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Sommario/riassunto	This book examines the pronunciation goals of teachers, course leaders, and learners on a ten-week UK pre-sessional access course, particularly with regard to suprasegmental instruction and target of instruction on how these goals are reflected in pronunciation assessment, and how teacher goals are informed by their attitudes and beliefs. A mixed methods approach, including direct observation and semi-structured interviews, is employed to address the area of enquiry. Results show a lack of clarity of course goals. Although there is a firm emphasis on suprasegmental instruction, in semi-structured interviews, teachers report a lack of clear course goals and guidance. Assessment and practice do not always adhere to a goal of intelligibility, and support for teachers, in terms of the materials and how they might be exploited seems limited. The book concludes with tentative recommendations on how suprasegmental instruction might be facilitated on EAP and other courses.

