Critical Period Hypothesis Revisited

English Pronunciation Teaching and Research

This book offers new insights into the language gains of adult learners enrolled in an English-medium instruction (EMI) degree programme. It provides longitudinal empirical evidence of the phonological gains of the learners, discusses which individual factors contribute to the changes in the learners' pronunciation and investigates whether and to what extent increased exposure to the target language in EMI classrooms leads to incidental learning of second language pronunciation. Furthermore, it expands on the discussions surrounding the Critical Period Hypothesis, the native-speaker norm, foreign language accent and the role of English as a Lingua Franca. The comparative and longitudinal design of the research study fills a significant gap in the literature and the book offers considerable original and important research-informed insights into the fields of EMI, bilingual education and second language acquisition. As such, it is a valuable resource and must-read book for researchers, practitioners and policymakers in these areas.

Research in Education

This proceedings book captures a wide range of timely themes for readers to be able to foresee the digital era’s impact on English teaching in non-English speaking countries. English used in the global environment, the frequent mobile communication, and the use of AI-based translators are bringing about dramatic changes in our English language learning and teaching. Who can provide us the wisdom to know what to do? Those scholars going through these complex environmental changes! A collection of puzzle pieces may bring us a better contour for the future than a perfectly edited book. It’s indeed a pleasure reading these insightful pieces to gain wisdom for the future of ELT practices in global contexts.

Language Learners with Special Needs

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.

Resources in Education

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 form 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.

The Future of dialects

This book is about language learning with technology, offering readers theoretical insights as well as practical case studies with a focus on Asia and Asian students. Although technology is rapidly advancing and most, if not all, students are already using technology in their everyday lives, traditional teaching/learning practices still exist throughout Asia. This book provides examples, written by representative educators, from a variety of countries/regions and contexts where technology has successfully been used to enhance language learning. In addition to some everyday examples of using technology: Wikipedia, PowerPoint, Facebook and YouTube, the book also offers the readers an insight into the future possible uses of advanced technology: Augmented Reality, Virtual Reality, Artificial Intelligence and Eye Tracking. The book presents illustrations of how teachers can, and perhaps should, be open to integrating some form of technology into in-class learning or using it to supplement out-of-class activities.

Hispanic Mental Health Research

This book is a contrastive analysis of Arabic (TM) errors in English pronunciation regarding segmentalàªconsonants, consonant clusters, and vowelsàªand suprasegmentalàªmain word stress. It also explains the main interlingual reasons behind these errors, and presents some teaching suggestions for overcoming them. The findings show that the subjects substitute their own Arabic sounds for unfamiliar English ones, producing incorrect English sounds. In addition, they apply Arabic main word stress rules instead of English ones, producing incorrect English stress patterns. The book also shows that English sounds...
and stress patterns that are both different and more marked than corresponding Arabic ones caused learning difficulties for the subjects.

**English Pronunciation in L2 Instruction**

**Sociolinguistic Variation in Seventeenth-Century France**

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, with a 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.

**Hybrid Learning and Education**

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 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.

**Childhood Speech, Language, and Listening Problems**

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.

**Unusual Pronunciation Errors of English Department Students. Reasons and Solutions**

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

**Errors in English Pronunciation Among Arabic Speakers**

'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 - Understanding - Developing - 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. This 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.

**Learner English**

'Examine 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. "Richard H. White's 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 thorough bibliographies College's Encyclopedia is recommended to academic libraries."

**Pronunciation Fundamentals**

**ELT in Asia in the Digital Era: Global Citizenship and Identity**

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

**Language Learning with Technology**

A practical reference guide to help teachers to predict and understand the problems their students have.
Teaching and Researching English Accents in Native and Non-native Speakers

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 then develop their own understanding. This book is essential for 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.

Re-positioning Accent Attitude in the Global Englishes Paradigm

English as a Foreign Language in Saudi Arabia: New Insights into Teaching and Learning English offers a detailed discussion of key aspects of teaching and learning English in the Saudi context and offers a comprehensive overview of related research authored or co-authored by Saudi researchers. It provides readers with an understanding of the unique cultural, linguistic, and historical context of English in Saudi Arabia, with a focus on the principal factors that may influence successful teaching and learning of English in this country. Uniquely, the book looks separately at issues pertaining to in-country English teachers, and those pertaining to in-country English learners. The book also explores issues concerning Saudi learners and teachers in overseas contexts. Lastly, the book touches on the future of English as a Foreign Language and TESOL in Saudi Arabia and its implications for the field.

English Pronunciation Problems of Francophone Cameroonians

This book revisits the issue of China English as a developing variety of English and scrutinises students’ and teachers’ attitudes towards their own and other English accents from the critical phenomenological perspective of Global Englishes (GE) in the Chinese context. The research contributes to the field of GE by proposing a model of pronunciation teaching called ToPIC (Teaching of Pronunciation for Intercultural Communication) informed by interculturally responsive language pedagogy. Combining theory and empirical data, the book presents ground-breaking research on accent attitudes in the Chinese context within the GE paradigm and raises issues and concerns regarding teaching English, particularly speaking and pronunciation, from the GE perspective. Unpacking attitudes towards English accents from a critical perspective, this book will both show policy makers the need to consider the impacts of GE and help practitioners and language learners re-evaluate the goals and needs of English learning. The ToPIC approach also has significance for curriculum reform as it readresses various issues in language policy and practice. The ToPIC approach is recommended for those interested in teaching and learning English in the expanding circle context and those seeking to learn more about learning and using English across the world.

Community Empowerment through Research, Innovation and Open Access

Try It with Translation - A Case Study of Equivalence

ICRES is an international seminar that is held every two years organized by the Research and Community Service Institute of the State University of Malang. The meeting aims to discuss the theoretical and practical development of Social Sciences and Humanities in Indonesia and other countries with a view to build academic networks by gathering academics from various research institutes and universities. Community empowerment serves as a trigger to increase community independence and to cope with the challenges resulting from the rapid development of technology. An important aspect of the community empowerment effort is to link the results of innovation research for the benefit of community. The results of research should not only be limited to publications in the academic environment. Open Access to various types of scientific literature is one of the requirements for innovative research to develop optimally. Therefore, this seminar has also served as a place for field researchers from various geographical areas to socialize, to discuss and to find solutions to current issues in the field of social sciences and humanities, as well as to build cooperation and synergy in creating ideas for mutual collaboration and to create joint research.

Supporting Numeracy

Academic Paper from the year 2019 in the subject English - Pedagogy, Didactics, Literature Studies, courses: 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 exercises in order to measure their correct, and incorrect pronunciation. Those errors, are analyzed. Data was collected and analysed with the guidance of phonemic transcription in the Cambridge English Pronouncing Dictionary.

Language Development and Disorders: A Case Study Approach

Written for all types of TAs independent study course, a brief workshop, or extensive training this versatile text provides essential information for ITAs to develop strong teaching skills that ensure effective communication in the undergraduate classroom. The authors take the perspective that incoming ITAs are responsible for their own learning and teaching style. Each of the ten units includes work on English proficiency, teaching skills, and cultural awareness. Each unit centers around a common rhetorical teaching task in U.S. university classrooms: introducing oneself, introducing a syllabus, explaining a visual, defining a term, teaching a process, fielding questions, explaining complex topics at a basic level, presenting information over several class periods, and leading a discussion. Undergraduate textbook material for fifteen academic fields are included in the appendix to provide ITAs with content relevant for practicing teaching and language skills. Because ITA programs vary in structure and number of training hours, the authors include a To the Instructor section, which is full of recommendations for many ways the text can be used.

3 Children – 3 „Genglishes”: A Linguistic Case Study with Bilingual Children

Statements like “Ich kann doch nicht shuffle” 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.

**English Language Teaching through the Lens of Experience**

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!

**Post Pandemic L2 Pedagogy**

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.

**Case Studies in Communication Disorders**

Pronunciation in EFL Instruction

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 pronunciation • 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.

**English as a Foreign Language in Saudi Arabia**

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 ELF, 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.

**Error Analysis in the World: A Bibliography**

The outbreak of the COVID-19 pandemic has created challenges and opportunities for both teachers and students. In many countries, online teaching was something new, never experienced before. Therefore, everyone had to start from scratch. The articles in this proceeding provide the experiences, challenges, and strategies that L2 teachers and students had during the recent emergency remote teaching. Four main themes were covered: 1) online L2 learning curriculum and materials development, 2) L2 learning and acquisition in a virtual learning environment, 3) online L2 testing, assessment, program evaluation, and 4) teacher and students’ critical reflections on online L2 teaching and learning practices. Written by L2 teachers and teacher educators, we dedicate this proceeding to all L2 teachers and teacher educators who continue trying to maintain high-quality L2 education during and post-pandemic.

**English-Medium Instruction and Pronunciation**

This book constitutes the refereed proceedings of the First International Conference on Hybrid Learning, ICML 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 experience, hybrid learning systems, technologies, as well as contextual attitude and cultural effects.

**Autonomy in Language Learning**

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 fulfills. 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
Linguistic errors are manifold, e.g. in the mother tongue, in the acquisition of foreign languages, in translations, as slip of the tongue or typo. The present compilation of all subject-related publications is a comprehensive bibliography for the field of linguistic errors. In a compact introduction, Bernd Spillner additionally provides an overview of linguistic, didactic and psycholinguistic methods of the analysis and assessment of the errors and their therapy. For the first time, publications from numerous countries around the world were included which have not yet been considered. With the attached CD-ROM making the bibliography searchable for keywords in many languages to find relevant publications among the more than 6,000 titles, this is a very useful handbook for all linguists and teachers.

An Encyclopedia of Language

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.

Language Program Leadership in a Changing World: An Ecological Model

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.

Issues in Multi-literacy

Success on Your Certificate Course in English Language Teaching

The essential, up-to-date guide for helping children with language and learning 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 Hanaguchi—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 new 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.

Professional Development for Language Teachers

The emergence of empirical approaches to L2 pronunciation research and teaching is a powerful fourth wave in the history of the field. Authored by two leading proponents of evidence-based instruction, this volume surveys both foundational and cutting-edge empirical work and pinpoints its ramifications for pedagogy. The authors begin by tracing the history of pronunciation instruction and explicating L2 phonetic learning processes. Subsequent chapters explore the themes, strengths, and ethical problems of the field through the lens of the intelligibility principle. The importance of error gravity, and the need for assessment and individualized instruction are highlighted, and the role of L2 accents in social contexts is probed. Material readily available elsewhere has been omitted in favour of an emphasis on the how, why, and when of pronunciation instruction. Anyone with an interest in L2 pronunciation—especially graduate students, language teachers, and experienced researchers—will find much value in this indispensable resource.

Pronunciation for English as an International Language

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.