

lines the need for such a volume, presenting the interested reader with material not readily accessible.

The editor of an anthology selects from among the wide range of available resources. Overall, Brown has made excellent (and undoubtedly difficult) choices. He begins by highlighting the issue of which English (standard/received pronunciation or the local variety) to teach. In the section on philosophical considerations, I would argue only with Brown's inclusion of Acton's article on "Changing Fossilized Pronunciation," which appears better suited to the section on classroom techniques and practices. In this same section, which includes the ongoing philosophical debate initiated by Parish (1977) and Stevick (1978), I question Brown's decision to omit the fine reaction to this debate by Pennington and Richards (1986). Even assuming space restrictions, I would have selected this contribution over the somewhat redundant articles on sociolinguistic considerations by Baxter and Newbrook in the first section.

The only additional "bone" I wish to pick with Brown concerns his decision to ignore issues of phonological acquisition both in the text and in the accompanying bibliography. To my mind, an insight into how L2 phonology is acquired by learners is as critical for pronunciation practitioners as the other five domains Brown has included in this volume. Notwithstanding these complaints, the volume belongs on the shelves of libraries everywhere for the benefit of those engaged in the classroom practice of pronunciation teaching. Brown is to be commended for providing our profession with a long-overdue compilation of readings in this important area.

REFERENCES

- Parish, C. (1977). A practical philosophy of pronunciation. *TESOL Quarterly*, 11 (3), 311-317.
- Pennington, M. C., & Richards, J. C. (1986). Pronunciation revisited. *TESOL Quarterly*, 20 (2), 207-225.
- Stevick, E. (1978). Toward a practical philosophy of pronunciation: Another view. *TESOL Quarterly*, 12 (2), 145-150.

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Teaching American English Pronunciation. Peter Avery and Susan Ehrlich. Oxford: Oxford University Press, 1992. Pp. xvi + 254.

■] In the early 1980s, the Ontario Ministry of Citizenship issued a 44-page forerunner of *Teaching American English Pronunciation* (Department of the Provincial Secretary and Citizenship, no date); in 1987 Avery and Ehrlich edited an issue of TESL Canada's *TESL Talk* (Vol. 17, No. 1), which included material from the ministry work. These earlier publications were prized by the teachers who were able to obtain them, and this current

Oxford volume will be hailed as a now readily available resource for ESL teachers and program planners.

Teaching American English Pronunciation is a welcome addition to a small but growing literature of linguistically and pedagogically sound pronunciation references for ESL professionals. It fits nicely into a timely genre of resource texts and papers that explore aspects of a “communicative” pronunciation focus, while continuing to include useful facets of a more “traditional” pronunciation focus. Thus teachers are provided with an array of practice options from which they can choose those which best meet the oral communication needs of their students at given times. This dual attention is an essential component of today’s perspectives on pronunciation curricula: one focus on macrolevels of oral communication/discourse pronunciation features (e.g., the discourse functions of prosodies and vocal features) and another focus on microlevels of discrete-point pronunciation features (e.g., sound segments, conditioned segmental combinations and variations, and sentence-level prosodic features).

The text is designed for the practicing professional. The material Avery and Ehrlich have assembled makes the book a clearly written and easy-to-use teaching reference. It is unpretentious in its style and in its manner of presentation. Its treatment of articulatory phonetics and phonology concepts and terminology is largely clear and accurate but is not overwhelming in its physical and physiological detail. As helpful as this text is as a personal information resource, it should also prove useful in preservice MATESL programs or in in-service continuing education formats.

The volume is divided into three sections. Part 1 presents six chapters of background information on the sound system of English. The vowel system presented is characterized as “the English used in the national media in the USA and by a large number of North American speakers” (p. 28). Chapters 1–4 comprise two thirds of this section; they focus on sound segments and include sound-spelling considerations, descriptions of the individual vowel and consonant sounds, sounds in context, and syllable structure. Chapters 5 and 6 provide very brief and necessarily generalized commentaries on word stress and vowel reduction, rhythm, sentence stress and intonation, and modifications of sounds in connected speech.

Part 2 focuses on the identification and correction of specific pronunciation problems. It includes discussions of both general problem areas and specific problems of 14 language groups, with the caveat that the list of problems is in no way intended to be exhaustive. The information presented here will be especially helpful to novice teachers with limited experience. Unfortunately source references for this material are not given, but for more extensive information teachers can consult other sources which are referenced in the annotated section, Further Reading.

The final part of the book focuses on classroom activities. Eight chapters of about 10 pages each discuss some key considerations. They are quite brief but serve readers well as an introduction to a variety of concepts and practical issues in the teaching of pronunciation. The annotated Further Reading lists 18 student texts and teacher reference books. It also includes a bibliography of 55 books and articles and a useful glossary.

The thoughtful comments of Carlos Yorio in the Foreword to the 1987 *TESL Talk* forerunner of *Teaching American English Pronunciation* are as true today as they were then:

This text is applied linguistics in the very best sense. This book will give classroom teachers the *theory* they need so that they will be able to make their pronunciation classes *practical* and, as we all know, there is nothing more practical than a good theory. (p. 6)

REFERENCES

Department of the Provincial Secretary and Citizenship (no date). *The sound system of English for teachers of English as a second language*. Toronto, Canada: Author, Citizenship Branch.

JOAN MORLEY

The University of Michigan

Rapid Review of Vowels and Prosodic Contexts. Joan Morley. Ann Arbor, MI: University of Michigan Press, Pp. xvi + 68.

Intensive Consonant Pronunciation Practice. Joan Morley. Ann Arbor, MI: University of Michigan Press, Pp. xvi + 349.

Extempore Speaking Practice. Joan Morley. Ann Arbor, MI: University of Michigan Press, Pp. xvi + 113.

■ With these three volumes, Joan Morley offers a comprehensive instructional program in spoken English for intermediate- and advanced-level ESL students. The set is accompanied by tapes with a variety of voices (tapes for the first two volumes are available now; tapes for the last will be available soon). Morley's goal is ultimately to foster learner independence and self-confidence. Activities encourage students to take charge of their own language development process while the teacher plays the role of facilitator.

A strong point of these books is their broad range of coverage. Originally trained as a speech therapist, Morley has the expertise to provide a detailed analysis of speech production at the microlevel. At the other end of the spectrum, her global perspective on pronunciation as an integral part of communication leads her to include many activities which encourage clarity of speech in extended discourse. Students are also given explicit self-monitoring strategies to extend their practice into their daily communication outside of class.

The three volumes can be used individually or as a set. *Rapid Review of Vowel and Prosodic Contexts* begins with a unit on the vowels of English spoken in the U.S. The lessons in this unit include clear information on the articulation of the vowels, practice exercises in production and listening