

*Pronunciation of  
additional languages  
and professional  
development: a  
preliminary study*

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ANALYSE ET TRAITEMENT  
INFORMATIQUE  
DE LA LANGUE FRANÇAISE



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# "Accent", a complex construct

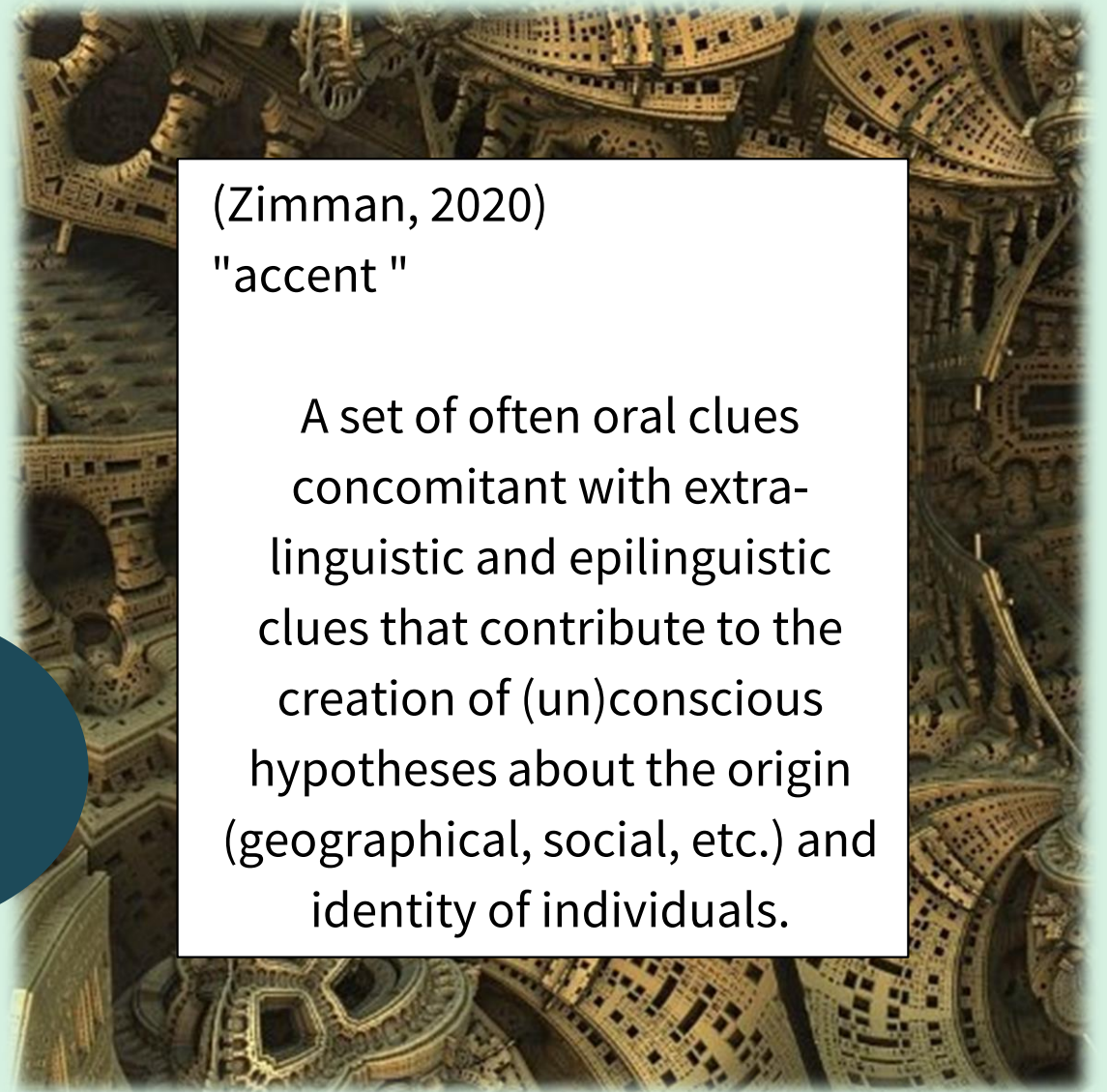
- Burrows, 2021 Language teaching - linguistic ideologies
- Clyne, 1984; Muhr & Manley, 2015
- Chiquito & Quesada Pacheco, 2014
- Llull & Pinardi, 2014
- Morett, 2014;
- Guajardo, 2009; Yraola, 2014.

**pluri-  
centric  
languages**

(Zimman, 2020)

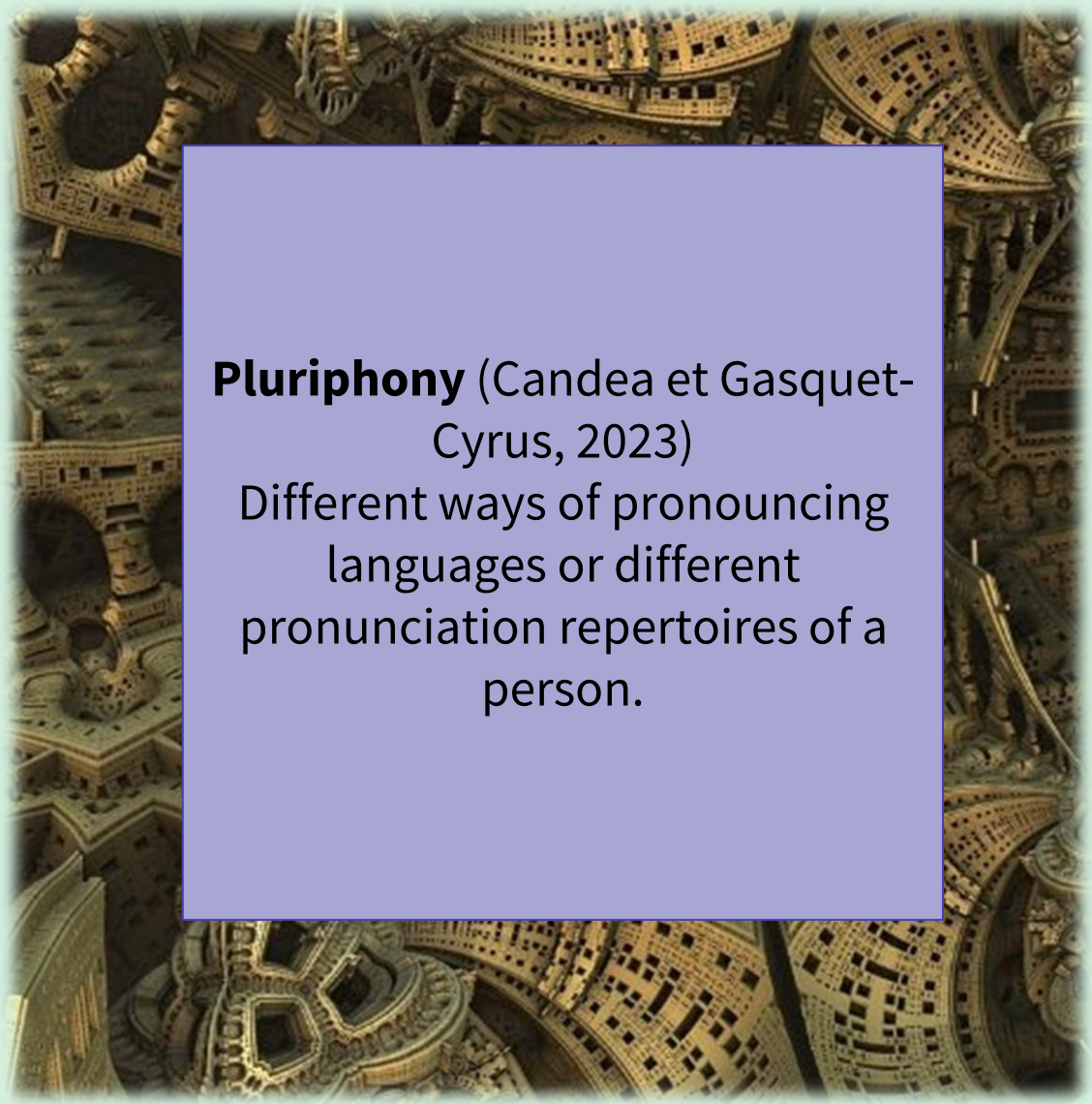
"accent "

A set of often oral clues concomitant with extra-linguistic and epilinguistic clues that contribute to the creation of (un)conscious hypotheses about the origin (geographical, social, etc.) and identity of individuals.



# *Categorisations through accent and their implications in work settings*

- Laberon, 2011
- Razafimandimbimanana & Wacalie, 2019
- Blanchet, 2016
- Paterson, 2019
- Ramjattan, 2022, 2023



**Pluriphony** (Candea et Gasquet-Cyrus, 2023)

Different ways of pronouncing languages or different pronunciation repertoires of a person.

# Methodology

**1st stage:** development (Greene, Caracelli, & Graham, 1989)  
Comprehensive Interviews  
(Kaufmann & Singly, 2016)



**2nd stage:** experimental and interventional

Possible biases of the interview situation (A. Blanchet, 1985)

- Data collection:**
- 21 interviews
  - **Participant profile: Various professions and HR managers involved**
  - **5 varieties within the Spanish-speaking spectrum**

 MAXQDA

(Rioufreyt, 2019)  
(Consoli, 2021)

# Subcorpus

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N°	OFFICE	LI	NATIONALITY	CURRENT COUNTRY
<b>1</b>	Freelance FLE teacher	FR	FR	ARG, ES
<b>2</b>	FLE Diplomacy	FR	FR	ARG
<b>3</b>	Address of the FLE institute	FR	FR	MEX
<b>4</b>	Teacher and director of FLE institute	EN	ARG	ARG
<b>5</b>	Teacher of FLE and ELE	EN	ARG, GRC, FR	FR

Table 1: Profiles of the 5 informants of the PROSOPHON subcorpus. Languages, countries and nationalities are listed with the ISO code (Li) for 'Initial language'.

# details

N°	Professional career
1	French nationality. At the time of the interview, he lives in Spain and works as a freelance FLE teacher. He is in a relationship with an Argentinian partner.
2	French nationality. At the time of the interview, he lives in Argentina and works in the official field of the dissemination of French.
3	French nationality. At the time of the interview, he lives in France and works in the field of FLE. She has directed a FLE institute in Mexico for several years.
4	Person of Argentinean nationality. At the time of the interview, she lives in Argentina. Retired as a teacher of French as a foreign language in the public sector. She is a director of a French as a foreign language institute.
5	Triple nationality: Argentinian, Greek and French. At the time of the interview, she lives in France. She taught French in Argentina, then ELE and currently FLE in France.

## *Discussion*

### *1. Inside and outside according to accent*

**INF3** : ... I know that we can't talk about neutral accent, but... about accents.

**INF5** : ...and I tell them "yes, I have an accent. Everybody has an accent. "

**INF 1**: It's like a navel (laughs). I mean eh... our whole body changes throughout our life because of our experiences, but the navel is there from the beginning, the language of the beginnings, eh, a double culture, we always have that little mark. Well, that's what it is, a mark eh, I don't know about the mother or the father eh, really something intrinsic, something that forms part of me eh?

**INF5** : I, for example, in Spanish, I don't have the same accent as my mum. Nor my dad. Well, now he's dead, but my dad had a different accent too.



## *Discussion*

### *1. Inside and outside according to accent*

**INF4 :** Parisians speak in a faster way that you will understand, in the south, it's slower; it's like the santiagueño, maybe. It's like in Argentina, in each region there is a different accent, a different way of speaking.

**INF5 :** But, you see, the crazy thing is that when I see people from Chaco, I'm going to talk and I'm going to use words from Chaco. And the accent too. And in Córdoba, too. I don't know, there's something, it seems to me, in my head, that makes...

## *Discussion*

### *2. The sensitive terrain of accent: agentivity and discrimination*

**INF5:** There are taboos that resonate strongly about the accent.

**INF4 :** I know what you are saying, that there is a bit of discrimination. Well, I can't deal with this issue because it's very sensitive.

**INF5 :** ... but sometimes, you hear... When they [the students] speak, in speaking exercises, they tell things. And the accent can be and is a cause of discrimination.

## *Discussion*

### *2. The sensitive terrain of accent: agentivity and discrimination*

**INF5 :** ... it was crazy because, if you like, I took a Spanish exam and the funny thing is that, when I took the exam in French, no problem; when it was the Spanish exam, you could hear the giggles, because it was an Argentinean accent [...] it wasn't malicious. It's a bit... exotic, you know?

**INF4 :** So, if you want, I can imitate an accent, but I don't make the effort to imitate [...] But I do make the effort to articulate and reach a good articulation. But I don't care about the accent.

**INF1 :** For a while I had the utopia of erasing this accent. And then, as you grow up, you say to yourself, but in the end, what's the point?

## *Discussion*

### *2. The sensitive terrain of accent: agentivity and discrimination*

**INF4** : I always remember a teacher I had who used to say: "The important thing is to speak the language while preserving it, knowing that you are, that you are not a native speaker. "

**INF5** : And then I tell them [the students] "Look, I'm not French, you know? So if I learnt, anyone can learn." And that makes them very happy.

## *Discussion*

### *2. The sensitive terrain of accent: agentivity and discrimination*

**INF5** : ... I'm Argentinian, too. "Ah, that's strange, you don't have an accent" And I say "Yes, I have an accent. Everybody has an accent." What do you mean, "You don't have an accent"? Or else they say "Oh, but you're Argentinian, you don't have features" and I go crazy, what's that speech?! Np, do you realise? "You don't look stereotypical". Stop, where do you come from?

[...] I feel like giving someone a steak and I'm not aggressive.

## *Discussion*

### *3. The accent: a teaching non-competence*

**INF1** : *In general, the teacher knows more than his or her pupils, so, strictly speaking, the person in question may not lose his or her legitimacy in their eyes. But then, the problem is that he or she may be teaching pronunciations, a phonology. Which does not correspond to the language being taught.*

**INF4** : *... we are Argentinians, we speak Spanish and, obviously, you have to try to speak the language as well as possible, especially because you are teaching it, transmitting it. But sometimes we see that there are people who exaggerate the pronunciation and it becomes unnatural.*

## *Discussion*

### *3. The accent: a teaching non-competence*

***INF5** : ... for example, like in Argentina, I knew exactly what the mistakes were, for example, or the difficulties of [French] students. Here [in France] I never know because I can have [very varied origins].*

***INF3** : She [a local teacher] had, when I arrived, she had really only elementary levels. Then I gave her slightly higher levels. She really only had elementary levels and, when I arrived, they told me she was a bad teacher because she spoke badly! Because I spoke badly, I was automatically a bad teacher.*

*[...]*

*And when I start doing classroom observations, she is one of the best teachers.*

# *Conclusion*

**Complexity of representations regarding pronunciation, "accent," and plurilingualism.**

**Ability to decenter from the central varieties of their L1 and the additional language in question.**

**Integration and legitimization. Imperative of professional legitimacy.**

**Paths through which these representations are linked to the world of employment.**



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Thank you very  
much!

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