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***PronPack 1: Pronunciation Workouts* (Vol. 1)**
***PronPack 2: Pronunciation Puzzles* (Vol. 2)**
***PronPack 3: Pronunciation Pairworks* (Vol. 3)**
***PronPack 4: Pronunciation Poems* (Vol. 4)**
Mark Hancock
Chester, England: Hancock McDonald ELT, 2017.

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It has been more than 20 years ago now that Mark Hancock published his first English language teaching text *Pronunciation Games* (Hancock, 1995), which carried with it the message that pronunciation teaching could be both interactive and enjoyable. He continues to be actively involved in pronunciation innovation, as witness his blog with Annie McDonald, http://hancockmcdonald.com/, where teachers of pronunciation can find a wealth of downloadable information and materials.

In Hancock's latest work, *PronPack*, he delivers a marvelous collection of classroom-ready online materials for teaching and practicing key features of English pronunciation. Each lesson begins with a set of background notes for the teacher on the target pronunciation point. These notes are followed by presentation suggestions and step-by-step instructions on how to conduct the classroom activity. Each activity is intended to take only 15 to 20 minutes of class time, making the materials a perfect supplement for any high school to adult level English language course, in either English as a second or foreign language settings.

PronPack also includes downloadable MP3 audio files to accompany each lesson. These MP3s are recorded in what the author calls a "general British accent"; however, teachers who prefer other varieties of English pronunciation can choose to model the activities themselves. The author has striven to make the materials usable in any English-speaking environment, and to this end, presents separate vowel charts for American and British speakers. However, there may be some lessons that will not work for North American English (NAE)

speakers. For example, those of us in the US will want to skip the lesson explaining that the difference between the words *cat* and *cart* is a question of vowel lengthening.

Each of the four books, titled *Workouts, Puzzles, Pairworks*, and *Poems,* presents the same pronunciation topics (consonant and vowel sounds, minimal pairs, word stress, etc.) but, as the author notes in the Introduction: "Each book takes a slightly different approach to pronunciation teaching" (p. 5). The first book, *Workouts*, for example, introduces key pronunciation topics and focuses on choral repetition. Subsequent books recycle and elaborate on these topics through pair work, puzzles, or poetry. This organization allows teachers maximum flexibility and is one of the advantages of the online printable format. To emphasize the flexibility of the materials, the author includes numerous recommendations for pairing lessons between books. For example, teachers focusing on the pronunciation of -*ed* endings in the first book are referred to an entertaining -*ed* verb-filled narrative poem in Lesson 14 of Book 4, *Poems.*

The author describes the first book, *Workouts,* as "extended drills focusing on specific areas of pronunciation" (p. 5). Most lessons focus on segmentals (consonant and vowel sounds), with special attention on acquainting learners with the phonetic symbols representing English segmentals. As I mentioned earlier, teachers of NAE need to be aware that some vowel pronunciation symbols describe only British pronunciation. (For example, the author uses the diphthong /əʊ/ to represent the vowel in words such as *go* whereas in NAE this vowel would be represented by the symbol /o:/.

The chapters devoted to suprasegmentals, such as word stress and connected speech, are among my favorites—partly because of their very clever design. For example, the lesson on connected speech, titled Bricks and Mortar, uses this analogy to present the idea that content words (the bricks) receive more stress than function words (the mortar). The author illustrates this concept by contrasting the stress in phrases *one, two, three* and *one to three.* In the exercise following this presentation, students get a chance to provide their own content words and create phrases.

Puzzles (Book 2) offers gamelike activities that students can do in pairs or small groups. These activities include mazes, sudokus, "find the word" activities, and other visual forms of entertainment to create pronunciation-practice opportunities. Book 3*, Pairworks,* includes many minimal pair discrimination games with names such as Hearsay Dominos, Syllable Dice, and Stress Pinball.

Book 4, *Pronunciation Poems,* is probably the most entertaining section of *PronPack*. The author has composed a series of humor-

ous and entertaining ditties, all cleverly illustrated; each one not only practices a pronunciation point in context but also serves as a review of suprasegmentals—rhythm, reductions, and tonic stress. Some titles include Sue's Shoes (/s/ vs. /ʃ/), A Further Education (stress patterns), and Schwa Limericks ("I met an accountant from Spain, whose customers never complain …").

The clear and sometimes whimsical visuals are a key strength of Mark Hancock's materials. Nowhere is this skill in graphic design better illustrated than in his cleverly designed hexagonal vowel chart, which begins each of the four books. What is ingenious about this chart is that it builds on the familiar IPA trapezoid vowel chart, based on the idea of "front vowels" and "back vowels" with phonic-based concepts of "short" and "long" vowels. So, for example, the outer ring of the hexagon contains the /i:/ sound in *sheep* and all the other "long vowels" (/e:/ in *shape*, /ai:/ in *shy*) while the ring immediately inside presents the short vowels /ɪ/ as in *ship*, /a/ as in *hot*).

Probably the most striking innovation in this series is the above-mentioned focus on phonics. By phonics, I refer to the method widely used in US elementary schools to teach spelling and reading to native English speakers. Many of us of a certain age remember learning about long and short vowels and memorizing ditties such as "When two vowels go walking, the first one does the talking" or "The E makes the vowel say its name." But most pronunciation materials for English language learners pay little attention to spelling or to the rules that relate sound to spelling. In my experience, very few English learners have learned phonics as part of their English language schooling. When I have often taught ad hoc lessons on the basic long/short vowel (*mad*/*made*, *rob*/*robe*) spelling rule at the community college, students have reacted with surprise and gratitude. Many of them had thought that English spelling was completely random.

The author has worked hard to give equal time to both American and British pronunciations. Unfortunately, since the author is British, some topics crucial to success in NAE get short shrift. There is, for example, no mention of intervocalic or "flap t" [ɾ] sounding like /d/ (e.g., *bu*t*ter*, *I go*tt*a go*). Nor is there any practice with reductions (e.g., /dʒə/ for *did you* or /wɑnə/ for *want to*). Given the importance of these features in NAE and the central role they play in students' listening comprehension, this constitutes a rather serious shortcoming of the volumes for those of us using it in the US, Canada, and other places where NAE is the preferred version of English.

However, what must be applauded in this series is the level of detail found in the directions to the teacher. Every activity has step-by-step instructions, even down to the point of suggesting exactly

which words the teacher should write on the board. This level of detail should give the teacher new to teaching pronunciation confidence that the classroom activity will be successful.

As ESL practitioners know, many language programs assign little importance to pronunciation. Stand-alone pronunciation classes are rare, and ESL teachers often have little training in teaching pronunciation. For these reasons, Mark Hancock's *PronPack* is a welcome addition to the field. ESL instructors in almost any environment—adult schools, community college programs, intensive programs, and so forth—can use these materials in their courses to help students focus on this neglected area.

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Beyond Repeat After Me:
Teaching Pronunciation to English Learners
Marla Tritch Yoshida
Alexandria, VA: TESOL Press, 2016.

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In her book *Beyond Repeat After Me: Teaching Pronunciation to English Learners,* Marla Tritch Yoshida bundles her 25 years of experience into an accessible guide for ESL and EFL educators, which tackles the age-old question: How do you teach pronunciation? On close examination of the book, you get a palpable sense that the precision behind her suggested methods reflects her tried-and-true classroom practices as well as current research in the field. A timely addition, this text contributes to current evidence-based research demonstrating the importance of pronunciation for English language learners and attributing its neglect, at least in part, to the fact that many educators feel unqualified to teach it (Derwing & Munro, 2015). Offering a more inclusive perspective, Yoshida differentiates her work from other pronunciation textbooks in her "special consideration" of the needs of nonnative English-speaking teachers of English (p. v), who comprise the majority of English teachers worldwide (Canagarajah, 1999). Yoshida especially considers EFL instructors working in countries where

English is not spoken in everyday life by providing them with explicit tools to better explain both individual sounds and prosodic features (which are not necessarily intuitive) to their learners, who also lack exposure to the natural rhythms of English outside of the classroom.

Another aspect that sets this text apart is the author's inclusion of sound as an "integral part of the story" (p. v). Yoshida goes beyond simply representing sounds with written words and symbols by including audio and video tutorials on an accompanying website to assist teachers in understanding sounds in a more comprehensive way. In this way, she demonstrates the symbiotic nature of speaking and listening skills.

Yoshida, a true teacher of teachers, offers a systematic, chapter-by-chapter presentation of well-constructed exercises to guide instruction. The book is divided into 15 chapters, followed by a Final Thoughts epilogue, a Resources section, and a useful glossary. The introduction provides the theoretical background that every teacher of pronunciation needs to know: addressing the distinction between intelligibility versus nativelike proficiency (Celce-Murcia, Brinton, & Goodwin, 2010), setting attainable goals according to learners' needs, balancing accuracy and fluency in classroom activities, and factoring in features that can affect acquisition, to name a few.

In Chapters 2 through 5, the author provides the "how-to" of teaching consonants and vowels with clear articulation charts for both. Chapters 6 and 7 address patterns of common error, such as word endings. Chapters 8 through 13 discuss prosodic features, outlining a practical approach to teaching connected speech—an area that has been shown to be critical for learners but is often the most puzzling one for teachers, especially those new to teaching pronunciation. In Chapter 14, Different Places, Different Learners, the author anticipates any and every real-world challenge that teachers face, from practical classroom considerations, such as optimal class size, to using the International Phonetic Alphabet in both ESL and EFL contexts.

In the section Finding Time for Pronunciation Teaching, Yoshida highlights the single biggest obstacle that all teachers encounter: time. The last chapter, Spelling, Sounds, and Phonics, addresses yet another common area of difficulty for learners and teachers alike: "English spelling is not quite as confusing as it seems" (p. 153). Final Thoughts exemplifies the overall purpose behind this text: to mentor educators by providing concrete ways to continue their professional development in this very important, specialized area. In the following section, Resources, Yoshida details interactive online resources, apps, and useful publications, guiding her readers (in the spirit of the true mentor that she is) toward independence and autonomy.

One potential area for misinterpretation might be the title of the volume itself: *Beyond Repeat After Me: Teaching Pronunciation to English Learners*. At first glance, I read it as a rejection of choral repetition, a teacher-fronted methodology (dating back to the Direct Method) that was previously used as the primary method of teaching pronunciation. However, such an interpretation misses the author's intent. Instead, going "beyond" repetition for Yoshida entails the notion of expanding and diversifying one's methodology (i.e., without suggesting the exclusion of repetition).

By dedicating an entire chapter to articulation, Yoshida demonstrates her alignment with more contemporary perspectives across multiple disciplines (i.e., applied linguistics, linguistics, neurolinguistics, psycholinguistics, and speech pathology), all of which embrace the physicality of pronunciation involved in the production of clear speech. In the section Learning Pronunciation Takes Time, the author emphasizes the importance of muscle memory, that is, "the ability to do something more easily after practicing it many times" (p. 8). In fact, she equates developing muscle memory to the process of learning an instrument, which requires "practicing a lot and gradually building up speed and skill" (p. 8). While she (perhaps intentionally) avoids focusing on the term *repetitio*n itself (and the negative connotations often associated with it), it is clear that she values its importance.

Particular attention should be paid to the sections When Teaching Reading, When Teaching Vocabulary, and so forth in Chapter 14, in which the author presents insights on how to integrate the teaching of pronunciation into all language skills and modalities. I believe that in a future revision, the field would benefit from an expansion of this section detailing Yoshida's additional thoughts on designing curricula that integrate pronunciation with other skills, especially oral communication (see, for example, Levis & Grant, 2003).

All in all, *Beyond Repeat After Me* is sophisticated in its simplicity. Yoshida manages to consolidate her extensive knowledge of the process of teaching pronunciation from a historical, practical, and theoretical perspective into manageable "how-to" terms for both novice and seasoned teachers. However, the concepts and successful execution of them are far from simple. She achieves what most educators strive for: translating complex ideas into teachable practices. In the end, with a gentle yet informed authority, Yoshida instills confidence in her readers, leaving them with the underlying message, "You can do it!" This work unquestionably moves the field forward, acting as a precision navigation system in what are uncharted waters for many ESL/EFL teachers.

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Pronunciation in the Classroom: The Overlooked Essential
Tamara Jones (Ed.)
Alexandria, VA: TESOL Press, 2016.

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Intelligible pronunciation is an important aspect of clear communication in English, yet many ESL teachers struggle to find the time or teaching methods to include this aspect in their classes. *Pronunciation in the Classroom: The Overlooked Essential* inspires and guides teachers to systematically incorporate pronunciation practice into their lessons.

This edited volume is intended for English as a second and foreign language instructors who are interested in integrating pronunciation instruction into courses with curricula organized around skills such as vocabulary, speaking, listening, grammar, and reading. The intended audience includes both experienced and novice pronunciation teachers, and both native and nonnative English speakers.

In the book's foreword, we are reminded of the importance of teaching pronunciation and urged to make elements of prosody (rhythm and melody) a priority. The importance of prosody is reaffirmed throughout the book as being a key component in increasing our students' intelligibility. The introduction gives a clear explanation of pronunciation features that teachers need to know: segmentals (consonant and vowel sounds) and suprasegmentals, or prosody

(word stress, rhythm, prominence, thought groups, linking, and final intonation). These features are illustrated with examples, and even those new to teaching pronunciation are assured that they can regularly incorporate these elements into their lessons.

In each of the 12 chapters of the book, respected experts in the field of pronunciation explain and demonstrate practical and effective ways to incorporate pronunciation instruction into lessons for a variety of skill areas: vocabulary, listening, speaking, presentation skills, grammar, reading, spelling, and punctuation. Each chapter gives theoretical background for the techniques introduced and clearly describes and demonstrates the techniques with sample exercises that readers can take and adapt for use in their own classes.

As the authors introduce ways to incorporate pronunciation practice, they also show how doing so significantly enhances instruction in other areas. To illustrate, in Chapter 1, which focuses on integrating pronunciation with vocabulary, the vocabulary words provide an opportunity to introduce syllable structure, word stress, and vowel and consonant sounds. Furthermore, vocabulary in the form of phrasal verbs and idiomatic expressions provides an opportunity to introduce linking. By learning the pronunciation of each word or phrase as they learn its meaning and spelling, students are able to use them more accurately and fluently in conversation.

Another example of how other skill areas can benefit from the integration of pronunciation is presentation skills (Chapter 4). Presentations lend themselves well to practicing the prosodic feature of prominence (primary phrase stress). Prominence is important for highlighting new information, introducing contrasts, and helping signal the organization of ideas by emphasizing discourse cues such as *first, second*, and *finally*. Thus, by raising students' awareness of prominence, teachers can improve students' pronunciation and their ability to signal important information and organization in their presentations. Similarly, in each chapter, we can see clear benefits of combining instruction in pronunciation with other skills.

The practical suggestions in this book have been useful both in my own ESL classes and in my teacher-training class in a TESOL Certificate program. In my ESL classes I have incorporated some of the strategies for practicing thought groups and prominence, and I found them effective in improving students' presentations. In my TESOL Certificate pronunciation course, I share strategies from the book, such as incorporating stress and rhythm into vocabulary and grammar instruction, so that my trainees will be familiar with ways to include pronunciation instruction in their classes focusing on other skills.

This book is an invaluable resource for teachers because of its unique offering of theory, strategies, and specific examples of activities for incorporating pronunciation, many of which can be adapted to different levels of proficiency. These activities demonstrate that including pronunciation in a class requires little in the way of additional class time or supplementary materials since teachers can easily adapt the vocabulary, grammar, or reading materials from their required textbooks to call attention to pronunciation features and provide additional practice. The specific strategies and example activities that are offered help guide and encourage teachers to try similar activities in their own classes.

To further increase the book's appeal to those new to teaching pronunciation, including nonnative speakers, a suggestion for a future edition would be to add some online audio recordings to correspond with the examples of prosody introduced, especially in the area of prominence and final intonation. While the written descriptions and graphics with arrows convey the pitch change and intonation patterns well, for those who are new to teaching pronunciation or who come from a language background with different intonation, it could be very helpful to have a link where one can hear the examples as well.

The book's introduction suggests that regardless of the skills we are teaching, we all are pronunciation teachers. Indeed, motivated by the information and ideas in this book, all teachers should be able to incorporate pronunciation instruction into their classes both intentionally and effectively.

Teaching the Pronunciation of English: Focus on Whole Courses
John Murphy (Ed.)
Ann Arbor: University of Michigan Press, 2017.

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Teaching the Pronunciation of English: Focus on Whole Courses, edited by John Murphy, is a valuable resource for both novice and experienced teachers. The eternal struggle when writing about pronunciation is how to make the subject accessible to a nonspecialist. Given this reality, the volume is essentially two books in one: The first part provides an overview of the main features of English pronunciation; the second part contains descriptions of 10 courses focused on teaching the pronunciation of English as a second, foreign, or international language.

For teachers in training, this book puts the activities or techniques they may be learning about in their pronunciation methods courses into the context of a fully realized curriculum. For experienced teachers looking to expand their pronunciation teaching repertoire, reading these chapters is like attending a really good professional conference—one where the sessions you choose are informative, the presenters are teachers you identify with and respect, and, as a bonus, you walk away with wonderfully detailed handouts. In such sessions (and while reading this book), one cannot help but think: "How could I adapt or make use of this person's ideas in my own teaching?"

Murphy presents an extensive introduction to the text, explaining the format of the book and posing questions designed to activate the reader's background knowledge and curiosity; for example: "What is L2 pronunciation and how may it be best defined?" "Which facets of pronunciation are the most important to teach?" "How much improvement may teachers and learners expect?" (p. 5). Murphy then provides an answer to each question, citing numerous research studies to support his responses.

Part 1 of the text, titled What Teachers Need to Know about Phonology, provides the reader, especially the novice, with an overview of English pronunciation. Chapter 1 deals with global features such as thought groups, intonation, and stress (also known as the suprasegmentals), while Chapter 2 focuses on the inventory of consonant and vowel sounds (commonly referred to as the segmentals). The sequence is deliberate. As Murphy points out, addressing suprasegmentals at the beginning of instruction shows the learner (and the prospective teacher) how pronunciation functions in speech as a whole, making subsequent attention to individual sounds more meaningful and productive.

Part 2 (Chapters 3-12) contains descriptions of 10 courses as taught by a variety of pronunciation practitioners. Although most contributors teach in the US, other locations include Spain, England, Belgium, New Zealand, and Canada. Perhaps not surprisingly, most courses target university students, except one course for adult immigrants (Chapter 11) and another focused on middle school students (Chapter 12). Although most courses described here are designed for intermediate to advanced university students, the design, techniques, and practices are adaptable to a much wider audience.

To lend coherence to the course descriptions, each chapter contains the following sections: Setting, Needs Assessment, Goals and Objectives, Conceptual Underpinnings, Instructional Resources, Activity Types, Tips for Pronunciation Teaching, and Discussion Questions. All but one of the chapters include another valuable sec-

tion called Inside the Classroom, in which contributors describe a typical lesson and, in some cases, include a transcribed example of actual classroom discourse. Some chapters have additional sections: Assessment, Course Design, Learners' Roles, Teacher's Roles, and Final Thoughts. This template of required and optional components provides a nicely organized but flexible structure for the reader to follow and an easy way to find specific information within each chapter.

Several contributors direct the reader to videos relevant to their courses. To introduce readers to a self-study tool called Supra Tutor, Edna Lima and John Levis (Chapter 5) share a link to a video tour: https://youtu.be/689igqyYAt8. Lynn Henrichsen's explanation of his Video Voiceover activity (Chapter 7) is enhanced by links to sample performances by his students: http://youtu.be/xOMPv-n2S9s and http://youtu.be/eegT_TizcQs. Laura Patsko and Robin Walker (Chapter 9) share a video recording of Patsko conducting an in-class needs analysis with a group of multilingual Business English students: http://elfpron.wordpress.com/2015/01/24/multilingual-needs-analysis-video/. As a model of the haptic (kinesthetic) techniques he writes about in Chapter 10, Nathan Kielstra guides the reader to videos of Bill Acton's video demonstrations: http://www.actonhaptic.com. To help readers understand their use of a color vowel chart, Karen Taylor de Caballero and Claire Schneider refer to videos that illustrate all the activities included in Chapter 11: http://www.colorvowelchart.org.

The Activity Types and Instructional Resources sections will strongly appeal to any teacher who appreciates hands-on materials. Contributors share weekly plans, diagnostic tools, contrastive analysis charts, assessment rubrics, and many other classroom handouts. Graeme Couper, for example, has posted the worksheets for his applied phonology course (Chapter 6) on his blog (http://pronunciationteaching.wordpress.com). For those interested in how to organize small-group pronunciation tutoring, Christina Michaud and Marnie Reed (Chapter 8) share learner materials and tutoring guides as well as a detailed narrative description of how one tutoring session proceeded.

As I noted at the outset, this is two books in one: a pronunciation guide followed by a series of course descriptions. Although Part 1 allows both novice and experienced pronunciation teachers to benefit from the rest of the book, the two-chapter overview does not provide the comprehensive treatment of pronunciation and phonology that a semester-long pronunciation pedagogy course should, in my view, offer. Thus, for TESOL teacher educators, I highly recommend pairing this book with another volume that includes a systematic treatment of both the English sound system and techniques for teaching each fea-

ture. That said, I applaud Murphy for this volume—it gives the reader a rare glimpse inside pronunciation classrooms. As such, it is a valuable reference for seasoned teachers and a must-have for those just starting out on the pronunciation-teaching journey.

One of my favorite parts of the book is the list of teaching tips provided at the end of each chapter—it is a bit like "what I wish I'd known when I started out." In the epilogue, Murphy provides 20 of his own well-chosen and articulated maxims about pronunciation teaching, gained through years of experience in the field. With this volume, he fulfills the task he set for himself in the preface: "The knowledge base of pronunciation teaching advances when the people who are teaching it share what they are learning and doing with others" (p. iv).

Investigating English Pronunciation: Trends and Directions
Jose A. Mompean and Jonás Fouz-González (Eds.)
London, England: Palgrave Macmillan, 2015.

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Where is research in English pronunciation headed in this rapidly changing world? The answer might be in *Investigating English Pronunciation: Trends and Directions*, an edited collection of 14 chapters that "exemplif[ies] some of the current trends and directions in the field … [and] offer[s] interesting empirical results that advance knowledge on a range of issues" (p. xii). The chapters are based on selected peer-reviewed presentations at the 3rd International Conference on English Pronunciation: Issues & Practices (EPIP) in 2013. Most empirical studies in the volume were conducted in English as a foreign language contexts. Although not clearly specified, the volume is apt to be of primary interest to those with a background in phonetics, phonology, or second language (L2) acquisition.

The book is divided into five thematic sections, with an introduction by Mompean (Chapter 1) in which he discusses the history of the modern study of English pronunciation and advances made in its theory and methodology. These include the use of explicit information about L2 sounds (e.g., phonetic symbols and articulatory descriptions) to teach pronunciation, along with teaching models that prioritize speaking intelligibly rather than sounding like a native speaker and the use of computer software to facilitate learning. The introduction concludes with an overview of each thematic section.

The first section, titled In and Out of the Lab/Speech in Context, reviews empirical studies conducted in laboratory and natural settings. It begins with Chapter 2, which presents Turcsan and Herment's study on English speakers' intuition of which syllable to stress in nonce words (made-up words with the structure of real words). The results revealed that most nonce words were stressed the same way as real words sharing their structural similarity, suggesting that the speakers had strong intuitions about word stress placement. This chapter may be difficult for those unfamiliar with metrical stress theory (a branch of phonological theory dealing with stress patterns). The following chapter presents Horgues and Scheuer's analysis of concomitant verbal and nonverbal (e.g., facial and hand gesture) data from face-to-face conversations between speakers learning each other's language. The analysis revealed that when communication broke down because of pronunciation errors, learners relied on nonverbal cues to mitigate the breakdowns. This study highlights the importance of integrating nonverbal cues in pronunciation learning. The section concludes with Chapter 4, detailing Thomas and Scobbie's discussion of children's accent mixture and the creation of a phonological system idiosyncratic to a particular child. Two case studies of the speech of Scottish children with English parents revealed features of both Standard Scottish English and Southern British English. The authors should have perhaps addressed a potential methodological limitation in one of the studies, which was the child's repetition of his parents' words, as this may have prevented the child from producing sounds from his own phonology.

Part II, titled Perception of L2-Accented Speech, presents issues relevant to the effects of L2-accented speech on pronunciation learning. This section begins with Lepage and LaCharité's presentation of how familiarity with French-accented English affects the understanding of accented speech. Their results revealed that accent-tolerant listeners (French-English bilinguals with extensive exposure to French-accented English) were outperformed by non-accent–tolerant listeners (monolinguals of English with almost no exposure to French-accented speech) in the identification of words produced in French-accented speech. The latter identified the words more often and faster than the former, suggesting that familiarity with L2-accented speech might not facilitate understanding. Potential shortcomings of this study include the fact that the authors might have chosen terms other than *accent-tolerant* and *non-accent–tolerant* to describe their participants, as more transparent terms could help the reader better visualize the participants' characteristics. Additionally, this study may leave the reader wondering who else besides bilinguals might qualiy

as an "accent-tolerant" listener. Chapter 6 by Kennedy rounds off this section, discussing how nonnative accents affect native listeners' perceptions of grammaticality. The analysis of accentedness and grammaticality ratings indicates that native speakers may erroneously perceive accented speech as being ungrammatical. Although informative, the chapter does not address other possible contributing factors, such as intelligibility and comprehensibility.

Part III, L2 Phonology Acquisition, focuses on a range of topics related to the acquisition of L2 sounds at both the segmental and suprasegmental levels. This section begins with Chapter 7, Pennington's review of studies from the 1950s to the 2000s on the acquisition of L2 phonology. The author shows that, unlike in the past, language within applied linguistics has been increasingly viewed as a heterogeneous system in which many varieties of a language coexist. To reflect this shift, the author convincingly argues for the reconceptualization of theory, research, and practice in the pedagogy of L2 phonology. The following chapter presents Gray's investigation of how French learners of English identify English focus (implied in the study as a word or phrase that signals new information). The learners were trained to observe pitch contours (pitch levels that change through time) in short phrases and to produce the phrases. This study might be informative to teachers as the training was found to enhance the performance only of phrases with early focused items (e.g., the subject of a sentence). It may, however, leave the reader asking the question, "What training method is effective for perceiving noninitial focused items?" Chapter 9 describes Lintunen and colleagues' study of the association between the English proficiency level and English fluency of Finnish learners of English. Fluency was measured by calculating variables such as words and syllables per tone unit (an intonation phrase consisting of a pitch contour with a "pre-head," "head," "nucleus," and "tail"). The results revealed that the more proficient the learners, the more words and syllables per tone unit there were in their speech, suggesting that proficiency positively correlates with fluency. The authors' intent to show that tone unit is a reliable unit of analysis in fluency research is limited by the fact that they did not compare the results obtained to other units of analysis commonly used in fluency research, such as mean length of runs (the number of syllables between pauses). As a result, they failed to demonstrate that tone unit is a more precise way of measuring fluency and/or determining learners' proficiency level. Finally, Chapter 10 summarizes a study by Wong on the relation between English proficiency level and the production of /e/ and /æ/ by Cantonese-speaking EFL learners who had been trained using a

High Phonetic Variability Training (HVPT) approach (see Barriuso & Hayes-Harb, 2018 [this issue]). The results suggested that HVPT was effective in helping learners identify the vowels in question and that the production of these vowels was improved despite differences in proficiency levels. Because only two target vowels were used in the study, the reader might question the effectiveness of HVPT in enhancing L2 vowel perception in general.

Part IV, Pronunciation Teaching, discusses innovative ways of teaching pronunciation along with issues that instructors of English in Europe face. It begins with Chapter 11, which presents a preliminary study by Mompeán-Guillamón on the relationship between pronunciation teaching and sound symbolism—specifically synesthesia (the intuitive associations between sounds and the nonsound properties of objects such as color and shape). In the study, the author examined whether the perception and production of L2 sounds could be taught using colored symbols representing the sounds. The findings revealed no helpful effects of colored symbols. Since research in this area is generally scarce, future studies should replicate the results to confirm the study's conclusion. Readers unfamiliar with synesthesia will require additional knowledge of the concept to understand this study and its findings. The final chapter in this section presents Henderson and colleagues' quantitative and qualitative analysis of the data from a survey assessing EFL and ESL pronunciation teaching practices across various European nations, including Finland, France, Germany, Macedonia, Poland, Spain, and Switzerland. One notable finding was that most respondents, who were experienced nonnative English-speaking teachers (NNESTs), lacked sufficient training in teaching pronunciation. As the lack of training may have negative learning consequences, future studies should extend their scope to other continents where English is taught to determine to what extent this problem is a shared global issue.

Part V, Technology, presents issues relevant to selected technological tools used to facilitate the teaching and learning of L2 pronunciation. In Chapter 13, Rato and colleagues introduce a free, user-friendly software package used for perception testing and training called TP, which stands for Teste/Treino de Percepção (Perception Testing/Training). This software appears to hold promise for L2 classroom settings as it can assess which L2 sounds are particularly difficult for learners to identify, and it can help students improve the identification of these sounds by providing immediate feedback. In the last chapter, Fouz-González reviews empirical findings to support the usefulness and limitations of technology used in pronunciation teaching.

Given that the review helps familiarize readers with computer-assisted pronunciation teaching, it would have been better if placed before the previous chapter.

A definite strength of the book is its presentation of a wide range of topics related to English pronunciation. These topics allow readers to explore various issues within the field and discover topics that they may not have been previously familiar with. For example, in Chapter 11, the topic of sound symbolism and pronunciation teaching is particularly novel. Because of the preliminary nature of the research, which found no helpful effects of colored symbols, the author provides many ideas for possible follow-up studies as well as different ways that sound symbolism might be incorporated into L2 pronunciation teaching practices.

Unfortunately, the disadvantage of presenting different topics within 14 chapters is that the reader may not be deeply immersed in each topic and may consequently need more background on the topics. To make each chapter more informative, the editors might have considered providing a list of related readings at the end of each chapter. In addition to the lack of recommended readings, the volume has several other limitations. One of them (which is especially pertinent to readers lacking research expertise and desiring to improve their teaching practice) is the lack of practical teaching tips. Such tips would have been useful to those lacking research expertise and looking to translate the research findings into practical lessons. Another, perhaps more serious, limitation is the book's many preliminary studies and results, which could cause readers to be dubious about the validity of the conclusions. On a positive note, however, this limitation may inspire readers with ideas for future research. Also, since most research in the field of teaching pronunciation is conducted in the US, this volume's more global perspective provides readers not only with the latest research in English pronunciation, but also with methods and technological tools developed in Europe and Asia for the EFL context.

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Pronunciation Bites (**Blog Entries 2012-Present)**
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http://pronunciationbites.blogspot.com/

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Unlike published textbooks or teaching materials, which are rigorously reviewed for content accuracy and error-free writing, a blog is more of a personal journal, albeit one open to the public. When Marina Cantarutti started *Pronunciation Bites* (http://pronunciation bites.blogspot.com/) in 2012, it was her personal attempt as a beginning graduate student and lecturer "to give some academic shape to many of the reflections" that she had regarding pronunciation (2012, September 12). In subsequent years, she has added more "[r]eflections, anecdotes, ideas and resources for the teaching of pronunciation and phonetics, and some other nerdy assorted bits for pronthusiasts" (Cantarutti, n.d., *Pronunciation Bites*); in the process, she has reached out to academics and English pronunciation teachers alike. By giving "bites" of information about pronunciation and providing resources, she aims to "demystify the idea that pronunciation actually bites" that is, that pronunciation is difficult to teach and should be avoided—thus, the playful double reading of the blog title (Cantarutti, n.d., Welcome to my blog!).

While the first couple of years were rather quiet on the blog, the number of entries per year from 2014-2017 has ranged from 17 to 27. Entries include summaries of interesting talks, teaching tips, and detailed explanations on how to integrate pronunciation into a lesson. Some of these blog entries are to be found under specific headers, such as "Reflections in Passing," or "Tips and Tricks." Other headers include "Conferences, Webinars, Events" (which primarily lists events in the UK) and "Book Reviews"—the latter including a handful of informal reviews of pronunciation books for English language teachers that bring her "sheer joy" (Cantarutti, n.d., Book reviews). Two headers that would probably catch the eye of novice and experienced teachers alike are "Web Resources" and "Tools and Apps." Under the former header are 64 pages of topic-tagged links to a wide selection of interesting phonetics and pronunciation–related articles, images, videos, and assorted other materials. These vary from academic topics (such as psycholinguistics, tonicity, and conference proceedings) to topics and tips on teaching pronunciation. The latter header, on the other hand, is sparse in content but will, I hope, be developed more as Cantarutti has time to try out new apps and software.

As a nonnative English-speaking teacher (NNEST) from Argentina, Cantarutti is well aware of the hurdles NNESTs face when trying to sound "native-like" and when teaching pronunciation. She recounts, for example, that while her "close attempt" at Standard Southern British English "has helped [her] gain a certain position of 'acceptance' … in some academic circles," this same attempted accent on the streets of England sounds "weird," "too posh," or "Victorian" (2015, February 11). Cantarutti also shares how NNESTs are sometimes "chastised" for using or attempting to use a particular accent, whether their first language accent or a particular target accent (2014, October 18). In response, as a teacher trainer, she introduces her trainees to the phonetics of pronunciation as well as the complexities of teaching pronunciation, so that a range of accents can be illustrated and taught depending on the students' "accent needs"—sound advice for both NNESTs and native English-speaking teachers of English alike.

Stand-alone pronunciation courses are not common in English as a second/foreign language curricula, and English language teachers often find it difficult to find the time or the willingness to teach pronunciation. In an interesting series of 41 slides, Cantarutti (2016, October 9) addresses these concerns, presents research, and gives some tips on how to "prontegrate" a lesson. Also under the "Pronunciation Integration" header, one can find detailed lesson suggestions on, for example, integrating the pronunciation of word stress into a lesson.

One of the most annoying problems with blogs in general is that, without diligent management, the number of blog entries becomes unwieldy, like a stack of random photographs without albums. The first-time casual reader soon tires of endless scrolling through more than 100 blog or web resource entries, thus potentially missing out on the richness of the blog. Colors should also be more carefully selected for readability; for example, pink text on an orange background is difficult to read (if not impossible for the color-blind). Since this blog is available to more than just a select group of colleagues and has had more than 9,000 views, perhaps it is time for Cantarutti to consult a professional webpage developer to organize the entries for user friendliness.

Blogs are not reliable sources for citation in research, but they do provide a growing role in informing researchers and teachers alike. Online discussions can lead to new research questions or reveal current or specific teaching or learning challenges that are not covered in textbooks or lectures. Maintaining this personal, yet public, blog and its accompanying more informal social media site—a *Pronunciation Bites* Facebook page (https://www.facebook.com/pronunciationbites) with its more than 1,600 followers—are no doubt major time commit-

ments, but by sharing her reflections with the world and asking us to respond, Cantarutti not only informs her own research and pronunciation instruction, but she also helps to take the bite out of teaching and mastering pronunciation for others around the world.

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