

Contents

- 1 Bridging the Research-Practice Gap in L2 Pronunciation** 1
Tracey M. Derwing, John M. Levis, and Sinem Sonsaat-Hegelheimer
- 2 Integrating Pronunciation into Language Instruction** 19
John M. Levis and Andrea Echelberger
- 3 Perception in Pronunciation Training** 42
Ron I. Thomson
- 4 Making the Teaching of Segmentals Purposeful** 61
Joshua Gordon
- 5 Making the Teaching of Suprasegmentals Accessible** 85
Mary Grantham O'Brien
- 6 Classroom Research for Pronunciation** 107
Veronica G. Sardegna and Alison McGregor
- 7 Using Technology to Explore L2 Pronunciation** 129
Dorothy M. Chun and Yan Jiang
- 8 Beyond Controlled, Guided, and Free Practice: Teaching Pronunciation Effectively Via a Coaching Model** 151
Donna M. Brinton, Michael Burri, and Amanda A. Baker
- 9 Effective Feedback for Pronunciation Teaching** 174
Graeme Couper

- 10 Pronunciation Assessment in Classroom Contexts** 194
Daniel R. Isbell and Mari Sakai
- 11 Pronunciation in Varied Teaching and Learning Contexts** 215
Mark Tanner and Lynn Henrichsen
- 12 Pronunciation Teaching in EFL K-12 Settings** 235
Elina Tergujeff
- 13 The Laboratory, the Classroom, and Online: What Works in Each Context** 254
Ines A. Martin and Solène Inceoglu
- 14 Teaching Pronunciation in the Context of Multiple Varieties of English** 273
Lucy Pickering and Meichan Huang
- 15 Research-Informed Materials for Pronunciation Teaching** 293
Sinem Sonsaat-Hegelheimer and Shannon McCrocklin
- Glossary** 315
Index 329