

APPENDIX A

AUDITORY DISCRIMINATION TASK

You are going to hear two words. Say whether they are the same or different.

Pair #	Pairs of words	Type	Sound contrasts	Answer
1	SEAT-SIT	minimal pair	vowels /i/-/ɪ/	different
2	RAIN-RAIN	Distractor	—	the same
3	POT-PART	minimal pair	vowels /ɒ/-/ɑ/	different
4	LESION-LEGION	minimal pair	intervocalic consonants /ʒ/-/dʒ/	different
5	TEN-TEN	Distractor	—	the same
6	BAT-VAT	minimal pair	word-initial consonants /b/-/v/	different
7	GONE-GUN	minimal pair	vowels /ɒ/-/ʌ/	different
8	MAN-MEN	minimal pair	vowels /æ/-/ɛ/	different
9	PLAIN-PLAIN	Distractor	—	the same
10	BUILT-BELT	minimal pair	vowels /ɪ/-/ɛ/	different
11	STILL-STEAL	minimal pair	vowels /ɪ/-/i/	different
12	BAD-BED	minimal pair	vowels /æ/-/ɛ/	different
13	FEEL-FEEL	Distractor	vowels /i/-/i/	the same
14	COP-CUP	minimal pair	vowels /ɒ/-/ʌ/	different
15	CART-CARD	minimal pair	word-final consonants /t/-/d/	different
16	READ-READ	Distractor	vowels /i/-/i/	the same
17	ROBE-ROPE	minimal pair	word-final consonants /b/-/p/	different
18	CUT-CUT	Distractor	—	the same
19	*BOOT-BOOK	false distractor	vowels and consonants /ʊt/-/ʊk/	different
20	PRICE-PRIZE	minimal pair	word-final consonants /s/-/z/	different

Note: Only actual pairs of words were presented on tape (numbers of pairs were not included in the presentation of stimuli).

APPENDIX B**IMITATION TASK**

And now repeat:

word #	words	sound(s) to be studied
1	pad	/d/ in word-final position
2	am	/m/ in word-final position
3	loath	/θ/ in word-final position
4	pens	/z/ in word-final position
5	box	/ks/ in word-final position
6	tests	/ts/ in word-final position
7	going	/ŋ/ in word-final position
8	helps	/ps/ in word-final position
9	films	/mz/ in word-final position
10	bumped	/t/ in word-final position
11	dream	/dr/ in word-initial position
12	stream	/str/ in word-initial position
13	train	/tr/ in word-initial position
14	sky	/sk/ in word-initial position
15	this	/ð/ in word-initial position
16	speak	/sp/ in word-initial position
17	zoo	/z/ in word-initial position
18	day	/d/ in word-initial position
19	red	/r/ in word-initial position
20	hat	/h/ in word-initial position
21	jam	/dʒ/ in word-initial position
22	very	/v/ in word-initial position
23	pen	/p/ in word-initial position
24	tea	/t/ in word-initial position
25	she	/ʃ/ in word-initial position

word #	words	sound(s) to be studied
26	reading	/d/ in intervocalic position
27	Asia	/ʒ/ in intervocalic position
28	pleasure	/ʒ/ in intervocalic position
29	it	/ɪ/
30	but	/ʌ/
31	went	/w/ in word-initial position
32	again	/ə/
33	back	/æ/
34	pleasant	/z/ in intervocalic position

Note: The sounds that were intended to be studied are also represented by letters (under the column of words) in bold typeface. Like in the auditory discrimination task, only the actual words were delivered by the taped model voice.

APPENDIX C

INSTRUCTIONS STUDY 1

(a) Ratings on words

Accent Judgements (Ottawa 2000)

Instructions – JAM

You are being asked to judge the degree of foreign accent in a number of recordings of the word **JAM**.

Some of the recordings will be of native speakers of English, while most others will be of learners of English.

The model of English that these learners will have been exposed to is most often a general British model.

The recordings you will hear will have a great deal of background noise. Please ignore the noise as much as you can in making your judgements; concentrate on the individual pronunciation.

Please rate each individual pronunciation on a 9-point scale, where 0 means no foreign accent, 4 means a moderate amount of foreign accent, and 8 means a very strong foreign accent. Try to use all 9 points on the scale.

The first 5 practice items you will hear will be the model voice (that of a native speaker) that the learners were asked to imitate. This will familiarize you with the British pronunciation that was the model. You must “rate” the pronunciation, but it does not matter what answer you give to these first 5 items. You may practice using the software by hitting any of the buttons to answer.

Once we have proceeded to the real test items, it is important that you take care in making your judgements and choosing your rating in each case.

You may hear any item as many times as you wish before making your judgement. If you do not answer, a dialog box will appear, giving you the opportunity to hear the item again.

A progress bar will show your progression through the items.

Your concentration is needed to make meaningful, accurate judgements. If your concentration is wandering, or if you need to take a break for any reason, simply do not respond to an item. When you return to the task, simply click “yes” to hear the item again, and proceed from there. By this means you may take a break whenever you feel the need for one.

Are there any questions?

[The parts of the instructions in roman are read on any trial of the experiment. The parts in italic are read on the first and second trials of a given subject only.]

**Accent Judgements
(Ottawa 2000)****Instructions – READING**

You are being asked to judge the degree of foreign accent in a number of recordings of the word **READING**.

Some of the recordings will be of native speakers of English, while most others will be of learners of English.

The model of English that these learners will have been exposed to is most often a general British model.

The recordings you will hear will have a great deal of background noise. Please ignore the noise as much as you can in making your judgements; concentrate on the individual pronunciation.

Please rate each individual pronunciation on a 9-point scale, where 0 means no foreign accent, 4 means a moderate amount of foreign accent, and 8 means a very strong foreign accent. Try to use all 9 points on the scale.

The first 5 practice items you will hear will be the model voice (that of a native speaker) that the learners were asked to imitate. This will familiarize you with the British pronunciation that was the model. You must “rate” the pronunciation, but it does not matter what answer you give to these first 5 items. You may practice using the software by hitting any of the buttons to answer.

Once we have proceeded to the real test items, it is important that you take care in making your judgements and choosing your rating in each case.

You may hear any item as many times as you wish before making your judgement. If you do not answer, a dialog box will appear, giving you the opportunity to hear the item again.

A progress bar will show your progression through the items.

Your concentration is needed to make meaningful, accurate judgements. If your concentration is wandering, or if you need to take a break for any reason, simply do not respond to an item. When you return to the task, simply click “yes” to hear the item again, and proceed from there. By this means you may take a break whenever you feel the need for one.

Are there any questions?

[The parts of the instructions in roman are read on any trial of the experiment. The parts in italic are read on the first and second trials of a given subject only.]

**Accent Judgements
(Ottawa 2000)****Instructions – RED**

You are being asked to judge the degree of foreign accent in a number of recordings of the word **RED**.

Some of the recordings will be of native speakers of English, while most others will be of learners of English.

The model of English that these learners will have been exposed to is most often a general British model.

The recordings you will hear will have a great deal of background noise. Please ignore the noise as much as you can in making your judgements; concentrate on the individual pronunciation.

Please rate each individual pronunciation on a 9-point scale, where 0 means no foreign accent, 4 means a moderate amount of foreign accent, and 8 means a very strong foreign accent. Try to use all 9 points on the scale.

The first 5 practice items you will hear will be the model voice (that of a native speaker) that the learners were asked to imitate. This will familiarize you with the British pronunciation that was the model. You must “rate” the pronunciation, but it does not matter what answer you give to these first 5 items. You may practice using the software by hitting any of the buttons to answer.

Once we have proceeded to the real test items, it is important that you take care in making your judgements and choosing your rating in each case.

You may hear any item as many times as you wish before making your judgement. If you do not answer, a dialog box will appear, giving you the opportunity to hear the item again.

A progress bar will show your progression through the items.

Your concentration is needed to make meaningful, accurate judgements. If your concentration is wandering, or if you need to take a break for any reason, simply do not respond to an item. When you return to the task, simply click “yes” to hear the item again, and proceed from there. By this means you may take a break whenever you feel the need for one.

Are there any questions?

[The parts of the instructions in roman are read on any trial of the experiment. The parts in italic are read on the first and second trials of a given subject only.]

**Accent Judgements
(Ottawa 2000)****Instructions – SPEAK**

You are being asked to judge the degree of foreign accent in a number of recordings of the word **SPEAK**.

Some of the recordings will be of native speakers of English, while most others will be of learners of English.

The model of English that these learners will have been exposed to is most often a general British model.

The recordings you will hear will have a great deal of background noise. Please ignore the noise as much as you can in making your judgements; concentrate on the individual pronunciation.

Please rate each individual pronunciation on a 9-point scale, where 0 means no foreign accent, 4 means a moderate amount of foreign accent, and 8 means a very strong foreign accent. Try to use all 9 points on the scale.

The first 5 practice items you will hear will be the model voice (that of a native speaker) that the learners were asked to imitate. This will familiarize you with the British pronunciation that was the model. You must “rate” the pronunciation, but it does not matter what answer you give to these first 5 items. You may practice using the software by hitting any of the buttons to answer.

Once we have proceeded to the real test items, it is important that you take care in making your judgements and choosing your rating in each case.

You may hear any item as many times as you wish before making your judgement. If you do not answer, a dialog box will appear, giving you the opportunity to hear the item again.

A progress bar will show your progression through the items.

Your concentration is needed to make meaningful, accurate judgements. If your concentration is wandering, or if you need to take a break for any reason, simply do not respond to an item. When you return to the task, simply click “yes” to hear the item again, and proceed from there. By this means you may take a break whenever you feel the need for one.

Are there any questions?

[The parts of the instructions in roman are read on any trial of the experiment. The parts in italic are read on the first and second trials of a given subject only.]

**Accent Judgements
(Ottawa 2000)****Instructions – THIS**

You are being asked to judge the degree of foreign accent in a number of recordings of the word **THIS**.

Some of the recordings will be of native speakers of English, while most others will be of learners of English.

The model of English that these learners will have been exposed to is most often a general British model.

The recordings you will hear will have a great deal of background noise. Please ignore the noise as much as you can in making your judgements; concentrate on the individual pronunciation.

Please rate each individual pronunciation on a 9-point scale, where 0 means no foreign accent, 4 means a moderate amount of foreign accent, and 8 means a very strong foreign accent. Try to use all 9 points on the scale.

The first 5 practice items you will hear will be the model voice (that of a native speaker) that the learners were asked to imitate. This will familiarize you with the British pronunciation that was the model. You must “rate” the pronunciation, but it does not matter what answer you give to these first 5 items. You may practice using the software by hitting any of the buttons to answer.

Once we have proceeded to the real test items, it is important that you take care in making your judgements and choosing your rating in each case.

You may hear any item as many times as you wish before making your judgement. If you do not answer, a dialog box will appear, giving you the opportunity to hear the item again.

A progress bar will show your progression through the items.

Your concentration is needed to make meaningful, accurate judgements. If your concentration is wandering, or if you need to take a break for any reason, simply do not respond to an item. When you return to the task, simply click “yes” to hear the item again, and proceed from there. By this means you may take a break whenever you feel the need for one.

Are there any questions?

[The parts of the instructions in roman are read on any trial of the experiment. The parts in italic are read on the first and second trials of a given subject only.]

**Accent Judgements
(Ottawa 2000)****Instructions – VERY**

You are being asked to judge the degree of foreign accent in a number of recordings of the word **VERY**.

Some of the recordings will be of native speakers of English, while most others will be of learners of English.

The model of English that these learners will have been exposed to is most often a general British model.

The recordings you will hear will have a great deal of background noise. Please ignore the noise as much as you can in making your judgements; concentrate on the individual pronunciation.

Please rate each individual pronunciation on a 9-point scale, where 0 means no foreign accent, 4 means a moderate amount of foreign accent, and 8 means a very strong foreign accent. Try to use all 9 points on the scale.

The first 5 practice items you will hear will be the model voice (that of a native speaker) that the learners were asked to imitate. This will familiarize you with the British pronunciation that was the model. You must “rate” the pronunciation, but it does not matter what answer you give to these first 5 items. You may practice using the software by hitting any of the buttons to answer.

Once we have proceeded to the real test items, it is important that you take care in making your judgements and choosing your rating in each case.

You may hear any item as many times as you wish before making your judgement. If you do not answer, a dialog box will appear, giving you the opportunity to hear the item again.

A progress bar will show your progression through the items.

Your concentration is needed to make meaningful, accurate judgements. If your concentration is wandering, or if you need to take a break for any reason, simply do not respond to an item. When you return to the task, simply click “yes” to hear the item again, and proceed from there. By this means you may take a break whenever you feel the need for one.

Are there any questions?

[The parts of the instructions in roman are read on any trial of the experiment. The parts in italic are read on the first and second trials of a given subject only.]

(b) Ratings on segments**Accent Judgements
(Ottawa 2000)**Instructions – jAm

You are being asked to judge the degree of foreign accent on a single sound in a number of recordings of the word “jam”. We would like you to make a judgement of the degree of foreign accent in the **vowel** highlighted in CAPS (**A**) in the word **jAm**.

Please do NOT judge the global or overall foreign accent on the word, but only the degree to which the vowel-sound /æ/--spelled <A>--sounds like a native speaker of English. Please do not permit a strong or weak foreign accent on other parts of the word affect your judgement of this one sound.

Some of the recordings will be of native speakers of English, while most others will be of learners of English.

The model of English that these learners will have been exposed to is most often a general British model.

The recordings you will hear will have a great deal of background noise. Please ignore the noise as much as you can in making your judgements; concentrate on the individual pronunciation.

Please rate each individual pronunciation on a 9-point scale, where 0 means no foreign accent, 4 means a moderate amount of foreign accent, and 8 means a very strong foreign accent. Try to use all 9 points on the scale.

The first 5 practice items you will hear will be the model voice (that of a native speaker) that the learners were asked to imitate. This will familiarize you with the British pronunciation that was the model. You must “rate” the pronunciation, but it does not matter what answer you give to these first 5 items. You may practice using the software by hitting any of the buttons to answer.

Once we have proceeded to the real test items, it is important that you take care in making your judgements and choosing your rating in each case.

You may hear any item as many times as you wish before making your judgement. If you do not answer, a dialog box will appear, giving you the opportunity to hear the item again.

A progress bar will show your progression through the items.

Your concentration is needed to make meaningful, accurate judgements. If your concentration is wandering, or if you need to take a break for any reason, simply do not respond to an item. When you return to the task, simply click “yes” to hear the item again, and proceed from there. By this means you may take a break whenever you feel the need for one.

Are there any questions?

[The parts of the instructions in roman are read on any trial of the experiment. The parts in italic are read on the first and second trials of a given subject only.]

**Accent Judgements
(Ottawa 2000)****Instructions – rEAding**

You are being asked to judge the degree of foreign accent on a single sound in a number of recordings of the word “reading”. We would like you to make a judgement of the degree of foreign accent in the **vowel-sound** highlighted in CAPS (EA) in the word **rEAding**.

Please do NOT judge the global or overall foreign accent on the word, but only the degree to which the vowel-sound /i/--spelled <EA>--sounds like a native speaker of English. Please do not permit a strong or weak foreign accent on other parts of the word affect your judgement of this one sound.

Some of the recordings will be of native speakers of English, while most others will be of learners of English.

The model of English that these learners will have been exposed to is most often a general British model.

The recordings you will hear will have a great deal of background noise. Please ignore the noise as much as you can in making your judgements; concentrate on the individual pronunciation.

Please rate each individual pronunciation on a 9-point scale, where 0 means no foreign accent, 4 means a moderate amount of foreign accent, and 8 means a very strong foreign accent. Try to use all 9 points on the scale.

The first 5 practice items you will hear will be the model voice (that of a native speaker) that the learners were asked to imitate. This will familiarize you with the British pronunciation that was the model. You must “rate” the pronunciation, but it does not matter what answer you give to these first 5 items. You may practice using the software by hitting any of the buttons to answer.

Once we have proceeded to the real test items, it is important that you take care in making your judgements and choosing your rating in each case.

You may hear any item as many times as you wish before making your judgement. If you do not answer, a dialog box will appear, giving you the opportunity to hear the item again.

A progress bar will show your progression through the items.

Your concentration is needed to make meaningful, accurate judgements. If your concentration is wandering, or if you need to take a break for any reason, simply do not respond to an item. When you return to the task, simply click “yes” to hear the item again, and proceed from there. By this means you may take a break whenever you feel the need for one.

Are there any questions?

[The parts of the instructions in roman are read on any trial of the experiment. The parts in italic are read on the first and second trials of a given subject only.]

**Accent Judgements
(Ottawa 2000)****Instructions – reD**

You are being asked to judge the degree of foreign accent on a single sound in a number of recordings of the word “red”. We would like you to make a judgement of the degree of foreign accent in the **consonant** highlighted in CAPS (**D**) in the word **reD**.

Two possible ways, among others, that speakers may mispronounce the “d” of red are: (1) to pronounce it as a “t” (devoicing), or (2) to drop the “d” from the pronunciation (elision). Count either of these mispronunciations as foreign accent when you are doing the rating.

Please do NOT judge the global or overall foreign accent on the word, but only the degree to which the consonant-sound /d/ sounds like a native speaker of English. Please do not permit a strong or weak foreign accent on other parts of the word affect your judgement of this one sound.

Some of the recordings will be of native speakers of English, while most others will be of learners of English.

The model of English that these learners will have been exposed to is most often a general British model.

The recordings you will hear will have a great deal of background noise. Please ignore the noise as much as you can in making your judgements; concentrate on the individual pronunciation.

Please rate each individual pronunciation on a 9-point scale, where 0 means no foreign accent, 4 means a moderate amount of foreign accent, and 8 means a very strong foreign accent. Try to use all 9 points on the scale.

The first 5 practice items you will hear will be the model voice (that of a native speaker) that the learners were asked to imitate. This will familiarize you with the British pronunciation that was the model. You must “rate” the pronunciation, but it does not matter what answer you give to these first 5 items. You may practice using the software by hitting any of the buttons to answer.

Once we have proceeded to the real test items, it is important that you take care in making your judgements and choosing your rating in each case.

You may hear any item as many times as you wish before making your judgement. If you do not answer, a dialog box will appear, giving you the opportunity to hear the item again.

A progress bar will show your progression through the items.

Your concentration is needed to make meaningful, accurate judgements. If your concentration is wandering, or if you need to take a break for any reason, simply do not respond to an item. When you return to the task, simply click “yes” to hear the item again, and proceed from there. By this means you may take a break whenever you feel the need for one.

Are there any questions?

[The parts of the instructions in roman are read on any trial of the experiment. The parts in italic are read on the first and second trials of a given subject only.]

**Accent Judgements
(Ottawa 2000)****Instructions – Speak**

You are being asked to judge the degree of foreign accent on a single sound in a number of recordings of the word “speak”. We would like you to make a judgement of the degree of foreign accent in the **consonant** highlighted in CAPS (S) in the word **Speak**.

Note that one way speakers may mispronounce the “s” of speak is to insert an extra vowel in front of it. Count this extra vowel as if it were a foreign accent on the “s” itself.

Please do NOT judge the global or overall foreign accent on the word, but only the degree to which the consonant-sound /s/ sounds like a native speaker of English. Please do not permit a strong or weak foreign accent on other parts of the word affect your judgement of this one sound.

Some of the recordings will be of native speakers of English, while most others will be of learners of English.

The model of English that these learners will have been exposed to is most often a general British model.

The recordings you will hear will have a great deal of background noise. Please ignore the noise as much as you can in making your judgements; concentrate on the individual pronunciation.

Please rate each individual pronunciation on a 9-point scale, where 0 means no foreign accent, 4 means a moderate amount of foreign accent, and 8 means a very strong foreign accent. Try to use all 9 points on the scale.

The first 5 practice items you will hear will be the model voice (that of a native speaker) that the learners were asked to imitate. This will familiarize you with the British pronunciation that was the model. You must “rate” the pronunciation, but it does not matter what answer you give to these first 5 items. You may practice using the software by hitting any of the buttons to answer.

Once we have proceeded to the real test items, it is important that you take care in making your judgements and choosing your rating in each case.

You may hear any item as many times as you wish before making your judgement. If you do not answer, a dialog box will appear, giving you the opportunity to hear the item again.

A progress bar will show your progression through the items.

Your concentration is needed to make meaningful, accurate judgements. If your concentration is wandering, or if you need to take a break for any reason, simply do not respond to an item. When you return to the task, simply click “yes” to hear the item again, and proceed from there. By this means you may take a break whenever you feel the need for one.

Are there any questions?

[The parts of the instructions in roman are read on any trial of the experiment. The parts in italic are read on the first and second trials of a given subject only.]

**Accent Judgements
(Ottawa 2000)****Instructions – thIs**

You are being asked to judge the degree of foreign accent on a single sound in a number of recordings of the word “this”. We would like you to make a judgement of the degree of foreign accent in the **vowel** highlighted in CAPS (**I**) in the word **thIs**.

Please do NOT judge the global or overall foreign accent on the word, but only the degree to which the vowel-sound /I/ sounds like a native speaker of English. Please do not permit a strong or weak foreign accent on other parts of the word affect your judgement of this one sound.

Some of the recordings will be of native speakers of English, while most others will be of learners of English.

The model of English that these learners will have been exposed to is most often a general British model.

The recordings you will hear will have a great deal of background noise. Please ignore the noise as much as you can in making your judgements; concentrate on the individual pronunciation.

Please rate each individual pronunciation on a 9-point scale, where 0 means no foreign accent, 4 means a moderate amount of foreign accent, and 8 means a very strong foreign accent. Try to use all 9 points on the scale.

The first 5 practice items you will hear will be the model voice (that of a native speaker) that the learners were asked to imitate. This will familiarize you with the British pronunciation that was the model. You must “rate” the pronunciation, but it does not matter what answer you give to these first 5 items. You may practice using the software by hitting any of the buttons to answer.

Once we have proceeded to the real test items, it is important that you take care in making your judgements and choosing your rating in each case.

You may hear any item as many times as you wish before making your judgement. If you do not answer, a dialog box will appear, giving you the opportunity to hear the item again.

A progress bar will show your progression through the items.

Your concentration is needed to make meaningful, accurate judgements. If your concentration is wandering, or if you need to take a break for any reason, simply do not respond to an item. When you return to the task, simply click “yes” to hear the item again, and proceed from there. By this means you may take a break whenever you feel the need for one.

Are there any questions?

[The parts of the instructions in roman are read on any trial of the experiment. The parts in italic are read on the first and second trials of a given subject only.]

**Accent Judgements
(Ottawa 2000)****Instructions – Very**

You are being asked to judge the degree of foreign accent on a single sound in a number of recordings of the word “very”. We would like you to make a judgement of the degree of foreign accent in the **consonant** highlighted in CAPS (**V**) in the word **Very**.

Please do NOT judge the global or overall foreign accent on the word, but only the degree to which the consonant-sound /v/ sounds like a native speaker of English. Please do not permit a strong or weak foreign accent on other parts of the word affect your judgement of this one sound.

Some of the recordings will be of native speakers of English, while most others will be of learners of English.

The model of English that these learners will have been exposed to is most often a general British model.

The recordings you will hear will have a great deal of background noise. Please ignore the noise as much as you can in making your judgements; concentrate on the individual pronunciation.

Please rate each individual pronunciation on a 9-point scale, where 0 means no foreign accent, 4 means a moderate amount of foreign accent, and 8 means a very strong foreign accent. Try to use all 9 points on the scale.

The first 5 practice items you will hear will be the model voice (that of a native speaker) that the learners were asked to imitate. This will familiarize you with the British pronunciation that was the model. You must “rate” the pronunciation, but it does not matter what answer you give to these first 5 items. You may practice using the software by hitting any of the buttons to answer.

Once we have proceeded to the real test items, it is important that you take care in making your judgements and choosing your rating in each case.

You may hear any item as many times as you wish before making your judgement. If you do not answer, a dialog box will appear, giving you the opportunity to hear the item again.

A progress bar will show your progression through the items.

Your concentration is needed to make meaningful, accurate judgements. If your concentration is wandering, or if you need to take a break for any reason, simply do not respond to an item. When you return to the task, simply click “yes” to hear the item again, and proceed from there. By this means you may take a break whenever you feel the need for one.

Are there any questions?

[The parts of the instructions in roman are read on any trial of the experiment. The parts in italic are read on the first and second trials of a given subject only.]

APPENDIX D

INSTRUCTIONS STUDY 2

(a) FA rating task

Accent Judgements
(Ottawa 2002)

Instructions – **bAck**

You are being asked to judge the degree of foreign accent on a single sound in a number of recordings of the word “back”. We would like you to make a judgement of the degree of foreign accent in the **vowel** highlighted in CAPS (**A**) in the word **bAck**.

Please do NOT judge the global or overall foreign accent on the word, but only the degree to which the vowel-sound /æ/—spelled <A>—sounds like a native speaker of English. Please do not permit a strong or weak foreign accent on other parts of the word affect your judgement of this one sound.

Some of the recordings will be of native speakers of English, while most others will be of learners of English.

The model of English that these learners will have been exposed to is most often a general British model.

The recordings you will hear will have a great deal of background noise. Please ignore the noise as much as you can in making your judgements; concentrate on the individual pronunciation.

Please rate each individual pronunciation on a 9-point scale, where 1 means no foreign accent, 5 means a moderate amount of foreign accent, and 9 means a very strong foreign accent. Try to use all 9 points on the scale.

The first 5 practice items you will hear will be the model voice (that of a native speaker) that the learners were asked to imitate. This will familiarize you with the British pronunciation that was the model. You must “rate” the pronunciation, but it does not matter what answer you give to these first 5 items. You may practice using the software by hitting any of the buttons to answer.

Once we have proceeded to the real test items, it is important that you take care in making your judgements and choosing your rating in each case.

You may hear any item as many times as you wish before making your judgement. If you do not answer, a dialog box will appear, giving you the opportunity to hear the item again.

A progress bar will show your progression through the items.

Your concentration is needed to make meaningful, accurate judgements. If your concentration is wandering, or if you need to take a break for any reason, simply do not respond to an item. When you return to the task, simply click “yes” to hear the item again, and proceed from there. By this means you may take a break whenever you feel the need for one.

Are there any questions?

Accent Judgements (Ottawa 2002)

Instructions – pAd

You are being asked to judge the degree of foreign accent on a single sound in a number of recordings of the word “pad”. We would like you to make a judgement of the degree of foreign accent in the **vowel** highlighted in CAPS (A) in the word **pAd**.

Please do NOT judge the global or overall foreign accent on the word, but only the degree to which the vowel-sound /æ/--spelled <A>--sounds like a native speaker of English. Please do not permit a strong or weak foreign accent on other parts of the word affect your judgement of this one sound.

Some of the recordings will be of native speakers of English, while most others will be of learners of English.

The model of English that these learners will have been exposed to is most often a general British model.

The recordings you will hear will have a great deal of background noise. Please ignore the noise as much as you can in making your judgements; concentrate on the individual pronunciation.

Please rate each individual pronunciation on a 9-point scale, where 1 means no foreign accent, 5 means a moderate amount of foreign accent, and 9 means a very strong foreign accent. Try to use all 9 points on the scale.

The first 5 practice items you will hear will be the model voice (that of a native speaker) that the learners were asked to imitate. This will familiarize you with the British pronunciation that was the model. You must “rate” the pronunciation, but it does not matter what answer you give to these first 5 items. You may practice using the software by hitting any of the buttons to answer.

Once we have proceeded to the real test items, it is important that you take care in making your judgements and choosing your rating in each case.

You may hear any item as many times as you wish before making your judgement. If you do not answer, a dialog box will appear, giving you the opportunity to hear the item again.

A progress bar will show your progression through the items.

Your concentration is needed to make meaningful, accurate judgements. If your concentration is wandering, or if you need to take a break for any reason, simply do not respond to an item. When you return to the task, simply click “yes” to hear the item again, and proceed from there. By this means you may take a break whenever you feel the need for one.

Are there any questions?

**Accent Judgements
(Ottawa 2002)****Instructions – spEAK**

You are being asked to judge the degree of foreign accent on a single sound in a number of recordings of the word “speak”. We would like you to make a judgement of the degree of foreign accent in the **vowel-sound** highlighted in CAPS (**EA**) in the word **spEAK**.

Please do NOT judge the global or overall foreign accent on the word, but only the degree to which the vowel-sound /i/--spelled <EA>--sounds like a native speaker of English. Please do not permit a strong or weak foreign accent on other parts of the word affect your judgement of this one sound.

Some of the recordings will be of native speakers of English, while most others will be of learners of English.

The model of English that these learners will have been exposed to is most often a general British model.

The recordings you will hear will have a great deal of background noise. Please ignore the noise as much as you can in making your judgements; concentrate on the individual pronunciation.

Please rate each individual pronunciation on a 9-point scale, where 1 means no foreign accent, 5 means a moderate amount of foreign accent, and 9 means a very strong foreign accent. Try to use all 9 points on the scale.

The first 5 practice items you will hear will be the model voice (that of a native speaker) that the learners were asked to imitate. This will familiarize you with the British pronunciation that was the model. You must “rate” the pronunciation, but it does not matter what answer you give to these first 5 items. You may practice using the software by hitting any of the buttons to answer.

Once we have proceeded to the real test items, it is important that you take care in making your judgements and choosing your rating in each case.

You may hear any item as many times as you wish before making your judgement. If you do not answer, a dialog box will appear, giving you the opportunity to hear the item again.

A progress bar will show your progression through the items.

Your concentration is needed to make meaningful, accurate judgements. If your concentration is wandering, or if you need to take a break for any reason, simply do not respond to an item. When you return to the task, simply click “yes” to hear the item again, and proceed from there. By this means you may take a break whenever you feel the need for one.

Are there any questions?

**Accent Judgements
(Ottawa 2002)****Instructions – tEA**

You are being asked to judge the degree of foreign accent on a single sound in a number of recordings of the word “tea”. We would like you to make a judgement of the degree of foreign accent in the **vowel-sound** highlighted in CAPS (**EA**) in the word **tEA**.

Please do NOT judge the global or overall foreign accent on the word, but only the degree to which the vowel-sound /i/--spelled <EA>--sounds like a native speaker of English. Please do not permit a strong or weak foreign accent on other parts of the word affect your judgement of this one sound.

Some of the recordings will be of native speakers of English, while most others will be of learners of English.

The model of English that these learners will have been exposed to is most often a general British model.

The recordings you will hear will have a great deal of background noise. Please ignore the noise as much as you can in making your judgements; concentrate on the individual pronunciation.

Please rate each individual pronunciation on a 9-point scale, where 1 means no foreign accent, 5 means a moderate amount of foreign accent, and 9 means a very strong foreign accent. Try to use all 9 points on the scale.

The first 5 practice items you will hear will be the model voice (that of a native speaker) that the learners were asked to imitate. This will familiarize you with the British pronunciation that was the model. You must “rate” the pronunciation, but it does not matter what answer you give to these first 5 items. You may practice using the software by hitting any of the buttons to answer.

Once we have proceeded to the real test items, it is important that you take care in making your judgements and choosing your rating in each case.

You may hear any item as many times as you wish before making your judgement. If you do not answer, a dialog box will appear, giving you the opportunity to hear the item again.

A progress bar will show your progression through the items.

Your concentration is needed to make meaningful, accurate judgements. If your concentration is wandering, or if you need to take a break for any reason, simply do not respond to an item. When you return to the task, simply click “yes” to hear the item again, and proceed from there. By this means you may take a break whenever you feel the need for one.

Are there any questions?

**Accent Judgements
(Ottawa 2002)****Instructions – rEd**

You are being asked to judge the degree of foreign accent on a single sound in a number of recordings of the word “red”. We would like you to make a judgement of the degree of foreign accent in the **vowel** highlighted in CAPS (**E**) in the word **rEd**.

Please do NOT judge the global or overall foreign accent on the word, but only the degree to which the vowel-sound /ɛ/ --spelled <E>-- sounds like a native speaker of English. Please do not permit a strong or weak foreign accent on other parts of the word affect your judgement of this one sound.

Some of the recordings will be of native speakers of English, while most others will be of learners of English.

The model of English that these learners will have been exposed to is most often a general British model.

The recordings you will hear will have a great deal of background noise. Please ignore the noise as much as you can in making your judgements; concentrate on the individual pronunciation.

Please rate each individual pronunciation on a 9-point scale, where 1 means no foreign accent, 5 means a moderate amount of foreign accent, and 9 means a very strong foreign accent. Try to use all 9 points on the scale.

The first 5 practice items you will hear will be the model voice (that of a native speaker) that the learners were asked to imitate. This will familiarize you with the British pronunciation that was the model. You must “rate” the pronunciation, but it does not matter what answer you give to these first 5 items. You may practice using the software by hitting any of the buttons to answer.

Once we have proceeded to the real test items, it is important that you take care in making your judgements and choosing your rating in each case.

You may hear any item as many times as you wish before making your judgement. If you do not answer, a dialog box will appear, giving you the opportunity to hear the item again.

A progress bar will show your progression through the items.

Your concentration is needed to make meaningful, accurate judgements. If your concentration is wandering, or if you need to take a break for any reason, simply do not respond to an item. When you return to the task, simply click “yes” to hear the item again, and proceed from there. By this means you may take a break whenever you feel the need for one.

Are there any questions?

**Accent Judgements
(Ottawa 2002)****Instructions – tEsts**

You are being asked to judge the degree of foreign accent on a single sound in a number of recordings of the word “tests”. We would like you to make a judgement of the degree of foreign accent in the **vowel** highlighted in CAPS (**E**) in the word **tEsts**.

Please do NOT judge the global or overall foreign accent on the word, but only the degree to which the vowel-sound /ɛ/ --spelled <E>-- sounds like a native speaker of English. Please do not permit a strong or weak foreign accent on other parts of the word affect your judgement of this one sound.

Some of the recordings will be of native speakers of English, while most others will be of learners of English.

The model of English that these learners will have been exposed to is most often a general British model.

The recordings you will hear will have a great deal of background noise. Please ignore the noise as much as you can in making your judgements; concentrate on the individual pronunciation.

Please rate each individual pronunciation on a 9-point scale, where 1 means no foreign accent, 5 means a moderate amount of foreign accent, and 9 means a very strong foreign accent. Try to use all 9 points on the scale.

The first 5 practice items you will hear will be the model voice (that of a native speaker) that the learners were asked to imitate. This will familiarize you with the British pronunciation that was the model. You must “rate” the pronunciation, but it does not matter what answer you give to these first 5 items. You may practice using the software by hitting any of the buttons to answer.

Once we have proceeded to the real test items, it is important that you take care in making your judgements and choosing your rating in each case.

You may hear any item as many times as you wish before making your judgement. If you do not answer, a dialog box will appear, giving you the opportunity to hear the item again.

A progress bar will show your progression through the items.

Your concentration is needed to make meaningful, accurate judgements. If your concentration is wandering, or if you need to take a break for any reason, simply do not respond to an item. When you return to the task, simply click “yes” to hear the item again, and proceed from there. By this means you may take a break whenever you feel the need for one.

Are there any questions?

**Accent Judgements
(Ottawa 2002)****Instructions – thIs**

You are being asked to judge the degree of foreign accent on a single sound in a number of recordings of the word “this”. We would like you to make a judgement of the degree of foreign accent in the **vowel** highlighted in CAPS (**I**) in the word **thIs**.

Please do NOT judge the global or overall foreign accent on the word, but only the degree to which the vowel-sound /ɪ/ --spelled <I>-- sounds like a native speaker of English. Please do not permit a strong or weak foreign accent on other parts of the word affect your judgement of this one sound.

Some of the recordings will be of native speakers of English, while most others will be of learners of English.

The model of English that these learners will have been exposed to is most often a general British model.

The recordings you will hear will have a great deal of background noise. Please ignore the noise as much as you can in making your judgements; concentrate on the individual pronunciation.

Please rate each individual pronunciation on a 9-point scale, where 1 means no foreign accent, 5 means a moderate amount of foreign accent, and 9 means a very strong foreign accent. Try to use all 9 points on the scale.

The first 5 practice items you will hear will be the model voice (that of a native speaker) that the learners were asked to imitate. This will familiarize you with the British pronunciation that was the model. You must “rate” the pronunciation, but it does not matter what answer you give to these first 5 items. You may practice using the software by hitting any of the buttons to answer.

Once we have proceeded to the real test items, it is important that you take care in making your judgements and choosing your rating in each case.

You may hear any item as many times as you wish before making your judgement. If you do not answer, a dialog box will appear, giving you the opportunity to hear the item again.

A progress bar will show your progression through the items.

Your concentration is needed to make meaningful, accurate judgements. If your concentration is wandering, or if you need to take a break for any reason, simply do not respond to an item. When you return to the task, simply click “yes” to hear the item again, and proceed from there. By this means you may take a break whenever you feel the need for one.

Are there any questions?

**Accent Judgements
(Ottawa 2002)****Instructions – It**

You are being asked to judge the degree of foreign accent on a single sound in a number of recordings of the word “it”. We would like you to make a judgement of the degree of foreign accent in the **vowel** highlighted in CAPS (**I**) in the word **It**.

Please do NOT judge the global or overall foreign accent on the word, but only the degree to which the vowel-sound /ɪ/ --spelled <I>-- sounds like a native speaker of English. Please do not permit a strong or weak foreign accent on other parts of the word affect your judgement of this one sound.

Some of the recordings will be of native speakers of English, while most others will be of learners of English.

The model of English that these learners will have been exposed to is most often a general British model.

The recordings you will hear will have a great deal of background noise. Please ignore the noise as much as you can in making your judgements; concentrate on the individual pronunciation.

Please rate each individual pronunciation on a 9-point scale, where 1 means no foreign accent, 5 means a moderate amount of foreign accent, and 9 means a very strong foreign accent. Try to use all 9 points on the scale.

The first 5 practice items you will hear will be the model voice (that of a native speaker) that the learners were asked to imitate. This will familiarize you with the British pronunciation that was the model. You must “rate” the pronunciation, but it does not matter what answer you give to these first 5 items. You may practice using the software by hitting any of the buttons to answer.

Once we have proceeded to the real test items, it is important that you take care in making your judgements and choosing your rating in each case.

You may hear any item as many times as you wish before making your judgement. If you do not answer, a dialog box will appear, giving you the opportunity to hear the item again.

A progress bar will show your progression through the items.

Your concentration is needed to make meaningful, accurate judgements. If your concentration is wandering, or if you need to take a break for any reason, simply do not respond to an item. When you return to the task, simply click “yes” to hear the item again, and proceed from there. By this means you may take a break whenever you feel the need for one.

Are there any questions?

**Accent Judgements
(Ottawa 2002)****Instructions – bOx**

You are being asked to judge the degree of foreign accent on a single sound in a number of recordings of the word “box”. We would like you to make a judgement of the degree of foreign accent in the **vowel** highlighted in CAPS (**O**) in the word **bOx**.

Please do NOT judge the global or overall foreign accent on the word, but only the degree to which the vowel-sound /ɒ/ --spelled <O>-- sounds like a native speaker of English. Please do not permit a strong or weak foreign accent on other parts of the word affect your judgement of this one sound.

Some of the recordings will be of native speakers of English, while most others will be of learners of English.

The model of English that these learners will have been exposed to is most often a general British model.

The recordings you will hear will have a great deal of background noise. Please ignore the noise as much as you can in making your judgements; concentrate on the individual pronunciation.

Please rate each individual pronunciation on a 9-point scale, where 1 means no foreign accent, 5 means a moderate amount of foreign accent, and 9 means a very strong foreign accent. Try to use all 9 points on the scale.

The first 5 practice items you will hear will be the model voice (that of a native speaker) that the learners were asked to imitate. This will familiarize you with the British pronunciation that was the model. You must “rate” the pronunciation, but it does not matter what answer you give to these first 5 items. You may practice using the software by hitting any of the buttons to answer.

Once we have proceeded to the real test items, it is important that you take care in making your judgements and choosing your rating in each case.

You may hear any item as many times as you wish before making your judgement. If you do not answer, a dialog box will appear, giving you the opportunity to hear the item again.

A progress bar will show your progression through the items.

Your concentration is needed to make meaningful, accurate judgements. If your concentration is wandering, or if you need to take a break for any reason, simply do not respond to an item. When you return to the task, simply click “yes” to hear the item again, and proceed from there. By this means you may take a break whenever you feel the need for one.

Are there any questions?

**Accent Judgements
(Ottawa 2002)****Instructions – zOO**

You are being asked to judge the degree of foreign accent on a single sound in a number of recordings of the word “zoo”. We would like you to make a judgement of the degree of foreign accent in the **vowel-sound** highlighted in CAPS (**OO**) in the word **zOO**.

Please do NOT judge the global or overall foreign accent on the word, but only the degree to which the vowel-sound /u/ --spelled <OO>-- sounds like a native speaker of English. Please do not permit a strong or weak foreign accent on other parts of the word affect your judgement of this one sound.

Some of the recordings will be of native speakers of English, while most others will be of learners of English.

The model of English that these learners will have been exposed to is most often a general British model.

The recordings you will hear will have a great deal of background noise. Please ignore the noise as much as you can in making your judgements; concentrate on the individual pronunciation.

Please rate each individual pronunciation on a 9-point scale, where 1 means no foreign accent, 5 means a moderate amount of foreign accent, and 9 means a very strong foreign accent. Try to use all 9 points on the scale.

The first 5 practice items you will hear will be the model voice (that of a native speaker) that the learners were asked to imitate. This will familiarize you with the British pronunciation that was the model. You must “rate” the pronunciation, but it does not matter what answer you give to these first 5 items. You may practice using the software by hitting any of the buttons to answer.

Once we have proceeded to the real test items, it is important that you take care in making your judgements and choosing your rating in each case.

You may hear any item as many times as you wish before making your judgement. If you do not answer, a dialog box will appear, giving you the opportunity to hear the item again.

A progress bar will show your progression through the items.

Your concentration is needed to make meaningful, accurate judgements. If your concentration is wandering, or if you need to take a break for any reason, simply do not respond to an item. When you return to the task, simply click “yes” to hear the item again, and proceed from there. By this means you may take a break whenever you feel the need for one.

Are there any questions?

**Accent Judgements
(Ottawa 2002)**Instructions – **bUt**

You are being asked to judge the degree of foreign accent on a single sound in a number of recordings of the word “but”. We would like you to make a judgement of the degree of foreign accent in the **vowel** highlighted in CAPS (**U**) in the word **bUt**.

Please do NOT judge the global or overall foreign accent on the word, but only the degree to which the vowel-sound /ʌ/ --spelled <U>-- sounds like a native speaker of English. Please do not permit a strong or weak foreign accent on other parts of the word affect your judgement of this one sound.

Some of the recordings will be of native speakers of English, while most others will be of learners of English.

The model of English that these learners will have been exposed to is most often a general British model.

The recordings you will hear will have a great deal of background noise. Please ignore the noise as much as you can in making your judgements; concentrate on the individual pronunciation.

Please rate each individual pronunciation on a 9-point scale, where 1 means no foreign accent, 5 means a moderate amount of foreign accent, and 9 means a very strong foreign accent. Try to use all 9 points on the scale.

The first 5 practice items you will hear will be the model voice (that of a native speaker) that the learners were asked to imitate. This will familiarize you with the British pronunciation that was the model. You must “rate” the pronunciation, but it does not matter what answer you give to these first 5 items. You may practice using the software by hitting any of the buttons to answer.

Once we have proceeded to the real test items, it is important that you take care in making your judgements and choosing your rating in each case.

You may hear any item as many times as you wish before making your judgement. If you do not answer, a dialog box will appear, giving you the opportunity to hear the item again.

A progress bar will show your progression through the items.

Your concentration is needed to make meaningful, accurate judgements. If your concentration is wandering, or if you need to take a break for any reason, simply do not respond to an item. When you return to the task, simply click “yes” to hear the item again, and proceed from there. By this means you may take a break whenever you feel the need for one.

Are there any questions?

(b) Vowel identification task**Vowel Identifications****(Ottawa 2002)**Instructions – tEA

You are being asked to make judgements about the **vowel-sound [ij]** spelled and highlighted in CAPITALS (**EA**) in a number of recordings of the word “tea”: **tEA**.

Some of the recordings will be of British speakers of English, while most others will be of learners of English. The model of English that these learners have most often been exposed to is a general British model.

The recordings you will hear will have a great deal of background noise. Please ignore the noise as much as you can in making your judgements, and concentrate on the individual pronunciation.

On the computer screen you will see 15 buttons, each one corresponding to a different pronunciation: “[ij] **good**” means that the sound in question is pronounced in an English native-like way, “[ij] **sl. dist.**” means that it is still heard as [ij] but is **slightly distorted**, and “[ij] **very dist.**” means that [ij] is recognizable as [ij], but is produced in a **very distorted** way.

There are, of course, other possible pronunciations. The speaker may have pronounced [ij] as a pure vowel [i], as a lax vowel [ɪ], slightly lowered and pure [e], slightly lowered but still a diphthong [ej], and so on. A variety of other possible pronunciations are visible on the screen, each one associated with a particular button.

You are asked to click on one of the 15 buttons—the one that best describes/characterizes the pronunciation of the sound [ij].

In order to familiarize you with the task, the first 10 items will provide you with some practice. Although answers given to these 10 items will not count, you are strongly encouraged to give the best answer you can, so that you can proceed to the real test items and make careful judgements.

You may hear any item as many times as you wish before making your judgement. If you do not answer, a dialog box will appear, giving you the opportunity to hear the item again.

A progress bar will show your progression through the items.

Your concentration is needed to make meaningful, accurate judgements. If your concentration is wandering, or if you need to take a break for any reason, simply do not respond to an item. When you return to the task, simply click “yes” to hear the item again, and proceed from there. By this means you may take a break whenever you feel the need for one.

Are there any questions?

**Vowel Identifications
(Ottawa 2002)****Instructions – spEAk**

You are being asked to make judgements about the **vowel-sound [ij]** spelled and highlighted in CAPITALS (**EA**) in a number of recordings of the word “speak”: **spEAk**.

Some of the recordings will be of British speakers of English, while most others will be of learners of English. The model of English that these learners have most often been exposed to is a general British model.

The recordings you will hear will have a great deal of background noise. Please ignore the noise as much as you can in making your judgements, and concentrate on the individual pronunciation.

On the computer screen you will see 15 buttons, each one corresponding to a different pronunciation: “[ij] **good**” means that the sound in question is pronounced in an English native-like way, “[ij] **sl. dist.**” means that it is still heard as [ij] but is **slightly distorted**, and “[ij] **very dist.**” means that [ij] is recognizable as [ij], but is produced in a **very distorted** way.

There are, of course, other possible pronunciations. The speaker may have pronounced [ij] as a pure vowel [i], as a lax vowel [ɪ], slightly lowered and pure [e], slightly lowered but still a diphthong [ej], and so on. A variety of other possible pronunciations are visible on the screen, each one associated with a particular button.

You are asked to **click on one** of the 15 buttons—the one that best describes/characterizes the pronunciation of the sound [ij].

In order to familiarize you with the task, the first 10 items will provide you with some practice. Although answers given to these 10 items will not count, you are strongly encouraged to give the best answer you can, so that you can proceed to the real test items and make careful judgements.

You may hear any item as many times as you wish before making your judgement. If you do not answer, a dialog box will appear, giving you the opportunity to hear the item again.

A progress bar will show your progression through the items.

Your concentration is needed to make meaningful, accurate judgements. If your concentration is wandering, or if you need to take a break for any reason, simply do not respond to an item. When you return to the task, simply click “yes” to hear the item again, and proceed from there. By this means you may take a break whenever you feel the need for one.

Are there any questions?

Vowel Identifications
(Ottawa 2002)

Instructions – zOO

You are being asked to make judgements about the **vowel-sound [uw]** spelled and highlighted in CAPITALS (OO) in a number of recordings of the word “zoo”: **zOO**.

Some of the recordings will be of British speakers of English, while most others will be of learners of English. The model of English that these learners have most often been exposed to is a general British model.

The recordings you will hear will have a great deal of background noise. Please ignore the noise as much as you can in making your judgements, and concentrate on the individual pronunciation.

On the computer screen you will see 15 buttons, each one corresponding to a different pronunciation: “[uw] **good**” means that the sound in question is pronounced in an English native-like way, “[uw] **sl. dist.**” means that it is still heard as [uw] but is **slightly distorted**, and “[uw] **very dist.**” means that [uw] is recognizable as [uw], but is produced in a **very distorted** way.

There are, of course, other possible pronunciations. The speaker may have pronounced [uw] as a pure vowel [u], slightly lowered [ʊ], slightly lowered but still a diphthong [ow], and so on. A variety of other possible pronunciations are visible on the screen, each one associated with a particular button.

You are asked to click on one of the 15 buttons—the one that best describes/characterizes the pronunciation of the sound [uw].

In order to familiarize you with the task, the first 10 items will provide you with some practice. Although answers given to these 10 items will not count, you are strongly encouraged to give the best answer you can, so that you can proceed to the real test items and make careful judgements.

You may hear any item as many times as you wish before making your judgement. If you do not answer, a dialog box will appear, giving you the opportunity to hear the item again.

A progress bar will show your progression through the items.

Your concentration is needed to make meaningful, accurate judgements. If your concentration is wandering, or if you need to take a break for any reason, simply do not respond to an item. When you return to the task, simply click “yes” to hear the item again, and proceed from there. By this means you may take a break whenever you feel the need for one.

Are there any questions?

**Vowel Identifications
(Ottawa 2002)****Instructions – It**

You are being asked to make judgements about the **vowel-sound [ɪ]** spelled and highlighted in CAPITALS (**I**) in a number of recordings of the word “it”: **It**.

Some of the recordings will be of British speakers of English, while most others will be of learners of English. The model of English that these learners have most often been exposed to is a general British model.

The recordings you will hear will have a great deal of background noise. Please ignore the noise as much as you can in making your judgements, and concentrate on the individual pronunciation.

On the computer screen you will see 15 buttons, each one corresponding to a different pronunciation of the vowel [ɪ]: “[**I**] **good**” means that the sound in question is pronounced in an English native-like way, “[**I**] **sl. dist.**” means that it is still heard as [ɪ] but is **slightly distorted**, and “[**I**] **very dist.**” means that [ɪ] is recognizable as [ɪ], but is produced in a **very distorted** way.

There are, of course, other possible pronunciations. The speaker may have pronounced [ɪ] as a pure tense vowel [i], tense and diphthongized [ij], slightly lowered [e], and so on. A variety of other possible pronunciations are visible on the screen, each one associated with a particular button.

You are asked to **click on one** of the 15 buttons—the one that best describes/characterizes the pronunciation of the sound [ɪ].

In order to familiarize you with the task, the first 10 items will provide you with some practice. Although answers given to these 10 items will not count, you are strongly encouraged to give the best answer you can, so that you can proceed to the real test items and make careful judgements.

You may hear any item as many times as you wish before making your judgement. If you do not answer, a dialog box will appear, giving you the opportunity to hear the item again.

A progress bar will show your progression through the items.

Your concentration is needed to make meaningful, accurate judgements. If your concentration is wandering, or if you need to take a break for any reason, simply do not respond to an item. When you return to the task, simply click “yes” to hear the item again, and proceed from there. By this means you may take a break whenever you feel the need for one.

Are there any questions?

Vowel Identifications (Ottawa 2002)

Instructions – **thIs**

You are being asked to make judgements about the **vowel-sound [ɪ]** spelled and highlighted in CAPITALS (**I**) in a number of recordings of the word “this”: **thIs**.

Some of the recordings will be of British speakers of English, while most others will be of learners of English. The model of English that these learners have most often been exposed to is a general British model.

The recordings you will hear will have a great deal of background noise. Please ignore the noise as much as you can in making your judgements, and concentrate on the individual pronunciation.

On the computer screen you will see 15 buttons, each one corresponding to a different pronunciation of the vowel [ɪ]: “[**I**] **good**” means that the sound in question is pronounced in an English native-like way, “[**I**] **sl. dist.**” means that it is still heard as [ɪ] but is **slightly distorted**, and “[**I**] **very dist.**” means that [ɪ] is recognizable as [ɪ], but is produced in a **very distorted** way.

There are, of course, other possible pronunciations. The speaker may have pronounced [ɪ] as a pure tense vowel [i], tense and diphthongized [ij], slightly lowered [e], and so on. A variety of other possible pronunciations are visible on the screen, each one associated with a particular button.

You are asked to click on one of the 15 buttons—the one that best describes/characterizes the pronunciation of the sound [ɪ].

In order to familiarize you with the task, the first 10 items will provide you with some practice. Although answers given to these 10 items will not count, you are strongly encouraged to give the best answer you can, so that you can proceed to the real test items and make careful judgements.

You may hear any item as many times as you wish before making your judgement. If you do not answer, a dialog box will appear, giving you the opportunity to hear the item again.

A progress bar will show your progression through the items.

Your concentration is needed to make meaningful, accurate judgements. If your concentration is wandering, or if you need to take a break for any reason, simply do not respond to an item. When you return to the task, simply click “yes” to hear the item again, and proceed from there. By this means you may take a break whenever you feel the need for one.

Are there any questions?

**Vowel Identifications
(Ottawa 2002)****Instructions – tEsts**

You are being asked to make judgements about the **vowel-sound [ɛ]** spelled and highlighted in CAPITALS (**E**) in a number of recordings of the word “tests”: **tEsts**.

Some of the recordings will be of British speakers of English, while most others will be of learners of English. The model of English that these learners have most often been exposed to is a general British model.

The recordings you will hear will have a great deal of background noise. Please ignore the noise as much as you can in making your judgements, and concentrate on the individual pronunciation.

On the computer screen you will see 15 buttons, each one corresponding to a different pronunciation of the vowel [ɛ]: “[**ɛ**] **good**” means that the sound in question is pronounced in an English native-like way, “[**ɛ**] **sl. dist.**” means that it is still heard as [ɛ] but is **slightly distorted**, and “[**ɛ**] **very dist.**” means that [ɛ] is recognizable as [ɛ], but is produced in a **very distorted** way.

There are, of course, other possible pronunciations. The speaker may have pronounced [ɛ] as a tense vowel [e], as a diphthong [ej], as a lax vowel [ɪ], and so on. A variety of other possible pronunciations are visible on the screen, each one associated with a particular button.

You are asked to **click on one** of the 15 buttons—the one that best describes/characterizes the pronunciation of the sound [ɛ].

In order to familiarize you with the task, the first 10 items will provide you with some practice. Although answers given to these 10 items will not count, you are strongly encouraged to give the best answer you can, so that you can proceed to the real test items and make careful judgements.

You may hear any item as many times as you wish before making your judgement. If you do not answer, a dialog box will appear, giving you the opportunity to hear the item again.

A progress bar will show your progression through the items.

Your concentration is needed to make meaningful, accurate judgements. If your concentration is wandering, or if you need to take a break for any reason, simply do not respond to an item. When you return to the task, simply click “yes” to hear the item again, and proceed from there. By this means you may take a break whenever you feel the need for one.

Are there any questions?

Vowel Identifications
(Ottawa 2002)

Instructions – rEd

You are being asked to make judgements about the **vowel-sound [ɛ]** spelled and highlighted in CAPITALS (**E**) in a number of recordings of the word “red”: **rEd**.

Some of the recordings will be of British speakers of English, while most others will be of learners of English. The model of English that these learners have most often been exposed to is a general British model.

The recordings you will hear will have a great deal of background noise. Please ignore the noise as much as you can in making your judgements, and concentrate on the individual pronunciation.

On the computer screen you will see 15 buttons, each one corresponding to a different pronunciation of the vowel [ɛ]: “[**ɛ**] **good**” means that the sound in question is pronounced in an English native-like way, “[**ɛ**] **sl. dist.**” means that it is still heard as [ɛ] but is slightly distorted, and “[**ɛ**] **very dist.**” means that [ɛ] is recognizable as [ɛ], but is produced in a very distorted way.

There are, of course, other possible pronunciations. The speaker may have pronounced [ɛ] as a tense vowel [e], as a diphthong [ej], as a lax vowel [ɪ], and so on. A variety of other possible pronunciations are visible on the screen, each one associated with a particular button.

You are asked to click on one of the 15 buttons—the one that best describes/characterizes the pronunciation of the sound [ɛ].

In order to familiarize you with the task, the first 10 items will provide you with some practice. Although answers given to these 10 items will not count, you are strongly encouraged to give the best answer you can, so that you can proceed to the real test items and make careful judgements.

You may hear any item as many times as you wish before making your judgement. If you do not answer, a dialog box will appear, giving you the opportunity to hear the item again.

A progress bar will show your progression through the items.

Your concentration is needed to make meaningful, accurate judgements. If your concentration is wandering, or if you need to take a break for any reason, simply do not respond to an item. When you return to the task, simply click “yes” to hear the item again, and proceed from there. By this means you may take a break whenever you feel the need for one.

Are there any questions?

Vowel Identifications
(Ottawa 2002)**Instructions – bAck**

You are being asked to make judgements about the **vowel-sound [æ]** spelled and highlighted in CAPITALS (A) in a number of recordings of the word “back”: **bAck**.

Some of the recordings will be of British speakers of English, while most others will be of learners of English. The model of English that these learners have most often been exposed to is a general British model.

The recordings you will hear will have a great deal of background noise. Please ignore the noise as much as you can in making your judgements, and concentrate on the individual pronunciation.

On the computer screen you will see 15 buttons, each one corresponding to a different pronunciation of the vowel [æ]: “[æ] **good**” means that the sound in question is pronounced in an English native-like way, “[æ] **sl. dist.**” means that it is still heard as [æ] but is slightly distorted, and “[æ] **very dist.**” means that [æ] is recognizable as [æ], but is produced in a very distorted way.

There are, of course, other possible pronunciations. The speaker may have pronounced [æ] as a low central vowel [a], as a low back vowel [ɑ], front mid-vowel [ɛ], and so on. A variety of other possible pronunciations are visible on the screen, each one associated with a particular button.

You are asked to click on one of the 15 buttons—the one that best describes/characterizes the pronunciation of the sound [æ].

In order to familiarize you with the task, the first 10 items will provide you with some practice. Although answers given to these 10 items will not count, you are strongly encouraged to give the best answer you can, so that you can proceed to the real test items and make careful judgements.

You may hear any item as many times as you wish before making your judgement. If you do not answer, a dialog box will appear, giving you the opportunity to hear the item again.

A progress bar will show your progression through the items.

Your concentration is needed to make meaningful, accurate judgements. If your concentration is wandering, or if you need to take a break for any reason, simply do not respond to an item. When you return to the task, simply click “yes” to hear the item again, and proceed from there. By this means you may take a break whenever you feel the need for one.

Are there any questions?

Vowel Identifications
(Ottawa 2002)

Instructions – pAd

You are being asked to make judgements about the **vowel-sound [æ]** spelled and highlighted in CAPITALS (A) in a number of recordings of the word “pad”: **pAd**.

Some of the recordings will be of British speakers of English, while most others will be of learners of English. The model of English that these learners have most often been exposed to is a general British model.

The recordings you will hear will have a great deal of background noise. Please ignore the noise as much as you can in making your judgements, and concentrate on the individual pronunciation.

On the computer screen you will see 15 buttons, each one corresponding to a different pronunciation of the vowel [æ]: “[æ] **good**” means that the sound in question is pronounced in an English native-like way, “[æ] **sl. dist.**” means that it is still heard as [æ] but is slightly **distorted**, and “[æ] **very dist.**” means that [æ] is recognizable as [æ], but is produced in a **very distorted** way.

There are, of course, other possible pronunciations. The speaker may have pronounced [æ] as a low central vowel [a], as a low back vowel [ɑ], front mid-vowel [ɛ], and so on. A variety of other possible pronunciations are visible on the screen, each one associated with a particular button.

You are asked to click on one of the 15 buttons—the one that best describes/characterizes the pronunciation of the sound [æ].

In order to familiarize you with the task, the first 10 items will provide you with some practice. Although answers given to these 10 items will not count, you are strongly encouraged to give the best answer you can, so that you can proceed to the real test items and make careful judgements.

You may hear any item as many times as you wish before making your judgement. If you do not answer, a dialog box will appear, giving you the opportunity to hear the item again.

A progress bar will show your progression through the items.

Your concentration is needed to make meaningful, accurate judgements. If your concentration is wandering, or if you need to take a break for any reason, simply do not respond to an item. When you return to the task, simply click “yes” to hear the item again, and proceed from there. By this means you may take a break whenever you feel the need for one.

Are there any questions?

**Vowel Identifications
(Ottawa 2002)****Instructions – bOx**

You are being asked to make judgements about the **vowel-sound [ɒ]** spelled and highlighted in CAPITALS (**O**) in a number of recordings of the word “box”: **bOx**.

Some of the recordings will be of British speakers of English, while most others will be of learners of English. The model of English that these learners have most often been exposed to is a general British model.

The recordings you will hear will have a great deal of background noise. Please ignore the noise as much as you can in making your judgements, and concentrate on the individual pronunciation.

On the screen you will see 15 buttons, each one corresponding to a different pronunciation of the vowel [ɒ]: “[**ɒ**] **good**” means that the sound in question is pronounced in an English native-like way, “[**ɒ**] **sl. dist.**” means that it is still heard as [ɒ] but is **slightly distorted**, and “[**ɒ**] **very dist.**” means that [ɒ] is recognizable as [ɒ] but is produced in a **very distorted** way.

There are, of course, other possible pronunciations. The speaker may have pronounced [ɒ] as a back mid-vowel [ɔ], as a high back vowel [u], as a diphthong [ow], and so on. A variety of other possible pronunciations are visible on the screen, each one associated with a particular button.

You are asked to **click on one** of the 15 buttons—the one that best describes/characterizes the pronunciation of the sound [ɒ].

In order to familiarize you with the task, the first 10 items will provide you with some practice. Although answers given to these 10 items will not count, you are strongly encouraged to give the best answer you can, so that you can proceed to the real test items and make careful judgements.

You may hear any item as many times as you wish before making your judgement. If you do not answer, a dialog box will appear, giving you the opportunity to hear the item again.

A progress bar will show your progression through the items.

Your concentration is needed to make meaningful, accurate judgements. If your concentration is wandering, or if you need to take a break for any reason, simply do not respond to an item. When you return to the task, simply click “yes” to hear the item again, and proceed from there. By this means you may take a break whenever you feel the need for one.

Are there any questions?

Vowel Identifications (Ottawa 2002)

Instructions – **bUt**

You are being asked to make judgements about the **vowel-sound** [ʌ] spelled and highlighted in CAPITALS (**U**) in a number of recordings of the word “but”: **bUt**.

Some of the recordings will be of British speakers of English, while most others will be of learners of English. The model of English that these learners have most often been exposed to is a general British model.

The recordings you will hear will have a great deal of background noise. Please ignore the noise as much as you can in making your judgements, and concentrate on the individual pronunciation.

On the computer screen you will see 15 buttons, each one corresponding to a different pronunciation of the vowel [ʌ]: “[**ʌ**] **good**” means that the sound in question is pronounced in an English native-like way, “[**ʌ**] **sl. dist.**” means that it is still heard as [ʌ] but is **slightly distorted**, and “[**ʌ**] **very dist.**” means that [ʌ] is recognizable as [ʌ] but is produced in a **very distorted** way.

There are, of course, other possible pronunciations. The speaker may have pronounced [ʌ] as a back low vowel [ɑ], as a low central vowel [a], as a low front vowel [æ], and so on. A variety of other possible pronunciations are visible on the screen, each one associated with a particular button.

You are asked to click on one of the 15 buttons—the one that best describes/characterizes the pronunciation of the sound [ʌ].

In order to familiarize you with the task, the first 10 items will provide you with some practice. Although answers given to these 10 items will not count, you are strongly encouraged to give the best answer you can, so that you can proceed to the real test items and make careful judgements.

You may hear any item as many times as you wish before making your judgement. If you do not answer, a dialog box will appear, giving you the opportunity to hear the item again.

A progress bar will show your progression through the items.

Your concentration is needed to make meaningful, accurate judgements. If your concentration is wandering, or if you need to take a break for any reason, simply do not respond to an item. When you return to the task, simply click “yes” to hear the item again, and proceed from there. By this means you may take a break whenever you feel the need for one.

Are there any questions?

APPENDIX E

RESPONSE OPTIONS
VOWEL IDENTIFICATION TASK (STUDY 2)

Target sound: /i/

[ij] good	[ij] slightly distorted	[ij] very distorted
[i]	[e]	[ej]
[ɪ]	[ɛ]	[æ]
[ɑ]	[ɒ]	[ʌ]
[ʊ]	[u]	[ɜ̃] or [ɝ̃]

Target sound: /ɪ/

[ɪ] good	[ɪ] slightly distorted	[ɪ] very distorted
[i]	[ij]	[ɛ]
[e]	[ej]	[æ]
[ɑ]	[ɒ]	[ʌ]
[ʊ]	[u]	[ɜ̃] or [ɝ̃]

Target sound: /ɛ/

[ɛ] good	[ɛ] slightly distorted	[ɛ] very distorted
[i]	[ij]	[ɪ]
[e]	[ej]	[æ]
[ɑ]	[ɒ]	[ʌ]
[ʊ]	[u]	[ɜ̃] or [ɝ̃]

Target sound: /æ/

[æ] good	[æ] slightly distorted	[æ] very distorted
[a]	[ɑ]	[ɒ]
[ɔ]	[ɛ]	[e]
[ej]	[ʌ]	[ʊ]
[u]	[i]	[ɜ̃] or [ɝ̃]

Target sound: /ɒ/

[ɒ] good	[ɒ] slightly distorted	[ɒ] very distorted
[ɑ]	[ɔ]	[ʌ]
[ʊ]	[u]	[ow]
[uw]	[i]	[æ]
[a]	[ɛ]	[ɜ̃] or [ɝ̃]

Target sound: /u/

[uw] good	[uw] slightly distorted	[uw] very distorted
[u]	[ʊ]	[ɔ]
[ow]	[ʌ]	[ɒ]
[ɑ]	[æ]	[a]
[ɛ]	[i]	[ɜ] or [ə]

Target sound: /ʌ/

[ʌ] good	[ʌ] slightly distorted	[ʌ] very distorted
[æ]	[a]	[ɑ]
[ɒ]	[ɔ]	[ʊ]
[u]	[ɛ]	[e]
[ow]	[i]	[ɜ] or [ə]