

## Teaching The Pronunciation Of English As A Lingua Franca Oxford Handbooks For Language Teachers Series

Pronunciation problems can be a major obstacle for new learners of English. Pronunciation Matters has been written for the many who are engaged in this struggle. Using a story-based approach, Pronunciation Matters provides ESL/EFL learners with nearly two hundred communicative and motivating practices leading to mastery of a variety of sound contrasts in North American English that are problematic for speakers of other languages. Units address the many areas that experienced ESL/EFL teachers have noted as troublesome for learners of English--not only vowels and consonants but also stress and intonation, for example. Contexts have been carefully engineered to focus on important sound contrasts in North American English. Chalkboard-style pictures illustrate each context and make practice more meaningful and interesting. Learners work with these units after identifying their individual pronunciation difficulties with diagnostic materials provided. Some instructional activities in Pronunciation Matters capitalize on having mixed language groups and allow students with different pronunciation problems to help each other. Also available are peer-tutoring practice card masters and an index of common pronunciation problems for different native languages.

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 Lingua 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 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

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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.

Teaching Pronunciation A Reference for Teachers of English to Speakers of Other Languages Cambridge University Press

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.

Since its first publication in 1962, Gimson's Pronunciation of English has been the essential reference book for anyone studying or 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/cruttenden](http://www.routledge.com/cw/cruttenden)), 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 for anyone with an interest in English phonetics.

The second edition includes updates and insights on current research and pedagogical practice that have developed over the last decade. This new edition of Teaching Pronunciation - undoubtedly the gold standard for pronunciation methodology texts - has been revised to reflect recent research into the sound system of North American English, as well as new practices in pronunciation pedagogy. Audio CDs with additional examples are now packaged with the book.

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

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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.

"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 five 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. Photocopiable 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 offers 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"

"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.

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

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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.

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 aid English teachers at the junior and senior secondary school levels in teaching pronunciation within a regular EFL syllabus. It presents such a way of incorporating the phonetic and lexical components so as to facilitate students' acquisition of a standard phonetic system and to prevent them from forming habitual mistakes in individual words. It highlights key areas of the English phonetic system and provides examples of strategies how to use a course-book for the sake of teaching pronunciation. The discussion of teaching the phonetic system relies on the comparison between its conscious and unconscious acquisition. Teaching individual vocabulary items (especially reversing habitual mispronunciations) is analysed through contrasting mental and behavioural learning.

American English Phonetics and Pronunciation Practice provides an accessible introduction to basic articulatory phonetics for students of American English. Built around an extensive collection of practice materials, this book teaches the pronunciation of modern standard American English to intermediate and advanced learners worldwide. This book:

- provides an up-to-date description of the pronunciation of modern American English;
- demonstrates the use of each English phoneme with a selection of high-frequency words, both alone and in context in sentences, idiomatic phrases and dialogues;
- provides examples and practice material on commonly confused sounds, including illustrative pronunciation diagrams;
- is supported by a companion website featuring complete audio recordings of practice material to check your pronunciation against;
- can be used not only for studying pronunciation in the classroom but also for independent practice.

American English Phonetics and Pronunciation Practice is essential reading for any student studying this topic.

The Pronunciation of English deals comprehensively with the English sounds, stress, rhythm, and intonation in a single volume. The description of English sounds is based on the sound classification and on the symbols used by Prof. Daniel Jones, a great authority on English phonetics. Our practice exercises are developed specifically for foreign learners of English. A sound is practiced separately and in contrasts, moving from syllables and words in transcription to those in standard spelling, spelling forms, and sentences (with stress marked and intonation patterns shown by arrow point downward and arrow pointing upward). The pronunciation of words is in accordance with the Oxford Advanced Learner's Dictionary. Work through the book and you will receive a sound training in expressing meaning in English speech, will understand native speakers, and will be understood in a communication.

Research Paper from the year 2008 in the subject English Language and Literature Studies - Linguistics, grade: none, Jahangirnagar University (Department of English),



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course: English Pronunciation, 32 entries in the bibliography, language: English, abstract: Pronunciation is an integrated and integral part of second/foreign language learning since it directly affects learners' communicative competence as well as performance. Notwithstanding, teaching EFL pronunciation is still peripheral and/or neglected in the syllabus, material and classroom, especially in Bangladesh. Therefore, based on my experience both as a student and a teacher-researcher as well as on a number of existing studies, this paper examines and addresses four major issues concerning teaching EFL pronunciation to learners at different levels. Firstly, I have explored and uncovered the reasons for overlooking teaching pronunciation. Secondly, I have endeavoured to justify the teaching of pronunciation together with the other skills of the target language. Thirdly, I have tried to ascertain a level and the aspects of EFL pronunciation that should be taught. Finally, I have discussed some pronunciation teaching approaches and advocated a variety of techniques/activities for teaching EFL pronunciation in the classroom.

An intelligibility-based approach to teaching that presents pronunciation as critical, yet neglected, in communicative language teaching.

The basic principles and terminology of this important, but sometimes neglected, area are explained in this book. Pronunciation helps teachers to understand and evaluate the materials available to them, and so approach the teaching of pronunciation with more confidence. The book includes over 120 classroom projects which readers can use to develop their pronunciation teaching.

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.

Pronunciation teaching has sometimes been referred to as the 'Cinderella of language teaching', implying that, like Cinderella in the folk tale, it has come to be neglected, compared to her 'jealous sisters' lexis, grammar and culture. One reason for this neglect is that many teachers do not feel adequately equipped to teach pronunciation beyond giving a few simple instructions like 'Put your tongue between your teeth to form the th-sound'. This book is an accessible introduction to many of the aspects that are involved in teaching English pronunciation. It starts out with the question of why pronunciation matters in the first place, looks at the models to be aimed at, reviews the

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factors that influence pronunciation, introduces methods and tools for pronunciation teaching and discusses the most important specific problems that learners of English with a German-language background (be it L1 or L2) have. It comes with a CD that contains a number of samples of German-influenced English for discussion and research.

This textbook provides an accessible introduction to discourse intonation for ESL/EFL instructors, whether practicing or in pre-service graduate programs. Because intonation is used to form impressions about a speaker's attitude, it is crucial that instructors understand the details of the underlying linguistic system so that they can help students avoid the more common intonation-related pitfalls they experience when communicating in an academic setting. This textbook relies heavily on the Brazil model; chapters are organized around different parts of that model and how they can be most effectively taught. Readers will learn the conventions underlying, for example, how we group words in prosodic units, how we understand turn-taking cues in conversation, and how we assess whether someone is feeling angry or sad. This text features Check Your Learning sections, discussion questions, and hands-on activities at the end of every chapter. Chapters 3-9 also include a section on pedagogical implications. Some of the example sentences that illustrate intonation have accompanying short audio (MP3) files, which can be found online at [www.press.umich.edu/elt/compsite/DI/](http://www.press.umich.edu/elt/compsite/DI/). Book jacket.

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 As an ESL teacher, have you looked at the phonetics textbooks on the market and decided that they don't directly address your needs? Unlike pronunciation books aimed at students of linguistics or at learners of English, Teaching American English Pronunciation has been written specifically for ESL teachers. It doesn't only give academic descriptions, but also helps you to improve your students' pronunciation effectively.

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

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understanding of most components of English pronunciation that are taught in the ESL/EFL classroom.

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 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

Activities on topics ranging from sounds, syllables, stress and rhythm to voice quality and testing pronunciation with an accompanying audio CD.

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

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in teaching English as a second, foreign or international language.

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.

If you are looking for information or activities concerning the problematic /r-l/ phonemic distinction in English, look elsewhere. If, instead, you are interested in finding out about the pronunciation problems that afflict Brazilian learners of English, then you will find this book a goldmine. *Pronunciation Instruction for Brazilian Learners: Student's Book* was designed with a specific target of learners in mind: Brazilian Portuguese speakers learning English as a foreign language. What is unique about *Pronunciation Instruction for Brazilian Learners* is its approach to teaching pronunciation. It brings together current developments in Applied Linguistics, insights from recent empirical studies on the acquisition of English phonology, and effective practices in pronunciation instruction, within a communicative approach to teaching foreign languages. Filled with clear and succinct explanations about difficult and hard-to-perceive sounds in English, the book provides eye-pleasing and practical activities that cover the different steps involved in the mastery of a foreign sound system, going from the mechanical articulation of a problematic sound to its ultimate use in an authentic communicative interaction. This is an important contribution to the field of pronunciation teaching and, accordingly, a must-read for anyone interested in studying and teaching the pronunciation of English as a second or foreign 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 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 teaching approaches and identify research gaps in need of further



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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.

Provides a clear, thorough description of the sound system of English Includes practical ideas for overcoming common pronunciation problems Looks at the specific problems that speakers of fifteen different languages have when speaking English Describes a number of classroom techniques to help improve pupils' pronunciation written by leading classroom practitioners Suitable for both trainee ESL teachers on Master's TESOL courses and for new and experienced practising teachers

Master's Thesis from the year 2011 in the subject English - Pedagogy, Didactics, Literature Studies, grade: 63, University of Salford (School of Arts & Media - The University of Salford Manchester), course: Teaching English to Speakers of Other Languages - TESOL, language: English, abstract: I decided to write on pronunciation because I am interested in pronunciation of languages, mostly English and Japanese. What is more, from my experience it seems to be that teachers in Poland still neglect teaching pronunciation in classrooms. It is also hard to find more sources that Polish teachers could use as a guide to see how English pronunciation is taught in Poland and realise that teaching pronunciation in their country is still neglected. Therefore, I will try to investigate how English is taught in Polish secondary schools.

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.

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