1. Record Nr. UNINA9910794506303321

Titolo	English pronunciation instruction : research-based insights / / edited by Anastazija Kirkova-Naskova, Alice Henderson, Jonas Fouz-Gonzalez
Pubbl/distr/stampa	Amsterdam ; ; Philadelphia : , : John Benjamins Publishing Company, , [2021] ©2021
ISBN	90-272-5907-0
Descrizione fisica	1 online resource (410 pages)
Collana	AILA Applied Linguistics Series ; ; Volume 19
Disciplina	421.52
Soggetti	English language - Pronunciation English language - Pronunciation by foreign speakers English language - Study and teaching - Foreign speakers Essays.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Intro -- English Pronunciation Instruction -- Editorial page -- Title page -- Copyright page -- Table of contents -- List of tables -- List of figures -- Acknowledgements -- Contributors -- Chapter 1. Advancing towards research-informed pronunciation pedagogy -- Introduction -- In search of the intersection between research and practice -- Structure of the volume -- Intended readership -- References -- Part I. Linking research and practice -- Chapter 2. Connecting the dots between pronunciation research and practice -- Background -- Ongoing concerns about pedagogical implications -- Why researchers and teachers have trouble communicating -- Other differences between teachers and researchers -- Where research can inform teaching -- What teachers would find helpful -- What researchers would find helpful -- Conclusion -- References -- Chapter 3. When a psycholinguist enters the multilingual classroom: Bridging the gap between psycholinguistics and pronunciation teaching -- Introduction -- The multilingual classroom -- Differences between L2 and L3 learners in pronunciation acquisition -- Psycholinguistic accounts of L3/Ln pronunciation acquisition -- Teaching L3/Ln pronunciation: Extensions and challenges -- Pedagogical recommendations for L3/Ln

pronunciation -- Calls for action -- Calls for teachers -- Calls for researchers -- Conclusion -- References -- Part II. Surveying beliefs, attitudes and classroom practices -- Chapter 4. Teaching English pronunciation in Croatian elementary schools: Views and practices -- Introduction -- Teaching pronunciation -- The research study -- Aim and research questions -- Participants -- Instrument -- Procedure -- Results and analysis -- Attitudes to pronunciation -- Teacher training -- Textbook materials -- Teaching practices and addressing pronunciation difficulties -- Discussion of results and key findings. Pedagogical implications -- Conclusion -- Acknowledgements -- References -- Appendix A. Questionnaire about the pronunciation and teaching practices of Croatian and English: Teacher's questionnaire -- Appendix B. Questionnaire about the pronunciation and teaching practices of croatian and English: Learner's questionnaire -- Chapter 5. Cause for optimism: Non-native pre-service teacher's attitudes towards and beliefs about accent -- Introduction and theoretical framework -- Attitudes towards English accents in the local educational contex -- Self-report perspective on accentedness -- Research aims -- Research methodology -- Data collection -- Participants -- Results and analyses -- General view on English teachers -- Current experience with university lecturers -- Imagined teacher identity -- Correlational analysis -- Discussion -- Pedagogical implications -- Conclusion -- References -- Appendix A. Accent attitudes questionnaire -- Appendix B. Prompts for an awareness-raising activity -- Chapter 6. Summative and formative pronunciation assessment in Polish secondary schools: The students' perspective -- Introduction -- Summative and formative assessment -- Pronunciation assessment in the FL classroom -- Method -- Research questions -- Participants -- Instrument -- Data-gathering and analysis procedures -- Results: Presentation and discussion -- Quantitative data: Frequency of SA and FA of pronunciation -- Quantitative data: Task types used for SA/FA and pronunciation aspects assessed by SA/FA -- Qualitative data -- Pedagogical implications -- Conclusion -- References -- Appendix. Questionnaire for students - assessment in secondary school -- Thank you for joining the study! -- Chapter 7. Pronunciation learning strategies: A task-based perspective -- Introduction -- Previous research on pronunciation learning strategies -- The current study. Research questions -- Participants -- Stimulus materials -- Instruments -- Procedure -- Results and analysis -- Task 1 results: Vowel identification -- Task 2 results: IPA-to-orthography -- Task 3 results: Vowel matching -- Task 4 results: Minimal pair matching and providing vowel symbols -- Task 5 results: Identifying letters representing vowels and diphthongs -- Task 6 results: Identifying schwa in a simple text -- Discussion and key findings -- Pedagogical implications -- Conclusion -- References -- Part III. Using corpora to inform instruction -- Chapter 8. The intonation contour of non-finality revisited: Implications for EFL teaching -- Introduction -- Theoretical framework and previous research -- The functions of intonation contours -- Rising contours and speaking styles -- Hypothesis and possible pedagogical implications -- Corpus and method -- Corpus -- Method -- Results and discussion -- Tonal distribution in the corpus -- Results per speaker -- Pedagogical implications -- The visualisation of prosody -- The map task as a support for authentic oral production -- Conclusion -- References -- Appendix. Four texts of the EUROM1 corpus recorded for the ANGLISH corpus -- Chapter 9. Rationale and design of a study of foreign accented academic English -- Introduction -- Context -- European EMI: Speakers and listeners -- Complex learning, cognitive load, and accentedness -- Prosody and

comprehensibility -- Language transfer and its impact -- IP-CAFES project -- Research questions and hypotheses -- Collecting the corpus recordings -- Selecting and creating the stimuli -- Creating and administering the perception tests -- Using qualitative and quantitative data -- Pedagogical implications -- Course content and format -- Speaker training -- Listener training -- Conclusion -- References -- Appendix A. Read-aloud text.
Appendix B. IP-CAFES Listener questionnaire -- Chapter 10. Corrective feedback and unintelligibility: Do they work in tandem during tandem interactions? -- Introduction -- Background -- Methodology -- The SITAF tandem corpus -- Identifying corrective feedback instances -- Identifying miscommunication instances -- Results and analysis -- Corrective feedback instances -- Miscommunication instances -- Discussion -- Pedagogical implications -- Conclusion -- References -- Appendix. Post-recording questionnaires -- Part IV. Investigating learners' output -- Chapter 11. Acquisition of English onset consonant clusters by L1 Chinese speakers -- Introduction -- The present study -- The acquisition of English syllable structure by L1 Chinese speakers -- Research questions -- Research methodology -- Stimulus materials -- Participants -- Procedure -- Data analysis and results -- Discussion of results and key findings -- Pedagogical implications -- Phase 1. Familiarisation with initial consonant clusters -- Phase 2. Contrasting and discrimination of initial consonant clusters -- Phase 3. Follow-up practice -- Conclusions -- References -- Appendix 1. Stimuli -- Chapter 12. Vowel reduction in English grammatical words by Macedonian EFL learners -- Introduction -- Previous research studies on vowel reduction -- The current study -- Research questions -- Research methodology -- Participants -- Stimuli -- Procedure -- Data analysis -- Frequency of weak form use -- Weak form use across proficiency levels -- Weak forms use across word categories -- Weak forms use across trained and untrained groups -- Frequency of weak forms use across strong vowels -- Discussion -- Pedagogical implications -- Conclusion -- Acknowledgements -- References -- Appendix A. Stimulus materials and tasks for data collection.
Appendix B. Handout for raters to select the pronunciation variant they hear -- Appendix C. Strong and weak forms of grammatical words used as target words -- Part V. Exploring tools and techniques -- Chapter 13. Integrating prosodic features in a children's English course -- Introduction -- Prosodic features of English and Czech -- Young learners and language teaching -- Research objectives and hypotheses -- Method -- Participants -- English lessons -- Example of a typical lesson -- Materials and recording -- Analyses -- Results and discussion -- General discussion -- Limitations -- Pedagogical implications -- Conclusion -- Funding -- References -- Appendix. Recording texts -- Chapter 14. Differential effects of lexical and non-lexical high-variability phonetic training on the production of L2 vowels -- Introduction -- Conditions in HVPT -- Methods -- Participants -- Materials -- Phonetic training -- Testing -- Procedures -- Data analysis -- Results -- Generalisation effects -- Training group effects -- Discussion -- Pedagogical implications -- Conclusion -- References -- Appendix A. Stimuli -- Appendix B. Parameter estimates -- Chapter 15. Mobile apps for pronunciation training: Exploring learner engagement and retention -- Introduction -- Computer-Assisted Pronunciation Training (CAPT) -- Computer vs. mobile -- Mobile (pronunciation) apps and affordances -- Mobile-Assisted Pronunciation Training (MAPT) -- Mobile app engagement and retention -- The present study -- Method -- Course description -- Participants -- Instruments -- Procedure -- Data analysis -- RQ1: Importance of MAPT

	for learners -- RQ2: App engagement and retention by learners -- Discussion -- Pedagogical implications -- Limitations -- Conclusion -- References -- Apps -- Index.
Sommario/riassunto	"English Pronunciation Instruction: Research-based insights presents recent research on L2 English pronunciation including pedagogical implications and applications, and seeks to bridge the gulf between pronunciation research and teaching practice. The volume's 15 chapters cover a range of aspects that are central to pronunciation teaching, including the teaching of different segmental and suprasegmental features, teachers' and learners' views and practices, types and sources of learners' errors, feedback and assessment, tools and strategies for pronunciation instruction, reactions towards accented speech, as well as the connection between research and teaching. Chapters offer a fully developed section on pedagogical implications with insightful suggestions for classroom instruction. This format and the variety of topics will be informative for researchers, language teachers, and students interested in English pronunciation, as it explores the diverse challenges learners of different L1 backgrounds face, and also provides research-informed techniques and recommendations on how to cope with them"--