

LALS513

[View Online](#)

Anderson-Hsieh, L. R. T., & Koehler, K. (1994). Connected speech modifications in the English of Japanese ESL learners. In IDEAL (Vol. 7).
<https://files.eric.ed.gov/fulltext/ED400691.pdf>

Ashtiani, Farshid Tayari Amir Mahdavi Zafarghandi. (2015). The Effect of English Verbal Songs on Connected Speech Aspects of Adult English Learners' Speech Production. *Advances in Language and Literary Studies*, 6, 212–226.
<https://search.proquest.com/central/docview/2188090971/EA77921D38704B88PQ/1?accountid=14782>

Derwing, T. M., & Munro, M. J. (2005). Second Language Accent and Pronunciation Teaching: A Research-Based Approach. *TESOL Quarterly*, 39(3).
<https://doi.org/10.2307/3588486>

Graeme Couper. (2003). The value of an explicit pronunciation syllabus in ESOL teaching. In *Prospect* (Vol. 18, Issue 3).
http://www.ameprc.mq.edu.au/docs/prospect_journal/volume_18_no_3/18_3_4_Couper.pdf

Graeme Couper. (2012). Teaching word stress : learning from learners' perceptions. In *TESOL in Context: Vol. Special Edition S3*.
http://www.tesol.org.au/files/files/274_graeme_couper.pdf

Kazuya Saito. (2007). The Influence of Explicit Phonetic Instruction on Pronunciation Teaching in EFL settings: The Case of English Vowels and Japanese Learners of English.
https://www.researchgate.net/publication/237538878_The_Influence_of_Explicit_Phonetic_Instruction_on_Pronunciation_Teaching_in_EFL_settings_The_Case_of_English_Vowels_and_Japanese_Learners_of_English

Müller, M. (2013). Conceptualizing Pronunciation As Part of Translingual/Transcultural Competence: New Impulses for SLA Research and the L2 Classroom. *Foreign Language Annals*, 46(2), 213–229. <https://doi.org/10.1111/flan.12024>

Munro, M. J., & Derwing, T. M. (2006). The functional load principle in ESL pronunciation instruction: An exploratory study. *System*, 34(4), 520–531.
<https://doi.org/10.1016/j.system.2006.09.004>

Murphy, J. M. (2014). Intelligible, comprehensible, non-native models in ESL/EFL pronunciation teaching. *System*, 42, 258–269.
<https://doi.org/10.1016/j.system.2013.12.007>

Ramirez, M. (2018). Flipping a Pronunciation Lesson for a Teacher Training Course. In J. Mehring & A. Leis (Eds.), *Innovations in Flipping the Language Classroom* (pp. 45–57). Springer Singapore. https://doi.org/10.1007/978-981-10-6968-0_4

Ramírez Verdugo, D. (2006). A Study of Intonation Awareness and Learning in Non-native Speakers of English. *Language Awareness*, 15(3), 141–159. <https://doi.org/10.2167/la404.0>

Una Cunningham. (2009). Models and targets for the pronunciation of English in Vietnam and Sweden. *Research in Language*, 7. https://www.researchgate.net/publication/29750694_Models_and_Targets_for_English_Pronunciation_in_Vietnam_and_Sweden

Véliz Campos, M. (2011). A critical interrogation of the prevailing teaching model(s) of English pronunciation at teacher-training college level: A Chilean evidence-based study. *Literatura y Lingüística*, 23, 213–236. <https://doi.org/10.4067/S0716-58112011000100012>