Contents

List of Tables and Figures x
Acknowledgements xii
Notes on the Contributors xiii
Introduction xvii

PART I ATTITUDES AND IDEOLOGIES

1 Uncovering the sociopolitical situatedness of accents in the World Englishes paradigm
Jasmine C.M. Luk and Angel M.Y. Lin
Introduction: Englishes in a world tug-of-war 3
Accent and World Englishes 6
Positioning postcolonial Hong Kong in the
WE paradigm: speculations and realities 7
Moving away from the WE paradigm? Signifying practices in postcolonial Hong Kong 9
Uncovering the sociopolitics in hegemonic privileging of BANA-centric accents in postcolonial Hong Kong 12
Deconstructing the BANA-centric hegemony of English in Hong Kong: its likelihood of success 15
Towards three reform paradigms: assessment, research, and curriculum 16
Conclusion 19
Notes 19
Bibliography 20

2 What the other half gives: the interlocutor's role in non-native speaker performance
Stephanie Lindemann
Introduction 23
It takes (at least) two to converse 24
‘Hearing with an accent’ may not require interaction with the speaker 28
‘Hearing with an accent’ may not require negative attitudes to the speaker 31
Expectations may influence reactions to non-native speakers in conflicting ways 34
Implications 36
Appendix 45
Note 46
Bibliography 46

PART II  PROSODY: NEW MODELS FOR MEANING

3  Reading aloud 53
Wallace Chafe
Introduction 53
The nature of reading aloud 54
Conference practices 57
Listenability 58
An example 59
The role of prosody 62
Another example 64
Silent reading 66
Conclusion 69
Bibliography 70

4  Intonational meaning starting from talk 72
Ann Wennerstrom
Introduction 72
Theoretical models of intonational meaning 74
Intonation and the discourse of language learners 77
Sample analyses 80
Conclusion 92
Appendix 94
Notes 94
Bibliography 94

5  A review of recent research on speech rhythm: some insights for language acquisition, language disorders and language teaching 99
Ee Ling Low
Early research on speech rhythm 99
Recent research on speech rhythm 102
Applications of rhythmic indexes 117
Conclusion 122
Notes 122
Bibliography 122

6  Factors affecting turn-taking behaviour: genre meets prosody 126
Rebecca Hughes and Beatrice Szczep Reed
Introduction 126
Previous literature on turn-taking 126
Towards an understanding of what speakers must know 129
Exploring the hypotheses through instances of turn-taking 132
Conclusion 136
Appendix 138
Notes 139
Bibliography 139

PART III  SPOKEN DISCOURSE AND LANGUAGE PEDAGOGY

7  Spoken discourse, academics and global English: a corpus perspective 143
Anna Mauranen
Introduction 143
Speaking and language 144
Speaking, the corpus and the classroom 148
Speaking English in today's world 151
Conclusion 154
Bibliography 155

8  Spoken grammar: vague language and EAP 159
Joan Cutting
Introduction 159
Discourse analysis 160
Pedagogical grammars 171
Language learning theory, teaching methodology and EFL coursebooks 172
Conclusion 177
Appendix 177
Bibliography 179

9  Reflecting on reflections: the spoken word as a professional development tool in language teacher education 182
Fiona Farr
Introduction 182
Reflective practice and action research 183