /got/).
- The existence of /x/ as in 'loch'.

(Stuart-Smith 2008)

<sup>1</sup> Received Pronunciation

**Transcription Kenyan English (Mother tongue: Swahili) (0:29)**

"I'm a student, a new student at university of Siegen from Kenya. I studied, this my first semester, with Roads to Democracy. I really love the experience here in Germany so far, but compared to where I come from, there is a big difference. I grew up in a small town and with a small town, everything is predictable. The transport, everything. Here it's bit hectic [fade out]."

**Transcription Pakistani English (Mother tongue: Urdu) (1:31)**

P1: So, which course have you got?

P2: Well, I'm in Physics and today was the first class. But it was a hell of a class, man.

P1: Okay, do you find difficulties in Germany over here?

P2: Yeah. The main problem is the language. The first day when I was here it was horrible. I didn't know where I have to go, where I could live and the main problem was that I came here at the evening. It was a Saturday's evening, so all the hostels were closed and shops were closed at that time. So it was horrible. //

P1: That's the same situation with me, [P2's name] I found very difficulty in over here, I find difficulty from finding accommodations and also I'm finding some difficulties in German education. I think it's a little bit different from my country, Pakistan.

P2: Yeah, it is very different because here we have to solve the problems. And what about you?

P3: Oh, I see many difficulties in the airport and after that on the train station. Because I don't know what is the procedure to take a ticket, or where we have to go. Or where I am going to.

P2: Yeah, same problem was with me. I have to ask a person so they help me to buy a ticket. It was very difficult because there was a problem with the machine as well. He just took money from me and when he put that money into the machine, the machine gave that money back to me. And he said "oh is this money real or not?"

**Pronunciation features of South Asian Englishes**

The statements below were made for the pronunciation features of Standard Indian English (IE). Given the number of languages spoken in India (one of them being Urdu<sup>2</sup>), there are variations in its pronunciation.

- Indian English (IE) is rhotic (/r/ is pronounced in every position).
- The RP diphthongs in 'coat' and 'day' are pronounced as monophthongs (/ko:t/ and /de:/).
- The RP central vowels /ɜ:/, /ə/ and /ʌ/ are all pronounced /ə/.
- The RP vowel sounds in 'cot' and 'caught' are pronounced /kɒt/ and /kɔ:t/ respectively.
- /t/ and /d/ can be pronounced as retroflex sounds and /θ/ and /ð/ as plosives.

Kirkpatrick (2007:92f.)

<sup>2</sup> Hindi and Urdu differ only minimally in terms of pronunciation. They are varieties of the same language: Hindustani.



### Transcription French English (0:26)

“So I'm living in Aarhus with my roommate, we came from the same university. So we decided as we were already former roommate there we decided to us to live together. Because as étrangère it's maybe better if you know the person you live with. And so I live in Tilst it's in a bit, it's a suburb, but it's kind of okay, cause we are a lot of Erasmus, so it's always a good atmosphere here.”



### Transcription German English (Bamberg) (0:27)

“You have to go one year abroad to study there and to make courses and to reach grades. So I decided to go to Aarhus because of/ I can study here in English. I like the city of Aarhus, it's quite raining a lot during the year but it's okay. And for me the university, the ASB – the Aarhus School of Business is a very good business school.”



### Transcription Chinese English (Beijing – Hebei Province; Mother tongue: Mandarin) (1:25)

“The other trouble I think in my study is the accents of professors. As you know they come from all parts of the world, I can hear Russian accents, German accents with a mixture of American English or even Canadian English, yeah that's really funny to me here. I have heard that German people are very punctual, because they are very serious. // But I find that the buses often are not very punctual. Especially on weekdays. But on weekends, I don't know why, why the buses become very punctual. This is really strange to me. And I think it's a little bit inconvenient that on public holidays almost every store or shop is closed. But it's incredible, in my own country China, because the public holidays are great shopping opportunities. No shop or no store would miss this great opportunity to sell products.”

#### Pronunciation features of Chinese English (CE)

- In Mandarin Chinese, syllables typically end in a vowel. In English words therefore final consonants tend to be omitted or additional vowels are appended (mostly by schwa).
- Consonant clusters are being reduced (e.g. 'mos(t)'; 'af(t)er').
- The voiced stops (/b/, /d/, /g/) and fricatives (/v/, /z/, /ʒ/) tend to be replaced by voiceless stops (/p/, /t/, /k/) and fricatives (/f/, /s/, /ʃ/). The dental fricatives (/θ/, /ð/) tend to be pronounced as (/s/, /z/, /d/), or sometimes omitted.
- Vowels before nasals (/n/, /m/) tend to be nasalised.
- “Long” and “short” vowels tend to sound alike (e.g. 'slip' and 'sleep').

Schneider (2011:184f.)

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