

○ **E. WANIEK-KLICZAK AND M. PAWLAK (EDS.),
**TEACHING AND RESEARCHING THE
 PRONUNCIATION OF ENGLISH: STUDIES IN
 HONOUR OF WŁODZIMIERZ SOBKOWIAK****
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It is indeed reassuring to read new releases devoted entirely to second language (L2) pronunciation because this particular field has long been described as subsidiary to both English language teaching and research. This new release by Waniek-Kliczak and Pawlak is an edited book which presents efforts to advance the knowledge of English pronunciation research and instruction within current global debates regarding the spread of English as an International Language (EIL) and the use of English as a Lingua Franca (ELF). The book represents a unique contribution to L2 pronunciation teaching and research to be used for the benefit of teachers and researchers alike. One of the principal concerns of teachers in this field was lack of access to research and materials (see Derwing & Munro, 2005), so this book is hoped to provide those teachers with novel ideas and principles into the teaching of English pronunciation.

The value of this book covers – as can be expected from its title – two areas. First, the book presents some creative principles that have the potential to help L2 teachers in addressing various aspects of English pronunciation in the classroom. In this particular area, viz teacher training in pronunciation, there is an ample number of assertions and findings about teachers' lack of training in this field (see, for example, Derwing, 2008; Foote, Holtby, & Derwing, 2011; MacDonald, 2002; Murphy, 1997). Thus, the book aims to bridge this gap and provide assistance to teachers in the EFL and ESL classrooms. Second, the book provides new findings of research in the area of L2 pronunciation, particularly with regard to English pronunciation. Again, this is an area that is suffering from neglect in both focus (see Porter, 1999) and number (see Deng et al., 2009). This publication, therefore, offers a paramount account of current research matters which will provide guidance for researchers to draw on to develop the quality and quantity of research in this area.

The book is in two parts: Part 1 is devoted to the teaching of English pronunciation, and Part 2 presents some concerns of English pronunciation research.

Part 1 contains seven chapters, each of which discusses some eclectic pedagogical issues in the area of English pronunciation. Chapter 1, by Mirosław Pawlak, Anna Mystkowska-Wiertelak and Jakub Bielak, explores the importance of learner cognitions and beliefs in the

development of teaching practices. The researchers found that learners generally held positive attitudes towards learning English pronunciation, a finding which was linked to students' attainment in the subject. However, it was difficult for researchers to link learners' other beliefs to attainment for reasons justified in the text.

Chapter 2, by Ewa Waniek-Klimczak, Arkadiusz Rojczyk and Andrzej Porzuczek, investigates learner beliefs about their accent in English and the possible link of these beliefs to education level and gender. The authors found that, similar to the many previously conducted studies in Poland and elsewhere, learners aim to speak like native speakers and hold negative attitudes towards Polish-accented English. Such beliefs were analysed according to education level and gender, with this analysis revealing a strong link between these two variables and negative beliefs.

In chapter 3, Małgorzata Baran-Łucarz, Ewa Czajka and Walcir Cardoso show how Learner Response Systems (LRS) can be used effectively in teaching English phonetics relying on quantitative and qualitative results of a study in a Polish teaching context that showed the efficacy of using LRSs in teaching lexical stress.

With further regard to teaching issues, Chapter 4, by Una Cunningham, extends the discussion on the use of technology in teaching English pronunciation by describing an online course that was taught to Swedish primary school teachers in order to improve their pronunciation and grammatical weaknesses. Of importance to this course was its efficacy in improving explicit knowledge of English pronunciation, though was ineffective in improving 'pronunciation in spontaneous speech' (p.75).

Chapter 5, by Marta Nowacka, examines English pronunciation materials by analysing resources written over the past 90 years in terms of scope, objectives, choice of models, and targeted audience. Also, Nowacka looked at how the TRAP vowel was treated over different periods through the textbooks, issues that are hoped by Nowacka to be treated appropriately in future textbooks.

Chapter 6, by Elina Tergujeff, extends the focus on pronunciation materials and examines the role of textbooks in the teaching of English pronunciation, a role so prominent to be described as "poor masters instead of good servants" (p.114).

The final chapter in this section, by Łukasz Furtak, presents an argument for the use of 'Polish-Based ResPELLing Phonetic Transcription System' in the teaching of English phonetics to elementary or lower-intermediate learners. The author based his argument on the grounds that this teaching tool may only be advantageous to those learners who do not aim to learn English phonetics, but rather for the purpose of communication.

Part 2 contains eight chapters that present studies on intricate issues in the area of English pronunciation. Chapter 8, by Sylwia Scheuer, presents a convincing argument into selection

criteria teachers of English pronunciation usually adopt when addressing segmental features. Particularly, I agree with the author's description of these criteria as 'elusive' (p.150), and his disposition that these criteria are based on 'personal convictions, personal preferences and personal habits' (p.150).

Chapter 9, by Magdalena Zając, discusses the value of incorporating corpus-based linguistics into the teaching of English pronunciation through an analysis of results previously obtained by the researcher and colleagues into how best to use compiled lists of mispronounced words as a tool in the teaching of pronunciation.

Chapter 10, by Andrzej Porzuczek, raises the issue of rule- or pattern-instruction to enhance progress of learners and to reduce the number of errors committed by learners of English. It is argued that such instruction is helpful to attract students' attention to tendencies that govern the pronunciation of some words.

Chapter 11, by Ewa Waniek-Klimczak, looks at three main factors (explicit instruction, word frequency, and source of errors) that affect word stress recognition by Polish learners of English. It was found that all three factors affect the acquisition of English word stress, a result which partially contradicts some scholars' assertions.

Chapter 12, by Geoffrey Schwartz, examines how cross-language differences influence the production of English vowels by Polish learners of English. Schwartz argues that the higher the learners' proficiency, the greater the learners' ability to produce formant dynamics.

Chapter 13, by Linda Shockey, offers some useful tips that may assist in the teaching of English phonetics and calls for more focus on the functions of the larynx as an articulator.

Chapter 14, by Arkadiusz Rojczyk, proposes an elicitation technique for the teaching of English pronunciation. The researcher tests the efficacy of this technique on a group of Polish learners of English and finds positive effects of using it.

The final chapter, by Katarzyna Dziubalska-Kolaczyk, Anna Balas, Geoffrey Schwartz, Arkadiusz Rojczyk and Magdalena Wrembel, discusses how teaching can be enhanced by using the 'repair' method which refers to students' use of first language processes to improve L2 pronunciation.

This book represents advancement in the field of L2 pronunciation teaching. It provides teachers, educators, and researchers with novel issues that may not have been thought of before. In terms of content, the book covers a wide range of topics and concerns that are both useful and empirically-examined. In particular, Chapters 5 and 6 contribute to the field by providing analyses of pronunciation teaching materials, an area that, to my knowledge has been rarely discussed in the literature, with the exception of Arlidge (1995), and one of the authors' publications elsewhere (Tergujeff, 2010). In terms of organisation, however, the

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titles of the two sections did not seem very convincing. Many of the issues are overlapping, which is understandable because teaching and research are interrelated: Teachers need research to be able to teach. However, moving the first two chapters (1 and 2) to the next section would have been more logical because they both discuss research findings. Similarly, several chapters (particularly chapters 13, 14 and 15) in Part 2 would fit better in Part 1 as they clearly examine teaching practices and offer tips to better improve L2 pronunciation. Apart from this minor issue of organisation, the publication is an invaluable resource that encompasses thoughts and views of both scholars and researchers regarding the teaching of English pronunciation.

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