

## Pronouncing English in Brazil

**Annick RIVENS MOMPEAN**

In Brazil, two varieties of English are used at the same time and taught in parallel: British English and American English, whose respective sound systems are widely known as Received Pronunciation (RP) and General American (GA). The choice of pronunciation model depends on the schools, on the wishes of the students, and on historical and geographical reasons. What are the effects of such a situation on the oral production of the Brazilian speakers? Do the speakers manage to distinguish the varieties, or do they use both? Is there a rule in the use of one of the models? A study made in an English school in Brazil answers some of these questions and gives interesting results illustrating the current reflection about the choice of a model among the varieties of English spoken in the whole world. Are there English or Englishes to teach? What are the consequences of the choice on the oral production of the foreign speakers? The case of Brazil is significant because it is a huge source of potential speakers of English as a Foreign Language (EFL), one of the Englishes that can be heard throughout the world.

### **The language situation in Brazil**

Brazil is a former Portuguese colony that gained its independence in 1822 after having been discovered by the Portuguese navigator Pedro Cabral in 1500. Since then, the Portuguese language has been in contact with the local Indian languages, in particular *Tupi* which is the main language to have influenced and enriched significantly Portuguese. It has also been in contact with the languages of the black people brought from Africa with slave traffic, and of the different waves of immigrants who arrived from Europe (Italy, Germany, Spain) or Japan, from the 19th century onward. In the real melting pot which is Brazil, the official language and the mother tongue of most Brazilians is Portuguese. It is taught in the schools as *português* (Portuguese) and not *brasileiro* (Brazilian), a term that refers to a nationality, a state of mind but not to the spoken language. For some ideological reasons, some linguists tried to prove the existence of an independent language, although there is no doubt that the literary language of Brazil and Portugal is unique. According to Barbosa (1983), the links between Brazilian Portuguese and European Portuguese -two varieties of a single language- are similar to the links between American English and British English. Barbosa also reminds that the differences are not greater between Spanish and Brazilian Portuguese -two distinct

languages- than between European and Brazilian Portuguese. European Portuguese sometimes sounds more foreign to a Brazilian ear than Spanish which is spoken in all the surrounding countries of South America. European Portuguese and Brazilian Portuguese exist along with the varieties of Portuguese spoken in Mozambique, in Angola or Cape Verde for example.

In this huge country, 8.5 km<sup>2</sup> and 152 million inhabitants, the regional and social varieties are important, and are reflected in the language. There are six regional groups determined from the neutralization /**2**/-/**□**/ and /**☞**/-/**ℳ**/. There are *amazônico* and *nordestino* in the North, *baiano*, *fluminense*, *mineiro* and *sulista* in the South. Socially, the students who will have the possibility to learn a foreign language usually come from the better-off classes of the society. This social division must be taken into account when discussing the status of English in Brazil. Only the members of the middle and upper middle class have access to education and to the media in which English is very present. The status of English in Brazil needs to be studied as it is of major relevance for communication with the rest of the world, where Portuguese is not commonly spoken. French used to be the first foreign language taught at school and Brazilians who are more than fifty years old have learned French before passing to English. Nowadays, English has taken this place.

### **The status of English in Brazil**

Although the level of illiteracy is high in this developing country, as soon as people have access to education, they learn English and even the youngest students are aware of its importance for their integration into today's world of communication and technology. In Brazil, EFL speakers mainly consist of academics who will go abroad to have access to up-to-date technology, research equipment, to complete their studies or to trade with other countries. Stevrens in Kachru (1982, p.25) gives a definition that illustrates perfectly the status of international language held by English in Brazil:

Some English-using communities require the use of the language (largely by individuals and in limited numbers) for contact with the external world, for communication with other individuals and communities, for access to science and the other international uses for which English is the vehicle; these *international* needs constitute the major requirement for English in certain countries (e.g. Japan, Turkey, Brazil).

According to Stevrens (1980), sources of affinities and aversions towards English are geographical, historical, socio-political or cultural. In Brazil, two tendencies can be distinguished, belonging to two different generations and two sociological classes. The adults who have lived through the dictatorial period of the sixties still resent the USA which, they say, supported the generals. Those who resisted in the sixties belong to the educated class,

were university students at that period, and in many cases still work in the educational area today. They need to go abroad for research and conferences for example, yet they face a personal conflict. They need English but they reject American influence for political reasons. Therefore they prefer to look towards "good old Europe", and learn a British variety. The official school appointed by the British Council, where the students can take the Cambridge exams, is called *Cultura Inglesa*.

Another group consists of younger people, children, teenagers and students belonging to the upper-middle class. They have not lived through the dictatorial period and today's society has shown them the "American way of life". Nearly all the films released in Brazil are American and are subtitled, not dubbed, bringing American English even closer to everyday life. They are attracted by this world of consumption, a tendency reinforced by a simple geographical fact: Brazil is closer to the United States than to Great Britain. The first native speakers they will meet will certainly be American. Therefore this group of people prefers to learn American English, which can be done in a *Centro Cultural Americano* where students can take the TOEFL (Test Of English as a Foreign Language) exam which is required to get a scholarship to pursue doctoral or post-doctoral studies in English-speaking countries. Besides these two official networks of schools, there is a surprisingly high number of English schools in Brazil. These schools follow the models they want, depending on the methods chosen, on the teachers employed, on the students' wishes. They can also have specific courses preparing for the Cambridge exams or the TOEFL, the final exam being taken in *Cultura Inglesa* or *Centro Cultural Americano*, the only official schools recognized respectively by Great-Britain and the United States. Therefore, in most of the cases, there is a mixture throughout the life of the student who is sometimes exposed to a British variety of English, sometimes to an American variety.

At *Linguaviva*, the school where this study was made, the mixture of models is done on purpose, so that the students who reach an advanced level are exposed to both varieties of English. This is representative of the trend followed in most of the schools in Brazil. The students are taught vocabulary and pronunciation from both varieties and can choose the form they prefer to use or that they can remember because, in practice, it is not so simple to stick to one model only.

### **The choice of the norm: RP, GA or International English?**

"Traditionally, the main acquisitional models for English have been the educated British and American varieties" (Kachru, 1990, p.22). Yet the recent emergence of the term *Englishes* proves, if necessary, that some reflection is necessary when choosing the most appropriate acquisitional model. Even when mentioning International English, references are made to

British or American English, hence these two main competing models should be described briefly before going on with our discussion.

The two commonly chosen varieties for oral language teaching are RP (Received Pronunciation) for British English and GA (General American) for American English. They are well documented but in fact "there is no official acceptance for these forms since... English has no academy to regularize language." (Kachru, 1990, p.131). RP was usually chosen, not so long ago, to avoid confusion arising from conflicting models. Today things have changed:

Many universities ... now permit students to speak and write *either* EngEng [here called RP] *or* NAmEng [GA], *so long as they are consistent* (or that, at least, is the theory). (...) We feel there is nothing reprehensible about such a mixture and that tolerating it is by no means necessarily a bad thing. (Trudgill and Hannah, 1994, pp.2-3)

### ***Received Pronunciation***

In Great-Britain, the notion of "norm" was invented by Alexander Ellis in 1869. This norm is generally called RP, *Received Pronunciation*. It has sometimes been named *BBC English* or *Queen's English* or also PSP (*Public School Pronunciation*), as in Daniel Jones 's first edition of *English Pronouncing Dictionary* in 1917. For Wells (1982, p.10) it is a "non-localizable accent of England" and is taught to foreigners because of its intelligibility, although it is used by less than 10% of English speakers. Gimson (1989, p.86) reminds that:

Members of the present younger generation reject RP because of its association with the "Establishment" in the same way that they question the validity of other forms of traditional authority. For them a real or assumed regional or popular accent has a greater (and less committed) prestige.

The norm is constantly evolving, now named "Estuary English" by David Rosewarne or "the New London Voice" by Tom Mc Arthur (1994, p.203):

It is a compromise and as yet insufficiently described development, somewhere between Received Pronunciation and Cockney.

### ***General American***

In the case of Brazil, the validity of the RP model is doubtful and *General American* (GA) is more commonly used. Both varieties originate from 17th century English but RP evolved while GA remained more conservative. GA predominates today and is sometimes called *Network English* because of its use on television. This norm is defined by Wells (1982, p.10) as "a convenient name for the range of United States accents that have neither an eastern nor a

southern colouring". The impact of American English goes beyond the frontiers of the United-States:

The intrusion of American English into British English is slow but perceptible... American English is slowly becoming today's world language and its impact is all pervasive on the English speaking world. This new trend may therefore influence the choice of a model. (Kachru, 1990, p.143-144)

British and American English have some differences in terms of grammar, vocabulary as well as pronunciation, that will be mentioned briefly. Lexically, the same item of vocabulary may have different meanings (for example *pants* meaning *trousers* in American English and being synonym of *underpants* in British English). The opposite phenomenon can occur when two different items refer to the same concept (such as British *shop assistant* = American *sales clerk*). Grammatically, countable and uncountable nouns are not always used in the same way (for example *lettuce* can be referred as *a lettuce* in British English but only as *a head of lettuce* in American English). Irregular verbs can be conjugated differently (*burn* is a regular verb in American English). Spelling differences should also be mentioned, such as the correspondence between British <-our> and American <-or> (*colour* - *color*), between British <-ise> and American <-ize> (*apologise* - *apologize*), or British <-re> and American <-er> (*centre* - *center*)...

Phonologically, there are more differences within the vocalic set than the consonantal one. The most obvious difference is numerical as there are nineteen vowels in RP and only fifteen in GA. There are also differences of system, realization and distribution. A difference of system is illustrated by the opposition /ɔ̃/-/ɔ̃□/ that is neutralised in GA. The opposition /ɔ̃/-/ɔ̃●/ is also neutralised among young speakers, *lot* and *thought* are realized with the same vowel [□]. Many other neutralisations come from the phenomenon of rhoticity, a major distributional difference in GA.

Some differences of realization can be described briefly:

-RP /ɹ/ corresponds to GA /ɹ̃/ (e.g. *dress*, *pet*).

-RP /ɔ̃□/ corresponds to GA /ɔ̃/ (e.g. *caught*, *wall*).

-RP /★ɹ̃/ corresponds to GA /□/ (e.g. *boat*, *home*)...

According to Wells, the American vowels are distinguished by differences of quality rather than length. The main incidental differences can be mentioned:

-The stressed vowels of the words "*status*, *data*" are /ɹ̃ ɹ̃/ in RP and /ɹ̃/ in GA.

-The vowels of the words "*of*, *what*, *was*" are /ɹ̃/ in GA and /ɔ̃/ in RP.

-The words in <-ile> or <-ization> are in /ɔ̃ ɹ̃●/ in RP but /★●/ in GA, such as *hostile*, *fertile*.

Although the twang is not pertinent phonologically, this phenomenon of nasalization is a very well known feature that distinguishes the GA and RP varieties. *Stand* and *time* are realized [♦◆㉔㉑■㉒] and [◆㉔㉑✎㉑○] with this twang.

As for the consonants, the main differences of realization are:

- /●/ is velarised in GA, whatever the context (e.g. *belly* RP [♠㉒㉑㉑●✎] = GA [♠㉒㉑✎✎✎]).

- /◆/ in an intervocalic position is realized [◆] in RP and [✎] in GA (e.g. *better* RP [♠㉒㉑◆★] = GA [♠㉒㉑✎✎]).

There are distributional differences for the groups /◆eɪ/, /㉒eɪ/ et /■eɪ/ simplified in GA (e.g. *mature* RP /○★♠◆eɪ✎★/ = GA /○★♠◆✎/).

Not all the differences are mentioned here but this short survey gives an idea of the type of realization to expect when analyzing the oral production of the Brazilian speakers.

### ***International English***

Beyond these varieties, International English, labelled EIL by Kachru (1992) (English as an International Language) has communication for priority and its model can be that of any educated English speaker, not even necessarily native. International English is utilitarian; it is a linguistic tool, not an instrument for cultural integration. The level of intelligibility to be reached must be defined for international functions, as Smith in Kachru (1992, p.88) clarifies:

At international level native speakers (from Britain and the United States) were not found to be the most easily understood, nor were they, as subjects, found to be the best able to understand the different varieties of English. Being a native speaker does not seem to be as important as being fluent in English and familiar with several different national varieties.

Stevens (1980) distinguishes a variety of English called ESP (English for Specific Purposes) which permits the "separation of English language as a valuable instrument from the set of cultural values associated with native speakers" (Stevens, 1980, p.105). ESP is devised to meet the learner's particular needs, selecting the language content and restricting the language skills. For the particular case of Brazil, because of the divergence of interests shown by Brazilian students towards Europe and America, it is better to use the term international English, or *mid-atlantic* as suggested by Honey (1991, p.170). The question is also raised by Ufomata in Ramsaran (1990, p.213):

The choice of model for TOEFL has to take into account many extra-linguistic parameters, the first of which is to ascertain which accent of English people in the particular country aspire to and also for what purposes the language is being learnt.

The Brazilian speaker is more likely to come across a native speaker from the United States and English as an International Language is closer to the American model; therefore there is no reason to refuse this model, even if some Brazilians are against any form of American "imperialism". Learning an American variety does not mean that you agree with the political or the cultural system of the country:

First, non-native users must now dissociate English from the colonial past, and not treat it as a colonizer's linguistic tool. Second, they must avoid regarding English as an evil influence which necessarily leads to Westernization. (Kachru in Kachru, 1982, p.51)

However, before coming to a final decision about the "ideal" norm to use in Brazil, it is necessary to analyse the consistency of the Brazilian students' production and check whether it is acceptable and satisfactory in terms of intelligibility.

### **An account of the study made**

The study was made during my doctoral research (cf. Rivens, 1994) in an English school in Campinas, a university town of one million inhabitants, not far from the capital of São Paulo State. *Linguaviva* school is in the university area, directed at students, university teachers, researchers and their children. These people are bound to use English on a daily basis for their jobs: to read and write articles, to take part in international conferences. In Brazil, the school curriculum calls for the teaching of foreign languages in elementary and high schools, with an overwhelming majority of 93.2% for English. Conditions for learning foreign languages are not good and the English taught at school is very poor. Therefore most middle-class Brazilians learn English in private schools after school or after work.

A questionnaire was handed out to sixty-six students, teenagers and adults ranging from lower intermediate to advanced level in order to find out about their expectations. In it, they indicated that their aim is to be able to communicate and to improve their pronunciation. They are not very interested in the culture of English-speaking countries. In addition, it appears that the differences between American English and British English are not sufficiently emphasized and that most of them use one of the varieties with no clear criterion of selection. Afterwards, twenty-seven students were asked to provide captions for some pictures for which the vocabulary differs in American and British English. Finally, they were recorded, first while reading a list of words including all the phonemes of RP, at the initial, middle or final position, then, to compensate for the artificial nature of this exercise, they were asked to tell the story of *Little Red Riding Hood*. Nine complete transcriptions were

made for a comparative analysis of the data. The sample is small, but the results are suggestive of patterns at work more widely in Brazil.

## **English spoken by Brazilian students**

### ***Vocabulary***

For the corpus presented in the picture test, twenty items of common use were chosen from Chevillet (1991, pp.168-170); an extract of the results is presented in Panel 1.

In this test, a dominant use of American vocabulary appears very clearly, with 22% of British English and 78% of American English. Only two words are not predominantly American: *trousers* and *pants* are mentioned the same number of times, while *jam* is used more than its American equivalent *jelly*. If we consider the results for each student, there are no examples of students using only British vocabulary, whereas five of them have a complete American corpus. Only three students have a majority of British vocabulary, but two have a very poor amount of vocabulary, being able to name six items only.

### ***Pronunciation***

The students were recorded while reading the words chosen from the list of "*words for practice*" given by Jones (1972) or Gimson (1989). A very formal level of performance is expected, as the students are self-conscious (they are being recorded) and not natural (they are reading words out of context). This has to be taken into account to analyse the phonological transcription. Some examples from the list of words are given in Panel 2.

The narration of *Little Red Riding Hood* leaves more freedom to the speaker who can concentrate on the elements of the story rather than the specific pronunciation of each item. For each word, the norms of RP and GA are extracted from Wells 's *Longman Pronunciation Dictionary*. The phonetic transcriptions of nine students are presented with precise diacritics. Three examples taken from this list of words are given in Panels 3 and 4. In the first example, *red*, a vocalic ending [★] or [👉] is added, which is a characteristic of the Brazilian pronunciation and is not due to the fluctuation between American and British models. No further comments will be made about similar interferences from the mother tongue.

## **An analysis of RP or GA influence**

The features that best permit the distinction of RP and GA influences need to be analysed to have a precise panorama of the choices made by the students.

### ***Rhoticity***

Rhoticity is present with a high percentage of 71.5% especially in monosyllabic words. Yet there are striking exceptions: *picture* has no rhotic ending in seven cases, while *actor* always



The results agree with the tendency noted for the choice of vocabulary. The phonic model followed by the Brazilian speakers is two-thirds GA (63.7%), one-third RP. There are striking differences according to the features (/♦/ is mainly RP while rhoticity comes from GA). The three students who had a majority of British vocabulary have a majority of GA pronunciations, yet with the lowest percentage of GA of all students. Two of the students who had lived in the USA for a few months and had 100% American vocabulary share RP and GA pronunciation. Yet they are the ones with the lowest percentage of RP pronunciation. No student has a completely homogeneous pronunciation. A British item of vocabulary can be uttered with a GA pronunciation and vice-versa.

Interestingly there are phonic similarities between the American model and the mother tongue, Brazilian Portuguese. In the results commented on earlier, the choice of rhoticity is certainly influenced by the fact that <r> would be present in Portuguese, with a similar realization. It is also the case for vocalization and nasalization. Hence two facts explain the presence of GA features:

- The overwhelming presence of the American model in films and music, on TV or on the radio, even if a British variety coexists.
- Characteristics of the mother tongue that are closer to GA than RP.

Yet the fluctuations between the two models are not only due to a phonic coincidence as the results correspond to the percentage obtained in the vocabulary analysis.

## **Conclusion**

The choice of a representative norm in Brazil needs to be discussed as oral production currently lacks harmony. If we take into consideration phonic, geographical and general linguistic reasons, the choice of either the American model or International English is preferable. Gimson (1989, p.329) suggests the use of a simplified variety aiming at minimal intelligibility:

An amalgam of British RP and a generally accepted form of American pronunciation would seem an ideal solution, representing the great majority of native English speakers.

This study has proved that it does not work properly: neither British native speakers, nor American speakers will identify this variety as their own production. Even if the students do not aim at a native-like production, there is no reason why we should offer them an artificial hybrid version, while GA is more relevant in terms of geography (Brazil being closer to the USA than to Great-Britain), phonology (GA features being closer to the mother tongue), and general linguistics (American English being used as international English). Once the speaker

has reached a certain fluency, he might want to know another variety. He will then be able to make his own choice, and not wander among varieties, with no linguistic discrimination.

This reflection about the choice of the norm to be taught needs to be done by any teacher of English as a Foreign English, whatever the nationality of the students. Nowadays, most students all over the world have had contact with both varieties and may have a preference for one or the other, for personal and cultural reasons. Yet not all the pedagogical methods take this fact into account.

While analysing the features coming from one of the norms, interesting phenomena of interferences from the mother tongue have been noted and are worth being studied in a further phase. The reflection on these interferences can start from the Brazilian situation and lead to other couples of languages, with the preparation of specific pedagogical methods. Many of the problems met by the Brazilians are present in other languages but differ in their combination. This study could also be carried on in the area of lexical or grammatical fluctuations as only the oral aspect has been taken into account here.

It is not possible to look for a uniform international way to solve the question of the choice of the model. Although international English tends to be more and more commonly used, the specific needs of each country should be taken into account, especially when geographical or cultural criteria are considered. This is part of a world-wide problem that can only find its solution individually and locally.

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**Panel 1: An extract from the British/American corpus**

<b>British vocabulary</b>	<b>times used</b>	<b>American vocabulary</b>	<b>times used</b>
<i>phoning</i>	3	<i>calling</i>	10
<i>trainers</i>	0	<i>sneakers</i>	7
<i>handbag</i>	2	<i>purse</i>	7
<i>jam</i>	11	<i>jelly</i>	5
<i>biscuit</i>	6	<i>cookie</i>	12
<i>trousers</i>	13	<i>pants</i>	13

**Panel 2: An extract from the list of words read by the students**

<b>Vowels</b>	<b>Diphthongs</b>	<b>Full forms</b>	<b>Reduced forms</b>	<b>Consonants</b>
read, street	say, table	a	a house	pencil, happy, pen
big, milk	cold, road	and	you and me	boy, October, club
red, text	five, child	can	I can do it	town, water, write
bad, cat	town, mouth	has	He's got a cat	dog, garden, ride
two, blue	boy, voice	does	What does he do?	give, tiger, egg

**Panel 3: Phonetic transcriptions for *red*, *picture* and *actor***

RED	1-	PICTURE		ACTOR	
RP: /□ᵐ ʊ/	2-	/↗ □ ʱ & ♦ ♦ ★ /	↗ □ ʱ & (★) ♦ ♦ ★	/↗ ʱ & ♦ ★ /	↗ ʱ & ♦ ʱ
GA: /□ᵐ ʊ/	3-	/↗ □ ʱ & ♦ ♦ ★ □ /	↗ □ ʱ & ★ ♦ ♦ ★	/↗ ʱ & ♦ ★ □ /	↗ ʱ & ♦ ʱ
	4-		↗ □ ʱ & ʱ ♦ ♦ ★		↗ ʱ & ʱ ♦ ♦ ʱ
	5-		↗ □ ʱ & ↗ ♦ ♦ ★		↗ ʱ & ♦ ʱ
	6-		↗ □ ʱ & ↗ ♦ ♦ ★		↗ ʱ ʱ & ♦ ʱ
	7-		↗ □ ʱ & ♦ ♦ ★		↗ ʱ ʱ & ♦ ʱ
	8-		↗ □ ʱ & ♦ ♦ ★		↗ ʱ & ♦ ʱ
	9-		↗ □ ʱ & ♦ ♦ ʱ		↗ ʱ & ♦ ʱ

#### Panel 4: An analysis of the items in Panel 3

**RED:** There is a general agreement in the opening of /ʀ/, realized [ʀ], a typical mark of a GA pronunciation. In the cases 2, 3 and 9, it tends to [ʀ], noted [ʀ]. It is lengthened [ʀ] in the cases 4, 7, 8 and 9..

**PICTURE:** Only two students have chosen rhoticity. This is surprising if put in parallel with the next example *actor*, in which all the endings are rhotic. The consonantal cluster is made of three elements in *picture* and only of two in *actor*. It could be the reason for the disappearance of the rhoticity in *picture*.

**ACTOR:** All the endings are rhotic.

Annick RIVENS MOMPEAN has taught English both in France and Brazil. She obtained her doctorate in English linguistics at Grenoble University (France) in 1994. In her dissertation, she analysed the *Phonic interferences in a registered corpus of Brazilians speaking English*. From 1989 to 1993, she was an English teacher in a language school in Brazil (Campinas; São Paulo). Since 1993, she has worked as an Assistant in the Department of English Studies of Grenoble University, teaching phonetics, linguistics and translation. She is especially interested in the Teaching of English as a Foreign Language and phonic interferences.

#### RP vs GA: the choice of a model for TEFL in Brazil

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Conclusion

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Lausanne, 11th January 1996,

Dear Dr Tom McArthur,

I would like the manuscript "The Choice of a Model for the Teaching of English as a Foreign Language in Brazil" to be considered for publication in *English Today*. It is a prolongation of my doctoral thesis done under the supervision of Dr François Chevillet at Grenoble University (France), entitled *Les interférences phoniques chez les sujets brésiliens parlant l'anglais* (1994).

From 1989 to 1993, I worked as an English Teacher in Brazil where I started this doctoral thesis. Since 1993, I have worked as an Assistant at the English Department of Grenoble University, teaching Translation and Linguistics. I took part in the CREA meeting in June 1994 where I had the pleasure to meet you.

You will find enclosed two copies of my article and a Diskette, made on a PC with Word for Windows. I am entirely at your disposal should you require further information or changes in the article. I am grateful for your attention and am looking forward to reading you.

Sincerely yours,

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Lausanne, 24th April 1996,

Dear Dr Tom McArthur,

I am returning the corrected manuscript "The Choice of a Pronunciation Model for the Teaching of English as a Foreign Language in Brazil" for publication in *English Today*. I have made the editing corrections that you suggested and have worked on a fuller version, as you advised me to do, increasing:

- Description of the language situation in Brazil.
- Brief survey of the RP and GA models, emphasizing their phonic differences.
- Extended conclusion, relating it to the larger problem of interferences from the mother tongue, and to other languages.

You will find enclosed two copies of my article and a Diskette, made on a PC with Word for Windows, as well as a short biography with photo and the filled copyright form. I hope that this new version will satisfy you, and I remain at your disposal should you require further changes in the article. Looking forward to reading you.

Sincerely yours,

A. RIVENS MOMPEAN