

# Pronunciation for Advanced Learners of English

David Brazil

Teacher's Book

CAMBRIDGE UNIVERSITY PRESS

# **Pronunciation For Advanced Learners Of English**

**Jennifer Jenkins** 

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vocabulary you know will not be effective for communication if it is not pronounced correctly It is much better to know a few words and speak well than to know many words and speak badly When you speak using the right sounds it can help people quickly understand what you are trying to say so that communication will occur and succeed On the contrary when you speak with poor pronunciation it can lead to misunderstanding that may further lead to disaster It can also make people avoid talking to you because they think you are too hard to talk to Pronunciation Exercises for Advanced Learners of English as a Second Language Gary R. Esarey, 1977 **Pronunciation for English as an International Language Ee-Ling** Low, 2014-09-15 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

The Phonology of English as an International Language Jennifer Jenkins, 2000-07-27 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

Phonology and Second Language Acquisition Jette G. Hansen Edwards, Mary L. Zampini, 2008-03-05 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 English Pronunciation Ken Xiao, 2018-09-23 You want to learn English pronunciation but there are so many books to choose from You don't know which book is right for you and you don't know which book can give you the results you want Now look at this My name is Ken Xiao

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offers current and prospective teachers of English a comprehensive treatment of pronunciation pedagogy drawing on current theory and practice The text provides an overview of teaching issues from the perspective of different methodologies and second language acquisition research. It has a thorough grounding in the sound system of North American English and contains insights into how this sound system intersects with listening morphology and spelling. It also contains diagnostic tools assessment measures and suggestions for syllabus design Discussion questions encourage readers to draw on their personal language learning teaching experiences as they assimilate the contents of each chapter Follow up exercises guide teachers in developing a range of classroom activities within a communicative framework

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