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REVIEW

Reed, M., & Levis, J. (2015). *The handbook of English pronunciation*. Oxford, Ox: John Wiley & Sons.

[YunDeok Choi](#), Iowa State University

The Handbook of English Pronunciation, edited by Marnie Reed and John M. Levis, is a comprehensive reference book that addresses English pronunciation from various perspectives. I selected this book for my book review with the hope to acquire essential knowledge on English pronunciation, especially on teaching English pronunciation, by reading a recently published book written in layman's terms, which purportedly does not require any professional background knowledge on the part of the reader to fully benefit from it.

This book consists of 28 chapters and, in these chapters, English pronunciation is canvassed in depth on six encompassing themes: history, description, discourse, varieties, acquisition and teaching, targeting general audience including both experts in language education fields: applied linguists and language teachers and non-experts. However, this review will focus only on eight chapters included in the Pronunciation Teaching part, which I have been most interested in.

The last section opens with a chapter written by established scholars in the field of English pronunciation, Murray Munro and Tracey Derwing. In this opening chapter, Munro and Derwing overview intelligibility in terms of how it has been defined in the field of English pronunciation, assessed through a variety of tasks and investigated in research. In addition, the issues about effective implementation of intelligibility-oriented pronunciation instruction in class are also discussed.

In the next chapter, Beth Zielinski pinpoints the false assumption underlying a segmental versus supra-segmental debate, which is prevailed in the field of English pronunciation. She strongly argues that the two pronunciation features are inter-connected constituents of an integrated prosodic system and thus intelligibility and comprehensibility cannot be determined if the effects of two entities are considered dichotomously. Personally, as an applied linguist, this chapter is eye-opening to me since I have never deeply thought about how the two features are connected and how the interconnection influenced intelligibility and comprehensibility. On the other hand, as a language teacher, one thing left much to be desired to me is no concrete suggestion for implementation of this insightful thought in a classroom setting.

Apart from intelligibility and compressibility framework, in Chapter 23, Graeme Couper reviewed major theories on language learning in the fields of applied linguistics (SLA theories), educational psychology (social theories of learning), phonology and L2 speech research and

cognitive linguistics and phonology (a pronunciation learning and teaching framework). In addition to the review, Couper provides five practical teaching tips derived from the theories for English pronunciation in class. Readers who are interested in obtaining knowledge on language learning theories across the four different areas of studies would benefit from perusing the first part of the chapter and language teachers who strive for best practice of teaching pronunciation would enjoy reading the second part.

In Chapter 24, Robin Walker and Wafa Zoghbor address teaching English pronunciation from a perspective of an English as a Lingua Franca (ELF); Lingua Franca Core (LFC) (Jenkins, 2000), significant segmental and suprasegmental pronunciation features that needed for intelligible oral communication between NNS English speakers is discussed as well. After delineating the concept of ELF and LFC, the authors devote much room to consider practical aspects (e.g., model selection, techniques) of practicing ELF approach in classroom. This chapter would provide a stunning opportunity for EFL teachers and learners who have been skeptical about foreign accent in English.

In Chapter 25, Marnie Reed and Christina Michaud discuss why teaching intonation is pivotal in an aspect of pragmatic function and they examined intonation learning activities in currently used teaching materials and textbooks. In addition, based on research findings, they argue that production-oriented intonation teaching, which is a current approach to intonation teaching, is not only insufficient but also undesirable; to be more successful in teaching intonation, they suggest teachers encourage their students to engage in metacognition while conducting production-oriented activities. This chapter ends with five recommendations for teaching intonation through metacognition.

In Chapter 26, in accordance with authors of the preceding chapters, Laura Sicola and Isabelle Darcy emphasize the importance of pronunciation teaching in L2 education; however, their claim centers on the integration of pronunciation into other areas of language teaching such as grammar and even other subject-matter courses under the communicative approach -- the effects of pronunciation teaching would be maximized when both form and meaning are addressed at the same time. Despite the fact that their argument sounds quite ideal from the perspective of form-focused communicative language teaching, recommendations that they provide regarding how to incorporate the pronunciation into other courses do not seem either innovative in terms of other areas of language teaching or concrete enough with regards to content courses for language teachers to endorse and practice them in class.

In Chapter 27, Wayne Dickerson discusses the usefulness of English orthography as an assisting tool to promote language learners' speaking skills from a segmental to rhythmic level; even though a single sound does not correspond to a single letter, he argues that there are rules or regularities in spelling that govern pronunciation system in English. Thus, if learners learn these rules, they would make sound predictions about pronunciation of both segmental and suprasegmental features. Dickerson, on the one hand, shows how English pronunciation can be accurately predicted based on orthography with various examples, which would look revealing to

those who persistently believe that it is impossible to make a one-to-one connection between sounds and spelling in English. On the other hand, the rules do not deal with all possible instances of pronunciation nor empirical evidence is provided to show the effectiveness of this approach in pronunciation education.

Quite differently from the other chapters, in the last chapter, Rebecca Hincks overviews the development and use of technology in the field of pronunciation teaching and learning for various purposes: speech training, assessing, and conversation practices (e.g., computer-assisted pronunciation training). In the overview, she also addresses limitations of using contemporary technologies for specific purposes in the field. This chapter is highly recommendable for language teachers, who aim to incorporate current technologies to pronunciation teaching in their instruction, to read so that they can maximally utilize the advantages that technology provides, acknowledging the limitations.

The section of the handbook has both weaknesses and strengths. Most of all, covering all three aspects of pronunciation teaching from theories, and research to classroom practices might be a double-edged sword. It meets, on the one hand, a wide range of readers' -- theory-, research- and teaching-oriented audience -- needs whose aim is to gain knowledge on pronunciation teaching with a particular orientation. On the other hand, the depth of discussion seems neither broad nor deep enough in all three directions, especially practical aspects of pronunciation teaching in a classroom setting. It seems that all the chapters gear toward theoretical and/or research aspect. By extension, most of the chapters discuss the topic, pronunciation teaching with many discipline specific terminology (for instance, especially, Chapter 23); thus, it would be expected to be challenging for the readers who do not have professional knowledge on the field, to some extent, to thoroughly comprehend the chapters and to in turn benefit from the reading. This is clearly opposed to what is stated in the introduction, "The Handbook is intended for applied linguistics and for teachers, for who are experts and for those who are not" (p.xii). Last but not least, it is surprising that no single chapter in this section is devoted to thoroughly discussing a core aspect of pronunciation teaching, assessment of pronunciation -- how to assess pronunciation through tasks in classrooms (e.g., see Part 6 in Brown, 1998; Chapter 8 Celce-Murcia, Brinton, Goodwin & Griner, 2010 for references) and what issues should be considered (e.g., Levis, 2006) -- despite the fact that assessment is not separable to language learning and teaching. However, these shortcomings should not discourage prospective readers from reading the section and the book itself in that they provide insightful and comprehensive discussion of experts on essential aspects of pronunciation teaching in English. This strength definitely overrides the weaknesses.

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