

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

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.

This best-selling dictionary is now in its 4th edition. Specifically written for students of language teaching and applied linguistics, it has become an indispensable

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resource for those engaged in courses in TEFL, TESOL, applied linguistics and introductory courses in general linguistics. Fully revised, this new edition includes over 350 new entries. Previous definitions have been revised or replaced in order to make this the most up-to-date and comprehensive dictionary available. Providing straightforward and accessible explanations of difficult terms and ideas in applied linguistics, this dictionary offers: Nearly 3000 detailed entries, from subject areas such as teaching methodology, curriculum development, sociolinguistics, syntax and phonetics. Clear and accurate definitions which assume no prior knowledge of the subject matter helpful diagrams and tables cross references throughout, linking related subject areas for ease of reference, and helping to broaden students' knowledge The Dictionary of Language Teaching and Applied Linguistics is the definitive resource for students. Nvention Of New Classroom Practices And Innovative Approaches To Designing Language Programmes And Materials Reflect A Commitment To Finding More Efficient And More Effective Ways Of Teaching Languages. The Classroom Teacher Has A Wider Variety Of Methodological Options To Choose From Than Ever Before. They Can Choose Methods And Materials According To The Needs Of The Learners, The Preferences Of Teachers And The Constrains Of Their Institution Or Educational Setting. Though Technology Can Play A Dominant Role In English Language Teaching (Elt) In The Contemporary Society, The Need For Developing The Four Basic Language Skills In Elt Classrooms Still Prevails. The Perspicacious Papers

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Presented In This Volume Provide An Insight Into The Deeper Understanding Of The Various Issues Involved In Teaching English At The University Level. These Papers Cover A Broad Spectrum Of Topics Under Elt Ranging From Theoretical Aspects Such As Form And Function In Language Learning To The Most Useful Practical Aspects Such As Communicative Language Teaching In A Multimedia Language Laboratory. Both The Teachers And The Researchers May Find This Volume On Elt Extremely Useful In Identifying, Appreciating And Comprehending The Nuances Of English Language Teaching.

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 they 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

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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.

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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

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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.

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Developing the ability to speak in a foreign language is an arduous task. This is because it involves the mastery of different language subsystems, simultaneous focus on comprehension and production, and the impact of a range of social factors. This challenge is further compounded in situations in which learners have limited access to the target language. Thus, there is a need to explore issues related to teaching, learning and testing speaking with a view to translating the guidelines based on theoretical positions and research findings into feasible and context-specific pedagogical recommendations. This is the rationale behind this book, which considers speaking from leading theoretical perspectives, investigates individual variables which affect its development, and reports the results of studies focusing on different aspects of its instructed acquisition. *Advancing English Language Education* Edited by Wafa Zoghbor & Thomai Alexiou This volume contains a selection of nineteen articles that focus on skills and strategies for advancing English language teacher education in several contexts where English is taught to speakers of other language. The volume focuses on the teachers and learners as the prime participants in the learning process. The papers selected for inclusion represent the diverse

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backgrounds, experiences, and research interests of EFL educators and showcase contribution that document theory, research and pedagogy. The volume comprises six sections: Teacher Education and Professional Development; Young Learners; Testing and Assessment; Teaching of Writing Skills; Context-Specific Issues in EFL; Teaching, Learning, and Pedagogy Contributors: Alessandro Ursic, Alison Larkin Koushki, Athanasios Karasimos, Daria Grits, David Rear, Irshat Madyarov, Ivan Ivanov, James Milton, Laila Khalil, Larysa Nikolayeva, Mariam Al Nasser, Marianthi Serafeim, Marielle Risse, Marta Tryzna, Mher Davtyan, Michael M. Parrish, Nikita Berezin, Nour Al Okla, Peter Davidson, Richard D. Miller, Syuzanna Torosyan, Talin Grigorian, Thomai Alexiou, Wafa Zoghbor, Zainab Rashed Aldhanhani

A Handbook on Introduction to Phonetics & Phonology is meant for Semitic language users to overcome their language difficulties such as with pronunciation and facilitates better understanding. The book tries to discuss the differences and similarities between languages to help the students overcome the pronunciation and other linguistics problems. The comparative study of Arabic and English phonetics and phonology improves the students' skill set and helps them use the English language effectively.

This volume includes eleven chapters written by well-

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known specialists in foreign language teaching and interlanguage pragmatics: K. Bardovi-Harlig, D. Boxer, C. Clennell and S. Nichols, A. Cohen, M. A. Dufon, J. House, H. Kobayashi and C. Rinnert, A.J. Meier, M. P. Safont, P. Salazar, and A. Trosborg. The authors bring together both theoretical and empirical studies dealing with pragmatic competence and its teachability: they review the latest studies carried out in the field, examine issues of developmental pragmatics in the classroom, describe various projects and analyses of different pragmatic aspects, provide evidence of the benefits of explicit teaching of pragmatics, and suggest interesting activities to develop learners' pragmatic knowledge.

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.

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

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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

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-the-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.

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A new edition of the popular introductory text on the phonological structure of present-day English. A clear and accessible introductory text on the phonological structure of the English language, English Phonetics and Phonology is an ideal text for those with no prior knowledge of the subject. This market-leading textbook teaches undergraduate students and non-native English speakers the fundamentals of articulatory phonetics and phonology in an engaging, easy-to-understand style. Rigorously expanded to include new materials on first and second language acquisition of English phonetics and phonology, this third edition, English Phonetics and Phonology boasts two new chapters on first-language and second-language acquisition of English phonetics and phonology. By introducing topics such as the mental lexicon and the emergence of phonological rules and representations, and graphophonemic problems in L2 acquisition, these two new chapters have been added to afford greater flexibility for teachers and increased support for non-native English speakers. Expanded website content includes exercise-linked sound files. Based on the author's 34 years of teaching English Phonetics and Phonology in the UK and France Includes coverage of various accents in English and second-language acquisition Hugely successful textbook for the introductory Phonetics course, now in its third edition References and

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exercises across all chapters to guide students throughout the work Provides access to companion website for additional learning tools, sound files, and instructor resources English Phonetics and Phonology is an indispensable resource for undergraduate students in courses on Phonetics and Phonology with no prior knowledge of theoretical linguistics and non-native English speakers alike. 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,

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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 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.

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

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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.

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

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and learning for any individual involved in teaching English as a second, foreign or international language. Recent Research in Second Language Phonetics/Phonology: Perception and Production reports the findings of seventeen interphonology studies on perception/production of sounds by different first language speakers. All the papers describe careful empirical research, and as such will be of great interest to anyone working, or intending to work, in the specific field of second language phonological acquisition. However, given that speech production and perception are highly complex skills, the research findings in this volume will also be relevant to those with a broader interest in language learning or cognition in general. 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.

Volume III of the Handbook of Research in Second Language Teaching and Learning, like Volumes I and II, is a comprehensive, state-of-the-art overview of current research into social contexts of second language (L2)/foreign language (FL) teaching and learning; language policy; curriculum; types of instruction; incremental language skills such as listening, speaking, reading, writing, vocabulary, and grammar; international communication; pragmatics; assessment and testing. It differs from earlier volumes in its main purpose—to provide a more in-depth discussion and detailed focus on

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the development of the essential language skills required for any type of communication: speaking, listening, reading, vocabulary, grammar, and writing. Volume III preserves continuity with previous volumes in its coverage of all the classical areas of research in L2/FL teaching and learning and applied linguistics, but rather than offering a historical review of disciplinary traditions, it explores innovations and new directions of research, acknowledges the enormous complexity of teaching and learning the essential language abilities, and offers a diversity of perspectives. Chapter authors are all leading authorities in their disciplinary areas. What's new in Volume III? Updates the prominent areas of research, including the sub-disciplines addressed in Volumes I and II, and represents the disciplinary mainstays Considers and discusses perspectives held by different schools of thought on the what, the how, and the why of teaching foundational language skills, including theories, pedagogical principles, and their implementation in practice Captures new and ongoing developments and trends in the key areas of L2/FL teaching and learning, and innovative research topics that have gained substantial recognition in current publications, including the role of corpora, technology, and digital literacy in L2/FL teaching and learning Examines new trends in language pedagogy and research, such as an increased societal emphasis on teaching academic language for schooling, somewhat contradictory definitions of literacy, and the growing needs for instruction in intercultural communication.

This much improved revised edition of the book takes

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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.

The focus of this volume in our ongoing series has shifted from the technological advances that were the topic of numerous papers in the previous book to more rigorous and empirical research, especially in the linguistics and methodology section. While the former is represented by the majority of papers, methodology still manages to surprise with new findings in often-overlooked areas, such as how to address students with impairments in English Language Teaching (ELT), the use of gesture, and the development of Massive Open Online Courses (MOOCs). The linguistics section starts

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out with a look at academic English as a lingua franca (ELF) practices, native and non-native English varieties and ELT, pragmatic markers and hedging, and corpora. The compact literary section correlates with the diversity inherent in the field and concerns ethnic writing, indigenous storytelling, animality and elaborations on postmodernist fiction. As such, this collection of research papers will bring topics and approaches to the attention of a wide spectrum of practitioners as both an impetus and inspiration.

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

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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.

Is that really how people say that? What a fascinating sound!

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 book aims at introducing the language teacher in general and the teacher of English in particular to the

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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 specification that are provided to him by the linguist. This dissertation, "The Role of Phonology in English Vocabulary Learning by Chinese Tertiary Students in Hong Kong" by Margaret Monica, Hill, was obtained from The University of Hong Kong (Pokfulam, Hong Kong) and is being sold pursuant to Creative Commons: Attribution 3.0 Hong Kong License. The content of this dissertation has not been altered in any way. We have altered the formatting in order to facilitate the ease of printing and reading of the dissertation. All rights not granted by the above license are retained by the author. DOI: 10.5353/th_b3123696 Subjects: Vocabulary - Study and teaching (Higher) - China - Hong Kong English language - Phonology - Study and teaching (Higher) - China - Hong Kong

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

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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.

The interaction between the global and the local has inspired inquiry into the multifarious manifestations of English nowadays, stimulating scholarly research into its diverse linguistic, cultural, and pedagogical landscapes. Drawing together various strands of the 'Global English' debate, the papers in this book question and expand on the interaction between Global English and local contexts in the Alpine-Adriatic region, and examine the complexities from different, yet complementary, perspectives: the cultural, the methodological (ELT), the translational, and the linguistic. (Series: Linguistik und Sprachvermittlung - Vol. 4)

The Sounds of Language is an introductory guide to the linguistic study of speech sounds, which provides uniquely balanced coverage of both phonology and phonetics. Features exercises and problem sets, as well as supporting online resources at

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www.wiley.com/go/zsiga, including additional discussion questions and exercises, as well as links to further resources such as sound files, video files, and useful websites Creates opportunities for students to practice data analysis and hypothesis testing Integrates data on sociolinguistic variation, first language acquisition, and second language learning Explores diverse topics ranging from the practical, such as how to make good digital recordings, make a palatogram, solve a phoneme/allophone problem, or read a spectrogram; to the theoretical, including the role of markedness in linguistic theory, the necessity of abstraction, features and formal notation, issues in speech perception as distinct from hearing, and modelling sociolinguistic and other variations Organized specifically to fit the needs of undergraduate students of phonetics and phonology, and is structured in a way which enables instructors to use the text both for a single semester phonetics and phonology course or for a two-course sequence

Phonology in English Language Teaching An International Approach Routledge

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

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and global in perspective with a range of fresh new voices in English language teaching research.

"Applied English Phonology" responds to the need for a practical and accessible source on applied phonology for students from applied linguistics, TESOL, and speech pathology programs. It does so by covering the fundamental aspects of the English sound system, including basic phonetic elements, phonemics, allophonic rules of English consonants and vowels, phonotactics, and stress and intonation. This new edition has been thoroughly revised and extended and now includes numerous sound files for transcription practice, new exercises, explanations of sociophonetic variation, and systematic and expanded coverage of regional vowel shifts in the United States. It also includes entirely new sections on the role of Optimality Theory and perception in second language phonology. All chapters include extensive and updated exercises to aid students in both their grasp of the subject and their effective assimilation of material. The Instructor's Manual and sound files are available at www.wiley.com/go/yavas.

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

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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

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