

## REFERENCES

- Alessi, G. (2006). Il ruolo della fonologia inglese nei programmi di formazione degli insegnanti della scuola primaria. In Bondi, M., Ghelfi, D., & TonI, B. (Eds.), *Teaching English: Ricerca e Pratiche innovative per la scuola primaria*, Napoli, Tecnodid.
- Anderson, T. K., & Souza, B. J. (2012). English-Spanish bilinguals' attitudes toward L2 pronunciation: Do they identify with native Spanish speakers? In. J. Levis & K. LeVelle (Eds.). *Proceedings of the 3<sup>rd</sup> Pronunciation in Second Language Learning and Teaching Conference*, Ames, IA: Iowa State University, pp.27-38.
- Baker, A. (2006). *Ship or sheep: An intermediate pronunciation course*. Cambridge: *Cambridge University Press*.
- Balboni, P. E., & Dalloiso, M. (2011). La lingua inglese nelle scuole primarie del Veneto: *Un'indagine sulla metodologia didattica*, Perugia, Guerra.
- Banathy, B. H., & Madarasz, P. H. (1969). Contrastive analysis and error analysis. *Journal of English as a Second Language*, 4(3), 77-92.
- Brown, C. (2000). *The interrelation between speech perception and phonological acquisition from infant to adult*. Oxford: Blackwell Publications.
- Bruck, M., & Genesee, G. (1995). Phonological awareness in young second language learners. *Journal of Child Language*, 22, 307-324.
- Casalis, S., & Cole, P. (2009). On the relationship between morphological and phonological awareness: Effects of training in kindergarten and in first-grade reading. *First Language*, 29(1), 113-142.
- Celce-Murcia, M. (2000). Teaching pronunciation as communication. In *Current Perspectives on Pronunciation* edited by J. Morley (Washington DC: TESOL).

- Celce-Murcia, M., Brinton, D. M., & Goodwin, J. M. (1996). Teaching pronunciation. Cambridge: *Cambridge University Press*.
- Celce-Murcia, M., Brinton, D. M., Goodwin, J. M., & Griner, J. M. (2010). Teaching Pronunciation: A reference for teachers of English to speakers of other languages. Cambridge, UK: *Cambridge University Press*.
- Celce-Murcia, M., Brinton, D., & Goodwin, J. (2010). Teaching pronunciation: A course book and reference guide (2<sup>nd</sup> ed.). Cambridge: *Cambridge University Press*.
- Champagne-Muzar, C., Schneiderman, E. I., & Bourdages, J. S. (1993). Second language accent: The role of the pedagogical environment. *International Review of Applied Linguistics*, 31, 143–160.
- Cicero, C., & Royer, J. (1995). The development and cross-language transfer of phonological awareness. *Contemporary Educational Psychology*, 20, 275-303.
- Cole, R., Yan, Y., Mak, B., Fanty, M., & Bailey, T. (1996). The contribution of consonants versus vowels to word recognition in fluent speech. *Proceedings of the International Conference on Acoustics, Speech and Signal Processing*. Atlanta, Georgia, 2, 853-856
- Cook, V. (2008). Second language learning and language teaching. London: Routledge.
- Couper, G. (2006). The short and long-term effects of pronunciation instruction. *Prospect*, 21, 46-66.
- Crystal, D. (1997). Cambridge encyclopedia of language: Part IV, The medium of language: speaking and listening. Cambridge: *Cambridge University Press*.
- Dalton, C., & Seidlhofer, B. (1994). Pronunciation. Oxford: *Oxford University Press*.
- Dalton-Puffer, C., Kaltenboeck, G., & Smit, U. (1997). Learner attitudes and L2 pronunciation in Austria. *World Englishes*, 16(1), 115-128.

- Dawes, B., & Iavarone, M. L. (2013). In-service English language training for Italian primary school teachers - An experience in syllabus design, in *Ricerche di Pedagogia e Didattica. Journal of Theories and Research in Education*, 8(1), 79-92.
- DeKeyser, R. M. (2003). Implicit and explicit learning. In C. J. Doughty & M. H. Long (Eds.), *The Handbook of Second Language Acquisition*, (pp. 313-348). Oxford: Blackwell.
- DeKeyser, R. M. (2015). Skill acquisition theory. In J. Williams & B. VanPatten (Eds.). *Theories in Second Language Acquisition: An introduction* (2<sup>nd</sup> ed.). Mahwah, NJ: Erlbaum, pp. 95-112.
- Derwing T. M., Munro, M. J., & Wiebe, G. (1998). Pronunciation instruction for 'fossilized' learners: Can it help? *Applied Language Learning*, 8, 217-235.
- Derwing, T., & Munro, M. (2005). Second language accent and pronunciation teaching: A research-based approach. *TESOL Quarterly*, 39(3), 379-397.
- Dlaska, A., & Krekeler. C. (2013). The short-term effects of individual corrective feedback on L2 pronunciation. *System*, 41(1), 25-37.
- Eckman, F., (2011). Review article: Spanish-English and Portuguese-English interlanguage phonology. *Second Language Research*, 27, 273-282.
- Eckstein, G. T. (2007). *A correlation of pronunciation learning strategies with spontaneous English pronunciation of adult ESL learners* (Unpublished master's dissertation). Brigham Young University, Provo, UT.
- Elhassan, Z., Crewther, S. G., & Bavin, E. L. (2017). The contribution of phonological awareness to reading fluency and its individual sub-skills in readers aged 9- to 12-years. *Front. Psychol.* 8:533. doi: 10.3389/fpsyg. 2017.00533
- Ellis, R. (2016). Focus on form: A critical review. *Language Teaching Research*, 20(1), 1-24.

- Fraser, H. (2001). *Teaching pronunciation: A handbook for teachers and trainers*. Canberra: Department of Education Training and Youth Affairs (DETYA). Retrieved from [http://www.eslmania.com/teacher/esl\\_teacher\\_talk/Pronunciation\\_Handbook.pdf](http://www.eslmania.com/teacher/esl_teacher_talk/Pronunciation_Handbook.pdf)
- Fraser, H. (2002). Change, challenge and opportunity in pronunciation and oral communication. Plenary Address at English Australia Conference, Canberra.
- Ghorbani, M. R. (2011). The impact of phonetic instruction on Iranian students' listening ability enhancement. *Asian EFL Journal*, 52, 24-34.
- Fromkin, V., Rodman, R., & Hyams, N. (2011). *An introduction to language* (9<sup>th</sup> ed.). Wadsworth: Cengage Learning.
- Ghorbani, M. R., Neissari, M., & Kargozari, H. R. (2016). The effect of explicit pronunciation instruction on undergraduate English as a foreign language learners' vowel perception. *Language and Literacy*, 18(1), 57-70.
- Gilbert, J. B. (2008). *Teaching Pronunciation Using the Prosody Pyramid*. New York: Cambridge University Press.
- Gooch, R., Saito, K., & Lyster, R. (2016). Effects of recasts and prompts on L2 pronunciation development: Teaching English /ɪ/ to Korean adult EFL learners. *System*, 60(2), 117-127.
- Gooniband Shooshtari, Z., Mehrabi, K., & Mousavinia, S. R. (2013). A call for teaching pronunciation in Iranian schools. *International Journal of Academic Research in Progressive Education and Development*, 2(1), 454-465.
- Gooniband Shooshtari, Z., Mehrabi, K., & Mousavinia, S. R. (2013). A call for teaching pronunciation in Iranian schools. *International Journal of Academic Research in Progressive Education and Development*, 2(1), 454-465.

- Grossberg, S. (1988). Nonlinear neural networks: Principles, mechanisms, and architectures. *Neural Networks*, 1, 17-61.
- Growther, D., Isaacs, T., Trofimovich, P., & Saito, K. (2015). Does a speaking task affect second language comprehensibility? *The Modern Language Journal*, 15(1), 80-95.
- Habibi, P., Jahandar, Sh., & Khodabandehlou, M. (2013). The impact of teaching phonetic symbols on Iranian EFL learner's listening comprehension. *Indian Journal of Fundamental and Applied Life Sciences*, 3(3), 495-512.
- Hall, S. (1997). Integrating pronunciation for fluency in presentation skills. *Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages*, Orlando.
- Harmer, J. (2001). *The practice of English language teaching* (3<sup>rd</sup> ed.). London: Pearson Education.
- Harmer, J. (2001). *The practice of English language teaching*, (3<sup>rd</sup> ed.). London: Pearson Education.
- Hashemian, M., & Fadaei, B. (2011). A comparative study of intuitive-imitative and analytic-linguistic approaches towards teaching English vowels to L2 learners. *Journal of Language Teaching and Research*, 2(5), 969-976.
- Hassan, E. M. I. (2014). Pronunciation problems: A case study of English language students at Sudan University of Science and Technology. *English Language and Literature Studies*, 4(4), 31-44.
- Hayati, M. (2010). Notes on teaching English pronunciation to EFL learners: A case of Iranian high school students. *English Language Teaching*, 3(4), 121-126.
- Hayes, B. (2009). *Introductory phonology. Blackwell textbooks in Linguistics*. WileyBlackwell.
- Henderson, A., Frost, D., Kautzsch, A., Kirkova-Naskova, A., Levey, D., Tergujeff, E. & Waniek-Klimczak, E. (2012). The English Pronunciation Teaching in Europe Survey: *Selected results*. *Research in Language*, 10(1), 5-27.

- Henning, W.A. (1964). *Phoneme discrimination training and student self-evaluation in the teaching of french pronunciation*. Unpublished doctoral dissertation, Indiana University, Indiana.
- Hewings, M. (2004). *Pronunciation practice activities: A resource book for teaching English pronunciation*. Cambridge: *Cambridge University Press*.
- Hosseini, S. M. H. (2007). ELT in higher education in Iran and India: A critical view. *Language in India*, 7, 1-11.
- Howatt, A. P. R. (2004). *A history of English language teaching (2<sup>nd</sup> ed.)*. Oxford, UK: *Oxford University Press*.
- Ingels, S. A. (2011). *The effects of self-monitoring strategy use on the pronunciation of learners of English*. Unpublished doctoral dissertation, University of Illinois at Urbana Champaign. Retrieved from <http://hdl.handle.net/2142/26259>
- Iverson, P., Pinet, M., & Evans B. G. (2010). Auditory training for experienced and inexperienced second-language learners: Native French speakers learning English vowels. *Applied Psycholinguistics*, 26(2), 1-16.
- Jenkins, J. (2002). A social-linguistically based, empirically researched pronunciation syllabus for English as an international language. *Applied Linguistics*, 23(1), 83-103.
- Jones, R. H. (2002). Beyond “listen and repeat”: Pronunciation teaching materials and theories of second language acquisition. In J. Richards & W. A. Renandya (Eds.), *Methodology in language teaching: An anthology of current practice*. Cambridge: CUP. pp. 178-187
- Jones, R. H. (1997). Beyond “listen and repeat”: Pronunciation teaching materials and theories of second language acquisition. *System*, 25(1), 103 -112.
- Kang, O., & Rubin, D.L. (2009). Reverse linguistic stereotyping: Measuring the effect of listener expectations on speech evaluation. *Journal of Language and Social Psychology*, 28, 441-456.

- Kelly, G. (1969). *25 centuries of language teaching*. Rowley, MA: Newbury House.
- Kelly, G. (2000). *How to teach pronunciation*. Harlow, Longman.
- Kissling, E. M. (2013). Teaching pronunciation: is explicit phonetics instruction beneficial for FL learners? *The Modern Language Journal*, 97(3), 720-744.
- Krashen, S. (1982). *Principles and practice in second language acquisition*. New York: Pergamon.
- Lado, R. (1957). *Linguistics across cultures: Applied linguistics for language teachers*. Ann Arbor, Michigan: *The University of Michigan Press*.
- Lambert, W. E., Hodgson, R. C., Gardner, R. C., & Fillenbaum, S. (1960). Evaluational reactions to spoken language. *Journal of Abnormal and Social Psychology*, 60, 44-51.
- Larsen-Freeman, D. (2000). *Techniques and principles in language teaching*. Oxford: *Oxford University Press*.
- Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and principles in language teaching* (3<sup>rd</sup> ed.). New York: *Oxford University Press*.
- Lee, S. T. (2008). *Teaching pronunciation of English using computer assisted learning software: An active research study in an institute of technology in Taiwan*. (Masters dissertation). Available from Australian Catholic University. [http://dlibrary.acu.edu.au/digitaltheses/public/\\_adtacuvp174.16092008/02whole.pdf](http://dlibrary.acu.edu.au/digitaltheses/public/_adtacuvp174.16092008/02whole.pdf).
- Levis, J. (2005). Changing contexts and shifting paradigms in pronunciation teaching. *TESOL Quarterly*, 39(3), 369-377.
- Lindemann, S. (2002). Listening with an attitude: A model of native-speaker comprehension of non-native speakers in the United States. *Language in Society*, 31, 419-441.
- MacCarthy, P. (1978). *The teaching of pronunciation*. Cambridge: *Cambridge University Press*.

- Morley, J. (1991). The pronunciation component in teaching English to speakers of other language. *TESOL Quarterly*, 25(1), 51-74.
- Moyer, A. (2007). Do language attitudes determine accent? A study of bilinguals in the USA. *Journal of Multilingual and Multicultural Development*, 28, 6, 502-518.
- Murphy, J. (2003). Pronunciation. In D. Nunan (Ed.), *Practical English language teaching*. Boston: McGraw-Hill, pp. 111-128
- Namaziandost, E., Rahimi Esfahani, F., & Hashemifardnia, A. (2018). The effect of teaching phonological rules on English pronunciation among Iranian pre-intermediate EFL learners. *European Journal of English Language Teaching*, 8(3), 81-98. doi: 10.5281/zenodo.1242793
- Niedzielski, N. (1999). The effect of social information on the perceptions of sociolinguistic variables. *Journal of Language and Social Psychology*, 18(1), 62-85.
- Osburne, A. G. (2003). Pronunciation strategies of advanced ESOL learners. *IRAL*, 41, 131-143.
- Peterson, S. S. (1997). *Pronunciation learning strategies and learning strategies related to pronunciation ability in American university students studying Spanish* (Unpublished doctoral dissertation). The Ohio State University, Columbus.
- Polka, L. (1994). Linguistic influences in adult perception of non-native vowel contrasts. *Journal of the Acoustical Society of America*, 97, 1286-1296.
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching* (2<sup>nd</sup> ed.). Cambridge: CUP.
- Richards, J., Platt, J., & Weber, H. (1992). *The longman dictionary of applied linguistics*. Essex, England: Longman.
- Robins, R. H. (2000). *General linguistics*. Beijing: *Foreign Language Teaching and Research Press*.



- Rochet, B. L. (1995). Perception and production of second-language speech sounds by adults. In W. Strange (Ed.). *Speech perception and linguistic experience: Issues in cross-language research*. Baltimore, MD: York Press.
- Roohani, A. (2013). A comparative study of intuitive-imitative and analytic-linguistic approaches to teaching pronunciation: Does age play a role? *The Asian EFL Journal*, 24(1), 87-127.
- Rubin, D. (2012). The power of prejudice in accent perception: Reverse linguistic stereotyping and its impact on listener judgments and decisions. In J. Levis & K. LeVelle (Eds.). *Proceedings of the 3<sup>rd</sup> Pronunciation in Second Language Learning and Teaching Conference*. Ames, IA: Iowa State University, pp. 11-17
- Ruhmke-Ramos, N. K., & Delatorre, R. (2011). The effects of training and instruction on the perception of the English interdental fricatives by Brazilian EFL learners. Available: [http://www.abralin.org/abralin11\\_cdrom/artigos/Nadia\\_Ramos.pdf](http://www.abralin.org/abralin11_cdrom/artigos/Nadia_Ramos.pdf).
- Saito, K. (2011a). Examining the role of explicit phonetic instruction in native-like and comprehensible pronunciation development: an instructed SLA approach to L2 phonology. *Language Awareness*, 20(1), 45-59.
- Saito, K. (2011b). Identifying problematic segmental features to acquire comprehensible pronunciation in EFL settings: The case of Japanese learners of English. *RELC*, 42(3), 363-378.
- Saito, K., Suzukida, Y., & Sun, H. (2018). Aptitude, experience, and second language pronunciation proficiency development in classroom settings: a longitudinal study. *Studies in Second Language Acquisition*, pp. 1-25.
- Saito, K., Trofimovich, P., & Isaacs, T. (2015). Using listener judgments to investigate linguistic influences on L2 comprehensibility and accentedness: A validation and generalization study. *Applied Linguistics*, 36(1), 1-25.

- Sapir, E. (2002). *Language: An introduction to the study of speech*. Beijing: *Foreign Language Teaching and Research Press*.
- Sardegna, V. G. (2009). *Improving English stress through pronunciation learning strategies*. Unpublished doctoral dissertation, University of Illinois at Urbana-Champaign (UMI No. 3363085).
- Sardegna, V. G. (2011). Pronunciation learning strategies that improve ESL learners' linking. In J. Levis & K. LeVelle (Eds.). *Proceedings of the 2nd Pronunciation in Second Language Learning and Teaching Conference*. Ames, IA: Iowa State University, pp. 105-121.
- Sardegna, V. G. (2012). Learner differences in strategy use, self-efficacy beliefs, and pronunciation improvement. In J. Levis & K. LeVelle (Eds.). *Proceedings of the 3rd Pronunciation in Second Language Learning and Teaching Conference*. Ames, IA: Iowa State University, pp. 39-53.
- Schmidt, R. (1990). The role of consciousness in second language learning. *Applied Linguistics*, 11, 129-158.
- Schmitt, N. (2002). *An introduction to applied linguistics*. London: *Oxford University Press*.
- Seidlhofer, B. (1995). Pronunciation awareness: A focus on appropriateness rather than correctness: Some thoughts on pronunciation in teacher education. *Speak out! Newsletter of the IATEFL pronunciation Special Interest Group*. England: *IATEFL*. 6, 12-16.
- Selinker, L. (1972). Interlanguage. *International Review of Applied Linguistics*, 10, 209-231.
- Setter, J., & Jenkins, J. (2005). Pronunciation. *Language Teaching*, 38(1), 1-17.
- Silveira, R. (2002). Pronunciation instruction: Classroom practice and empirical research. *Linguagem & Ensino*, 5(1), 93-126.
- Sturm, J. (2013). Explicit phonetics instruction in L2 French: A global analysis of improvement. *System*, 41(4), 654-662.

- Swan, M., & Smith, B. (1987). *Learner English: A teacher's guide to interference and other problems*. Cambridge: *Cambridge University Press*.
- Tabandeh, F., Moinzadeh, A., & Barati, H. (2018). Tasks in explicit L2 pronunciation instruction: FonF vs. FonFS in improving phonemic accuracy and comprehensibility. *3L: The Southeast Asian Journal of English Language Studies*, 24(1), 112-127.
- Thomson, R., & Derwing, T. (2015). The effectiveness of L2 pronunciation instruction: A narrative review. *Applied Linguistics*, 36(3), 326-344.
- Verhoeven, L. (1994). Transfer in bilingual development: The linguistic interdependence hypothesis revisited. *Language Learning*, 44, 381-384.
- Yates, L. (2002). What is pronunciation? - Adult Migrant English Program (AMEP) Research Centre Fact Sheets, Sydney, *National Centre for English Language Teaching and Research*, Macquarie University, Retrieved from [http://www.ameprc.mq.edu.au/docs/fact\\_sheets/01Pronunciation.pdf](http://www.ameprc.mq.edu.au/docs/fact_sheets/01Pronunciation.pdf)
- Yates, L., & Zielinski, B. (2009). Give it a go: Teaching pronunciation to adults. Sydney: *The AMEP Research Centre*.
- Yeung, S., Siegel, L. S., & Chan, C. K. K. (2013). Effects of a phonological awareness program on English reading and spelling among Hong Kong Chinese ESL children. *Reading and Writing*, 26, 681-704. Doi: 10.1007/s11145-012-9383-6
- Yoshikawa, L., & Yamashita, J. (2014). Phonemic awareness and reading comprehension among Japanese adult learners of English. *Open Journal of Modern Linguistics*, 4, 471-480.
- Zampini, M. L. (1994). The role of native language transfer and task formality in the acquisition of Spanish spirantization. *Hispania*, 77(3), 470-481.

Zielinski, B. (2012). The social impact of pronunciation difficulties: Confidence and willingness to speak.

In. J. Levis & K. LeVelle (Eds.). *Proceedings of the 3<sup>rd</sup> Pronunciation in Second Language Learning and Teaching Conference*. Ames, IA: Iowa State University. pp. 18-26

Zuckerman, M., & Miyake, K. (1993). The attractive voice: What makes it so? *Journal of Nonverbal Behavior*, 17(2), 119-135.