**INTELLIGIBILITY: SELECTED REFERENCES**

**(Last updated 11 November 2024)**

Allen, M. C., Nikolopoulos, T. P., & O'Donoghue, G. M. (1998). Speech intelligibility in children after cochlear implanation. *Otology & Neurotology*, *19*(6), 742-746.

Anderson, F. E. (1996). Intelligibility, identity, and models for English as an international language: A Japan perspective. *Bulletin of Fukuoka University of Education, 45*(1), 15-25.

Aoyama, K., Hong, L., Flege, J. E., Akahane-Yamada, R., & Yamada, T. (2023). Relationships between scoustic characteristics and intelligibility scores: A reanalysis of Japanese speakers’ productions of American English liquids. *Language and Speech*, *66*(4), 1030-1045.

Baese-Berk, M. M., Levi, S. V., & Van Engen, K. J. (2023). Intelligibility as a measure of speech perception: Current approaches, challenges, and recommendations. *The Journal of the Acoustical Society of America*, *153*(1), 68-76.

Bansal, R. K. (1969). *The intelligibility of Indian English*. Central Institute of English and Foreign Languages

Bard, E. G., Anderson, A. H., Sotillo, C., Aylett, M., Doherty-Sneddon, G., & Newlands, A. (2000). Controlling the intelligibility of referring expressions in dialogue. *Journal of Memory and Language*, *42*(1), 1-22.

Benoît, C., Grice, M., & Hazan, V. (1996). The SUS test: A method for the assessment of text-to-speech synthesis intelligibility using semantically unpredictable sentences. *Speech Communication*, *18*(4), 381-392.

Bent, T., & Bradlow, A. R. (2003). The interlanguage speech intelligibility benefit. *The Journal of the Acoustical Society of America*, *114*(3), 1600-1610.

Bhat, C., & Strik, H. (2020). Automatic assessment of sentence-level dysarthria intelligibility using BLSTM. *IEEE Journal of Selected Topics in Signal Processing*, *14*(2), 322-330.

Blake, H. L., & McLeod, S. (2019). Speech-language pathologists’ support for multilingual speakers’ English intelligibility and participation informed by the ICF. *Journal of Communication Disorders*, *77*, 56-70.

Bouchhioua, N. (2017). The effects of explicit pronunciation instruction on the comprehensibility and intelligibility of Tunisian EFL learners. *International Journal of Research Studies in Language Learning*, *6*(3), 73-88.

Bradlow, A. R., Torretta, G. M., & Pisoni, D. B. (1996). Intelligibility of normal speech I: Global and fine-grained acoustic-phonetic talker characteristics. *Speech Communication*, *20*(3), 255-272.

Bradley, J. S. (1986). Speech intelligibility studies in classrooms. *The Journal of the Acoustical Society of America*, *80*(3), 846-854.

Bradley, J. S., & Sato, H. (2008). The intelligibility of speech in elementary school classrooms. *The Journal of the Acoustical Society of America*, *123*(4), 2078-2086.

Bradlow, A. R., Bassard, A. M., & Paller, K. A. (2023). Generalized perceptual adaptation to second-language speech: Variability, similarity, and intelligibility. *The Journal of the Acoustical Society of America*, *154*(3), 1601-1613.

Brodkey, D. (1972). Dictation as a measure of mutual intelligibility: A pilot study. *Language Learning*, *22*(2), 203-217.

Bundgaard-Nielsen, R. L., Best, C. T., Kroos, C., & Tyler, M. D. (2012). Second language learners’ vocabulary expansion is associated with improved second language vowel intelligibility. *Applied Psycholinguistics, 33*, 643-664.

Chan, V. (2021). Factors influencing intelligibility and comprehensibility: a critical review of research on second language English speakers. *Journal of English Learner Education*, *12*(1), 6-35.

Choi, Y. J. (2020). The intelligibility of speech in university classrooms during lectures. *Applied Acoustics*, *162*, 107211.

Christiner, M., Bernhofs, V., Sommer-Lolei, S., & Groß, C. (2023). What makes a foreign language intelligible? An examination of the impact of musical ability and individual differences on language perception and how intelligible foreign languages appear. *Journal of Intelligence*, *11*(3), 43-61.

Crowther, D., & De Costa, P. I. (2017). Developing mutual intelligibility and conviviality in the 21st century classroom: Insights from English as a Lingua Franca and Intercultural Communication. *TESOL Quarterly, 51*(2), 450-460.

de Albuquerque, J. I. A., & Alves, U. K. (2023). Dynamic paths of intelligibility and comprehensibility: Implications for pronunciation teaching from a longitudinal study with Haitian learners of Brazilian Portuguese. In U. K. Alves & J. I. A. de Albuquerque(Eds.), *Second language pronunciation: Different approaches to teaching and training* pp. 107-144). De Gruyter Mouton.

Derwing, T. M., & Munro, M. J. (1997). Accent, intelligibility, and comprehensibility. *Studies in Second Language Acquisition*, *19*(1), 1-16.

Edraki, A., Chan, W. Y., Fogerty, D., & Jensen, J. (2023). Modeling the effect of linguistic predictability on speech intelligibility prediction. *JASA Express Letters*, *3*(3). https://pubs.aip.org/asa/jel/article/3/3/035207/2879152

Eisenstein, M., & Verdi, G. (1985). The intelligibility of social dialects for working‐class adult learners of English. *Language Learning*, *35*(2), 287-298.

Ershaid, H., Lizarazu, M., McLaughlin, D., Cooke, M., Simantiraki, O., Koutsogiannaki, M., & Lallier, M. (2024). Contributions of listening effort and intelligibility to cortical tracking of speech in adverse listening conditions. *Cortex*, *172*, 54-71.

Fayer, J. M., & Krasinski, E. (1987). Native and nonnative judgments of intelligibility and irritation. *Language Learning*, *37*(3), 313-326.

Field, J. (2005). Intelligibility and the listener: The role of lexical stress. *TESOL Quarterly*, *39*(3), 399-423.

Fishero, S., Sereno, J. A., & Jongman, A. (2023). Perception and production of mandarin-accented English: The effect of degree of accentedness on the interlanguage speech intelligibility benefit for listeners (ISIB-L) and talkers (ISIB-T). *Journal of Phonetics*, *99*, 101255.

Foulke, E., & Sticht, T. G. (1969). Review of research on the intelligibility and comprehension of accelerated speech. *Psychological Bulletin*, *72*(1), 50-62.

French, N. R., & Steinberg, J. C. (1947). Factors governing the intelligibility of speech sounds. *The Journal of the Acoustical Society of America*, *19*(1), 90-119.

Gallego, J. C. (1990). The intelligibility of three nonnative English-speaking teaching assistants: An analysis of student-reported communication breakdowns. *Issues in Applied Linguistics*, *1*(2), 219-237.

Golombek, P., & Jordan, S. (2005). Becoming “black lambs” not “parrots”: A postructuralist orientation to intelligibility and identity. *TESOL Quarterly, 39*(3), 513–533.

Gooskens, C. (2013). Experimental methods for measuring intelligibility of closely related language varieties. In R. Bayley, R. Cameron, & C. Lucas (Eds.), *The Oxford handbook of sociolinguistics* (pp. 195-213). Oxford University Press. https://doi.org/10.1093/oxfordhb/9780199744084.013.0010

Gupta, A. F. (2005). Inter-accent and inter-cultural intelligibility: A study of listeners in Singapore and Britain. In D. Deterding, A. Brown, & L. E. Ling (Eds.), *English in Singapore: Phonetic research on a corpus* (pp. 138-152). McGraw-Hill.

Guskaroska, A. (2021). The role of face masks on speech intelligibility for native and nonnative speakers of English: Graduate students’ experiences. *Journal of Academic Language and Learning*, *15*(1), 117-133.

Hagerman, B. (1982). Sentences for testing speech intelligibility in noise. *Scandinavian Audiology*, *11*(2), 79-87.

Hahn, L. D. (2004). Primary stress and intelligibility: Research to motivate the teaching of suprasegmentals. *TESOL Quarterly, 38*(2), 201-223.

Hecker, M. H., Stevens, K. N., & Williams, C. E. (1966). Measurements of reaction time in intelligibility tests. *The Journal of the Acoustical Society of America*, *39*(6), 1188-1189.

Hendriks, B., van Meurs, F., & Usmany, N. (2023). The effects of lecturers’ non-native accent strength in English on intelligibility and attitudinal evaluations by native and non-native English students. *Language Teaching Research*, *27*(6), 1378-1407.

Hilton, N. H., Gooskens, C., & Schüppert, A. (2013). The influence of non-native morphosyntax on the intelligibility of a closely related language. *Lingua*, *137*, 1-18.

House, J. (1999). Misunderstanding in intercultural communication: Interactions in English as a lingua franca and the myth of mutual intelligibility. In C. Gnutzmann (Ed.), *Teaching and learning English as a global language* (pp. 73-89). Stauffenburg.

Houtgast, T., & Steeneken, H. J. M. (1984). A multi-language evaluation of the RASTI-method for estimating speech intelligibility in auditoria. *Acta Acustica united with Acustica*, *54*(4), 185-199.

Howes, D. (1957). On the relation between the intelligibility and frequency of occurrence of English words. *The Journal of the Acoustical Society of America*, *29*(2), 296-305.

Huensch, A., & Nagle, C. (2021). The effect of speaker proficiency on intelligibility, comprehensibility, and accentedness in L2 Spanish: A conceptual replication and extension of Munro and Derwing (1995a). *Language Learning*, *71*(3), 626-668.

Inceoglu, S., Chen, W. H., & Lim, H. (2023). Assessment of L2 intelligibility: Comparing L1 listeners and automatic speech recognition. *ReCALL*, *35*(1), 89-104.

Kachru, B. B. (2008). The first step: The Smith paradigm for intelligibility in world Englishes. *World Englishes*, *27*(3‐4), 293-296.

Kalikow, D. N., Stevens, K. N., & Elliott, L. L. (1977). Development of a test of speech intelligibility in noise using sentence materials with controlled word predictability. *The Journal of the Acoustical Society of America*, *61*(5), 1337-1351.

Kang, O., Thomson, R. I., & Moran, M. (2018). Empirical approaches to measuring the intelligibility of different varieties of English in predicting listener comprehension. *Language Learning*, *68*(1), 115-146.

Karunathilake, I. D., Kulasingham, J. P., & Simon, J. Z. (2023). Neural tracking measures of speech intelligibility: Manipulating intelligibility while keeping acoustics unchanged. *Proceedings of the National Academy of Sciences*, *120*(49), e2309166120.

Kates, J. M., & Arehart, K. H. (2005). Coherence and the speech intelligibility index. *The Journal of the Acoustical Society of America*, *117*(4), 2224-2237.

Kates, J. M., & Arehart, K. H. (2022). An overview of the HASPI and HASQI metrics for predicting speech intelligibility and speech quality for normal hearing, hearing loss, and hearing aids. *Hearing Research*, 108608.

Kent, R. D. (Ed.). (1992). *Intelligibility in speech disorders: Theory, measurement and management*. John Benjamins.

Kent, R. D., Weismer, G., Kent, J. F., & Rosenbek, J. C. (1989). Toward phonetic intelligibility testing in dysarthria. *Journal of Speech and Hearing Disorders*, *54*(4), 482-499.

Khaghaninejad, M. S., & Fahandejsaadi, R. (2018). Intelligibility of language learners to native speakers: Evidence from Iranian ESL learners conversing with Canadians. *International Journal of English Language and Translation Studies*, *6*(1), 93-104.

Komarova, N., & Niyogi, P. (2004). Optimizing the mutual intelligibility of linguistic agents in a shared world. *Artificial Intelligence*, *154*(1-2), 1-42.

Kösem, A., Dai, B., McQueen, J. M., & Hagoort, P. (2023). Neural tracking of speech envelope does not unequivocally reflect intelligibility. *NeuroImage*, *272*, 120040.

Krause, J. C., & Braida, L. D. (2002). Investigating alternative forms of clear speech: The effects of speaking rate and speaking mode on intelligibility. *The Journal of the Acoustical Society of America*, *112*(5), 2165-2172.

Lagerberg, T. B., Lam, J., Olsson, R., Abelin, Å., & Strömbergsson, S. (2019). Intelligibility of children with speech sound disorders evaluated by listeners with Swedish as a second language. *Journal of speech, language, and hearing research*, *62*(10), 3714-3727.

Lear, E. L. (2014). Improving intelligibility: Guided reflective journals in action. *Language Learning in Higher Education*, *4*(2), 343-363.

Lee, B. J., & Bailey, J. L. (2023). Assumptions of speaker ethnicity and the effect on ratings of accentedness, comprehensibility, and intelligibility. *Language Awareness*, *32*(2), 301-322.

Levis, J. (2010). Assessing speech intelligibility: Experts listen to two students. In J. Levis & K. LeVelle (Eds.). *Pronunciation and intelligibility: Issues in research and practice* (pp. 56-69). Iowa State University.

Levis, J. (2020). Revisiting the intelligibility and nativeness principles. *Journal of Second Language Pronunciation*, *6*(3), 310-328.

Levis, J. (2020). Changes in L2 pronunciation: 25 years of intelligibility, comprehensibility, and accentedness. *Journal of Second Language Pronunciation*, *6*(3), 277-282.

Levis, J. M., & Silpachai, A. O. (2022). Speech intelligibility. In T. M. Derwing, M. J. Munro, & R. I. Thomson (Eds.), *The Routledge handbook of second language acquisition and speaking* (pp. 160-173). Routledge.

Li, C. N. (2003). Accent, intelligibility, and comprehensibility in the perception of foreign‐accented Lombard speech. *The Journal of the Acoustical Society of America*, *114*(4), 2364-2364.

Licklider, J. C. (1946). Effects of amplitude distortion upon the intelligibility of speech. *The Journal of the Acoustical Society of America*, *18*(1), 249-249.

Licklider, J. C. R., & Pollack, I. (1948). Effects of differentiation, integration, and infinite peak clipping upon the intelligibility of speech. *The Journal of the Acoustical Society of America*, *20*(1), 42-51.

Llurda, E. (2000). Effects of intelligibility and speaking rate on judgements of non-native speakers’ personalities. *IRAL--International Review of Applied Linguistics in Language Teaching*, *38*(3-4), 289-300.

López-Espejo, I., Edraki, A., Chan, W. Y., Tan, Z. H., & Jensen, J. (2023). On the deficiency of intelligibility metrics as proxies for subjective intelligibility. *Speech Communication*, *150*, 9-22.

Matsuura, H., Chiba, R., & Fujieda, M. (1999). Intelligibility and comprehensibility of American and Irish Englishes in Japan. *World Englishes*, *18*(1), 49-62.

Matsuura, H. (2007). Intelligibility and individual learner differences in the EIL context. *System*, *35*(3), 293-304.

Miller, G. A., Heise, G. A., & Lichten, W. (1951). The intelligibility of speech as a function of the context of the test materials. *Journal of Experimental Psychology*, *41*(5), 329-335.

Miller, G. A., & Licklider, J. C. (1950). The intelligibility of interrupted speech. *The Journal of the Acoustical Society of America*, *22*(2), 167-173.

Mitleb, F. (1985). Intelligibility of English “voicing” produced by Arabs. *Journal of Phonetics*, *13*(2), 117-122.

Mroz, A. (2018). Seeing how people hear you: French learners experiencing intelligibility through automatic speech recognition. *Foreign Language Annals, 51*(3), 617-637.

Munhall, K. G., Jones, J. A., Callan, D. E., Kuratate, T., & Vatikiotis-Bateson, E. (2004). Visual prosody and speech intelligibility head movement improves auditory speech perception. *Psychological Science*, *15*(2), 133-137.

Munro, M. J. (1998). The effects of noise on the intelligibility of foreign-accented speech. *Studies in Second Language Acquisition*, *20*(2), 139-154.

Munro, M. J. (2008). Foreign accent and speech intelligibility. In J. G. Hansen Edwards, & M. L. Zampini (Eds.), *Phonology and second language acquisition* (pp. 193-218). John Benjamins.

Munro, M. J., & Derwing, T. M. (1995). Foreign accent, comprehensibility, and intelligibility in the speech of second language learners. *Language Learning*, *45*(1), 73-97.

Munro, M. J., & Derwing, T. M. (1997). Accent, comprehensibility, and intelligibility: Evidence from four L1s. *Studies in Second Language Acquisition*, *19*(1), 1-16.

Munro, M. J., & Derwing, T. M. (1999). Foreign accent, comprehensibility, and intelligibility in the speech of second language learners. *Language learning*, *49*, 285-310.

Munro, M. J., Derwing, T. M., & Morton, S. L. (2006). The mutual intelligibility of L2 speech. *Studies in Second Language Acquisition*, *28*(1), 111-131.

Munro, M. J., & Derwing, T. M. (2011). The foundations of accent and intelligibility in pronunciation research. *Language Teaching*, *44*(3), 316-327.

Munro, M. J., & Derwing, T. M. (2020). Foreign accent, comprehensibility and intelligibility, redux. *Journal of Second Language Pronunciation*, *6*(3), 283-309.

Murgia, S., Webster, J., Cutiva, L. C. C., & Bottalico, P. (2023). Systematic review of literature on speech intelligibility and classroom acoustics in elementary schools. *Language, Speech, and Hearing Services in Schools*, *54*(1), 322-335.

Murphy, J. M. (2014). Intelligible, comprehensible, non-native models in ESL/EFL pronunciation teaching. *System*, *42*, 258-269.

Nagle, C. L., & Huensch, A. (2020). Expanding the scope of L2 intelligibility research: Intelligibility, comprehensibility, and accentedness in L2 Spanish. *Journal of Second Language Pronunciation*, *6*(3), 329-351.

Nash, R. (1972). Phonemic and prosodic interference and their effects on intelligibility. In R. Charbonneau & A. Rigault (Eds.), *Proceedings of the seventh international congress of phonetic sciences* (pp. 570-573). Mouton.

Neely, K. K. (1956). Effect of visual factors on the intelligibility of speech. *The Journal of the Acoustical Society of America*, *28*(6), 1275-1277.

Nelson, C. (1983). Intelligibility and non-native varieties of English. In B. Kachru (Ed.), *The other tongue: English across cultures* (pp. 58-73). Pergamon.

Nelson, C. L. (2011). *Intelligibility in World Englishes: Theory and application*. Routledge.

Nihalani, P. (2010). Globalization and international intelligibility. In M. Saxena & T. Omoniyi (Eds.), *Contending with globalization in world Englishes* (pp. 23-44). Multilingual Matters.

Oda, S., & Tajima, T. (2010). Analyzing speaker and listener factors affecting the intelligibility of Japanese English. *Asian English Studies, 12*, 61-78.

Pickering, L. (2006). Current research on intelligibility in English as a lingua franca. *Annual Review of Applied Linguistics*, *26*, 219-233.

Pollack, I., & Pickett, J. M. (1963). Intelligibility of excerpts from conversation. *The Journal of the Acoustical Society of America*, *35*(11), 1900-1900.

Pollack, I., & Pickett, J. M. (1964). Intelligibility of excerpts from fluent speech: Auditory vs. structural context. *Journal of Verbal Learning and Verbal Behavior*, *3*(1), 79-84.

Qureshi, M., Jadoon, N. K., & Farooq, M. (2023). An account of semantic change in Pakistani English and its impact on its intelligibility and acceptability. *Pakistan Journal of Social Research*, *5*(02), 538-546.

Rajadurai, J. (2007). Intelligibility studies: A consideration of empirical and ideological issues. *World Englishes, 26*(1), 87-98

Rajagopalan, K. (2010). The soft ideological underbelly of the notion of intelligibility in discussions about ‘World Englishes’. *Applied Linguistics, 31*(3), 465-470.

Rooy, S. C. V. (2009). Intelligibility and perceptions of English proficiency. *World Englishes*, *28*(1), 15-34.

Rubenstein, H., & Pollack, I. (1963). Word predictability and intelligibility. *Journal of Verbal Learning and Verbal Behavior*, *2*(2), 147-158.

Saito, K., & van Poeteren, K. (2012). Pronunciation-specific adjustment strategies for intelligibility in L2 teacher talk: Results and implications of a questionnaire study. *Language Awareness*, *21*(4), 369-385.

Savchenko, V. V., & Savchenko, L. V. (2019). Method for measuring the intelligibility of speech signals in the Kullback–Leibler information metric. *Measurement Techniques*, *62*, 832-839.

Sekiyama, K., & Tohkura, Y. I. (1991). McGurk effect in non‐English listeners: Few visual effects for Japanese subjects hearing Japanese syllables of high auditory intelligibility. *The Journal of the Acoustical Society of America*, *90*(4), 1797-1805.

Shehata, A. (2024). Arabic speech intelligibility: Perception of spoken Arabic by native and non-native speakers. *Language Teaching Research*, 13621688241231628.

Smith, A. E., & Camarata, S. (1999). Using teacher-implemented instruction to increase language intelligibility of children with autism. *Journal of Positive Behavior Interventions*, *1*(3), 141-151.

Smith, L. E. (1992). Spread of English and issues of intelligibility. In B. B. Kachru (Ed.), *The other tongue: English across cultures* (2nd ed.) (pp. 75-90). University of Illinois Press.

Smith, L. E., & Nelson, C. L. (1985). International intelligibility of English: Directions and resources. *World Englishes*, *4*(3), 333-342.

Smith, L. E, & Nelson, C. (2006). World Englishes and issues of intelligibility. In B. Kachru, Y. Kachru, & C. Nelson (Eds.), *The handbook of World Englishes*. Blackwell.

Smith, R., Holmes-Elliott, S., Pettinato, M., & Knight, R. A. (2014). Cross-accent intelligibility of speech in noise: Long-term familiarity and short-term familiarization. *The Quarterly Journal of Experimental Psychology*, *67*(3), 590-608.

Stevens, S. G. (1989). A “dramatic” approach to improving the intelligibility of ITAs. *English for Specific Purposes*, *8*(2), 181-194.

Sumby, W. H., & Pollack, I. (1954). Visual contribution to speech intelligibility in noise. *The Journal of the Acoustical Society of America*, *26*(2), 212-215.

Taal, C. H., Hendriks, R. C., Heusdens, R., & Jensen, J. (2011). An algorithm for intelligibility prediction of time-frequency weighted noisy speech. *IEEE Transactions on Audio, Speech, and Language Processing*, *19*(7), 2125-2136.

Tajima, K., Port, R., & Dalby, J. (1997). Effects of temporal correction on intelligibility of foreign-accented English. *Journal of Phonetics*, *25*(1), 1-24.

Thir, V. (2023). Co-text, context, and listening proficiency as crucial variables in intelligibility among nonnative users of English. *Studies in Second Language Acquisition*, *45*(5), 1210-1231.

Trentman, E., & Shiri, S. (2020). The mutual intelligibility of Arabic dialects: Implications for the classroom. *Critical Multilingualism Studies, 8,* 104-134.

Vacalares, S. T., Salas, A. F. R., Babac, B. J. S., Cagalawan, A. L., & Calimpong, C. D. (2023). The intelligibility of internet slangs between millennials and Gen Zers: A comparative study. *International Journal of Science and Research Archive*, *9*(1), 400-409.

van Heuven, V. J., & Yenkimaleki, M. (2023). Crash modules to help Persians speak more intelligible and comprehensible English, emphasizing either production or perception of either sounds or melodies. *Journal of Second Language Pronunciation*, *9*(3), 289-301.

Van Wijngaarden, S. J., Steeneken, H. J., & Houtgast, T. (2002). Quantifying the intelligibility of speech in noise for non-native listeners. *The Journal of the Acoustical Society of America*, *111*(4), 1906-1916.

Wallace, L. (2015). Reflexive photography, attitudes, behavior, and CALL: ITAs improving spoken English intelligibility. *CALICO Journal*, *32*(3), 449-479.

Wang, N. Y. H., Wang, H. L. S., Wang, T. W., Fu, S. W., Lu, X., Wang, H. M., & Tsao, Y. (2020). Improving the intelligibility of speech for simulated electric and acoustic stimulation using fully convolutional neural networks. *IEEE Transactions on Neural Systems and Rehabilitation Engineering*, *29*, 184-195.

Wang, Y., & Jenkins, J. (2016). “Nativeness” and intelligibility: Impacts of intercultural experience through English as a lingua franca on Chinese speakers’ language attitudes. *Chinese Journal of Applied Linguistics*, *39*(1), 38-58.

Wang, Y., & Wen, X. (2023). Nativeness versus intelligibility as goal of English pronunciation teaching in China: Changing attitudes in national syllabi and curriculum standards. *Asian-Pacific Journal of Second and Foreign Language Education*, *8*(1), 17-43. https://link.springer.com/content/pdf/10.1186/s40862-023-00189-2.pdf

Wolff, H. (1959). Intelligibility and inter-ethnic attitudes. *Anthropological Linguistics*, *1*(3), 34-41.

Xie, X., & Fowler, C. A. (2013). Listening with a foreign accent: The interlanguage speech intelligibility benefit in Mandarin speakers of English. *Journal of Phonetics*, *41*(5), 369-378.

Yenkimaleki, M., & van Heuven, V. J. (2021). Effects of attention to segmental vs. suprasegmental features on the speech intelligibility and comprehensibility of the EFL learners targeting the perception or production-focused practice. *System*, *100*, 102557.

Zhu, C., Kunihara, T., Saito, D., Minematsu, N., & Nakanishi, N. (2023, January). Automatic prediction of intelligibility of words and phonemes produced orally by japanese learners of english. In *2022 IEEE Spoken Language Technology Workshop (SLT)* (pp. 1029-1036). IEEE.

Zielinski, B. W. (2008). The listener: No longer the silent partner in reduced intelligibility. *System, 36*(1), 69-84.