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The book contains contributions from practitioners and theoreticians who explore the pronunciation of English from various perspectives: phonetic, phonological, psycholinguistic and sociolinguistic. In accordance with the unifying theme of the volume, individual contributions investigate the characteristics of a foreign accent, its production and perception, study the development of methods and

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techniques in pronunciation teaching, evaluate their use in classroom materials and in the ...

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TASK-BASED PRONUNCIATION TEACHING AND RESEARCH | Studies ...

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Later in the century, pronunciation teaching research began to move on both by embracing more sophisticated approaches to interlanguage phonology, taking universal, developmental, and other...

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Teaching and Researching the Pronunciation of English ...

Teaching English pronunciation is an area of language teaching that many English teachers avoid. While there are many textbooks and instruction manuals available, as well as books on the theories and methodologies of language teaching there is comparatively little on learning pronunciation.

The Hows and Whys of Teaching Pronunciation | Teaching ...

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Computer technology in teaching and researching pronunciation

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 ...

English Pronunciation Teaching and Research - Contemporary ...

This calls for a sophisticated understanding of how technological tools that have long been used to shed

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light on phonological categories can be applied to teaching. Research into computer-assisted pronunciation teaching (CAPT) suggests that both researchers and pronunciation teachers increasingly make use of technology to answer key questions, to ensure that claims are defensible, and to develop theories and practices that more closely match acoustic reality.

COMPUTER TECHNOLOGY IN TEACHING AND RESEARCHING PRONUNCIATION

technologies for researching and teaching phonetics, phonology, and pronunciation. The series aims to provide information and stimulate conversations that can advance knowledge, understanding, and good practice in any of the areas of applied phonology and pronunciation teaching.

Applied Phonology and Pronunciation Teaching - Equinox ...

The same technologies that have value for pronunciation teaching and learning can be applied to pronunciation assessment. A wide range of technologies and software have been designed specifically for pronunciation teaching/learning, and speech technologies can also be applied to pronunciation pedagogy and assessment, as well as to remediation in phonological impairment.

Using Technology for Pronunciation Teaching, Learning, and ...

Teaching and Researching the Pronunciation of English by Ewa Waniek-Klimczak, 9783319110912, available at Book Depository with free delivery worldwide.

Teaching and Researching the Pronunciation of English ...

I recently co-authored a monograph "English Pronunciation Teaching and Research: Contemporary Perspectives" (Pennington and Rogerson-Revell, 2019, Palgrave Macmillan). and have just completed in a two-year funded research project investigating pronunciation teachers' cognition and practice, with co-investigator Dr Wafa Zoghbor at Zayed University, United Arab Emirates.

The book contains contributions from practitioners and theoreticians who explore the pronunciation of English from various perspectives: phonetic, phonological, psycholinguistic and sociolinguistic. In accordance with the unifying theme of the volume, individual contributions investigate the characteristics of a foreign accent, its production and perception, study the development of methods and techniques in pronunciation teaching, evaluate their use in classroom materials and in the classroom itself, and investigate the conditions for second language learning and teaching from the perspective of learners and teachers. The book offers a unique combination of a scholarly research with practical applications, inspired over the years by the work of Professor Włodzimierz Sobkowiak, who has researched pronunciation teaching and pioneered technology-oriented, corpus-based approaches to the study of English pronunciation in Poland.

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 fulfils. 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

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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 course offers current and prospective teachers of English a comprehensive treatment of pronunciation pedagogy, drawing on both current theory and practice. The text provides: - an overview of teaching issues from the perspective of different methodologies and second language acquisition research - innovative teaching techniques - a thorough grounding in the sound system of North American English - 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"--Publishers's website.

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.

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.

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

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of interest to EFL teachers and teacher trainers, pronunciation specialists and students of applied linguistics.

English Pronunciation Instruction: Research-based insights presents recent research on L2 English pronunciation including pedagogical implications and applications, and seeks to bridge the gulf 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 accented speech, 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, and also provides research-informed techniques and recommendations on how to cope with them.

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.

Second language phonology is approached in this book from the perspective of data-based studies into the English sound system as used by native and non-native speakers of the language. The book offers a unique combination of psycholinguistic, sociolinguistic and pedagogical approaches, with individual contributions investigating the effect of selected conditioning factors on the pronunciation of English. With all the richness of approaches, it is a strong phonetic background that unifies individual contributions to the volume. Thus, the book contains a large body of original, primary research which will be of interest to experienced scientist, practitioners and lecturers as well as graduate students planning to embark on empirical methods of investigating the nature of the sound system

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