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# TEACHING PRONUNCIATION

SECOND EDITION

A COURSE BOOK AND REFERENCE GUIDE

Marianne Celce-Murcia  
Donna M. Brinton  
Janet M. Goodwin  
with Barry Carter



# Teaching Pronunciation A Course And Reference

**Clovis Mbeudeu**



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**Teaching Pronunciation** Marianne Celce-Murcia, 2010 **Teaching Pronunciation** Marianne Celce-Murcia, Donna M. Brinton, Janet M. Goodwin, 2025-07-24 Teaching Pronunciation Second edition is a comprehensive treatment of pronunciation pedagogy The second edition of Teaching Pronunciation a reference and activity book in one has been revised to reflect recent research into the sound system of North American English as well as new practices in pronunciation pedagogy The audio files to be used with the book are provided online

**Teaching Pronunciation** Marianne Celce-Murcia, Donna Brinton, Janet M. Goodwin, 1996-10-13 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 developing a range of classroom activities within a communicative framework

**Teaching Pronunciation Paperback with Audio CDs (2)** Marianne Celce-Murcia, Donna M. Brinton, Janet M. Goodwin, 2010-03-22 The second edition includes updates and insights on current research and pedagogical practice that have developed over the last decade This new edition of Teaching Pronunciation undoubtedly the gold standard for pronunciation methodology texts has been revised to reflect recent research into the sound system of North American English as well as new practices in pronunciation pedagogy Audio CDs with additional examples are now packaged with the book

*Asian English Language Classrooms* Handoyo Puji Widodo, Alistair Wood, Deepti Gupta, 2017-06-14 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.

*Pronunciation* John Levis, Murray Munro, 2026-02-02. Pronunciation is one of the core areas of linguistics, language teaching and applied linguistics. It is a salient aspect of spoken language and is of widespread interest to researchers because of the window it provides on questions involving spoken language and to teachers because of its relevance to the immediate concerns of classroom instruction. This new four-volume collection will gather the key historical articles and contemporary research in pronunciation to provide a one-stop research resource for student and scholar.

**Catalog** Kansas State Teachers College of Emporia, 1910

**English Language Teaching in General Teacher Training Colleges and Development of Teachers' Competences in Teaching Language Systems** Clovis Mbeudeu, 2020-08-07. Master's Thesis from the year 2019 in the subject Didactics for the subject English Grammar Style Working Technique grade 16 University of Yaounde 1 Faculty of Education language English abstract. This work set out to investigate English language teaching in General Teacher Training Colleges (GTTCs) with focus on strategies that can enhance trainees' oral competences in the teaching of oral aspects of English during micro-teaching and beyond. The study was motivated by our observation that pronunciation is hardly taught in primary schools in the Francophone sub-system of education in Cameroon. It was hypothesized that the initial training received by French-speaking student teachers in Government Bilingual Teacher Training (GBTTC) College Nlongkak does not equip them with adequate skills to teach English pronunciation activities effectively. The data for this qualitative study was collected through lesson observation and document analysis. The typical sampling method was applied in order to come up with the sample population. This population consisted of trainers and trainees of GBTTC Yaounde Nlongkak. The data collected were analysed following the content analysis method and against the backdrop of the research questions that guided the study. The following findings were obtained: First, the frequency of lessons on English pronunciation pedagogy was not the same in all classes. Second, schemes of work found in most logbooks studied pay little attention to the oral aspects of English. Third, methods and techniques that trainers used to teach English pronunciation pedagogy were not informed by current methodologies in pronunciation pedagogy. Fourth, it was revealed that most trainees taught very few lessons in the domain of

oral language Fifth most of the trainees had difficulties preparing lessons on English pronunciation according to the exigencies of the Competence Based Approach Sixth all student teachers showed no mastery of the subject matter and the teaching of the oral domain of English Language during micro teaching These findings imply that the input received by trainees does not build their competences in teaching activities of the domain of oral language It is therefore suggested that initial training of teacher trainers at GTTC should be revisited School administrators policymakers trainers and trainees should reconsider the importance of teaching activities of the domain of oral language and the building of trainees and trainers competences

Pedagogical Innovations in Oral Academic Communication Megan Siczek,2022-03-15 Oral communication is key to students classroom success and a skill that is highly valued in both academic and professional contexts yet there are few resources for developing courses on oral academic communication This edited collection gathers TESOL scholars and practitioners in exploring the theories principles and pedagogical practices that shape and help innovate the teaching of oral communication in higher education Pedagogical Innovations in Oral Academic Communication is grounded in four key principles academic discourse socialization context responsive instruction instructional approaches of English for Academic Purposes and English for Specific Purposes and asset oriented pedagogy In the chapters in this collection the authors share their teaching context the details and underlying principles of their pedagogical approach and recommendations for practitioners Readers will develop a deeper understanding of the communicative contexts their students inhabit including the types of speaking situations they are likely to encounter and understand how to innovate their approach to teaching oral communication to students from diverse cultural linguistic educational and disciplinary backgrounds Such innovations prepare students for more effective communication during their academic studies and professional career a goal that is of central importance in our globally interconnected society

**School & Society** James McKeen Cattell,Raymond Walters,Will Carson Ryan,1915 *Understanding the Courses We Teach* John Murphy,Patricia Byrd,2001 Teachers interesting stories about the courses they design and teach

**Research in Education** ,1970

**Catalogue of the University of Dakota for the Year ..., with Announcements for the Year ...** University of South Dakota,1910 *High School Manual for Administrators and Teachers* South Carolina. State Department of Education,1927

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*General Catalog* University of Missouri,1909 WorldCALL Mike Levy,Françoise Blin,Claire Bradin Siskin,Osamu Takeuchi,2011-02-01 As technological innovation continues to affect language pedagogy there is an increasing demand for information exemplars analysis and guidance This edited volume focuses on international perspectives in Computer Assisted Language Learning CALL in all of its forms including Technology Enhanced Language Learning Network Based Language Learning Information and Communication Technologies for Language Learning

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