

## *Phonology In English Language Teaching An International Approach Applied Linguistics And Language Study*

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

After a period during which pronunciation teaching has been somewhat out of favour in English Language Teaching (ELT), interest has revived in recent years. It is important, therefore, that sources are made available for applied linguists better to understand past approaches to pronunciation teaching. This new six-volume collection, co-published by Routledge and Editions Synapse, assembles all the key material in a one-stop reference resource. The collection gathers includes seminal texts by Harold Palmer, A. Lloyd James, and C. K. Ogden, and major works by Edmund Tilley, H. A. Harman, and J. D. O'Connor.

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.

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.

An Introduction to Language and Linguistics  
Contemporary Perspectives

Phonetics of English

Applied Linguistics and Language Teacher Education

Phonetics, Phonology & Pronunciation for the Language Classroom

Applied Linguistics and Language Teacher Education is aimed at applied linguists who are interested in understanding more about the learning of novice teachers in their classes. The 21 studies in this volume provide information on the complexity of novice teachers learning and use of knowledge in a variety of applied linguistics classes such as SLA, Syntax, Pragmatics, Sociolinguistics, Phonetics and Phonology, L2 Reading and Writing, Testing, and Content Based Instruction. These studies were conducted in a variety of contexts, from North and South America to Europe, Asia and Australia, and look at the preparation of teachers of English, Spanish and Chinese. The book also includes a state-of-art summary of research on knowledge acquisition and use which provides applied linguists with a solid basis for developing their ideas about their students learning and use of the knowledge presented in their classes.

From Cameroon to Turkey through Jordan, this short volume illuminates the discrepancy between stated language teaching norms and real-life language use in non-native settings. It underscores the limitations of teaching materials, styles, and methods with regard to learners' communication needs, and provides well-matched answers to foreign language classroom problems. This book will be of interest to language teachers and researchers who will gain an insight into the challenges of the foreign language class in different non-native milieus, and therefore enrich their teaching competence. Educational policy makers can also use it as a guide for designing contextually appropriate curricula and materials.

This book advocates a new approach to pronunciation teaching, in which the goal is mutual intelligibility among non-native speakers, rather than imitating native speakers. It will be of interest to all teachers of English as an International Language, especially Business English. It proposes a basic core of phonological teaching, with controversial suggestions for what should be included.

Essay from the year 2012 in the subject English Language and Literature Studies - Linguistics, grade: A, course: LING551, language: English, abstract: Teaching English is a global phenomenon. It is a multi-billion dollar industry. People from different countries, age, culture, backgrounds and gender are taking up teaching English as their profession to teach the language to Non-Native English Speakers (NNES). Initially, Native English Speakers taught English to NNES by using methods and techniques that they had employed in teaching English in their countries or new techniques t

had developed, which they thought were more effective (Brown, 2007). At different times different teachers used different methods and approaches, which they preferred. But now all agree that no single approach suits all learners. An approach needs to be authentic for a particular group of learners and it is now acknowledged that one group of learner is different from another group in more than one way. Thus, English teaching approaches, besides taking into account only the educational background or age of a group, should consider learners' cultural background, the environment in which they will use English and above all, their first language. To make teaching of English most effective, EFL/ESL teachers should take into account how a particular language relates with English and how difficult or easy it is to teach L2 learners because of the differences or similarities of L2 with English. This essay looks at the teaching of English to Native Bengali Speakers (NBS) from Bangladesh. It does not include the Bengali speakers of West Bengal in India because the Bengali language spoken there, including phonology and cultural background of learners, is different.

A Course in Phonetics

Pragmatics and Prosody in English Language Teaching

From Theory to Practice

Phonology and Second Language Acquisition

From research to practice

This book explores the role of phonological templates in early language use from the perspective of usage-based phonology and exemplar models and within the larger developmental framework of Dynamic Systems Theory. After analysing children's first words and their adult targets, Vihman sets out procedures for establishing the children's later prosodic structures and templates, drawing on data from American and British English, Estonian, Finnish, French, Italian, and Welsh; she also provides briefer longitudinal accounts of template use in Arabic and Brazilian Portuguese. The children are found to begin with simple word forms that match their selected adult targets; this is followed by the production of more challenging words, adapted to fit the child's existing patterns. Early accuracy is replaced by later recourse to an 'inner model'--a template--of a favoured word shape. The book also examines the timing, fading, quantification, and function of child phonological templates. In addition, two chapters focus on the use of templates in adult language, in the core grammar and in the more creative morphology of colloquial 'short forms' and hypocoristics in French and Estonian and of English rhyming compounds. The idea of templates is traced back to its origins in Prosodic Morphology, but its uses are most in evidence in the informal settings of adult language 'at play'. Throughout the volume, the discussion returns to the issues of emergent systematicity, the roles of articulatory and memory challenges for children, and the similarities and differences in the function of templates for adults as compared with children.

Phonology in English Language Teaching An International Approach Routledge

This much improved revised edition of the book takes into account the needs of the student in the context of the present curricula followed in various universities and English language teaching institutes. This edition therefore devotes a new chapter to Assimilation, a section to Tones in relation to Attitudes, and highlights certain important aspects of pronunciation, such as rules of word accentuation. Starting with general phonetics, the book goes on to give a brief functional account of general phonology and then a selective and yet fairly exhaustive description of the phonetics and phonology of English. It also provides a number of conversational passages in phonetic script as well as in ordinary spelling for practice in reading aloud. What sets this text apart is its novelty of approach and lucidity of treatment. English pronunciation is followed as per the "Received Pronunciation of England". This text is specially designed for postgraduate students of English, undergraduate and postgraduate students of Linguistics, and for those undergoing secondary and tertiary level teachers' training programmes in English. An alphabetical list of terms about English language teaching. This work categorises and describes terms, explains the importance of the concepts and their relevance to English language teaching. It covers grammar, lexis, phonology, discourse, methodology, theory and practice.

Language Teaching and Language Technology

Pronunciation for English as an International Language

Volume 2

Handbook of Research in Second Language Teaching and Learning

Los estudios ingleses en el umbral del tercer milenio

The book aims at introducing the language teacher in general and the teacher of English in particular to the field of linguistics that should necessarily form the basis of his own understanding of what language is and of his classroom practice generating from this knowledge. An understanding of the nature of English as a language as such because essential for the teacher as he begins evolving adequate classroom methodology, teaching techniques as well as the large variety of learning experiences that go into the making of what we call effective teaching. His own treatment of the classroom situations largely depends on these linguistic specifications that are provided to him by the linguist.

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 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 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 two volume handbook provides a comprehensive examination of policy, practice, research and theory related to English Language Teaching in international contexts. More than 70 chapters highlight the research foundation for best practices, frameworks for policy decisions, and areas of consensus and controversy in second language acquisition and pedagogy. The Handbook provides a unique resource for policy makers, educational administrators, and researchers concerned with meeting the increasing demand for effective English language teaching. It offers a strongly socio-cultural view of language learning and teaching. It is comprehensive and global in perspective with a range of fresh new voices in English language teaching research.

Introduction to English Phonetics and Phonology

A Resource Book for Students  
An International Approach  
Phonetics in English Language Teaching

*This volume is a collection of 13 chapters, each devoted to a particular issue that is crucial to our understanding of the way learners acquire, learn, and use an L2 sound system. In addition, it spans both theory and application in L2 phonology. The book is divided into three parts, with each section unified by broad thematic content: Part I, "Theoretical Issues and Frameworks in L2 Phonology," lays the groundwork for examining L2 phonological acquisition. Part II, "Second Language Speech Perception and Production," examines these two aspects of L2 speech in more detail. Finally, Part III, "Technology, Training, and Curriculum," bridges the gap between theory and practice. Each chapter examines theoretical frameworks, major research findings (both classic and recent), methodological issues and choices for conducting research in a particular area of L2 phonology, and major implications of the research findings for more general models of language acquisition and/or pedagogy.*

*Routledge English Language Introductions cover core areas of language study and are one-stop resources for students. Assuming no prior knowledge, books in the series offer an accessible overview of the subject, with activities, study questions, sample analyses, commentaries and key readings – all in the same volume. The innovative and flexible 'two-dimensional' structure is built around four sections – Introduction, Development, Exploration and Extension – which offer self-contained stages for study. Revised and updated throughout, this fourth edition of *Practical English Phonetics and Phonology*: presents the essentials of the subject and their day-to-day applications in an engaging and accessible manner; covers all the core concepts of phonetics and phonology, such as the phoneme, syllable structure, production of speech, vowel and consonant possibilities, glottal settings, stress, rhythm, intonation and the surprises of connected speech; incorporates classic readings from key names in the discipline; outlines the sound systems of six key languages from around the world (Spanish, French, Italian, German, Polish and Japanese); is accompanied by a brand-new companion website which hosts a collection of samples provided by genuine speakers of 25 accent varieties from Britain, Ireland, the USA, Canada, Australia, New Zealand, South Africa, India, Singapore and West Africa, as well as transcriptions, further study questions, answer keys, links to further reading and numerous recordings to accompany activities in the book. This edition has been completely reorganised and new features include: updated descriptions of the sounds of modern English and the adoption of the term General British (GB); considerable expansion of the treatment of intonation, including new recordings; and two new readings by David Crystal and John Wells. Written by authors who are experienced teachers and researchers, this best-selling textbook will appeal to all students of English language and linguistics and those training for a certificate in TEFL.*

*While native corpora and corpus linguistic tools and methods have been used and applied for quite some time in the development of learning and teaching materials, learner corpora are only just beginning to impact the field of language teaching, testing and assessment. This volume helps to close this still existing gap and highlights the great potential of learner corpus research for language pedagogy by presenting a selection of 11 original studies on learner corpora, conducted by established experts as well as by excellent young researchers. The papers included in the volume present new corpora and methods; studies on written as well as spoken learner corpora and on using data-driven learning scenarios in the classroom. All papers include sections on practical and concrete language-pedagogical applications. This volume will be of significant interest to researchers working in corpus linguistics, learner corpus research, second language acquisition and English for Academic and Specific Purposes, as well to language teachers and materials developers.*

*This volume is a collection of 13 chapters, each devoted to a particular issue that is crucial to our understanding of the way learners acquire, learn, and use an L2 sound system. In addition, it spans both theory and application in L2 phonology. The book is divided into three parts, with each section unified by broad thematic content: Part I, "Theoretical Issues and Frameworks in L2 Phonology," lays the groundwork for examining L2 phonological acquisition. Part II, "Second Language Speech Perception and Production," examines these two aspects of L2 speech in more detail. Finally, Part III, "Technology, Training, and Curriculum," bridges the gap between theory and practice. Each chapter examines theoretical frameworks, major research findings (both classic and recent), methodological issues and choices for conducting research in a particular area of L2 phonology, and major implications of the research findings for more general models of language acquisition and/or pedagogy.*

*The Routledge Handbook of Spanish Language Teaching*  
*Phonological Templates in Development*  
*How To Teach Pronunciation (With Cd)*

*Investigating English Pronunciation*

*Teaching Pronunciation*

**This text assesses the importance of language technology to increasingly popular computer-assisted language learning work. The book contains writings on pronunciation, vocabulary, grammar, reading, writing, testing, distance learning and user studies.**

**This accessible textbook is the only introduction to linguistics in which each chapter is written by an expert who teaches courses on that topic, ensuring balanced and uniformly excellent coverage of the full range of modern linguistics.**

**Assuming no prior knowledge the text offers a clear introduction to the traditional topics of structural linguistics (theories of sound, form, meaning, and language change), and in addition provides full coverage of contextual linguistics, including separate chapters on discourse, dialect variation, language and culture, and the politics of language. There are also up-to-date separate chapters on language and the brain, computational linguistics, writing, child language acquisition, and second-language learning. The breadth of the textbook makes it ideal for introductory courses on language and linguistics offered by departments of English, sociology, anthropology, and communications, as well as by linguistics departments.**

**Phonology for Listening brings listening in English Language Teaching into the 21st century. Learners have problems decoding fast spontaneous speech, and Phonology for Listening - using many recorded examples - provides teachers of English with new concepts, fresh thinking and innovative practical ideas to help students decode the realities of spontaneous speech. It is written for teachers of English worldwide. There are four parts, each with five chapters. The window on speech framework introduces the framework which is used for the analysis and presentation of recorded examples and for teaching listening. Describing spontaneous speech examines what happens to words when they are subjected to the speeds, rhythms and stresses of spontaneous speech. Accents identity and emotion in speech describes accents of Britain and Ireland, North America and of Global English. Identity, prejudice and emotion are also covered. Teaching listening describes practical activities - both low-tech and hi-tech - for improving the teaching of listening in the classroom. Updated and corrected, December 2013 Soundfiles are available for download from the Speech in Action website at [www.speechinaction.com](http://www.speechinaction.com)**

**The Routledge Handbook of Spanish Language Teaching: metodologías, contextos y recursos para la enseñanza del español L2, provides a comprehensive, state-of-the-art account of the main methodologies, contexts and resources in Spanish Language Teaching (SLT), a field that has experienced significant growth world-wide in recent decades and has consolidated as an autonomous discipline within Applied Linguistics. Written entirely in Spanish, the volume is the first handbook on Spanish Language Teaching to connect theories on language teaching with methodological and practical aspects from an international perspective. It brings together the most recent research and offers a broad, multifaceted view of the discipline. Features include: Forty-four chapters offering an interdisciplinary overview of SLT written by over sixty renowned experts from around the world; Five broad sections that combine theoretical and practical components: Methodology; Language Skills; Formal and Grammatical Aspects; Sociocultural Aspects; and Tools and Resources; In-depth reflections on the practical aspects of Hispanic Linguistics and Spanish Language Teaching to further engage with new theoretical ideas and to understand how to tackle classroom-related matters; A consistent inner structure for each chapter with theoretical aspects, methodological guidelines, practical considerations, and valuable references for further reading; An array of teaching techniques, reflection questions, language samples, design of activities, and methodological guidelines throughout the volume. The Routledge Handbook of Spanish Language Teaching contributes to enriching the field by being an essential reference work and study material for specialists, researchers, language practitioners, and current and future educators. The book will be equally useful for people interested in curriculum design and graduate students willing to acquire a complete and up-to-date view of the field with immediate applicability to the teaching of the language.**

**Listening and Pronunciation for Advanced Learners of English**

**Trends and Directions**

**A COURSE IN PHONETICS AND SPOKEN ENGLISH**

**Learner Corpora and Language Teaching**

**International Handbook of English Language Teaching**

*This volume explores the elusive subject of English prosody—the stress, rhythm and intonation of the language—, and its relevance for English language teaching. Its sharp focus will be especially welcomed by teachers of English to non-native speakers, but also by scholars and researchers interested in Applied Linguistics. The book examines key issues in the development of prosody and delves into the role of intonation in the construction of meaning. The contributions tackle difficult areas of intonation for language learners, providing a theoretical analysis of each stumbling block as well as a practical explanation for teachers and teacher trainers. The numerous issues dealt with in the book include stress and rhythm; tone units and information structure; intonation and pragmatic meaning; tonicity and markedness, etc... The authors have deployed speech analysis software to illustrate their examples as well as to encourage readers to carry out their own computerized prosodic analyses.*

*As the English language has spread around the globe and the English teaching industry has expanded, so interest in the theory behind the methods of teaching and curiosity regarding innovative classroom techniques have also grown. Recently, advances in technology have had a major impact on the way teachers at all levels work, as has the greater interest in the learner as an individual. This book provides detailed insight into both of these forces. Contemporary English Language Teaching and Research will appeal both to researchers in the field, since it contains a number of new and exciting studies, as well as reflections on the research process itself, and to language teachers, both those practising and those in training, who wish to keep abreast of the latest developments in teaching techniques and understanding of learners. The book provides a snapshot of today's research environment in the field of teaching and learning English as a foreign language. It brings together work from established academics and young researchers, with a wide variety of classroom teaching experience, and an equally wide range of perspectives and priorities.*

*"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.

This volume is a comprehensive collection of critical essays on *The Taming of the Shrew*, and includes extensive discussions of the play's various printed versions and its theatrical productions. Aspinall has included only those essays that offer the most influential and controversial arguments surrounding the play. The issues discussed include gender, authority, female autonomy and unruliness, courtship and marriage, language and speech, and performance and theatricality.

Practical English Phonetics and Phonology

Language Teaching and Language Use in Non-Native Settings

Applied English Phonology

English Phonetics and Phonology Paperback with Audio CDs (2)

A Dictionary of Terms and Concepts Used in English Language Teaching

**This landmark volume provides a broad-based, comprehensive, state-of-the-art overview of current knowledge and research into second language teaching and learning. All authors are leading authorities in their areas of expertise. The chapters, all completely new for Volume 2, are organized in eight thematic sections: Social Contexts in Research on Second Language Teaching and Learning Second Language Research Methods Second Language Research and Applied Linguistics Research in Second Language Processes and Development Methods and Instruction in Second Language Teaching Second Language Assessment Ideology, Identity, Culture, and Critical Pedagogy in Second Language Teaching and Learning Language Planning and Policy. Changes in Volume 2: captures new and ongoing developments, research, and trends in the field surveys prominent areas of research that were not covered in Volume 1 includes new authors from Asia, Australia, Europe, and North America to broaden the Handbook's international scope. Volume 2 is an essential resource for researchers, faculty, teachers, and students in MA-TESL and applied linguistics programs, as well as curriculum and material developers.**

**This comprehensive textbook provides a practical introduction to English phonetics and phonology. Assuming no prior background, the author outlines all of the core concepts and methods of phonetics and phonology and presents the basic facts in a clear and straightforward manner. In sections marked as advanced reading it is shown how these concepts and methods are applied in language acquisition and language teaching. The textbook contains exercises, an index, suggestions for further reading and many audio examples on the accompanying CD-ROM. An essential text for students embarking on the study of English sounds at B.A. level and beyond.**

**Providing a broad overview and packed with examples, A COURSE IN PHONETICS, 7e remains the ideal introduction to phonetics-no previous knowledge required! With its reader-friendly writing style, the book introduces concepts of speech production, describes speech in acoustic terms, and teaches practical phonetic skills, including IPA transcription. In addition, expanded sections on acoustic phonetics and speech motor control help readers use tools for digital inspection and manipulation of speech.**

**Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.**

**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.**

An A-Z of ELT

Linguistics for the Teacher

Streaming Speech

English Phonology and Pronunciation Teaching

## **A Reference for Teachers of English to Speakers of Other Languages**

*This book is meant to help teachers of English give speakers of other languages the basic information and tools they need to help their students master the phonological system of English and overcome some of the more serious problems they face in doing so. The elements emphasized are those that contribute to more effective classroom practices. More specifically, teachers of English as a second or foreign language will find this book of value to them in a number of ways: as a tool to sharpen their own ears to hear some sounds that they might not have heard or been aware of before; as a tool to help them pronounce English sounds more intelligibly and accurately; as a resource on the phonological system of English; as a contributing factor to more effective linguistic pedagogy in the classroom; and as a way of developing a more wholesome attitude towards language, all aspects of language teaching and learning in general, and toward pronunciation in particular. A glossary of technical terms and a list of study questions are included.*

*A complete basic course in English phonetics and phonology which combines academic material with practical exercises, both written and recorded. Since the publication of the first edition in 1983, this course has established itself as the most practical, comprehensive text in the field and become widely used in many parts of the world in universities and other institutions of higher education. It is used by both native and non-native speakers alike, and is suitable for those training to teach English as well as those studying the language at an advanced level. This new edition takes into account recent developments in the teaching of phonology. It includes updated references, fuller coverage of intonation, and a new chapter on different varieties of English with illustrative recorded material. English Phonetics and Phonology bridges the gap between simple pronunciation handbooks and technical phonetics and phonology textbooks. It presents the basic factual material and crucial theoretical issues in a practical and readable way. At the end of each chapter there are notes giving information on further reading, discussion of the more challenging issues, written exercises and, where appropriate, suggestions for teachers. In addition the audio CDs include recorded exercises for every chapter which are particularly helpful for non-native speakers. A full answer key is available at the back of the book. Additional exercises and other supporting material are available online.*

*Phonology in English Language Teaching is an introductory text, specifically directed at the needs of language teachers internationally. Combining an overview of English phonology with structured practical guidance, this text shows how phonology can be applied in the classroom. An introductory chapter provides the philosophical framework, followed by separate chapters on the phonology of consonants, vowels and prosody. As well as presenting core material on English phonology, the book explores the relationship of orthography to the English sound system from a historical and a present-day perspective. The final chapter focuses on lesson design and provides practical advice to teachers on diagnosing and responding to students' pronunciation difficulties. As central themes, the book examines English seen from the perspective of international usage and considers the relationship of phonology to communication and the broader language curriculum. Consistent with its practical and communicative orientation each chapter concludes with pedagogical exercises and ideas for classroom and community research projects.*

*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.*

*A Practical Course*

*A Practical Guide for English Language Teachers*

*English Pronunciation Teaching and Research*

*The Handbook of English Pronunciation*

*The Phonology of English as an International Language*