Review of Reed, Marine & Levis, John. (Eds.). 2015. *The Handbook of English Pronunciation*. Hoboken, NJ: John Wiley & Sons. 552 pages. ISBN 978–1–118–31447–0.

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The Handbook of English Pronunciation is a long-awaited, state-of-the-art reference book which will be a valuable resource for language researchers and teachers alike. It provides an authoritative overview of current knowledge in this field and addresses key pedagogical issues. Readers do not need to be experts in pronunciation to benefit from the book, and reading it will bring home to them how "pronunciation influences all research into, and teaching of, spoken language" (2015: xii).

The handbook, skilfully edited by Marnie Reed and John Levis, showcases contributions from 37 experts from around the world in 530 pages. The seven-page Introduction includes some candid comments about the challenges of pulling together contributions from a host of authors, countries and approaches, but—given the variety and richness of Englishes around the world—this diversity is one of the book's major strengths.

The main body of the book contains 28 chapters organised into six parts, and each of the parts delves into one aspect of English pronunciation: History, Description, Discourse, Major Varieties, Acquisition, and Teaching. In addition to the bibliography at the end of each chapter, the book provides a comprehensive, 10-page Index that makes it easy for readers to rapidly find what interests them—detailed language descriptions, practical classroom information or further reading suggestions. Showing readers where to find further information as their needs and questions evolve is a key feature of any handbook. Finally, Notes on Contributors (2015: vii–xi) provide useful information about the authors.

Part 1 of the handbook—*The History of English Pronunciation*—opens with a chapter by Jeremy Smith, in which he illustrates the process of historical phonology with three case studies: voiced and voiceless fricatives as examples of the development of new phonemic categories, the relation between digraphs and diphthongs, and the causes and consequences of the Great Vowel Shift. Smith's methodological queries and meta-reflections set the tone for

the rest of the handbook, which encourages frank questioning and the good-humoured pursuit of knowledge. Lynda Mugglestone's chapter on "Accent as a social symbol" is a delightful romp through linguistic, literary and media sources which illustrates how accents have acted as gatekeepers in stratified societies. Part 1 concludes with John M. Murphy and Amanda A. Baker's definitive history of teaching ESL pronunciation. This chapter provides a perfect complement to Celce-Murcia, Brinton, Goodwin and Griner's 2010 overview, as it covers key players, approaches and periods in much more detail than the latter.

The five chapters that make up Part II of the book provide descriptions of English pronunciation. Chapters 4, 5 and 6 will be of particular interest to classroom teachers, as they offer useful insights which can inform pedagogical choices. For example, David Deterding's concise chapter on segmentals asks how we should refer to sounds "without linking the representation to one accent" (2015: 70) and mentions Wells' system of keywords (1982) and upper-case letters. Some teachers have developed their own systems for doing this, but others might appreciate being reminded of Wells' keywords. Two other chapters include sections explicitly addressing pedagogical implications: Adam Brown for syllables in Chapter 5 and Fe-Ling Low for rhythmic patterning in Chapter 7. Teachers will also find the chapters on lexical stress by Anne Cutler (Chapter 6) and intonation by John Levis and Anne Wichmann (Chapter 8) very valuable, as their clear explanations of the importance of lexical stress and intonation to both production and perception will help teachers make choices appropriate to their own instructional contexts.

Part III—*Pronunciation and Discourse*—contains four chapters examining "how discourse affects the pronunciation of segments and the meanings of supra-segmental features, as well as a discussion of pronunciation's connection to fluency" (2015: xvii). The first chapter, by Ghinwa Alameen and Levis, covers Connected Speech Processes (CSPs). The authors define Connected Speech (CS) and suggest a categorization of CSPs. Most of their chapter then looks in detail at research into the perception and production of CSPs. In particular, the authors note the lack of research into the effectiveness of CSP training on production, one of the *Handbook's* many calls to arms. This chapter is followed by Ann Wichmann's explanation of how intonation, in particular, "serves to structure spoken texts, manage interaction, and convey pragmatic meaning" (2015: 175). Both Chapters 10 and 11 shed light on the collaborative nature of talk-in-interaction. In Chapter 11, Beatrice Szczepek-Reed delineates how prosody plays "a vital role in shaping the social actions that speakers perform through language" (2015: 191). Szczepek-Reed examines stress timing and syllable timing as part of wider prosodic issues, as well as the implications of these issues for pronunciation education. In the last chapter, "Fluency", Ron Thomson examines the construct of fluency as a cognitive skill. Arguing that fluency is partially related to three aspects of the speech production construct—accentedness, intelligibility and comprehensibility—he critiques two speech models which describe the role of pronunciation in the development of fluency.

Detailed descriptions of the major varieties of English around the world are presented in Part IV, where the contributors focus on the pronunciations of English in North America, Britain, Australia, New Zealand, South Africa, and India. In Chapter 13, Charles Boberg provides an overview of "binational" North American English, including regional and social variation. Boberg goes into much more detail than Cruttenden's brief description of General American (2014), explaining the origins of some variations and/or their social evaluation. Clive Upton's chapter on British English first addresses the model English accent called Received Pronunciation (RP). Upton calls it a "moving target" (2015: 253) and describes its characteristics in detail, comparing what he calls "trad-RP" to modern-day RP. He then systematically explores regional accents by looking at 9 major markers of place, 19 segmental differences, and a few regional suprasegmentals. The similarities and differences between Australian and New Zealand English are examined in Chapter 15, where Laurie Bauer discusses the origins of the two varieties as well as regional, social and historical variation. Vowels, consonants and prosodics are covered in a contrastive format which is concise and accessible. Ian Bekker and Ebertus Van Rooy provide a succinct account of the evolution of South African English and its pronunciation features in Chapter 16, followed in Chapter 17 by Pramod Pandey's shorter historical account of English in India, which is just as enlightening. Pandey also deftly explains the differences between General Indian English (GIE) and Indian English (IndE), as well as GIE's origins and the ongoing institutionalization of IndE. The final chapter on World Englishes, by Cecil L. Nelson and Seong-Yoon Kang, begins with a 5-page examination of the native/non-native dichotomy, touching on Kachru's Three Circles model (1985), English as a Lingua Franca and Jenkins's Lingua Franca Core (2007). A welcome description of Korean English, which remains under-researched, is provided in the last two pages in order to illustrate some of the issues in the wider debate on World Englishes.

Part V—*Pronunciation and Language Acquisition*—provides two essential contributions in just 40 pages. Marilyn May Vihman's chapter, "Acquisition of the English Sound System", convincingly illustrates why no single language, let alone English, can provide the template for a model of acquisition. This chapter may be a real eye-opener, to use the editors' terms. For example, some readers may be surprised to learn that "the speech of children acquiring English tends to sound syllable-timed at age one or two" (2015: 343). In the next chapter, Pavel Trofimovich, Sara Kennedy and Jennifer Ann Foote discuss variables affecting development of L2 pronunciation; they explain that it is a complex and multi-dimensional process distinct from L1 pronunciation acquisition. It was a pleasant surprise to see study abroad included as a collective action variable, defined as "socially coordinated activities performed by more than a single speaker" (2015: 361). Study abroad is rarely mentioned in pronunciation research, despite the increasing interest in the study abroad experience.[1]

Some of the most important issues for pronunciation teachers are covered in the longest and final part of the book —*Pronunciation Teaching*. In Chapter 21, Murray Munro and Tracey M. Derwing provide a state-of-the-art review of intelligibility as a construct and discuss teaching priorities in intelligibility-oriented instruction. Bemoaning "the problem of limited data and the consequent need to speculate rather than provide empirically grounded bases for recommendations to teachers" (2015: 393), they call for more intervention studies. The challenge of identifying features which impact on a speaker's intelligibility and comprehensibility is taken up by Beth Zielinski in Chapter 22, where she addresses the segmental/suprasegmental debate. As Zielinski shows, it is not an either-or question, as both segmental and suprasegmental features are important for learners and in practice the two aspects cannot be separated. In Chapter 23, Graeme Couper provides a very accessible explanation of the role of language and learning theory, and their relevance to classroom instruction. He offers five practical teaching tips, grounded in cognitive phonology, social learning and SLA theory. Robin Walker and Wafa Zoghbor, in the following chapter, retrace the origins of the pronunciation of English as a Lingua Franca (ELF) and they describe classroom models and ELF pronunciation teaching techniques. They include two tables which summarize "Differences in using English in ENL, ESL, EFL and ELF contexts" and "Pronunciation targets for teaching EFL and ELF" (2015: 435, 439). In Chapter 25, intonation is covered from the unusual angle of metacognition, described as "the missing link between theory and practice" (2015: 454) by authors Marnie Reed and Christina Michaud. They suggest that focusing on metacognition may not only increase learners' awareness, but could also inspire innovative approaches to teaching and/or researching other aspects of English pronunciation.

The next two chapters dispel myths that many readers may harbour. In Chapter 26, Laura Sicola and Isabelle Darcy examine the value of making pronunciation inherent to every lesson and demonstrate that proactive form-focussed communicative instruction is very feasible. They also systematically examine how pronunciation can be integrated with vocabulary, spelling, grammar, listening/speaking, reading and writing instruction. In the next chapter, which addresses the importance of orthography and spelling, Wayne B. Dickerson supports the premise that "Good prediction skills make possible good production and perception" and such skills help "teachers and learners realize goals they value" (2015: 491, 490). With this in mind, he describes a set of concise rules for predicting consonant choice, major word stress, major-stressed vowels, compression, suffix forms and variability. Rebecca Hincks's final chapter rounds off the book with an excellent survey of the key issues in the field of Technology and Learning Pronunciation. Her main focus is on the types of feedback which are possible and on the potential roles of speech technologies in assessment and conversational practice. Although "really effective automated feedback remains an elusive goal" (2015: 516), computer-assisted pronunciation training (CAPT) systems will

continue to improve. For now, it seems important for teachers to embrace the speech visualization tools that are currently available.

Thanks to meticulous editing, the handbook has very few shortcomings. One minor criticism would be the uneven coverage of the six themes included in the book; this is reflected in the lengths of the six parts. For example, Part V's two chapters and 40 pages provide a valuable but brief overview of L1 and L2 pronunciation and language acquisition, whereas Part VI's eight chapters and more than 100 pages highlight the quantity and complexity of issues related to pronunciation teaching. Some readers might also have liked to see an overall conclusion, but that would have been nearly impossible to write, given the breadth and depth of the contents covered by the 28 chapters. The handbook's only significant shortcoming is the lack of a chapter on pronunciation assessment, especially as the final chapter on teaching pronunciation begs the question. Numerous formal oral-proficiency testing instruments claim to evaluate speaking skills and include, to varying degrees of success and appropriateness, pronunciation descriptors (see Celce-Murcia et al., 2010 for a review); a critical analysis of these and/or of common classroom assessment practices would have been useful for teachers and researchers alike.

To conclude, the handbook neatly summarises the major issues in the field of English pronunciation and provides ideas both for future research and for improvements to existing teaching paradigms. As stated in the Introduction, the editors realized during the editing process that "many of the things that we thought we knew were mistaken" (2015: xvii). This is surely a sign that the contributors took to heart the mission of creating a work that will become the go-to reference for all those interested in English pronunciation.

NOTES

1   At least two academic journals now exist: *Frontiers: The International Journal of Study Abroad* (first issue, 1995) and *Journal of Studies in International Education* (first issue, 1997).

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