**Appendix A: Speaking Tasks (Versions A and B)**

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| **Version A**You have one minute to prepare. This is a story about an elderly couple who lives far away from the nearest supermarket. You have two minutes to narrate the story. Your story should begin with the following sentence: *One day, an elderly couple was coming home from the supermarket*. |
| C:\Users\Kazuya\AppData\Local\Microsoft\Windows\INetCache\Content.Word\Untitled.png |
| **Version B**You have one minute to prepare. This is a story about a girl who wanted a smartphone. You have two minutes to narrate the story. Your story should begin with the following sentence:*One day, a girl was at home with her parents.*  |
| C:\Users\Kazuya\AppData\Local\Microsoft\Windows\INetCache\Content.Word\Untitled.bmp |

Adapted from EIKEN Foundation of Japan. (2016). EIKEN Pre-1 level: Complete questions collection. Tokyo: Oubunsha.

**Appendix B: Training Materials for Pronunciation Measures**

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| Segmental errors | This refers to errors in individual sounds. For example, perhaps somebody says “*road” “rain”* but you hear an “l” sound instead of an “r” sound. This would be a consonant error. If you hear someone say “*fan*” “*boat*” but you hear “*fun*” ”*bought*,” that is a vowel error. You may also hear sounds missing from words, or extra sounds added to words. These are also consonant and vowel errors. |
| Word stress | When an English word has more than one syllable, one of the syllables will be a little bit louder and longer than the others. For example, if you say the word “computer”, you may notice that the second syllable has more stress (comPUter). If you hear stress being placed on the wrong syllable, or you hear equal stress on all of the syllables in a word, then there are word stress errors. |
| Intonation | Intonation can be thought of as the melody of English. It is the natural pitch changes that occur when we speak. For example, you may notice that when you ask a question with a yes/no answer, your pitch goes up at the end of the question. If someone sounds “flat” when they speak, it is likely because their intonation is not following English intonation patterns. |
| Perceived tempo | Perceived tempo is simply how quickly or slowly someone speaks. Speaking very quickly can make speech harder to follow, but speaking too slowly can as well. A good speech rate should sound natural and be comfortable to listen to. |

Adapted from Saito, K., Trofimovich, P., & Isaacs, T. (2017). Using listener judgements to investigate linguistic influences on L2 comprehensibility and accentedness: A validation and generalization study. *Applied Linguistics, 38,* 439-462.

**Appendix C: Onscreen Labels for Pronunciation Measures**

