ture. That said, I applaud Murphy for this volume—it gives the reader a rare glimpse inside pronunciation classrooms. As such, it is a valuable reference for seasoned teachers and a must-have for those just starting out on the pronunciation-teaching journey.

One of my favorite parts of the book is the list of teaching tips provided at the end of each chapter—it is a bit like "what I wish I'd known when I started out." In the epilogue, Murphy provides 20 of his own well-chosen and articulated maxims about pronunciation teaching, gained through years of experience in the field. With this volume, he fulfills the task he set for himself in the preface: "The knowledge base of pronunciation teaching advances when the people who are teaching it share what they are learning and doing with others" (p. iv).

Investigating English Pronunciation: Trends and Directions
Jose A. Mompean and Jonás Fouz-González (Eds.)
London, England: Palgrave Macmillan, 2015.

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Where is research in English pronunciation headed in this rapidly changing world? The answer might be in *Investigating English Pronunciation: Trends and Directions*, an edited collection of 14 chapters that "exemplif[ies] some of the current trends and directions in the field … [and] offer[s] interesting empirical results that advance knowledge on a range of issues" (p. xii). The chapters are based on selected peer-reviewed presentations at the 3rd International Conference on English Pronunciation: Issues & Practices (EPIP) in 2013. Most empirical studies in the volume were conducted in English as a foreign language contexts. Although not clearly specified, the volume is apt to be of primary interest to those with a background in phonetics, phonology, or second language (L2) acquisition.

The book is divided into five thematic sections, with an introduction by Mompean (Chapter 1) in which he discusses the history of the modern study of English pronunciation and advances made in its theory and methodology. These include the use of explicit information about L2 sounds (e.g., phonetic symbols and articulatory descriptions) to teach pronunciation, along with teaching models that prioritize speaking intelligibly rather than sounding like a native speaker and the use of computer software to facilitate learning. The introduction concludes with an overview of each thematic section.

The first section, titled In and Out of the Lab/Speech in Context, reviews empirical studies conducted in laboratory and natural settings. It begins with Chapter 2, which presents Turcsan and Herment's study on English speakers' intuition of which syllable to stress in nonce words (made-up words with the structure of real words). The results revealed that most nonce words were stressed the same way as real words sharing their structural similarity, suggesting that the speakers had strong intuitions about word stress placement. This chapter may be difficult for those unfamiliar with metrical stress theory (a branch of phonological theory dealing with stress patterns). The following chapter presents Horgues and Scheuer's analysis of concomitant verbal and nonverbal (e.g., facial and hand gesture) data from face-to-face conversations between speakers learning each other's language. The analysis revealed that when communication broke down because of pronunciation errors, learners relied on nonverbal cues to mitigate the breakdowns. This study highlights the importance of integrating nonverbal cues in pronunciation learning. The section concludes with Chapter 4, detailing Thomas and Scobbie's discussion of children's accent mixture and the creation of a phonological system idiosyncratic to a particular child. Two case studies of the speech of Scottish children with English parents revealed features of both Standard Scottish English and Southern British English. The authors should have perhaps addressed a potential methodological limitation in one of the studies, which was the child's repetition of his parents' words, as this may have prevented the child from producing sounds from his own phonology.

Part II, titled Perception of L2-Accented Speech, presents issues relevant to the effects of L2-accented speech on pronunciation learning. This section begins with Lepage and LaCharité's presentation of how familiarity with French-accented English affects the understanding of accented speech. Their results revealed that accent-tolerant listeners (French-English bilinguals with extensive exposure to French-accented English) were outperformed by non-accent–tolerant listeners (monolinguals of English with almost no exposure to French-accented speech) in the identification of words produced in French-accented speech. The latter identified the words more often and faster than the former, suggesting that familiarity with L2-accented speech might not facilitate understanding. Potential shortcomings of this study include the fact that the authors might have chosen terms other than *accent-tolerant* and *non-accent–tolerant* to describe their participants, as more transparent terms could help the reader better visualize the participants' characteristics. Additionally, this study may leave the reader wondering who else besides bilinguals might qualiy

as an "accent-tolerant" listener. Chapter 6 by Kennedy rounds off this section, discussing how nonnative accents affect native listeners' perceptions of grammaticality. The analysis of accentedness and grammaticality ratings indicates that native speakers may erroneously perceive accented speech as being ungrammatical. Although informative, the chapter does not address other possible contributing factors, such as intelligibility and comprehensibility.

Part III, L2 Phonology Acquisition, focuses on a range of topics related to the acquisition of L2 sounds at both the segmental and suprasegmental levels. This section begins with Chapter 7, Pennington's review of studies from the 1950s to the 2000s on the acquisition of L2 phonology. The author shows that, unlike in the past, language within applied linguistics has been increasingly viewed as a heterogeneous system in which many varieties of a language coexist. To reflect this shift, the author convincingly argues for the reconceptualization of theory, research, and practice in the pedagogy of L2 phonology. The following chapter presents Gray's investigation of how French learners of English identify English focus (implied in the study as a word or phrase that signals new information). The learners were trained to observe pitch contours (pitch levels that change through time) in short phrases and to produce the phrases. This study might be informative to teachers as the training was found to enhance the performance only of phrases with early focused items (e.g., the subject of a sentence). It may, however, leave the reader asking the question, "What training method is effective for perceiving noninitial focused items?" Chapter 9 describes Lintunen and colleagues' study of the association between the English proficiency level and English fluency of Finnish learners of English. Fluency was measured by calculating variables such as words and syllables per tone unit (an intonation phrase consisting of a pitch contour with a "pre-head," "head," "nucleus," and "tail"). The results revealed that the more proficient the learners, the more words and syllables per tone unit there were in their speech, suggesting that proficiency positively correlates with fluency. The authors' intent to show that tone unit is a reliable unit of analysis in fluency research is limited by the fact that they did not compare the results obtained to other units of analysis commonly used in fluency research, such as mean length of runs (the number of syllables between pauses). As a result, they failed to demonstrate that tone unit is a more precise way of measuring fluency and/or determining learners' proficiency level. Finally, Chapter 10 summarizes a study by Wong on the relation between English proficiency level and the production of /e/ and /æ/ by Cantonese-speaking EFL learners who had been trained using a

High Phonetic Variability Training (HVPT) approach (see Barriuso & Hayes-Harb, 2018 [this issue]). The results suggested that HVPT was effective in helping learners identify the vowels in question and that the production of these vowels was improved despite differences in proficiency levels. Because only two target vowels were used in the study, the reader might question the effectiveness of HVPT in enhancing L2 vowel perception in general.

Part IV, Pronunciation Teaching, discusses innovative ways of teaching pronunciation along with issues that instructors of English in Europe face. It begins with Chapter 11, which presents a preliminary study by Mompeán-Guillamón on the relationship between pronunciation teaching and sound symbolism—specifically synesthesia (the intuitive associations between sounds and the nonsound properties of objects such as color and shape). In the study, the author examined whether the perception and production of L2 sounds could be taught using colored symbols representing the sounds. The findings revealed no helpful effects of colored symbols. Since research in this area is generally scarce, future studies should replicate the results to confirm the study's conclusion. Readers unfamiliar with synesthesia will require additional knowledge of the concept to understand this study and its findings. The final chapter in this section presents Henderson and colleagues' quantitative and qualitative analysis of the data from a survey assessing EFL and ESL pronunciation teaching practices across various European nations, including Finland, France, Germany, Macedonia, Poland, Spain, and Switzerland. One notable finding was that most respondents, who were experienced nonnative English-speaking teachers (NNESTs), lacked sufficient training in teaching pronunciation. As the lack of training may have negative learning consequences, future studies should extend their scope to other continents where English is taught to determine to what extent this problem is a shared global issue.

Part V, Technology, presents issues relevant to selected technological tools used to facilitate the teaching and learning of L2 pronunciation. In Chapter 13, Rato and colleagues introduce a free, user-friendly software package used for perception testing and training called TP, which stands for Teste/Treino de Percepção (Perception Testing/Training). This software appears to hold promise for L2 classroom settings as it can assess which L2 sounds are particularly difficult for learners to identify, and it can help students improve the identification of these sounds by providing immediate feedback. In the last chapter, Fouz-González reviews empirical findings to support the usefulness and limitations of technology used in pronunciation teaching.

Given that the review helps familiarize readers with computer-assisted pronunciation teaching, it would have been better if placed before the previous chapter.

A definite strength of the book is its presentation of a wide range of topics related to English pronunciation. These topics allow readers to explore various issues within the field and discover topics that they may not have been previously familiar with. For example, in Chapter 11, the topic of sound symbolism and pronunciation teaching is particularly novel. Because of the preliminary nature of the research, which found no helpful effects of colored symbols, the author provides many ideas for possible follow-up studies as well as different ways that sound symbolism might be incorporated into L2 pronunciation teaching practices.

Unfortunately, the disadvantage of presenting different topics within 14 chapters is that the reader may not be deeply immersed in each topic and may consequently need more background on the topics. To make each chapter more informative, the editors might have considered providing a list of related readings at the end of each chapter. In addition to the lack of recommended readings, the volume has several other limitations. One of them (which is especially pertinent to readers lacking research expertise and desiring to improve their teaching practice) is the lack of practical teaching tips. Such tips would have been useful to those lacking research expertise and looking to translate the research findings into practical lessons. Another, perhaps more serious, limitation is the book's many preliminary studies and results, which could cause readers to be dubious about the validity of the conclusions. On a positive note, however, this limitation may inspire readers with ideas for future research. Also, since most research in the field of teaching pronunciation is conducted in the US, this volume's more global perspective provides readers not only with the latest research in English pronunciation, but also with methods and technological tools developed in Europe and Asia for the EFL context.

Reference

Barriuso, T. A., & Hayes-Harb, R. (2018). High variability phonetic training as a bridge from research to practice. *The CATESOL Journal, 30*(1), 177-194.