
Download File PDF Speechcraft Discourse Pronunciation For Advanced Learners Michigan Series In English For Academic Professional Purposes

Yeah, reviewing a ebook **Speechcraft Discourse Pronunciation For Advanced Learners Michigan Series In English For Academic Professional Purposes** could accumulate your near contacts listings. This is just one of the solutions for you to be successful. As understood, deed does not suggest that you have astounding points.

Comprehending as well as concurrence even more than further will provide each success. adjacent to, the proclamation as capably as perspicacity of this Speechcraft Discourse Pronunciation For Advanced Learners Michigan Series In English For Academic Professional Purposes can be taken as skillfully as picked to act.

UXA4A9 - SAUNDERS GWENDOLYN

The book is the first to apply David Brazil's Discourse Intonation systems (prominence, tone, key and termination) to the study of a corpus of authentic, naturally-occurring spoken discourses. The Hong Kong Corpus of Spoken English (prosodic) is made up of approximately one million words consisting of four sub-corpora of equal size, namely academic, conversation, business and public. The participants are all adults and typically have either Can-

tonese or English as their first language. The four Discourse Intonation systems are described in terms of how the system works and how they are manifested in the corpus, both across the sub-corpora and also across speakers in the corpus. The book is accompanied with a CD containing the prosodically transcribed corpus together with iConc which is the software designed and written specifically to interrogate the HKCSE (prosodic). The issues raised and discussed are all of importance in Conversation Analysis, Corpus Linguistics, Dis-

course Analysis, Discourse Intonation, Pragmatics, and Intercultural Communication. The 2000 Georgetown University Round Table on Languages and Linguistics brought together distinguished linguists from around the globe to discuss applications of linguistics to important and intriguing real-world issues within the professions. With topics as wide-ranging as coherence in operating room communication, involvement strategies in news analysis roundtable discussions, and jury understanding of witness deception, this resulting

volume of selected papers provides both experts and novices with myriad insights into the excitement of cross-disciplinary language analysis. Readers will find--in the words of one contributor--that in such cross-pollination of ideas, "there's tremendous hope, there's tremendous power and the power to transform."

Phonology in Context takes a fresh look at phonology in a range of real-world contexts that go beyond traditional concerns and challenge existing assumptions and practices. It brings together research and theory from a range of research areas to suggest new directions for the field.

Non-native speakers of a language often fall short of native-like pronunciation, in part because their understanding of speech styles in the L2 is limited. Sounding too formal or informal for a given situation can have social ramifications as well as effects on comprehensibility. This dissertation investigates, through the lens of word duration, how L2 German speakers produce the different speech styles of read and conversational speech. Additional included factors that moderate word duration are word frequency, word class, and second mention (i.e., where the second

mention of a word is produced with a shorter duration than the first mention of the word). In order to determine how these discourse-level factors affected L2 speech, 17 advanced L1 English-L2 German speakers and 17 L1 German speakers read two page-length stories aloud and completed a conversational speech appointment-making task with a native-speaking confederate. Recordings of these two speech styles were transcribed and target words were measured for word duration. The duration variables listed above, fluency variables, such as speech rate, and learner variables, such as the number of years of instruction, were submitted to a linear mixed model. In read speech, both the L1 German and the L1 English-L2 German speakers' word durations were affected by word type, word frequency, and second mention, with the L1 English-L2 German speakers having a greater second mention effect with content words than function words. In conversational speech, both L1 German speakers and L1 English-L2 German speakers had significant effects of word frequency and word type. Second mention affected word duration for the L1 German speakers and approached significance for the L1 Engl-

sh-L2 German speakers. However, the L1 German speakers had a greater second mention effect with function words than content words, which was unexpected. The L1 English-L2 German speakers reduced function words in a native-like manner and produced a greater second mention effect in content words than function words, demonstrating that advanced L2 learners can successfully use discourse-specific cues in a native-like manner. The results also showed that the speech produced by L1 English-L2 German speakers exhibited frequency effects, pointing to similar frequency representations for native and non-native speakers. In addition, the results of this dissertation indicate that advanced L2 speakers do produce read and conversational speech differently, making it evident that research on L2 speech should not solely rely on read speech data. Together, these findings indicate that it is possible for L2 learners to reach a proficiency level where they can produce differences between speech styles in many of the same ways as L1 speakers.

This book takes a new and holistic ap-

proach to fluency in English speech and differentiates between productive, perceptive, and nonverbal fluency. The in-depth corpus-based description of productive fluency points out major differences of how fluency is established in native and nonnative speech. It also reveals areas in which even highly advanced learners of English still deviate strongly from the native target norm and in which they have already approximated to it. Based on these findings, selected learners are subjected to native speakers' ratings of seven perceptive fluency variables in order to test which variables are most responsible for a perception of oral proficiency on the sides of the listeners. Finally, language-pedagogical implications derived from these findings for the improvement of fluency in learner language are presented. This book is conceptually and methodologically relevant for corpus-linguistics, learner corpus research and foreign language teaching and learning.

This book presents and discusses theoretical and practical perspectives on English pronunciation theory, research and practice in order to establish evidence-based pronunciation teaching models, teaching

and research priorities, and recommendations for best practices in teaching English pronunciation. The chapters provide a balanced view of theory and practice based on the authors' empirical findings and their extensive professional experiences in English as a second/foreign language (ESL/EFL) and lingua franca contexts. The book identifies pronunciation teaching priorities that take into account individual learner variables, disseminates knowledge about theoretical frameworks, explores teachers' and learners' beliefs and practices regarding pronunciation instruction, and shares empirical findings regarding teacher education and teaching interventions in diverse contexts with English learners of different ages and language backgrounds. Overall, the chapters highlight the need to focus on intelligibility models that consider individual learner differences, and teacher and contextual variables.

This volume presents an interdisciplinary approach to the study of second language prosody and computer modeling. It addresses the importance of prosody's role in communication, bridging the gap between applied linguistics and computer sci-

ence. The book illustrates the growing importance of the relationship between automated speech recognition systems and language learning assessment in light of new technologies and showcases how the study of prosody in this context in particular can offer innovative insights into the computerized process of natural discourse. The book offers detailed accounts of different methods of analysis and computer models used and demonstrates how these models can be applied to L2 discourse analysis toward predicting real-world language use. Kang, Johnson, and Kermad also use these frameworks as a jumping-off point from which to propose new models of second language prosody and future directions for prosodic computer modeling more generally. Making the case for the use of naturalistic data for real-world applications in empirical research, this volume will foster interdisciplinary dialogues across students and researchers in applied linguistics, speech communication, speech science, and computer engineering.

This volume presents a comprehensive look at the phenomenon of formulaic language (multi-word units believed to be mentally stored and retrieved as single

units) and its role in fluent speech production. Focusing on second language speech, the book provides an overview of research into the role of formulaic language in fluency, details a study which provides evidence of that role, and outlines teaching plans and strategies to foster it. This important area has not been examined in such depth and scope before, and this work has many implications for future research and language pedagogy. It will appeal to researchers in discourse analysis and second language acquisition.

Recently there has been a growing interest among discourse analysts in incorporating prosody into the analysis of spoken language. Wennerstrom considers the role of prosody in a variety of discourse genres and offers an over-all framework within which future analysis might continue.

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.

Written for anyone who works with graduate students to support their teaching efforts in American research universities, this book draws on the extensive experience of professional educators who represent a variety of programs throughout the United States. They understand the common constraints of many TA development

classes, workshops, and programs, as well as the need for motivating and sophisticated techniques that are, at the same time, practical and focused. Their contributions to this book have proven to be effective in developing the sophisticated communication skills required by TAs across the disciplines.

Practice to assist students with pronunciation and communication

"The Teacher's grammar of English enables English language teachers and teachers-in-training to fully understand and effectively teach English grammar. With comprehensive presentation of form, meaning, and usage, along with practical exercises and advice on teaching difficult structures, it is both a complete grammar course and an essential reference text."--Back cover.

This pronunciation material is suitable for all advanced students and teachers of English who want to improve their understanding and competence in spoken English. It takes a discourse-based approach to the study of English pronunciation and intonation, encouraging learners to examine the sound system of English within

the context of connected speech.

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.

Material in a range of accents. Available on audio CD.

The teaching of English in the Asian context is always challenging and dynamic because both teachers and learners have diverse linguistic and cultural backgrounds. Equally important, where English is not widely used outside the classroom, English language classrooms are an authentic site of learner engagement. For these reasons, for all those concerned with contemporary English language teaching (ELT) in Asia, *Asian English Language Classrooms: Where Theory and Practice Meet*, provides an account of theoretical orientations and practices in the teaching of English to multilingual speakers whose primary language is not English. While covering the fundamental ELT areas (e.g., the teaching of language skills, educational literature, the use of technology in ELT, the role of pragmatics in ELT, social psychology of the language classroom, and language classroom management) with which every language teacher and teacher trainer must be concerned, this volume showcases how particular orientations shape ELT practices. We believe that practicing English teachers must have a heightened awareness of the theory behind their practice. At the same time, the theoretical stance must be firmly

anchored in actual classrooms. Containing newly commissioned chapters written by well-regarded and emerging scholars, this book will appeal not only to beginning teachers or teachers in training but also to established teachers around Asia where English is used as a lingua franca. If you are a student teacher of English or an English teacher who would like to see what other progressive teachers like you are doing across Asia, this is the book you have been looking for.

This handbook brings together 50 leading international figures in the field to produce a state-of-the-art overview of second language acquisition.

The reconstruction of the prosody of a dead language is, on the face of it, an almost impossible undertaking. However, once a general theory of prosody has been developed from reliable data in living languages, it is possible to exploit texts as sources of answers to questions that would normally be answered in the laboratory. In this work, the authors interpret the evidence of Greek verse texts and musical settings in the framework of a theory of prosody based on crosslinguistic evidence and experimental phonetic and psycholin-

guistic data, and reconstruct the syllable structure, rhythm, accent, phrasing, and intonation of classical Greek speech. Sophisticated statistical analyses are employed to support an impressive range of new findings which relate not only to phonetics and phonology, but also to pragmatics and the syntax-phonology interface.

This volume was conceived as a "best practices" resource for pronunciation and speaking teachers in the way that *Vocabulary Myths* by Keith S. Folse is one for reading and vocabulary teachers. Like others in the *Myths* series, this book combines research with good pedagogical practices. The book opens with a Prologue by Linda Grant (author of the *Well Said* textbook series), which reviews the last four decades of pronunciation teaching, the differences between accent and intelligibility, the rudiments of the English sound system, and other factors related to the ways that pronunciation is learned and taught. The myths challenged in this book are: § Once you've been speaking a second language for years, it's too late to change your pronunciation. (Derwing and Munro) § Pronunciation instruction is not appropriate for beginning-level learners. (Zielinski and

Yates) § Pronunciation teaching has to establish in the minds of language learners a set of distinct consonant and vowel sounds. (Field) § Intonation is hard to teach. (Gilbert) § Students would make better progress if they just practiced more. (Grant) § Accent reduction and pronunciation instruction are the same thing. (Thomson) § Teacher training programs provide adequate preparation in how to teach pronunciation (Murphy). The book concludes with an Epilogue by Donna M. Brinton, who synthesizes some of the best practices explored in the volume.

The reconstruction of the prosody of a dead language is, on the face of it, an almost impossible undertaking. However, once a general theory of prosody has been developed from reliable data in living languages, it is possible to exploit texts as sources of answers to questions that would normally be answered in the laboratory. In this work, the authors interpret the evidence of Greek verse texts and musical settings in the framework of a theory of prosody based on crosslinguistic evidence and experimental phonetic and psycholinguistic data, and reconstruct the syllable

structure, rhythm, accent, phrasing, and intonation of classical Greek speech. Sophisticated statistical analyses are employed to support an impressive range of new findings which relate not only to phonetics and phonology, but also to pragmatics and the syntax-phonology interface.

An introduction to intonation - the expression of meaning through rise and fall of pitch in our voices - in English.

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 re-

search and practice interact in teaching pronunciation in the classroom

This resource contains 14 articles on connected speech of interest to teachers, researchers, and materials developers in both ESL/EFL and Japanese.

This volume, based on the forty-third annual Georgetown University Round Table, covers a variety of topics ranging from the relationship of language and philosophy; through language policy; to discourse analysis.

The Routledge Handbook of Contemporary English Pronunciation provides a comprehensive survey of this field covering both theoretical and practical perspectives on pronunciation. In 35 chapters contributed by leading scholars from around the world, this Handbook examines: linguistic and historical background of sound systems and theoretical issues linked to sound changes; pronunciation acquisition and factors related to speech production; pronunciation research and applications to second language pronunciation; the link between pronunciation and other language skills including perception and other socio-cultural factors; pronunciation and its relation to

World Englishes. The Routledge Handbook of Contemporary English Pronunciation will be essential reading for anyone with an interest in pronunciation.

An intelligibility-based approach to teaching that presents pronunciation as critical, yet neglected, in communicative language teaching.

This course includes an overview of current theory and practice. The paperback edition 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 devel-

oping a range of classroom activities within a communicative framework.

Seminar paper from the year 2009 in the subject English - Pedagogy, Didactics, Literature Studies, grade: 1,3, Ernst Moritz Arndt University of Greifswald (Anglistik/Amerikanistik), course: Sound & Meaning: An Introduction to Suprasegmental Phonetics , language: English, abstract: The paper is concerned with the analysis of short linguistic units on the basis of David Brazil's theory of discourse intonation. The first part of the paper gives a general outline of Brazil's theory and his systematic approach to intonation analysis. The second part focusses on the analysis of suprasegmental phonetical structures of an actual text example. The paper is not aimed at presenting a new linguistic approach nor at critically analysing an existing theory but rather at using and exemplifying this theory. What is exemplified is David Brazil's theory of discourse intonation as presented in his book Pronunciation for Advanced Learners of English. Brazil's Discourse Intonation Intonation constitutes an essential element of language in oral communication and is thus

subject of linguistic research. While the assumption that intonation carries meaning goes widely unchallenged, linguists still argue as to the exact function of intonation. David Brazil, along with other linguists, propagated the idea of intonation as being discursive in function. He thus distances himself from those who conceive intonation as having a grammatical, accentual or attitudinal function. [...]

The basic principles and terminology of this important, but sometimes neglected, area are explained in this book. Pronunciation helps teachers to understand and evaluate the materials available to them, and so approach the teaching of pronunciation with more confidence. The book includes over 120 classroom projects which readers can use to develop their pronunciation teaching.

How does a person learn a second language? In this provocative book, Marysia Johnson proposes a new model of second language acquisition (SLA)—a model that shifts the focus from language competence (the ability to pass a language exam) to language performance (using language competently in real-life contexts). Johnson argues that current SLA theory

and research is heavily biased in the direction of the cognitive and experimental scientific tradition. She shows that most models of SLA are linear in nature and subscribe to the conduit metaphor of knowledge transfer: the speaker encodes a message, the hearer decodes the sent message. Such models establish a strict demarcation between learners' mental and social processes. Yet the origin of second language acquisition is located not exclusively in the learner's mind but also in a dialogical interaction conducted in a variety of sociocultural and institutional settings, says the author. Drawing on Vygotsky's sociocultural theory and Bakhtin's literary theory, she constructs an alternative framework for second language theory, research, teaching, and testing. This approach directs attention toward the investigation of dynamic and dialectical relationships between the interpersonal (social) plane and the intrapersonal (individual) plane. Johnson's model shifts the focus of SLA away from a narrow emphasis on language competence toward a broader view that encompasses the interaction between language competence and performance. Original and controversial, *A Philosophy of*

Second Language Acquisition offers: · an introduction to Vygotsky's sociocultural theory and Bakhtin's literary theory, both of which support an alternative framework for second language acquisition; · an examination of the existing cognitive bias in SLA theory and research; · a radically new model of second language acquisition. /DIV/DIV The new edition of *Toward Speaking Excellence* addresses the recent changes to the Test of Spoken English (TSE(R)). The text introduces readers to the format of the new TSE(R), typical questions, and scoring criteria. The second edition of *Toward Speaking Excellence* includes actual student responses that are used or modified to highlight specific characteristics of effective communication. Two complete sample TSE(R)-like tests are included for further practice. Also provided are practice with some of the skills that, while no longer tested on the TSE(R), are key to sounding more native-like and fluent. *Toward Speaking Excellence* may be used as an individual study tool or as a course text. While the material is directed toward the TSE(R) and SPEAK(R) tests, the communication strategies presented will prepare students for other types of oral exams (including the

TAST(R), interviews, and performance tests. *Toward Speaking Excellence* is a course book but may also be used for individual test-preparation/self-study. Dean Papajohn is a Specialist in Education at the Center for Teaching Excellence, University of Illinois, Urbana-Champaign..

Intonation has traditionally not received the same degree of attention that has been accorded to the study of consonants, vowels, rhythm and word stress. During the last two decades, however, linguists have been turning to intonation in a more systematic fashion as a result of interest in discourse studies. As a result, much more is now known.

Explains how good language teachers

work, drawing on teacher training theory as well as many examples and case studies.

Core text to assist international students and others with pronunciation and communication

Intonation, rhythm, and general "melody" of language are among the first aspects of speech that infants attend to and produce themselves. Yet, these same features are among the last to be mastered by adult L2 learners. Why is this, and how can L2 learners be helped? This book first presents the latest linguistic theories of intonation, in particular, how intonation functions in discourse not only to signal sentence types and attitudinal meanings but also to pro-

vide turn-taking and other conversational cues. The second part of the book examines the research in applied linguistics on the acquisition of L2 phonology and intonation. The third section offers practical applications of how to incorporate the teaching of intonation into L2 instruction, with a focus on using new speech technologies. The accompanying CD-ROM makes a unique addition in allowing for simultaneous audio playback and visual display of the pitch contours of utterances contained in the book. Users can start or stop the playback at any point in the utterance and can observe first-hand how such visual and audio representations could be useful for L2 learners.