

13 Function words possess both a strong and a weak form, where the quantity and quality of the vowels are modified usually resulting in a schwa (Roach, 2009: 34).

14 Omission of some sounds in rapid and colloquial style (Roach, 2009: 27)

15 Two sounds being linked together or a sound influenced by its neighbours (Roach, 2009: 7)

16 The link of a consonant sound at the end of a word and a vowel sound at the beginning of a word (Basquille, n.d.)

17 Insertion of /r/ when it appears orthographically “in order to facilitate the articulation of a sequence” (Collins and Mees, 2003: 104)

18 The addition of a sound that is not represented orthographically in order to facilitate the articulation of a sequence (Skandera and Burleigh, 2011: 97).

19 English rhythm, according to some linguists, can be divided into equal intervals of time called feet (Roach, 2009: 74). A foot in English rhythm consists in a stressed syllable followed by a number of unstressed syllables (Roach, 2009: 32).

20 In syllable-timed rhythms, syllables remain of the same length without bearing in mind the duration (weak or strong) of those syllables, as in Spanish (Roach, 2009: 74).

21 English as a lingua franca understood as: “any use of English among speakers of different first languages for whom English is the communicative medium of choice, and often the only option” (Seidlhofer, 2011: 7)

22 The Vienna-Oxford International Corpus of English (“Vienna-Oxford International Corpus of English”, n.d.)

23 ELF is understood in VOICE as: “an additionally acquired language system that serves as a means of communication between speakers of different first languages, or a language by means of which the members of different speech communities can communicate with each other but which is not the native language of either – a language which has no native speakers” (Seidlhofer, 2001).

24 English as a Lingua Franca in Academic Settings.

25 For a number of linguists, we can only consider the written language as standard English, because a standard form of the spoken language should be constant while the different accents within a language are predestined to be in constant change (Parsons, 1998).

26 This would therefore mean that dark /l/ should be shown to Spanish students as they are used to hear this sound in Catalan speakers of Spanish (Recasens and Espinosa, 2005: 1) or they might even be from Catalonia (and this might result in being quite motivating for them as they are asked to produce a sound they already know).

27 “Two words pronounced identically” (Roach, 2009: 40).

28 Following Walker (2001), it might be interesting to show this sound to Spanish students

29 Walker seems to be mistaken in this point, as the /s/ sound only has one allophone, voiceless too, in Spanish: [s] (Quilis, 2008: 55).

30 A synonym for suprasegmentals (Roach, 2009: 69).

31 ELF hereafter.

32 A type of activity used in the classroom to usually develop proceduralisation of the objectives to be learnt. There are three different types: mechanical drill: repetition of structures; meaningful drill: focus on both form and meaning; and communicative drill: the most important thing is to transmit content while there is also a focus on form (Paulston, 1970).

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