Contents

About the Authors —— V

Ubiratã Kickhöfel Alves, Jeniffer Imaregna Alcantara de Albuquerque
Introduction —— 1

Part I: Pronunciation development and intelligibility: Implications for teaching and training studies

Thaïs Cristófaro Silva, Wellington Mendes
Plural formation in English: A Brazilian Portuguese case study —— 13

Elena Kkese, Sviatlana Karpava
Effect of task, word length and frequency on speech perception in L2 English: Implications for L2 pronunciation teaching and training —— 41

Pedro Luis Luchini, Cosme Daniel Paz, María Claudia Troglio
L2 accented speech measured by Argentinian pre-service teachers —— 85

Jeniffer Imaregna Alcantara de Albuquerque, Ubiratã Kickhöfel Alves
Dynamic paths of intelligibility and comprehensibility: Implications for pronunciation teaching from a longitudinal study with Haitian learners of Brazilian Portuguese —— 107

Part II: L2 pronunciation teaching

Ronaldo Lima Jr
A dynamic account of the development of English (L2) vowels by Brazilian learners through communicative teaching and through explicit instruction —— 147

Tim Kochem, Idée Edalatishams, Lily Compton, Elena Cotos
An extra layer of support: Developing an English-speaking consultation program —— 167
Ilvi Blessenaar, Lizet van Ewijk
Putting participation first: The use of the ICF-model in the assessment and instruction of L2 pronunciation — 197

Part III: L2 pronunciation training: Implications for the classroom

Susan Jackson, Walcir Cardoso
Orthographic interference in the acquisition of English /h/ by Francophones — 229

Yuri Nishio, Akiyo Joto
Improving fossilized English pronunciation by simultaneously viewing a video footage of oneself on an ICT self-learning system — 249

Natallia Liakina, Denis Liakin
Speech technologies and pronunciation training: What is the potential for efficient corrective feedback? — 287

Part IV: Pronunciation in the laboratory: High variability phonetic training

Ellen Simon, Bastien De Clercq, Pauline Degrave, Quentin Decourcelle
On the robustness of high variability phonetic training effects: A study on the perception of non-native Dutch contrasts by French-speaking learners — 315

Pollianna Milan, Denise Cristina Kluge
Effects of perceptual training in the perception and production of heterotontics by Brazilian learners of Spanish — 345

Anabela Rato, Diana Oliveira
Assessing the robustness of L2 perceptual training: A closer look at generalization and retention of learning — 369
Conclusion

Tracey M. Derwing

An overview of pronunciation teaching and training — 399

Index — 413