Teaching And Researching The Pronunciation Of English Studies In Honour Of Wlodzimierz Sobkowski Second Language Learning And Teaching

“Tips for Teaching Pronunciation” shows English language teachers how to teach the North American sound system. This practical reference book provides practical tips, clear explanations, diagrams, and sample classroom activities. Each chapter covers one of the main areas of pronunciation—vowels, consonants, stress, rhythm, and intonation. The companion audio CD in the text provides listening material for select activities. Features: What the teacher should know sections set the scene with pedagogical research. Concrete tips provide practical classroom suggestions for teaching vowels, consonants, stress, rhythm, and intonation. Sections on Specific Features in each chapter cover common pronunciation problems that teachers find challenging. Sample activities for Specific Feature exemplify how to implement the tips. Practical suggestions show how to integrate pronunciation with other skill areas. Clear diagrams demonstrate how to articulate vowels and consonants. Extensive descriptions help teachers prepare for pronunciation problems common to specific languages groups. Photocitable diagnostic test and handouts can be used in class with minimal preparation. Audio CD provides listening material for select activities. The Tips for Teaching series covers topics of practical classroom-centered interest for English language teachers. Written in clearly comprehensible terms, each book soundly conceived practical approaches to classroom instruction that are firmly grounded in current pedagogical research. See also: “Tips for Teaching with CALL: Practical Approaches to Computer-Assisted Language Learning”

Since its first publication in 1962, Gimson’s Pronunciation of English has been the essential reference book for anyone studying teaching the pronunciation of English. This eighth edition has been updated to describe General British (GB) as the principal accent, rather than RP, and the accompanying transcriptions have been brought into line with recent changes in pronunciation. This latest edition also includes completely rewritten chapters on the history of the language and the emergence of a standard, alongside a justification for the change from RP to GB. A further bonus to this important text is its extensive and attractive new Companion Website (www.routledge.com/cw/crutenden), which now includes moment-by-moment commentaries on videos showing the articulation of all GB consonants and vowels in spoken phrases, as well as cross-referencing between the book and these videos. The Companion Website also includes new recordings of Old English, Middle English, and Early Modern English, and features links to recordings of recent and current GB with comments and transcriptions. Comprehensive yet accessible, Gimson’s Pronunciation of English remains the indispensable reference book for anyone with an interest in English phonetics.

This engaging, succinct text is an introduction to both phonetics and phonology as applied to the teaching of pronunciation to English language learners. Section 1 selectively covers the main areas of phonetics and phonology, without going into any area in more depth than the average English language teacher requires or that the average English language teacher trainee can handle. Section 2 focuses on practical issues related to learners and how they learn languages, and what represents good practice in terms of classroom activities for pronunciation—including aspects such as targets, motivation and priorities. The chapters end with activities to help the reader understand concepts. Section 3 provides innovative sample activities which put into practice the theoretical points covered in the first two sections, answers to the various exercises, recommended further reading (both print and non-print), a glossary of technical phonetic terms, and a bibliography of works on pronunciation teaching. The text is accompanied by a Companion Website with audio recordings of model pronunciations and audio material relating to the activities.

Explores the benefits of an ELF approach to pronunciation Explains how to adopt, plan and assess an ELF approach to pronunciation Describes the materials and techniques for teaching ELF pronunciation Shows how to make use of the learner’s first-language pronunciation Accompanying audio CD features samples of speech from 15 different ELF speakers which you can use for the analysis of variation in different aspects of ELT pronunciation, for listening practice in accent variation, or to stimulate debate on the issues behind an ELF approach to pronunciation.

This book aims to provide a clear description of key aspects of English phonology in order to help teachers diagnose and prioritize problem areas in pronunciation. It also aims to develop an awareness of current issues and relevant research in the field to inform teachers decisions, not only about what to teach, but how to teach pronunciation, particularly in EIL contexts. Specifically, it aims to enable readers to: * Understand key terms and concepts in phonology and phonetics * Become aware of current issues and debates in research and apply these to pronunciation teaching, particularly in EIL contexts * Conduct phonological analysis of learner language, including phonemic transcription * Diagnose and assess learner’s pronunciation difficulties and needs * Plan a structured pronunciation syllabus The book assumes no prior knowledge and is a key resource for both newcomers and experienced practitioners in the fields of English Language Teaching as well as students of applied linguistics.

This book explores the topics of English accents and pronunciation. It highlights their connections with several important issues in the study of English in the world, including intelligibility, identity, and globalization. The unifying strand is provided by English pronunciation models: what do these models consist of, and why? The focus on pronunciation teaching is combined with sociolinguistic perspectives on global English, and the wider question asked by the book is: what does it mean to teach English pronunciation in a globalized world? The book takes Hong Kong – “Asia’s World City” – as a case study of how global and local influences interact, and of how decisions about teaching need to reflect this interaction. It critically examines existing approaches to global English, such as World Englishes and English as a Linguä Franca, and considers their contributions as well as their limitations in the Hong Kong context. A data-based approach with quantitative and qualitative data anchors the discussion and assists in the development of criteria for the contents of pronunciation models. English Pronunciation Models in a Globalized World: Accent, Acceptability and Hong Kong English discusses, among other issues: Global English: A socio-linguistic toolkit Accents and Communication: Intelligibility in global English Teaching English Pronunciation: The models debate Somewhere Between: Accent and pronunciation in Hong Kong Researchers and practitioners of English studies and applied linguistics will find this book an insightful resource.

The book provides an overview of pronunciation teaching and learning practices in secondary schools, providing insights into secondary school learners’ needs, expectations and motivation regarding the importance of learning English and particularly English pronunciation. It presents a summary of the research on L2 pronunciation acquisition, teaching techniques and factors affecting the learning process as well as the results and conclusions of a longitudinal study conducted in a Polish secondary
school. The study indicates that learners consider pronunciation a crucial component of English learning and a predictor of successful communication. Moreover, it shows that accuracy is highly valued by learners, and that systematic and regular pronunciation instruction, even if devoted mainly to segments, has the potential to contribute to the overall improvement in learners' communicative competence and their confidence as speakers and users of English. The book is based on the first-hand experience of a teacher-researcher.

This book revisits the issue of China English as a developing variety of English and scrutinises students' and teachers' attitudes towards their own and other English accents from the critical phenomenological perspective of Global Englishes (GE) in the Chinese context. The research contributes to the field of GE by proposing a model of pronunciation teaching called ToPIC (Teaching of Pronunciation for Intercultural Communication) informed by interculturally responsive language pedagogy. Combining theory and empirical data, the book presents ground-breaking research on accent attitudes in the Chinese context within the GE paradigm and raises issues and concerns regarding teaching English, particularly speaking and pronunciation, from the GE perspective. Unpacking attitudes towards English accents from a critical perspective, this book will both show policy makers the need to consider the impacts of GE and help practitioners and language learners re-evaluate the goals and needs of English learning. The ToPIC approach also has significance for curriculum reform as it redresses various issues in language policy and practice. The ToPIC approach is recommended for those interested in teaching and learning English in the expanding circle context and those seeking to learn more about learning and using English across the world.

A proper understanding of intelligibility is at the heart of effective pronunciation teaching, and with it, successful teaching of speaking and listening. Far from being an optional 'add-it-on-if-we-have-time' language feature, pronunciation is essential because of its tremendous impact on speech intelligibility. Pronunciation dramatically affects the ability of language learners to make themselves understood and to understand the speech of others. But not all elements of pronunciation are equally important. Some affect intelligibility a great deal, while others do not. With a strong emphasis on classroom practice and how pronunciation teaching can be more effectively approached in different teaching contexts, this book provides an important resource for pronunciation researchers, with a distinctly practical focus. It shows how intelligibility research informs pronunciation teaching within communicative classrooms, enabling language teachers to incorporate intelligibility findings into their teaching. Professionals interested in oral communication, pronunciation, and speech perception will find the book fascinating.

The Routledge Handbook of Contemporary English Pronunciation provides a comprehensive survey of this field covering both theoretical and practical perspectives on pronunciation. In 35 chapters contributed by leading scholars from around the world, this Handbook examines: linguistic and historical background of sound systems and theoretical issues linked to sound changes; pronunciation acquisition and factors related to speech production; pronunciation research and applications to second language pronunciation; the link between pronunciation and other language skills including perception and other socio-cultural factors; pronunciation and its relation to World Englishes. The Routledge Handbook of Contemporary English Pronunciation will be essential reading for anyone with an interest in pronunciation.

This volume fills a gap by introducing readers to whole courses focused on teaching the pronunciation of English as a second, foreign, or international language. This collection is designed to support more effective pronunciation teaching in as many language classrooms in as many different parts of the world as possible and to serve as a core text in an ESOL teacher development course dedicated to preparing pronunciation teachers. Teaching the Pronunciation of English illustrates that pronunciation teaching is compatible with communicative, task-based, post-method, and technology-mediated approaches to language teaching. This theme permeates the volume as a whole and is well represented in Chapters 3-12, which are dedicated to specialist-teachers' firsthand depictions of pronunciation-centered courses. Each of these ten chapters features a set of innovative teaching strategies and contemporary course design structures developed by the chapter contributor(s). To prepare readers to more fully appreciate the substance and quality of Chapters 3-12, the volume's two initial chapters are more foundational. Chapters 1 and 2 provide an overview of core topics language teachers need to know about to become pronunciation teachers: the suprasegmentals (thought groups, prominence, word stress, intonation, and pitch jumps) and the English consonants and vowel sounds.

This book examines the pronunciation goals of teachers, course leaders, and learners on a ten-week UK pre-sessional access course, particularly with regard to suprasegmental instruction and target of instruction on how these goals are reflected in pronunciation assessment, and how teacher goals are informed by their attitudes and beliefs. A mixed methods approach, including direct observation and semi-structured interviews, is employed to address the area of enquiry. Results show a lack of clarity of course goals. Although there is a firm emphasis on suprasegmental instruction, in semi-structured interviews, teachers report a lack of clear course goals and guidance. Assessment and practice do not always adhere to a goal of intelligibility, and support for teachers, in terms of the materials and how they might be exploited seems limited. The book concludes with tentative recommendations on how suprasegmental instruction might be facilitated on EAP and other courses.

Teaching and Researching the Pronunciation of English Studies in Honour of Włodzimierz Sobkowiak Springer

This book offers new insights into the language gains of adult learners enrolled in an English-medium instruction (EMI) degree programme. It provides longitudinal empirical evidence of the phonological gains of the learners; discusses which individual factors contribute to the changes in the learners’ pronunciation and investigates whether and to what extent increased exposure to the target language in EMI classrooms leads to incidental learning of second language pronunciation. Furthermore, it expands on the discussions surrounding the Critical Period Hypothesis, the native-speaker norm, foreign language accent and the role of English as a Lingua Franca. The comparative and longitudinal design of the research study fills a significant gap in the literature and the book offers considerable original and important research-informed insights into the fields of EMI, bilingual education and second language acquisition. As such, it is a valuable resource and must-read book for researchers, practitioners and policymakers in these areas.
In view of recent debates on the global spread of English and its international lingua franca role, what pronunciation models are appropriate for millions of EFL learners? Which aspects of English phonetics should be taught to foreign students and which can be neglected with little loss in communication? How can English pronunciation be taught in an interesting and effective way which is both learner- and teacher-friendly, in accordance with the latest scholarly and technological achievements? This research-based book addresses these and many other fundamental issues that are currently at the centre of pronunciation research. It offers a wealth of new theoretical ideas and practical solutions to various phonodidactic problems that arise in EFL contexts, approaching pronunciation instruction from global and local perspectives and supporting its theoretical claims with extensive empirical evidence. It will be of interest to EFL teachers and teacher trainers, pronunciation specialists and students of applied linguistics.

The Handbook of English Pronunciation presents a comprehensive exploration of English pronunciation with essential topics for applied linguistics researchers and teachers, including language acquisition, varieties of English, historical perspectives, accent’s changing role, and connections to discourse, technology, and pedagogy. Provides thorough descriptions of all elements of English pronunciation Features contributions from a global list of authors, reflecting the finest scholarship available Explores a careful balance of issues and topics important to both researchers and teachers Provides a historical understanding of the importance of pronunciation and examines some of the major ways English is pronounced today throughout the world Considers practical concerns about how research and practice interact in teaching pronunciation in the classroom

The emergence of empirical approaches to L2 pronunciation research and teaching is a powerful fourth wave in the history of the field. Authored by two leading proponents of evidence-based instruction, this volume surveys both foundational and cutting-edge empirical work and pinpoints its ramifications for pedagogy. The authors begin by tracing the history of pronunciation instruction and explicating L2 phonetic learning processes. Subsequent chapters explore the themes, strengths, and ethical problems of the field through the lens of the intelligibility principle. The importance of error gravity, and the need for assessment and individualized instruction are highlighted, and the role of L2 accents in social contexts is probed. Material readily available elsewhere has been omitted in favour of an emphasis on the how, why, and when of pronunciation instruction. Anyone with an interest in L2 pronunciation—especially graduate students, language teachers, and experienced researchers—will find much value in this indispensable resource.

An intelligibility-based approach to teaching that presents pronunciation as critical, yet neglected, in communicative language teaching. This book presents theoretical considerations and the results of empirical research on pronunciation learning strategies (PLS) deployed by pre-service trainee teachers majoring in English as a foreign language who experienced different levels of language anxiety (LA). The theoretical part focuses on the concepts of pronunciation learning, pronunciation-learning strategies and language anxiety and includes an overview of recent empirical research dealing with various related issues. The empirical section of the book presents the findings of a research project that investigated the interplay between PLS and LA, in which both quantitative and qualitative data were collected. Based on the findings, the author proposes two profiles of anxious and non-anxious ESL/ESL trainee teachers who support their pronunciation learning with an array of pronunciation learning strategies and tactics.

English Pronunciation Instruction: Research-based insights presents recent research on L2 English pronunciation including pedagogical implications and applications, and seeks to bridge the gap between pronunciation research and teaching practice. The volume’s 15 chapters cover a range of aspects that are central to pronunciation teaching, including the teaching of different segmental and suprasegmental features, teachers’ and learners’ views and practices, types and sources of learners’ errors, feedback and assessment, tools and strategies for pronunciation instruction, reactions towards accent phenomena, as well as the connection between research and teaching. Chapters offer a fully developed section on pedagogical implications with insightful suggestions for classroom instruction. This format and the variety of topics will be informative for researchers, language teachers, and students interested in English pronunciation, as it explores the diverse challenges learners of different L1 backgrounds face, drawing on a range of perspectives and supporting its theoretical claims with extensive empirical evidence. It will be of interest to EFL teachers planning to embark on empirical methods of investigating the nature of the sound system fully developed section on pedagogical implications with insightful suggestions for classroom instruction. This format and the variety of topics will be informative for researchers, language teachers, and students interested in English pronunciation, as it explores the diverse challenges learners of different L1 backgrounds face, drawing on a range of perspectives and supporting its theoretical claims with extensive empirical evidence. It will be of interest to EFL teachers planning to embark on empirical methods of investigating the nature of the sound system.

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This engaging text clearly presents essential concepts that teachers need to guide their students toward clearly intelligible pronunciation and more effective communication skills. Based on a sound theoretical background, the book presents practical, imaginative ways to teach and practice pronunciation that go beyond a simple Repeat after me. Recognizing that there is no one-size-fits-all answer for pronunciation teaching, this book offers insights for adapting teaching techniques to a range of students and teaching situations: children or adults, beginners or advanced students, and learners worldwide, whether in English-speaking countries or areas where students seldom hear English outside of class.
insight into how this sound system intersects with spelling, morphology, listening, and discourse - diagnostic tools and assessment measures - suggestions for syllabus design. Discussion questions and exercises encourage teachers to draw on their personal language learning/teaching experience as they assimilate the contents of each chapter. A training cassette offers practice in assessing learners' pronunciation"--Publisher's website.

This volume was conceived as a "best practices" resource for pronunciation and speaking teachers in the way that Vocabulary Myths by Keith S. Folse is one for reading and vocabulary teachers. Like others in the Myths series, this book combines research with good pedagogical practices. The book opens with a Prologue by Linda Grant (author of the Well Said textbook series), which reviews the last four decades of pronunciation teaching, the differences between accent and intelligibility, the rudiments of the English sound system, and other factors related to the ways that pronunciation is learned and taught. The myths challenged in this book are: § Once you've been speaking a second language for years, it's too late to change your pronunciation. (Derwing and Munro) § Pronunciation instruction is not appropriate for beginning-level learners. (Zielinski and Yates) § Pronunciation teaching has to establish in the minds of language learners a set of distinct consonant and vowel sounds. (Field) § Intonation is hard to teach. (Gilbert) § Students would make better progress if they just practiced more. (Grant) § Accent reduction and pronunciation instruction are the same thing. (Thomson) § Teacher training programs provide adequate preparation in how to teach pronunciation (Murphy). The book concludes with an Epilogue by Donna M. Brinton, who synthesizes some of the best practices explored in the volume.

This book is open access under a CC BY licence. It spans the areas of assessment, second language acquisition (SLA) and pronunciation and examines topical issues and challenges that relate to formal and informal assessments of second language (L2) speech in classroom, research and real-world contexts. It showcases insights from assessing other skills (e.g. listening and writing) and highlights perspectives from research in speech sciences, SLA, psycholinguistics and sociolinguistics, including lingua franca communication, with concrete implications for pronunciation assessment. This collection will help to establish commonalities across research areas and facilitate greater consensus about key issues, terminology and best practice in L2 pronunciation research and assessment. Due to its interdisciplinary nature, this book will appeal to a mixed audience of researchers, graduate students, teacher-educators and exam board staff with varying levels of expertise in pronunciation and assessment and wide-ranging interests in applied linguistics.

This edited book brings together ten empirical papers reporting original studies investigating different facets of individual variation second language learning and teaching. The individual difference factors covered include, among others, motivation, self, anxiety, emotions, willingness to communicate, beliefs, age, and language learning strategies. What is especially important, some of the contributions to the volume offer insights into intricate interplays of these factors while others attempt to relate them to learning specific target language subsystems or concrete instructional options. All the chapters also include tangible implications for language pedagogy. The book is of interest to both researchers examining the role of individual variation in second language learning and teaching, teacher trainers, graduate and doctoral students in foreign languages departments, as well as practitioners wishing to enhance the effectiveness of second language instruction in their classrooms.

This book updates the latest research in the field of 'English pronunciation', providing readers with a number of original contributions that represent trends in the field. Topics include sociophonetic or sound-symbolic aspects of pronunciation English pronunciation teaching and learning. This revised second edition provides an introduction to the phonetics and phonology of English. It incorporates all central aspects of research in the phonology of English and involves the reader at every step, with over 80 exercises leading students to discover facts, to formulate general statements, and to apply concepts. Discusses the nature of speech and phonetic description, the principles of phonological analysis, the consonants and vowels of English and their possible sequences. Provides extensive treatment of rhythm, stress, and intonation and the role of these prosodic elements in discourse. Includes more than 80 exercises with feedback and glossary of technical terms. Incorporates developments in phonology since the first edition appeared.

This book is a practical, comprehensive tool for busy teachers or educators teaching English pronunciation. Brown puts pronunciation into perspective with other aspects of language, highlighting the importance of teaching pronunciation from the start. Applicable for both British and American pronunciation, this book is organized by aspects of pronunciation and includes a wealth of photocopiable worksheets to use in the classroom. The engaging exercises include rhymes, games, puzzles, narratives, and more, all designed to promote learner engagement and understanding. Each worksheet is accompanied by supplementary resources and guidance, including recommendations for modifying lessons for different English learner proficiency levels; instructions for the teacher and learners; correct or expected answers; and tips for teachers to extend and create their own exercises. The versatility and adaptability of this book make it a beneficial resource for teachers of ESL/EFL/EAL, as well as educational professionals who consult and oversee teacher trainer programs and courses in TESOL.

Pronunciation plays a crucial role in learning English as an international language, yet often remains marginalised by educators due to a lack of required phonetic and phonological knowledge. Pronunciation for English as an International Language bridges the gap between phonetics, phonology and pronunciation and provides the reader with a research based guide on how best to teach the English language. The book follows an easy to follow format which ensures the reader will have a comprehensive grasp of each given topic by the end of the chapter. Key ideas explored include: • Articulation of English speech sounds and basic transcription • Connected speech processes • Current issues in English language pronunciation teaching • Multimedia in English language pronunciation practice • Using speech analysis to investigate pronunciation features Using the latest research, Pronunciation for English as an International Language will facilitate effective teaching and learning for any individual involved in teaching English as a second, foreign or international language.

This book offers contemporary perspectives on English pronunciation teaching and research in the context of increasing multilingualism and English as an international language. It reviews current theory and practice in pronunciation pedagogy, language learning, language assessment, and technological developments, and presents an expanded view of pronunciation in communication, education, and employment. Its eight chapters provide a comprehensive and up-to-date analysis of pronunciation and the linguistic and social functions it fulfills. Topics include pronunciation in first and second language acquisition; instructional approaches and factors impacting teachers' curriculum decisions; methods for assessing pronunciation; the use of technology for pronunciation teaching, learning, and testing; pronunciation issues of teachers who are second-language speakers; and applications of pronunciation research and pedagogy in L1 literacy and speech therapy, forensic linguistics, and health, workplace, and political communication. The chapters also critically examine the research base supporting specific teaching approaches and identify research gaps in need of further investigation. This rigorous work will provide an invaluable resource for teachers and teacher educators; in addition to researchers in the fields of applied linguistics, phonology and communication.

This book explores variability and norm in accent production and perception by native and non-native speakers of English. The issues discussed range from description of selected phenomena in native and non-native accents of English, analysis of similarities and differences between accents, their intelligibility and attitudinal value, through reports...
on the role of identity and motivation in learning English pronunciation, research methods in pronunciation teaching and ultimate attainment, to discussion of different aspects of stress, rhythm and timing in the organisation of speech. The volume contains contributions based on original data collected and analysed by researchers active in the fields of accent variability and English pronunciation teaching. The studies adopt sociolinguistic and/or applied linguistics perspectives in their descriptive and experimental accounts of native and non-native accents, addressing questions as to the sources of variability and the nature of the norms accepted or imposed in language acquisition and usage. By bringing the results of numerous studies into the foreground, the volume hopes to contribute to accent and pronunciation teaching and stimulate further discussion in the field of applied phonetics.

Key Issues in the Teaching of Spanish Pronunciation: From Description to Pedagogy is a resource that encourages Spanish teachers and curriculum designers to increase their incorporation of pronunciation into the classroom. Combining theory and practical guidance, it will help language practitioners integrate the teaching of Spanish pronunciation with confidence and effectiveness. The international group of scholars across its 15 chapters is made up of individuals with well-established research records and training in best pedagogical practices. Key features: A range of topics including vowels, various classes of consonants, prosody, the use of technology, the role of orthography, the importance of both perception and production, individual learner differences, and teacher training; Overviews of descriptive, empirical, and acquisition-based research associated with each aspect of the Spanish sound system; Guidance on the difficulties that teachers face when incorporating the teaching of pronunciation into the classroom; Clear explanations of concepts, accompanied by an abundance of concrete examples and references; Multiple sample activities and lesson plans tailored to different levels and backgrounds of students; A bilingual glossary of terms to help the content reach the widest audience possible. Written in a clear and accessible manner, Key Issues in the Teaching of Spanish Pronunciation is an essential resource for teachers of Spanish at all levels. It is also an excellent reference book for researchers and both undergraduate and graduate university students interested in Spanish phonetics and language acquisition.

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Teaching and Researching Speaking provides an overview of the main approaches to researching spoken language and their practical application to teaching, classroom materials, and assessment. The history and current practices of teaching and researching speaking are presented through the lens of bigger theoretical issues about the object of study in linguistics, social attitudes to the spoken form, and the relationships between spoken and written language. A unique feature of the book is the way it clearly explains the nature of speaking and how it is researched and puts it into the context of a readable and holistic overview of language theory. This new edition is fully updated and revised to reflect the latest developments on classroom materials and oral assessment, as well as innovations in conversation analysis. The resources section is brought up-to-date with new media and currently available networks, online corpora, and mobile applications. This is a key resource for applied linguistics students, English language teachers, teacher trainers, and novice researchers.

Language teachers are often afraid to teach pronunciation because they lack essential, basic knowledge or training in phonetics and phonology. To correct this situation, this lively, interactive book links all three in a manner that allows future and current language teachers to translate research findings into classroom approaches. The authors focus on practical, pedagogical, and theoretical aspects of phonetics, phonology, and pronunciation. While many books in the area separate phonetics and phonology into different subject areas with limited practical application, and most treat pronunciation independently, this book entails the interaction of all three. This quick introduction helps readers gain the basic knowledge, goals, and techniques they need to add pronunciation to their teaching. To address the need for language teachers to have access to materials that blend applied linguistics theory and second/foreign language teaching, this book focuses on practical and theoretical aspects of phonetics, phonology, and pronunciation. As language teachers are often asked to teach pronunciation without crucial knowledge or training in phonetics and phonology, this book links all three in a manner that allows future and current language teachers to translate research findings into classroom approaches. While many books in the area separate phonetics and phonology into different subject areas with limited practical application, and most treat pronunciation independently, this book entails the interaction of all three while connecting classroom practice to theory by drawing pedagogical implications from a discussion of applied linguistics research.

How would you begin to introduce ESL/EFL students to English vowel sounds? This Reflective Question and many others await your discussion and analysis in this revised edition of TESOL Press's best-selling Teaching Pronunciation. This volume explores different approaches to teaching pronunciation in second language classrooms and contains updated research as well as a new, detailed lesson plan. Murphy explores how thought groups, or how speakers use clusters of words to best fit the communicative situation, are essential for a clearer understanding of most components of English pronunciation that are taught in the ESL/EFL classroom.