

Journal of second language pronunciation
ÍNDICE DE AUTORES
2015-2022(1)

Autor	Título	Año	Volumen	Número	Páginas
Alghazo, Sharif	Alene Moyer. (2013) Foreign accent. The phenomenon of non-native speech. Cambridge: Cambridge University Press. (Book Review)	2017	Vol. 3	Issue 1	149-151
Archer, Gemma	John Hodgetts. Pronunciation Instruction in English for Academic Purposes, 2020. Springer. (Book Review)	2021	Vol. 7	Issue 3	467-471
Barrios, Shannon L.	Mary Grantham O'Brien & Sarah M. B. Fagan. (2016) German Phonetics and Phonology: Theory and Practice. New Haven: Yale University Press. (Book Review)	2017	Vol. 3	Issue 2	288-292
Beinhoff, Bettina	Social dynamics in second language accent. John M. Levis and Alene Moyer (Eds.), Berlin: De Gruyter Mouton, 2014. (Book Review)	2015	Vol. 1	Issue 2	286-289
Bird, Sonya	Pronunciation among adult Indigenous language learners: The case of SENĆOŦEN /t'/. 2020	2020	Vol. 6	Issue 2	148-179
Bliss, Heather ; Abel, Jennifer ; Gick, Bryan	Computer-assisted visual articulation feedback in L2 pronunciation instruction: A review.	2018	Vol. 4	Issue 1	129-153
Boldt, Heather ; Larsson, Margareta	Lucy Pickering. Discourse Intonation: A Discourse-Pragmatic Approach to Teaching the Pronunciation of English, 2018. Ann Arbor: University of Michigan Press. (Book Review)	2019	Vol. 5	Issue 2	328-332
Brinton, Donna M.	Laura Patsko & Katy Simpson. How to Write Pronunciation Activities, 2019. Oxford, England: ELT Teacher 2 Writer. (Book Review)	2021	Vol. 7	Issue 1	125-129
Burri, Michael	Okim Kang & April Ginther. Assessment in second language pronunciation, 2018. New York, NY: Routledge. (Book Review)	2018	Vol. 4	Issue 2	284-287
Burri, Michael ; Baker, Amanda ; Chen, Honglin	I feel like having a nervous breakdown: Pre-service and in-service teachers' developing beliefs and knowledge about pronunciation instruction.	2017	Vol. 3	Issue 1	109-135
Carey, Michael	T. Isaacs & P. Trofimovich (Eds.). Second language pronunciation assessment: Interdisciplinary perspectives, 2017. Bristol: Multilingual Matters. (Book Review)	2018	Vol. 4	Issue 1	158-162
Cebrian, Juli	R. Wayland (Ed.). Second Language Speech Learning: Theoretical and Empirical Progress, 2021. Cambridge University Press. (Book Review)	2022	Vol. 8	Issue 1	144-148
Cerreta, Suzanne ; Trofimovich, Pavel	Engaging the senses.	2018	Vol. 4	Issue 1	46-72
Chan, Marsha J.	Marla Tritch Yoshida. Beyond repeat after me: Teaching pronunciation to English learners, 2016. Alexandria, Virginia, USA: TESOL International Association. (Book Review)	2018	Vol. 4	Issue 2	279-283

Chappell, Whitney	Phonological (in)visibility: The perception of reduced Spanish vowels among L1-Spanish speakers, L2-Spanish learners, and English monolinguals.	2019	Vol. 5	Issue 3	435-463
Chun, Dorothy M. ; et al.	Acquisition of L2 Mandarin Chinese tones with learner-created tone visualizations.	2015	Vol. 1	Issue 1	86–114
Couper, Graeme	Teacher cognition of pronunciation teaching: The techniques teachers use and why.	2021	Vol. 7	Issue 2	212–239
Couper, Graeme	Teacher cognition of pronunciation teaching amongst English language teachers in Uruguay.	2016	Vol. 2	Issue 1	29-55
Crowther, Dustin	Rating L2 speaker comprehensibility on monologic vs. interactive tasks: What is the effect of speaking task type? (Best Doctoral Student Paper Award)	2020	Vol. 6	Issue 1	96-121
Crowther, Dustin ; Trofimovich, Pavel ; Isaacs, Talia	Linguistic dimensions of second language accent and comprehensibility Nonnative listeners' perspectives. (Feature Article)	2016	Vol. 2	Issue 2	160-182
Đào, Đích Mục ; Nguyễn, Anh-Thư T.	Korean L2 learners' perception and production of Vietnamese tones.	2019	Vol. 5	Issue 2	195-222
Đào, Phụng ; Nguyen, Mai Xuan Nhat Chi ; Nguyen, Ngoc Bao Chau	Effect of pronunciation instruction on L2 learners' listening comprehension.	2021	Vol. 7	Issue 1	10–37
Darcy, Isabelle	Pronunciation Fundamentals. Evidence-based perspectives for L2 teaching and research. Tracey M. Derwing and Murray J. Munro, Amsterdam: John Benjamins Publishing Company, 2015. (Book Review)	2016	Vol. 2	Issue 2	286-290
Derwing, Tracey M.	L. Plonsky. Professional development in applied linguistics: A guide to success for graduate students and early career faculty, 2020. Amsterdam: John Benjamins. (Book Review)	2021	Vol. 7	Issue 2	302–306
Eckman, Fred ; Iverson, Gregory ; Song, JaeYung	Overt and covert contrast in L2 phonology.	2015	Vol. 1	Issue 2	254-278
Ergül, Hilal	Jose A. Mompean & Jonás Fouz-González (eds.). (2015) Investigating English pronunciation: Trends and directions. London, UK: Palgrave Macmillan. (Book Review)	2017	Vol. 3	Issue 1	144-148
Foote, J. A. ; Thomson, R. I.	Speech language pathologists' beliefs and knowledge-base for providing pronunciation instruction: A critical survey.	2021	Vol. 7	Issue 2	240–264
Foote, Jennifer A.	English Accent Coach <www.Englishaccent.com>. Developed by Ron Thomson. (Book Review)	2015	Vol. 1	Issue 1	115–118
Foote, Jennifer A. ; McDonough, Kim	Using shadowing with mobile technology to improve L2 pronunciation.	2017	Vol. 3	Issue 1	34-56
Fouz-González, Jonás	Sounds: The Pronunciation App, 2011. Macmillan Publishers Limited. (Review)	2020	Vol. 6	Issue 2	270-275
French, Leif M. ; Gagné, Nancy ; Collins, Laura	Long-term effects of intensive instruction on fluency, comprehensibility and accentedness.	2020	Vol. 6	Issue 3	380-401
Frost, Dan	M. Hancock. Mark Hancock's 50 Tips for Teaching Pronunciation, 2020. Cambridge: Cambridge University Press. (Book Review)	2021	Vol. 7	Issue 3	472–475

Gaffney, Caitlin ; Côté, Stephanie	Does personality influence ratings of foreign accents?	2020	Vol. 6	Issue 1	68-95
Gardiner, Ishamina Athirah	Intelligibility of an L2 variety in ELF interactions: Brunei English and vowel pronunciation.	2019	Vol. 5	Issue 2	247-268
Gnevsheva, Ksenia	Style-shifting and intra-speaker variation in the vowel production of nonnative speakers of New Zealand English.	2015	Vol. 1	Issue 2	135-156
Gordon, Joshua ; Darcy, Isabelle	The development of comprehensible speech in L2 learners: A classroom study on the effects of short-term pronunciation instruction..	2016	Vol. 2	Issue 1	56-92
Grover, Vikas ; et al.	Perception of American English consonants /v/ and /w/ by Hindi speakers of English.	2021	Vol. 7	Issue 3	370–407
Hacking, Jane F. ; Smith, Bruce L. ; Johnson, Eric M.	Utilizing electropalatography to train palatalized versus unpalatalized consonant productions by native speakers of American English learning Russian.	2017	Vol. 3	Issue 1	9-33
Hanzawa, Keiko	Karin Richter. English-Medium Instruction and Pronunciation: Exposure and Skills Development, 2019. Bristol: Multilingual Matters. (Book Review)	2019	Vol. 5	Issue 3	464-468
Hardison, Debra M.	Visualizing the acoustic and gestural beats of emphasis in multimodal discourse: Theoretical and pedagogical implications.	2018	Vol. 4	Issue 2	232-259
Hayes-Harb, Rachel ; Hacking, Jane F.	Beyond rating data: What do listeners believe underlies their accentedness judgments?	2015	Vol. 1	Issue 1	43–64
Henderson, Alice	Pronunciation in EFL instruction: A Research-Based Approach. Jolanta Szpyra-Kozłowska, Multilingual Matters, 2015. (Book Review)	2015	Vol. 1	Issue 2	282-285
Huang, Becky ; Evanini, Keelan	Think, sink, and beyond: Phonetic variants and factors contributing to English th pronunciation among Chinese speakers.	2016	Vol. 2	Issue 2	253-275
Huang, Meichan	Rachel’s English. https://www.youtube.com/user/rachelsenglish/featured . (Review)	2019	Vol. 5	Issue 1	165-170
Huensch, Amanda	John Murphy (Ed.). Teaching the pronunciation of English: Focus on whole courses, 2017. Ann Arbor: University of Michigan Press. (Book Review)	2019	Vol. 5	Issue 1	176-180
Huensch, Amanda	Perceptual phonetic training improves production in larger discourse contexts.	2016	Vol. 2	Issue 2	183-207
Hutchinson, Amy E. ; Dmitrieva, Olga	Individual variation in acquisition of voicing contrasts by classroom learners of French.	2021	Vol. 7	Issue 3	408–434
Immonen, Katja	Elina Tergujeff & Maria Kautonen (Eds.). Suullinen kielitaito – Opi, opeta, arvioi, 2019. Helsinki: Otava. (Book Review)	2021	Vol. 7	Issue 1	116–120
Immonen, Katja ; Alku, Paavo ; Peltola, Maija S.	Phonetic listen-and-repeat training alters 6–7-year-old children’s non-native vowel contrast production after one training session.	2022	Vol. 8	Issue 1	95–115
Inceoglu, Solène	Exploring the effects of instruction on L2 French learner pronunciation, accentedness, comprehensibility, and fluency: An online classroom study.	2019	Vol. 5	Issue 2	223-246
Isaacs, Talia ; Thomson, Ron I.	Reactions to second language speech: Influences of discrete speech characteristics, rater experience, and speaker first language background.	2020	Vol. 6	Issue 3	402-429

Isbell, Daniel R. ; Park, Ok-Sook ; Lee, Kyujin	Learning Korean pronunciation: Effects of instruction, proficiency, and L1.	2019	Vol. 5	Issue 1	13-48
John, Paul	Paul Carley & Inger M. Mees. American English phonetics and pronunciation practice, 2020. London & New York: Routledge. (Book Review)	2021	Vol. 7	Issue 1	130–134
Jones, Tamara	Anna Jarosz. English Pronunciation in L2 Instruction: The Case of Secondary School Learners, 2019. Cham, Switzerland: Springer. (Book Review)	2021	Vol. 7	Issue 1	135–139
Juřkowska, Izabela Anna ; Cebrian, Juli	Effects of listener factors and stimulus properties on the intelligibility, comprehensibility and accentedness of L2 speech.	2015	Vol. 1	Issue 2	211-237
Kahng, Jimin	Pekka Lintunen, Maarit Mutta, & Pauliina Peltonen (Eds.). Fluency in L2 learning and use, 2019. Blue Ridge Summit, PA: Multilingual Matters. (Book Review)	2021	Vol. 7	Issue 1	121–124
Kaneko, Emiko ; et al.	Quasi-neutralization in the acquisition of English coronal fricatives by native speakers of Japanese.	2015	Vol. 1	Issue 1	65–85
Kang, Okim ; Kermad, Alyssa ; Taguchi, Naoko	The interplay of proficiency and study abroad experience on the prosody of L2 speech acts.	2021	Vol. 7	Issue 3	343–369
Keenan, Elizabeth	Tamara Jones (ed.). (2016) Pronunciation in the classroom. The overlooked essential. Alexandria: TESOL Press. (Book Review)	2017	Vol. 3	Issue 1	136-139
Kennedy, Sara	Difficulties understanding L2 speech due to discourse- versus word-level elements.	2021	Vol. 7	Issue 3	315–342
Kieseier, Teresa	Productive phonological bootstrapping in early EFL of 4th-graders in German primary schools.	2021	Vol. 7	Issue 2	183–211
Kirkova-Naskova, Anastazija	Martha C. Pennington & Pamela Rogerson-Revell. English Pronunciation Teaching and Research: Contemporary Perspectives, 2019. London: Palgrave Macmillan. (Review)	2020	Vol. 6	Issue 2	265-269
Kocjančič Antolík, Tanja ; Pillot-Loiseau, Claire ; Kamiyama, Takeki	The effectiveness of real-time ultrasound visual feedback on tongue movements in L2 pronunciation training: Japanese learners' progress on the French vowel contrast /y/-/u/.	2019	Vol. 5	Issue 1	72-97
Kopečková, Romana ; Dimroth, Christine ; Gut, Ulrike	Children's and adults' initial phonological acquisition of a foreign language.	2019	Vol. 5	Issue 3	374-401
Lappin-Fortin, Kerry	Investigating L1 lay assessments of L2 French pronunciation.	2018	Vol. 4	Issue 1	103-128
Levey, David	Pronunciation matters: Accents of English in the Netherlands and elsewhere. Rias van den Doel and Laura Rupp (Eds.), Amsterdam: VU University Press, 2014. (Book Review)	2016	Vol. 2	Issue 2	276-280
Levis, John	Murray J. Munro. Applying Phonetics: Speech Science in Everyday Life, 2020. Wiley-Blackwell. (Book Review)	2022	Vol. 8	Issue 1	149–154
Levis, John	L2 pronunciation research and teaching: The importance of many languages. (Editorial)	2021	Vol. 7	Issue 2	141–153
Levis, John	Changes in L2 pronunciation: 25 years of intelligibility, comprehensibility, and accentedness. (Introduction)	2020	Vol. 6	Issue 3	277-282

Levis, John	Revisiting the Intelligibility and Nateness Principles.	2020	Vol. 6	Issue 3	310-328
Levis, John M.	JSLP's Editorial Advisory Board. (Editorial)	2022	Vol. 8	Issue 1	1-12
Levis, John M.	Native and nonnative authors in L2 pronunciation. (Editorial)	2021	Vol. 7	Issue 3	307-314
Levis, John M.	L2 pronunciation networking and conferences. (Editorial)	2020	Vol. 6	Issue 2	133-147
Levis, John M.	Teaching-oriented research. (In this issue)	2019	Vol. 5	Issue 1	1-12
Levis, John M.	Pronunciation research in recent dissertations. (Editorial)	2019	Vol. 5	Issue 2	181-194
Levis, John M.	Authors, reviewers and JSLP. (Editorial)	2019	Vol. 5	Issue 3	339-346
Levis, John M.	Precision and imprecision in second language pronunciation. /Editorial)	2018	Vol. 4	Issue 1	1-10
Levis, John M.	Technology and second language pronunciation. (Editorial)	2018	Vol. 4	Issue 2	173-181
Levis, John M.	Technology and the intelligibility-based classroom, given at the Pronunciation in Second Language Learning and Teaching conference, August 2016, University of Calgary, Alberta, Canada. (Plenary talk)	2018	Vol. 4	Issue 2	260-278
Levis, John M.	Evidence-based pronunciation teaching: A pedagogy for the future. (Editorial)	2017	Vol. 3	Issue 1	1-8
Levis, John M.	The Journal of Second Language Pronunciation -- Evaluation and directions. (Editorial)	2017	Vol. 3	Issue 2	157-164
Levis, John M.	The interaction of research and pedagogy. (Editorial)	2016	Vol. 2	Issue 1	1-7
Levis, John M.	Accent in second language pronunciation research and teaching. (Editorial)	2016	Vol. 2	Issue 2	153-159
Levis, John M.	The Journal of Second Language Pronunciation: An essential step toward a disciplinary identity. (Editorial)	2015	Vol. 1	Issue 1	1-10
Levis, John M.	Pronunciation trends across journals and the Journal of Second Language Pronunciation. (Editorial)	2015	Vol. 1	Issue 2	129-134
Levis, John M. ; Sonsaat Hegelheimer, Sinem	COVID silver linings: Accessible and affordable professional development. (Introduction)	2021	Vol. 7	Issue 1	1-9
Levis, John M. ; Sonsaat, Sinem	Publication venues for L2 pronunciation research.	2020	Vol. 6	Issue 1	1-11
Lima, Edna F.	The Supra Tutor: Improving speaker comprehensibility through a fully online pronunciation course.	2020	Vol. 6	Issue 1	39-67
Lima, Edna F.	Linda Grant & Eve Einselen Yu. (2016) Well Said Intro: Pronunciation for Clear Communication (2nd Ed.). Boston, MA: National Geographic Learning/Cengage Learning. (Book Review)	2017	Vol. 3	Issue 2	293-297
Lima, Edna F.	Linda Grant. (2016) Well Said: Pronunciation for Clear Communication (4th Ed.). Boston, MA: National Geographic Learning/Cengage Learning. (Book Review)	2017	Vol. 3	Issue 2	293-297

Lindemann, Stephanie	Bettina Beinhoff, Perceiving identity through accent: Attitudes towards non-native speakers and their accents in English, 2013. Bern, Switzerland: Peter Lang. (Book Review)	2016	Vol. 2	Issue 1	148-152
Lindemann, Stephanie ; et al.	Explicit and implicit training methods for improving native English speakers' comprehension of nonnative speech.	2016	Vol. 2	Issue 1	93-107
Liu, Di	Prosody transfer failure despite cross-language similarities: Evidence in favor of a complex dynamic system approach in pronunciation teaching.	2021	Vol. 7	Issue 1	38–61
Long, Avizia	Rajiv Rao (Ed.). Key issues in the teaching of Spanish pronunciation: From description to pedagogy, 2019. London and New York: Routledge. (Book Review)	2020	Vol. 6	Issue 1	122-126
Ludwig, Anja ; Mora, Joan C.	Processing time and comprehensibility judgments in non-native listeners' perception of L2 speech.	2017	Vol. 3	Issue 2	167-198
Ma, Rui ; et al.	Pronunciation's role in English speaking-proficiency ratings.	2018	Vol. 4	Issue 1	73-102
Macdonald, Shem	Pronunciation and phonetics. A practical guide for English language teachers. Adam Brown, London: Routledge, 2014. (Book Review)	2015	Vol. 1	Issue 2	279-281
Martin, Ines A. ; Sippel, Lieselotte	Is giving better than receiving? The effects of peer and teacher feedback on L2 pronunciation skills.	2021	Vol. 7	Issue 1	62–88
Mawson, Carole	Carnegie Speech Company. NativeAccent. English Speech Training. Pittsburgh, Pennsylvania: Carnegie Mellon University. (Book Review)	2017	Vol. 3	Issue 1	140-143
McAndrews, M. M. ; Thomson, R. I.	Establishing an empirical basis for priorities in pronunciation teaching.	2017	Vol. 3	Issue 2	267-287
McCrocklin, Shannon	ASR-based dictation practice for second language pronunciation improvement.	2019	Vol. 5	Issue 1	98-118
McCrocklin, Shannon	Okim Kang, Ron I. Thompson, & John M. Murphy (Eds.). The Routledge handbook of contemporary English pronunciation, 2018. New York, NY: Routledge. (Book Review)	2018	Vol. 4	Issue 2	288-292
McGregor, Alison	Outcomes: Upper intermediate, student's book (2nd Ed.). Hugh Dellar and Andrew Walkley, Andover, UK: National Geographic Learning, Cengage Learning, 2015. (Book Review)	2016	Vol. 2	Issue 1	143-147
McGregor, Alison	Outcomes: Upper intermediate, teacher's book (2nd Ed.). Mike Sayer, Hugh Dellar and Andrew Walkley, Andover, UK: National Geographic Learning, Cengage Learning, 2015. (Book Review)	2016	Vol. 2	Issue 1	143-147
Menke, Mandy R.	Phonological development in two-way bilingual immersion: The case of Spanish vowels.	2017	Vol. 3	Issue 1	80-108
Meritan, Camille	The longitudinal impact of self-reflection and integrated pronunciation instruction on L2 French learners' production of /y/ and /u/.	2022	Vol. 8	Issue 1	116–143
Mister, Bianca ; Baker, Amanda ; Chen, Honglin	Punching through the barrier: Using gesture to activate productive oral vocabulary.	2021	Vol. 7	Issue 2	265–290

Morales Reyes, Alexandra ; Arechabaleta-Regulez, Begoña ; Montrul, Silvina	The acquisition of rhotics by child L2 and L3 learners.	2017	Vol. 3	Issue 2	242-266
Moran, Meghan Kerry	Phonological features that predict accentedness, comprehensibility, and perceived teaching suitability in Arizona K-12 teachers.	2022	Vol. 8	Issue 1	13–39
Moyer, Alene	The puzzle of gender effects in L2 phonology.	2016	Vol. 2	Issue 1	8-28
Mroz, Aurore	Aiming for advanced intelligibility and proficiency using mobile ASR.	2020	Vol. 6	Issue 1	12-38
Müller, Mareike	Listening to learners' voices: Qualitative aspects of pronunciation learning during study abroad.	2016	Vol. 2	Issue 1	108-142
Munro, Murray J. ; Derwing, Tracey M.	Foreign accent, comprehensibility and intelligibility, redux.	2020	Vol. 6	Issue 3	283-309
Munro, Murray J. ; Derwing, Tracey M.	A prospectus for pronunciation research in the 21st century: A point of view.	2015	Vol. 1	Issue 1	11–42
Nagle, Charles	Developing and validating a methodology for crowdsourcing L2 speech ratings in Amazon Mechanical Turk.	2019	Vol. 5	Issue 2	294-323
Nagle, Charles	María de los Ángeles Gómez González & Teresa Sánchez Roura. English Pronunciation for Speakers of Spanish: From Theory to Practice, 2016. Berlin: De Gruyter Mouton. (Book Review)	2018	Vol. 4	Issue 1	168-172
Nagle, Charles L.	Assessing the state of the art in longitudinal L2 pronunciation research: Trends and future directions.	2021	Vol. 7	Issue 2	154–182
Nagle, Charles L.	Individual developmental trajectories in the L2 acquisition of Spanish spirantization.	2017	Vol. 3	Issue 2	218-241
Nagle, Charles L. ; Huensch, Amanda	Expanding the scope of L2 intelligibility research: Intelligibility, comprehensibility, and accentedness in L2 Spanish.	2020	Vol. 6	Issue 3	329-351
O'Brien, Mary Grantham	Holger Schmitt. (2016) Teaching English Pronunciation: A textbook for the German-speaking countries. Heidelberg: Universitätsverlag Winter. (Book Review)	2017	Vol. 3	Issue 2	298-302
O'Brien, Mary Grantham ; et al.	Directions for the future of technology in pronunciation research and teaching.	2018	Vol. 4	Issue 2	182-207
O'Neal, George	The accommodation of intelligible segmental pronunciation: Segmental repairs and adjustments in English as a Lingua Franca interactions.	2019	Vol. 5	Issue 1	119-138
Olson, Daniel J. ; Offerman, Heather M.	Maximizing the effect of visual feedback for pronunciation instruction: A comparative analysis of three approaches.	2021	Vol. 7	Issue 1	89–115
Osborne, Denise	The L2 perception of initial English /h/ and /ɹ/ by Brazilian Portuguese learners of English.	2015	Vol. 1	Issue 2	157-180
Pennington, Martha C.	Nigel G. Ward. Prosodic Patterns in English Conversation, 2019. Cambridge University Press. (Book Review)	2021	Vol. 7	Issue 2	296–301
Quesada Vázquez, Leticia	Kristýna Červinková Poesová & Klára Uličná. Becoming a Pronunciation Teacher, 2019. Faculty of Education of Charles University. (Book Review)	2021	Vol. 7	Issue 3	462–466

Raver-Lampman, Greg ; Toreno, Felicia ; Bing, Janet	An acceptable non-alveolar Japanese /s/.	2015	Vol. 1	Issue 2	238-253
Rimmer, Wayne	Paul Carley, Inger M. Mees, & Beverley Collins. English Phonetics and Pronunciation Practice, 2018. Routledge. (Book Review)	2019	Vol. 5	Issue 2	324-327
Romanelli, Sofia ; Menegotto, Andrea Cecilia ; Smyth, Ron	Stress perception: Effects of training and a study abroad program for L1 English late learners of Spanish.	2015	Vol. 1	Issue 2	181-210
Ruivivar, June ; Collins, Laura	Nonnative accent and the perceived grammaticality of spoken grammar forms.	2019	Vol. 5	Issue 2	269-293
Saeli, Hooman	Correction timing: Does it affect teacher oral feedback?	2019	Vol. 5	Issue 1	49-71
Saitō, Kazuya ; Akiyama, Yuka	Linguistic correlates of comprehensibility in second language Japanese speech.	2017	Vol. 3	Issue 2	199-217
Sakai, Mari	Moving towards a bilingual baseline in second language phonetic research.	2018	Vol. 4	Issue 1	11-45
Sakai, Mari	Grant, L. (Ed.). Pronunciation myths: Applying second language research to classroom teaching, 2014. Ann Arbor, MI: University of Michigan Press. (Book Review)	2015	Vol. 1	Issue 1	119-123
Sánchez-Alvarado, Covadonga	The acquisition of L2 Spanish intonation: An analysis based on features.	2022	Vol. 8	Issue 1	40-67
Schuhmann, Katharina S. ; Huffman, Marie K.	Development of L2 Spanish VOT before and after a brief pronunciation training session.	2019	Vol. 5	Issue 3	402-434
Sewell, Andrew	Functional load revisited: Reinterpreting the findings of 'lingua franca' intelligibility studies..	2017	Vol. 3	Issue 1	57-79
Silpachai, Alif	The role of talker variability in the perceptual learning of Mandarin tones by American English listeners.	2020	Vol. 6	Issue 2	209-235
Smith, Bruce L. ; Johnson, Eric ; Hayes-Harb, Rachel	ESL learners' intra-speaker variability in producing American English tense and lax vowels.	2019	Vol. 5	Issue 1	139-164
Smith, George Fredrik	Learning English: Pronunciation, 2019. Retrieved from http://www.bbc.co.uk/learningenglish/english/features/pronunciation (Book Review)	2019	Vol. 5	Issue 2	333-338
Sonsaat, Sinem	Richard Cauldwell, Phonology for listening: Teaching the stream of speech, 2014, e-book Speech in Action. (Book Review)	2015	Vol. 1	Issue 1	124-128
Strachan, Lauren ; Kennedy, Sara ; Trofimovich, Pavel	Second language speakers' awareness of their own comprehensibility: Examining task repetition and self-assessment.	2019	Vol. 5	Issue 3	347-373
Sweeting, Arizio	Teaching and researching the pronunciation of English. Studies in honour of Włodzimierz Sobkowiak. Ewa Waniek-Klimczak & Mirosław Pawlak, (Eds.), Springer International Publishing Switzerland, 2015. (Book Review)	2016	Vol. 2	Issue 2	281-285
Taylor Reid, Kym ; et al.	Testing the malleability of teachers' judgments of second language speech.	2020	Vol. 6	Issue 2	236-264
Tench, Paul	Dodson's classroom experiments in pronunciation. (Commentary)	2018	Vol. 4	Issue 1	154-157

Thir, Veronika	Andrew Sewell. English pronunciation models in a globalized world: Accent, acceptability and Hong Kong English, 2016. London: Routledge. (Book Review)	2020	Vol. 6	Issue 1	127-131
Thir, Veronika	International intelligibility revisited: L2 realizations of NURSE and TRAP and functional load.	2020	Vol. 6	Issue 3	458-482
Thomson, Ron I.	John M. Levis. Intelligibility, oral communication, and the teaching of pronunciation, 2018. Cambridge: Cambridge University Press. (Book Review)	2020	Vol. 6	Issue 3	505-510
Thomson, Ron I.	High Variability [Pronunciation] Training (HVPT): A proven technique about which every language teacher and learner ought to know..	2018	Vol. 4	Issue 2	208-231
Thorén, Bosse ; Jeong, Hyeseung	Evaluating two ways for marking Swedish phonological length in written text: A production study.	2020	Vol. 6	Issue 2	180-208
Trofimovich, Pavel ; et al.	Second language comprehensibility as a dynamic construct.	2020	Vol. 6	Issue 3	430-457
Trofimovich, Pavel ; Tekin, Oguzhan ; McDonough, Kim	Task engagement and comprehensibility in interaction: Moving from what second language speakers say to what they do.	2021	Vol. 7	Issue 3	435-461
Tsukada, Kimiko ; Kondō, Mariko ; Sunaoka, Kazuko	The perception of Mandarin lexical tones by native Japanese adult listeners with and without Mandarin learning experience.	2016	Vol. 2	Issue 2	225-252
Vaughn, Charlotte ; Whitty, Aubrey	Investigating the relationship between comprehensibility and social evaluation.	2020	Vol. 6	Issue 3	483-504
Wallace, Lara	D. Smakman. Clear English pronunciation: A practical guide, 2020. New York: Routledge. (Book Review)	2021	Vol. 7	Issue 2	291-295
Wiener, Seth ; et al.	Acquisition of non-sibilant anterior English fricatives by adult second language learners.	2022	Vol. 8	Issue 1	68-94
Yang, Chunsheng ; Chu, Jing	Testing rhythm metrics in L2 Mandarin Chinese.	2016	Vol. 2	Issue 2	208-224
Yates, Lynda	The Handbook of English Pronunciation. Marnie Reed and John M. Levis, (Eds.) Chichester, UK: John Wiley & Sons, Inc, 2015. (Book Review)	2016	Vol. 2	Issue 2	291-294
Yokomoto, Katsuya	mmmEnglish. https://www.youtube.com/channel/UCrRiVfHqBllvSgKmgmSY66g .(Review)	2019	Vol. 5	Issue 1	171-175
Yoshida, Marla	Mark Hancock. PronPack, 2017. Chester, UK: Hancock McDonald ELT. (Book Review)	2018	Vol. 4	Issue 1	163-167
Zhang, Wei	C. Yang (Ed.). The acquisition of Chinese as a Second Language pronunciation: Segments and prosody, 2021. Springer. (Book Review)	2022	Vol. 8	Issue 1	155-159
Zielinski, Beth ; Pryor, Elizabeth	Comprehensibility and everyday English use: An exploration of individual trajectories over time.	2020	Vol. 6	Issue 3	352-379