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Introduction What counts as an error?; Classifying learners' errors; Segmental errors; Prosodic errors; Other problems; Explaining why pronunciation errors occur; Contrastive analysis; Error analysis; Weaknesses of CAH and error analysis as theoretical accounts of L2 speech; Best's perceptual assimilation model; Flege's speech learning model; Comparing newer and older approaches; Other approaches; Are theoretical accounts of errors useful in the classroom?; Determining error gravity; Functional load; Summary; chapter 5; Pronunciation instruction research; Introduction

Is pronunciation taught in L2 classrooms? Teaching resources; Do teachers have sufficient training to teach pronunciation?; Should non-native speakers teach L2 pronunciation?; Conducting classroom-based research: Is pronunciation instruction effective?; Curriculum issues; Is pronunciation better taught in stand-alone or integrated classrooms?; Should pronunciation instruction be offered in shared L1 or mixed L1 classes?; When should pronunciation be introduced?; Curriculum development; Needs analysis; Goal-setting; Syllabus design, materials development and resource selection

Instructional planning and implementation Assessment; Revision; Preparing students for standardized tests; Summary; chapter 6; Assessment of L2 pronunciation; Introduction; Testing pronunciation in the classroom; Needs assessment; Formative assessment; Summative assessments; Test materials; What does the instructor need to know to evaluate effectively?; Testing pronunciation beyond the classroom; Reliability and validity; Technology and assessment; Summary; chapter 7; Technology in L2 pronunciation instruction; Introduction; Implementing technology in classroom pedagogy; Using digitized speech

Visual representations of speech

Sommario/riassunto

The emergence of empirical approaches to L2 pronunciation research and teaching is a powerful fourth wave in the history of the field. Authored by two leading proponents of evidence-based instruction, this volume surveys both foundational and cutting-edge empirical work and pinpoints its ramifications for pedagogy. The authors begin by tracing the history of pronunciation instruction and explicating L2 phonetic learning processes. Subsequent chapters explore the themes, strengths, and ethical problems of the field through the lens of the intelligibility principle. The importance of error gravi
