BOOK REVIEW

Derwing, M. T., & Munro, J. M. (2015). *Pronunciation fundamentals: Evidence-based perspectives for L2 teaching and research*. Philadelphia, PA: John Benjamins Publishing Company. 208 pages. ISBN 978-9027213273

Sonca Vo, Iowa State University

Achieving a native-like accent is not easy for many non-native English adult learners (Levis & Moyer, 2014), and second language (L2) speech produced by adult learners is usually characterized with incorrect pronunciation of segmentals (e.g., consonants, vowels) (Flege, Munro, & MacKay, 1995) and suprasegmentals (e.g., stress) (Derwing, Munro, Foote, Waugh, & Fleming, 2014) of the L2 phonological system. Therefore, on the way to helping L2 pronunciation researchers and teachers understand the *whys* and *hows* of assisting L2 learners to develop their oral communication more effectively, Tracey Derwing and Murray Munro has introduced the book *Pronunciation Fundamentals: Evidence-based Perspectives for L2 Teaching and Research*. The book is in a series edited by Nina Spada and Nelleke Van Deusen-Scholl and published by John Benjamins publishing company in Amsterdam/Philadelphia in 2015. It is organized into ten chapters that address the key components of intelligibility and comprehensibility, presented mainly with theory and research in English as second language pronunciation with the strengths and weaknesses of specific studies in the view of the Intelligibility Principle (Levis, 2005), all of which ultimately inform pronunciation instruction of not only English but other languages as well.

The first chapter of the book "Key Concepts" is short but important in providing key terms in L2 pronunciation such as segmentals, suprasegmentals, comprehensibility, fluency, foreign accents, accentedness, nativeness and intelligibility principles, minimal pair practice, phonetics, acoustic measurement, and functional load. Then, to contextualize the current practice of pronunciation teaching and research, Chapter 2, "Historical Overview of Pronunciation", surveys the historical developments of English pronunciation teaching and presents early studies that are neglected but still crucial in shaping the current affairs in the field of pronunciation teaching and research. Four main themes that inform pronunciation instruction include descriptions of the English sound system in terms of orthography and sociolinguistic influences; classroom pronunciation teaching materials and technological developments in pronunciation teaching; phonological theories in L2 speech perception and production; and empirical studies on pronunciation instruction.

In the third chapter, "A Pedagogical Perspective on L2 Phonetic Acquisition", the authors provide insights into important aspects of the L2 phonological acquisition process by discussing the role of age; motivational influences; aptitude for pronunciation; and instruction, all of which are valuable for pronunciation researchers and instructors to develop curricular, choose activities,

and provide feedback to learners. This chapter emphasizes the importance of Intelligibility Principle over the Nativeness Principle in communicative pronunciation instruction, especially for adult pronunciation learning because late learners rarely become native-like (Levis & Moyer, 2014). Therefore, native-like acquisition should not be a focus in pronunciation instruction, but intelligible speech should be targeted and could be achievable if learners are given more opportunities to interact regularly in their L2.

In Chapter 4, "Pronunciation Errors and Error Gravity", the authors explore L2 pronunciation errors that interfere with L2 intelligibility such as segmental errors, prosodic errors, aspects of fluency, voice quality, and several non-linguistic and paralinguistic aspects of L2 speech. Contrastive Analysis Hypothesis (CAH) and Error Analysis (EA) are presented together with prior studies to provide information about first language (L1) effect on L2 speech. The chapter specifically discusses the weaknesses of CAH and EA because "perception and production are not considered separately in these approaches", and CAH and EA offer no obvious way of "accounting for changes in learner performance over time"; "individual learner differences" (p. 65), and "underlying cognitive process that leads to pronunciation errors" (p. 66). The authors mention that apart from the L1 interference, individual learner variability is also an influential factor. Therefore, in order to address pronunciation errors "instructors should give considerable weight to individual differences and to variable error gravity" (p. 76) to help learners increase their L2 comprehensibility and intelligibility.

Chapter 5, "Pronunciation Instruction Research", presents surveys of pronunciation features that teachers prioritize during their pronunciation instruction and whether teachers have sufficient training to teach pronunciation. Another interesting question raised in this chapter is whether non-native speakers should teach L2 pronunciation. The authors point out that the assumption that "only a native speaker has the wherewithal to effectively teach pronunciation" is "faulty" (p. 81) because "many so-called NSs can be far less intelligible in global settings than well-educated proficient speakers of a second language" (Moussu & Llurda, 2008, p. 318). A large section of the chapter covers classroom-based intervention studies, showing that instruction leads to a significant improvement in L2 speakers' perception and production.

Chapter 6, "Assessment of L2 Pronunciation", discusses the role of pronunciation in language assessment, pronunciation assessment instruments in high- and low-stakes testing situations, and important issues of validity and reliability in pronunciation assessment. For classroom instruction, the authors suggest that teachers adapt published resources and use them for needs assessments, formative assessments, and summative assessments according to different language learners and teaching situations. The chapter also emphasizes the increasing importance and reliability of automatic assessment in evaluating test-takers' oral performances in high-stakes testing. However, the complexities in evaluating speech samples that just focuses on two aspects of intelligibility and comprehensibility lead to the fact that 'pronunciation testing remains an underdeveloped aspect of language assessment' (p. 119).

The next topic discussed in Chapter 7 "Technology in L2 Pronunciation Instruction" is the role of technology in teaching and assessing L2 pronunciation. In line with what Chapelle (2003) argues, which is TESOL educators 'need to be critically aware of the connections among technology, culture, and ideology, and specifically about the ways in which technology amplifies and constrains aspects of language learning and research' (p. 9), the authors recommend that teachers have to understand the foundations of pronunciation research and have good pedagogical knowledge to fully take advantage of the strengths that technology offers to enhance pronunciation learning and teaching.

Chapter 8, "Social Aspects of Accent", discusses issues such as social impact of speaking with a foreign accent, listeners' attitudes towards accented speech, L2 accented speech and speaker identity, accent discrimination in the workplace and the field of language teaching, the training of native English speakers to become better listeners, and the Willingness to Communicate framework applied to both native and non-native speakers. From all of these issues, implications for instruction are suggested. Ethical considerations in L2 pronunciation instruction in accent reduction programs and misinformed practices in pronunciation instruction are presented in Chapter 9 "The Ethics of Second Language Accent Reduction". Considering the complexities in pronunciation instruction, the authors recommend that TESL programs should well equip their future language teaching professionals with better understanding of the principles of pronunciation teaching and of the difference between accent and intelligibility.

Chapter 10, "Future Directions", concludes the book with recommendations for future L2 pronunciation research regarding factors (e.g., linguistic aspects of L2 speech) affecting L2 intelligibility and comprehensibility; listeners' processing abilities; and situation-related understanding issues. Research on pronunciation teaching strategies and techniques and longitudinal studies as well as directions for teaching with a more focus on the Intelligibility Principle are suggested. The book ends with directions for assessment, technology, and the larger society with an argument that 'all human communication is a two-way street; all interlocutors share responsibility for the outcome of any exchange' (p. 172). Therefore, successful communication should be a joint effort from learners, native speakers, instructors, and the public.

With the culmination of L2 phonology theories that date back to the 1980s and are the foundations for early as well as recent empirical studies on L2 pronunciation, the book is intended for scholars and professionals who are dealing with L2 learners and want to know more about the phonological development of L2 learners' interlanguage, thereby leading to better understanding of pronunciation errors in L2 speech. Furthermore, the book does offer insightful contributions to L2 pronunciation instruction by providing a detailed synthesis of empirical research studies in L2 pronunciation instruction over the past decades. The discussions of pronunciation research and approachable teaching techniques provide a crucial source for novice as well as experienced pronunciation teachers to better understand important aspects of pronunciation that they should prioritize during their instruction.

The book also does an excellent job of making sure key vocabulary is defined and contextualized in both early and recent L2 pronunciation research studies. Thus, readers greatly benefit from those early but very important studies because they shape readers' understanding of current affairs in L2 pronunciation research and teaching. Last but not least, written in accessible language while presenting complex information about L2 phonology theories and pronunciation research, the book can be therefore perfectly used as a textbook in a course on pronunciation teaching. However, as the authors have indicated that ideas for pronunciation activities and information on the International Phonetic Alphabet (IPA) are not available to be referenced from the book, instructors need to supplement the book with those resources in order to fully assist students without a basic knowledge of linguistics, phonetics and the IPA.

Overall, written by the two scholars who have been devoted to L2 pronunciation teaching and research for many years, the book is an excellent source for pronunciation researchers, ESL teachers in the field of L2 pronunciation, or students in TESL/applied linguistics programs who would like to comprehensively review the issues of history, pedagogy, linguistics, and social and ethical aspects in teaching and assessing L2 pronunciation. Linking different phonological theories and empirical studies in L2 pronunciation research and teaching, especially with an inclusion of pedagogical implications at the end of each chapter, the book successfully shows how important pronunciation is and how pronunciation could be taught effectively.

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