Pronunciation Problems A Case Study Of English Language

This is the third book in the series "Children's Speech and Literacy Difficulties" and is based on research and practice with school-age children with persisting speech and associated difficulties. It focuses on the psycholinguistic nature of their difficulties, how to design intervention programmes, and how intervention outcomes might be measured. It will serve as a practical handbook and will contain usefuls word lists, tips and photocopiable sheets in the appendix. Each chapter will summarise recent research findings and close with a bulleted summary of the main points in the chapter. Provides an explanation of the psycholinguistic approach and how to implement it, and integrate it with other approaches. Includes case studies

This book, based on my doctoral work, makes a modest attempt to study the processes and the problems involved in translating these texts mainly with regard to the all important task of achieving communicative and/or semantic equivalence proposed by Peter Newmark.

Academic Paper from the year 2019 in the subject English - Pedagogy, Didactics, Literature Studies, course: Phonetics, language: English, abstract: The purpose of this paper is to highlight the background fundamental of the errors, and the studies conducted in the field of error analysis and to explore the pronunciation errors which made by the third semester students of Languages and Translation Faculty, at Misrata in terms of consonants, vowels, and diphthongs and find out the reason of the students pronouncing the words in such a way. It also tries to help teachers and learners of English as a foreign language, to know about the most common errors made by the learners of English as a foreign language, and some very important issues of understanding the importance of correcting error in the process of acquiring a second language. The paper also deals with the number of errors that must be corrected, and at what stages the teacher must correct them and how the teacher can correct the error of the learner without frustration. To achieve these elements the third-semester students of English and Translation department at Languages and Translation Faculty of Misrata University were interviewed, and given a number of English words, to explore their correct, and incorrect pronunciation. Those errors, are analyzed. Data was collected and analyzed with the guidance of phonemic transcription in the Cambridge English Pronouncing Dictionary.

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 to successful 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 teaching. It offers a wealth of new theoretical ideas and practical solutions to various phonodidactic problems that arise in EFL contexts, approaching pronunciation instruction from global and local perspectives and supporting its theoretical claims with extensive empirical evidence. It will be of interest to EFL teachers and teacher trainers, pronunciation specialists and students of applied linguistics.

The book discusses various arguments for and against Critical Period Hypothesis for the acquisition of foreign language native-like pronunciation. The research described in the book encompassed adult learners of English and Polish, some of whom mastered the pronunciation in such a way that they managed to pass off as native speakers of the target language. Various factors were examined in order to show their contribution to the ultimate success of the learners such as a learning setting, a length in learning and a training in foreign language phonology/phonetics.

A unique and accessible introduction to the field of phonetics through real-life applications and practical examples The dynamic field of phonetics, the science of the structure and function of human speech, has seen exciting technological innovations and new applications in recent years. Applying Phonetics introduces students to the field through a unique exploratory approach that highlights practical applications and focuses on the diverse ways in which the speech sciences influence daily life. Requiring no prior knowledge of linguistics, this accessible, student-friendly textbook introduces the key concepts in phonetics and explains their relevance to contemporary applications. Even students who have completed introductory linguistics courses will discover plenty of new material in this volume. Rather than immediately delving into complex theoretical information, the text presents a brief overview of basic concepts and then uses applications—speech synthesis, forensic speech science, language teaching—to explain the details. This unique approach increases student interest and comprehension, clearly demonstrating how speech science is beneficial to society. Engaging, easily-relatable topics include speech anatomy and physiology, the nature of normal and disordered speech development, the origins of speech, and speech applications in forensics, music, drama, film, and business. Written by a respected expert with over 25 years' experience teaching linguistics and phonetics, this textbook Explores the wide-ranging applications of phonetics areas such as accessibility, computer speech, education, the fine arts, and business Demonstrates how practical problems have been addressed through phonetics, such as the use of speech analysis for forensic purposes Presents real-life case studies that illustrate fundamental phonetics concepts Includes exercises and activities, discussion questions, an extensive glossary, further readings, and a companion website Applying Phonetics: Speech Science in Everyday Life is an ideal text for undergraduate students with no prior knowledge of linguistics, as well as those needing to expand their knowledge of phonetic principles. It will appeal to students in education, computer science, cognitive science, biology, psychology, business, and music.

In der Reihe Lexicographica. Series Maior erscheinen schwerpunktmäßig Monographien und Sammelbände zur Lexikographie und Metalexikographie. Darüber hinaus werden

Arbeiten aus dem weiteren Bereich der Lexikologie aufgenommen, sofern sie Ansätze bieten, die einen Beitrag zum Ausbau der theoretischen, methodischen und empirischen Grundlagen von Lexikographie und Metalexikographie leisten. In den seit 1984 erschienenen knapp 150 Bänden spiegeln sich anschaulich die Schwerpunkte und Entwicklungstendenzen der einschlägigen Forschung. Das Spektrum der behandelten Themen reicht von Problemen der Mikro- und Makrostruktur über typologische und wissenschaftsgeschichtliche Aspekte bis hin zur anwendungsorientierten lexikographischen Dokumentation.

* Examines how language works, accounting for its nature, its use, its study and its history * Two comprehensive indexes of Topics and Technical Terms, and Names * Carefully illustrated to explain key points in the text `This rich repository of information on all aspects of language is a must for all libraries in higher education, schools and larger public libraries.' - Library Review `Each article has an excellent bibliography. In addition, there are comprehensive indexes of topics and technical terms and names. Highly recommended for all college and general public libraries.' - Choice `This important book is in many ways a state-of-the -art survey of current conceptions of, and approaches to, language, with generous references to more detailed sources. Each chapter has a good bibliography.' - Language International `A comprehensive guide ... with very thorough bibliographies ... Collinge's Encyclopedia is recommended to academic libraries.' - Reference Reviews `The bibliographies are an invaluable aid ... the editor is to be congratulated for having done an excellent job ... there are virtually no areas of language and linguistics that do not get a look in somewhere, and there is good signposting in the text itself.' - Nigel Vincent, Times Higher Education Supplement

This book provides an overview of topics related to the language learning processes of learners with special needs including students with learning disabilities as well as Deaf language learners and methods of teaching foreign languages to them. The chapters written by authors in a wide variety of educational settings discuss individual learner characteristics and profiles, diagnosis and assessment issues and instructional programs.

Prepare your students for clinical interactions with this one-of-a-kind guide! Special education and speech/language therapy students need to know how to apply their knowledge in practical settings to effectively prepare for and practice in their future careers as professionals. The use of case studies in this text will allow students to discuss and apply their knowledge in controlled settings to prepare them for real-life clinical applications. The problem-based instruction format is the best method for building students' knowledge while enhancing critical thinking skills in preliminary application situations. This book provides informational chapters containing overview information related to speech and language development and speech and language disorders followed by transcribed real-life case studies of both typical and atypical speech and language development. When possible, the companion audio or visual recordings provide additional information to the transcribed examples. By reading transcribed conversations of students at various ages, readers will be able to identify components of language development as well as intricate issues that may arise when a disorder is present. Every student should have this book!

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

This much-needed text provides a coherent and strategic approach to teacher development

Each chapter represents a personal account of a reading disorder through which details of the features of the disorder, methods used for testing, and theoretical accounts are illustrated. Controversies are explained, theories evaluated and anomalies pointed out. From this emerges a picture of the central properties of each disorder and the contribution of each to our understanding of the reading system as a whole. However, the picture is not complete: loose threads tantalise, some findings are hard to explain, and some newly controversial theories are put forward. The intention is to provide information that will help to equip the reader with the knowledge and expertise necessary to take the study of these reading disorders forward.

Multidisciplinary Academic Conference on Education, Teaching and Learning, Czech Republic, Prague (MAC-ETL 2020) Multidisciplinary Academic Conference on Management, Marketing and Economics, Czech Republic, Prague (MAC-MME 2020) Saturday - Sunday, December 5 - 6, 2020

This is a collection of 48 highly useful case studies of children and adults with communication disorders.

Traditional dialects have been encroached upon by the increasing mobility of their speakers and by the onslaught of national languages in education and mass media. Typically, older dialects are "leveling" to become more like national languages. This is regrettable when the last articulate traces of a culture are lost, but it also promotes a complex dynamics of interaction as speakers shift from dialect to standard and to intermediate compromises between the two in their forms of speech. Varieties of speech thus live on in modern communities, where they still function to mark provenance, but increasingly cultural and social provenance as opposed to pure geography. They arise at times from the need to function throughout the different groups in society, but they also may have roots in immigrants' speech, and just as certainly from the ineluctable dynamics of groups wishing to express their identity to themselves and to the world. The future of dialects is a selection of the papers presented at Methods in Dialectology XV, held in Groningen, the

Netherlands, 11-15 August 2014. While the focus is on methodology, the volume also includes specialized studies on varieties of Catalan, Breton, Croatian, (Belgian) Dutch, English (in the US, the UK and in Japan), German (including Swiss German), Italian (including Tyrolean Italian), Japanese, and Spanish as well as on heritage languages in Canada.

Online learning has altered music education remarkable in the last decade. Large and increasing amount of music performing learners participate in online music learning courses due to the easy-accessibility and boundless of time-space constraints. Singing can be considered the most basic form of music performing. Automatic singing voice assessment, as an important task in Music Information Retrieval (MIR), aims to extract musically meaningful information and measure the quality of learners' singing voice. Singing correctness and quality is culture-specific and its assessment requires culture-aware methodologies. Jingju (also known as Beijing opera) music is one of the representative music traditions in China and has spread to many places in the world where there are Chinese communities. Our goal is to tackle unexplored automatic singing voice pronunciation assessment problems in jingju music, to make the current eurogeneric assessment approaches more culture-aware, and in return, to develop new assessment approaches which can be generalized to other musical traditions.

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.

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 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.

Numeracy is a core subject in schools, and this book will provide those supporting children in this subject area with tried and tested strategies for working with students, as well as the tools to improve their own subject knowledge. Advice is given on how to: " provide an overview of key maths topics; " introduce students to key issues surrounding the teaching of numeracy; " support learners who find it difficult to understand concepts, and stretch those who have grasped them easily; " show how numeracy links with other areas of the curriculum, and with everyday life. Each chapter covers a different aspect of mathematics, highlighting key teaching points and common misconceptions. Case studies from teaching assistants bring the topics alive, and there are tasks for the reader to try out, which will them develop their own understanding. This book is essential reading for all teaching assistants and support staff in early years and primary settings. It is particularly useful for those studying for a Foundation Degree.

The essential, up-to-date guide for helping children with language and listening problems Does your child have trouble getting the right words out, following directions, or being understood? In this revised new edition of Childhood Speech, Language, and Listening Problems, speech-language pathologist Patricia Hamaguchi-who has been helping children overcome problems like these for more than thirty years-answers your questions to help you determine what's best for your child. This newest edition: * Expands on speech and articulation issues affecting toddlers * Includes a new chapter on socially "quirky" children Explains how to get the right help for your child, including when to wait before seeking help, how to find the right specialist, and how the problem may affect your child academically, socially, and at home Covers major revisions in educational laws and programs and insurance coverage as well as current information on new interventions and cutting-edge research in the field Updates information on autism spectrum disorders, neurobiological disorders, and auditory processing disorders "Provides valuable information for parents of children with speech, language, and listening problems."-Sandra C. Holley, Ph.D., Former President, American Speech-Language-Hearing Association (on the Second Edition) More than 1.1 million children receive special education services each year to address speech and language problems, and many others struggle with language and listening to some degree. If your child is one of them, this book gives you the crucial and up-to-date guidance you need to help him or her both in school and at home.

English Pronunciation Problems of Francophone CameroniansA Case Study of the Vowel SystemChildhood Speech, Language, and Listening ProblemsJohn Wiley & Sons

`Extremely comprehensive and well written in terms of style – accessible to the reader, but intelligent and expressing some fairly subtle concepts. Would that more ELT

practitioners could do the same!... Certainly a good read for those thinking about and also those engaged in initial training – or even post initial training stage' - Jenny Pugsley, Head of TESOL, Trinity College London 'It's essential reading whether you are simply curious about what is involved in training in ELT, need advice on choosing the right course, have already enrolled and want to make the most of your course, or are a new teacher just starting out. It's a book I wish I'd had when I was starting out in my ELT career, and that I wish had been available to many of the course participants I have tutored' - Lyn Strutt, ELT author and Chair of the British Council Families Association Each year, thousands of people all over the world take one of the hundreds of available short pre-service courses that lead to the award of a certificate in English Language Teaching (ELT) or Teaching English to Speakers of Other Languages (TESOL). Caroline Brandt's book is an invaluable guide to anyone thinking of enrolling on one of these courses. With a clear and concise structure that follows your general interest in TESOL right through to the intricacies of the course itself, it can be used from initial research stages to final qualifications, and beyond. Brandt's decades of experience in this field across the globe shine through. Chapters include: -introducing English Language Teaching -becoming qualified -knowing your certificate course -getting started -learning -working together -being qualified. Throughout the book there are snapshots of students' experiences in their own words, and summaries of key points for you to take with you - whether into the next stage of learning or the next day's teaching. The chapters are stand alone resources as well as the building blocks to becoming a fully-qualified English Language teacher. The book is supported by a companion website, which provides quizzes to test understanding of each chapter, lesson plan proformas, a full glossary and annotated website links.

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.

This book provides a systematic study of sociolinguistic variation in seventeenth-century France. Drawing on a range of case studies, Wendy Ayres-Bennett makes available data about linguistic variation in this period, showing the wealth and variety of language usage at a time that is considered to be the most 'standardising' in the history of French. Variation is analysed in terms of the speaker's 'pre-verbal constitution' - such as gender, age and socio-economic status - or by the medium, register or genre used. As well as examining linguistic variation itself, the book also considers the fundamental methodological issues that are central to all socio-historical linguistic accounts and, more importantly, addresses the question of what the appropriate sources are for linguists taking a socio-historical approach. In each chapter, the case studies present a range of phonological, morphological, syntactic and lexical issues, which pose different methodological questions for sociolinguists and historical linguists alike.

Presents a comprehensive view of management and leadership in language programs as situated in a complex, globalized context with rapidly changing characteristics. This book offers case studies and overviews of 'nuts and bolts' issues of administration such as financial, data, and people management, as well as suggestions for further research.

"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.

Statements like "Ich kann doch nicht shufflen!" or other language mixings belong to the everyday life of bilingual children. This book deals exactly with this topic and contains a case study about English-German bilinguals having lived in Great Britain and the U.S. and now growing up in Germany. Thereby, the study is based on the current theory of bilingualism. The study was conducted with a family living in Germany whereby the children were 8, 10 and 12 years old. They were studied for 2 weeks in their everyday lives, and the results should be of interest for all kinds of readers who are interested in languages and their acquisition or who are personally involved in bilingualism. In chapter 1, the term 'bilingualism' is described briefly, the reasons for the chosen topic are portrayed, and the family of the case study and their special situation is introduced. In the next chapter, a general overview about the theoretical background of bilingualism is given. Important sub items of this chapter are the current status of research, the ways in which bilinguals can be categorized, the 'one person – one language principle' and interferences and code-mixing as important components of bilingualism. In chapter 3, the case study itself is presented. Here, the aims, methodology and materials of the study are described. Subsequently, the results of the case study are brought into relation with the

underlying linguistic theory. At the end of the book, the findings of the study are summarized, and further, the consequences for the three children's language acquisition processes are drawn.

With the unrelenting spread of globalization, the English language has been firmly established as the Lingua Franca. Now more than ever, the importance of learning English is paramount within nearly all professional and educational sectors. English for Specific Purposes (ESP) has long been accepted as an effective method for teaching English as a foreign language. In recent years, it has experienced an increasing presence in secondary and tertiary education across the globe. This is predominantly due to its learner-centered approach that focuses on developing linguistic competence in the student's specific discipline, may that be academics, business or tourism, for example. Positioning English for Specific Purposes in an English Language Teaching Context attempts to present and define the relevance and scope of ESP within English Language teaching. From mobile phones as educational tools to the language needs of medical students, the contributors to this volume examine and propose different epistemological and methodological aspects of ESP teaching. Its unique approach to ESP marks this volume out as an important and necessary contribution to existing ESP literature, and one that will be of use to both researchers and practitioners of ESP.

This book constitutes the refereed proceedings of the First International Conference on Hybrid Learning, ICHL 2008, held in Hong Kong, China, in August 2008. The 38 revised full papers presented together with 3 keynote lectures were carefully reviewed and selected from 142 submissions. The papers are organized in topical sections on hybrid education, model and pedagogies for hybrid learning, trends, pervasive learning, mobile and ubiquitous learning, hybrid learning experiences, hybrid learning systems, technologies, as well as contextual attitude and cultural effects.

This comprehensive textbook offers a basic introduction to phonetics in an applied systematic presentation that equips the communication disorders student to deal with the wide range of speech types that will be encountered in a clinic. While the major discussion is articulatory, speech acoustics are also examined. Illustrations of sample spectrograms appear in tandem with the more traditional articulatory drawings. Two CDs of sound examples accompany the textbook. This comprehensive textbook offers a basic introduction to phonetics in an applied systematic presentation that equips the communication disorders student to deal with the wide range of speech types that will be encountered in a clinic. While the major discussion is articulatory, speech acoustics

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

Copyright: 70df9af7ada8a8894560cda9a8db693e