

A critique of Jenkins' Lingua Franca Core
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At AIS St Helens, as in other institutions in New Zealand and some other countries, international non-native speaker (NNS) students (from China, India, the Pacific Islands, etc) undertake English-medium study, often being taught by lecturers whose first language is not English.

In her 2000 book *The Phonology of English as an International Language* (OUP), Jennifer Jenkins proposed that the emphasis for international pronunciation of English, especially in such circumstances, should be shifted from native speaker varieties to a consideration of what NNS varieties have in common. Her thought-provoking and controversial work was based on her PhD thesis, for which she carried out a number of experiments. These involved the observation of breakdowns in communication during communicative (eg information gap) tasks carried out by NNS students. The culmination of her work was a Lingua Franca Core (LFC), that is, a listing of those pronunciation features that caused breakdowns in NNS-NNS understanding, with a specification of how they need to be pronounced. Attention need not be given to features outside the LFC, as they are unimportant in this respect.

This paper investigates the pronunciation and listening problems of international students, discusses the merits of NNS lecturers, and critiques Jenkins' work by examining the particular features contained in her LFC.