言語学習に対するビリーフ（言語学習観）は1980年代に始まり、これまで盛んに研究されてきた。日本国内においても、大学生や高校生の英語学習観を調査し、英語教育に役立てようとする試みが行われている。しかしながら、英語発音学習観ひいてはスピーキング、リスニング学習観に焦点を置いた研究は少ない。そこで本研究においては、(1)質問紙を用いて日本人大学生の英語音声（発音・スピーキング・リスニング）学習観を調査し、(2)その回答結果に対して因子分析を行うことで英語音声学習観の背後に潜む共通の要因を探り、(3)各要因と学習者の英語発音能力との相関を調べた。質問紙はHorwitz（1987）のBeliefs About Language Learning Inventoryを参考にし、26項目用意した。回答結果（N=85）に対して因子分析を行い、日本人大学生の英語音声学習観に影響を与えていると考えられる4因子を抽出した。そして第一因子から順に、発音規則暗記の重要性、自己効力感、コミュニケーションと練習に対する欲求、音声学習に対する楽観主義と命名し、各々の因子得点を計算した。さらに、全学習者の英語読み上げ音声を録音し、3名の英語教師に評価を依頼した。全学習者の評価結果と因子得点に対してピアソンの積率相関分析を行ったところ、「コミュニケーションと練習に対する欲求」のみが、リズム、インテネーション、全体印象のそれぞれと正の相関関係にあることがわかった。したがって、人との交流や、英会話・発音・リスニング練習を望んでいる学生ほど、英語のリズムや抑揚等を統制する技能に長けており、英語教師によって英語発音能力が高いと評価される可能性が示された。
1. Introduction

1.1 Beliefs about Language Learning

Beliefs about language learning are defined as “opinions on a variety of issues and controversies related to language learning” (Horwitz, 1987, p.120). Simply put, they are “an individual’s opinions” (Banya and Cheng, 1997) or preconceived “notions” (Kuntz, 1997) about language learning. Beliefs about language learning have been widely recognized as an important factor in language learning and teaching. This is because various studies have shown that successful language learning depends partly on beliefs.

The first serious discussions and analyses of beliefs about language learning emerged during the 1980s and the Beliefs About Language Learning Inventory (BALLI) devised by Horwitz (1985, 1987, 1988) marked the beginning of systematic research on learner and teacher beliefs. Subsequent studies (e.g., Peacock, 2001) have explored language learning beliefs using the BALLI, covering varying groups of learners and teachers in different learning contexts. Some studies used modified BALLI (e.g., Mantle-Bromley, 1995) or devised Likert-scale questionnaires similar to the BALLI to assess learner and teacher beliefs. Interviews (e.g., Sakui & Gaies, 1999; Özmen, 2012), diaries, and classroom observations were also used to investigate beliefs.

All learners and teachers hold beliefs about their language learning which are instilled in them at all stages of their language learning. Some beliefs can be helpful while others can be unbeneficial for language learning. For example, previous studies have reported
that there are male learners who believe that females learn foreign languages better than males (e.g., Yang, 1999). Beliefs like this could have a negative effect on overall motivation for language learning and make learners anxious about L2/FL communication. To take another example, Champagne (cited in Horwitz, 1988) found that fifty anglophone Canadian students of French shared with their instructors a belief in the hopelessness of achieving phonetic accuracy in French. Understandably, the students failed to develop native-like accents.

As these cases clearly demonstrate, it is important for language educators to pay attention to learners’ beliefs about language learning so that they can implement strategies for changing detrimental beliefs and accentuating effective beliefs. In addition, teachers should be aware of their own beliefs as they could have positive or negative impact on learner outcomes. Consequently, beliefs about language learning play important roles in improving classroom instruction, material design, and curriculum development.

1.2 Beliefs and Other Learner Variables

Beliefs are one of learner variables which are likely to determine learning outcomes. Many studies indicate that L2/FL learners’ beliefs correlate with other learner variables such as strategy use (e.g., Magogwe & Oliver, 2007), motivation and proficiency (e.g. Yang, 1999), and anxiety (e.g., Horwitz, 1995).

In particular, self-efficacy beliefs are reported to be positively correlated with other learner variables. Self-efficacy refers to “people’s beliefs about their capabilities to produce designated
levels of performance that exercise influence over events that affect their lives” (Bandura, 1994) or “personal judgments of performance capabilities in a given domain of activities” (Schunk, 1985, p.208). According to Pajares & Urdan (2006), self-efficacy beliefs are “critical determinants of how well knowledge and skill are acquired (p.342)” and students with high self-efficacy beliefs “work harder, persist longer, persevere in the face of adversity, have greater optimism and lower anxiety, and achieve more” (p.343).

The findings in these areas of research provided a greater understanding of L2/FL learner variables including beliefs. While various research has been carried out on learner and teacher beliefs, little is known about learner beliefs about FL pronunciation learning. In addition, what is not yet clear is the relationship between pronunciation learning beliefs and their pronunciation skills.

2. Purpose of the Study

Japanese students tend to have many troubles with English pronunciation in listening and speaking. There are some possible causes that have been examined; however, the impact of their beliefs, or preconceived ideas, about pronunciation learning has not been well studied. Failure to address students’ negative beliefs, or inaccurate notions of how best to improve English pronunciation skills, can lead to feelings of mistrust, reluctance, and anxiety on the part of the students and a breakdown in learning in the end. Therefore, it is important to investigate beliefs about pronunciation learning held by Japanese EFL students of English.
This paper will focus on Japanese EFL learners' beliefs about English pronunciation learning. The main objectives of this study are (1) to examine Japanese EFL university students' pronunciation learning beliefs using a questionnaire, (2) to extract common factors lying behind the reported beliefs using factor analyses, and (3) to explore their links to the learners' pronunciation skills.

3. Method

3.1 Participants

Data were collected at two universities in Japan. A total of 85 students participated in this study. The sample consisted of 45 male and 40 female students. The participants ranged from 18 to 22 years of age.

3.2 Questionnaire

The present study devised a questionnaire to collect information on beliefs about English pronunciation learning in Japan. By examining the items in the BALLI and other existing instruments dealing with beliefs, 26 belief items were selected (see Appendix A) and modified to assess student opinions on a variety of issues related to EFL pronunciation learning. The questionnaire in this study uses a five point Likert-type scale to ask respondents for the level of agreement. Participants are asked to read each item and then to indicate a response ranging from 5 = “Totally agree” to 1 = “Totally disagree.” All the belief items and response options are written in Japanese to avoid any problems Japanese EFL learners could encounter.
understanding the items and response options.

The participants completed the questionnaire in class in 15 minutes under the supervision of the regular class instructor. They also completed an individual background questionnaire which was designed to collect demographic information about the participants. Information collected includes age, gender, major, and experience abroad.

3.3 Test of Pronunciation for Speaking

This test was designed to examine participants’ English pronunciation skills for speaking. The task in the test was to read aloud two dialogues following a native speaker model. The dialogues were devised to include all the English phonemes, i.e., consonants and vowels, and four types of sentences, i.e., declarative sentences, imperative sentences, Yes-No question sentences, and WH-question sentences (see Appendix B). Two types of question sentences were included in the dialogues because they are usually produced with different intonation patterns: Yes-No question sentences are produced with rising intonation pattern, and WH-question sentences with falling intonation.

The pronunciation test was given during class time. The participants’ read-aloud speech samples were recorded digitally. Four sentences were selected from the dialogues for rating: 1) Declarative sentence, I’m from Japan; 2) Imperative sentence, Open your textbook to page 13; 3) Yes-No question, Have you been there? and 4) WH-question, Where are you from? Each participant’s read-aloud speech sample was edited so that it consists of the four sentences only.
All participants’ speech samples were randomized by a computer generated random number list, and presented to raters.

Three Japanese teachers of English rated the participant’s speech samples. The raters were all male and had received phonetics training at undergraduate or postgraduate level. They all have more than 20 years of teaching experience at a high school or universities.

The participants’ pronunciation skills were rated in terms of 1) overall impression, 2) intonation, and 3) rhythm, each on scale of 1 (the lowest) to 5 (the highest) (see Appendix C for details about the rating scale). The raters were given examples of read-aloud sentences that reflected scores 1, 3, and 5 to guide their ratings. Note that the rating of the present study focused on suprasegmental features of English pronunciation.

3. 4 Data Analyses

Data analysis was executed with respect to the objectives set for this study. IBM SPSS Statistics version 21.0 was used for descriptive statistics, Cronbach’s alpha coefficients, factor analyses, and Pearson correlations. Data used in this study are the students’ responses on the 26-item questionnaire and their scores of the pronunciation test. Note that two belief items were omitted from the data analyses because they were judged to be irrelevant (See Appendix A). In addition, four students were omitted from the analyses of pronunciation test scores due to missing data of some sort.
4. Results and Discussion

4.1 Results of factor analyses

To describe patterns of pronunciation learning beliefs held by Japanese EFL university students, exploratory factor analyses for the entire questionnaire survey were conducted. It should be noted that, before the first analysis, normality for the responses for each item was tested by examining each histogram. As a result, two items “It is easier for children than adults to learn foreign language pronunciation” and “Some languages are easier to learn than others in terms of pronunciation” were excluded from the analyses because of ceiling effects. Other two items “You shouldn’t pronounce anything in English until you can pronounce it correctly” and “People study English pronunciation to pass university entrance exams” were also excluded because of floor effects.

For the first factor analysis, the maximum likelihood method was used without rotation because the method seemed to maximize interpretation compared to the results of other methods with or without other rotations. In this analysis, 8 factors having an eigen value greater than one were retained. The scree plot was also examined. It illustrates that eigen values nearly level off after the sixth factors; in other words, it suggests a maximum of six factors. Thus, the second analysis was conducted requesting six factors. The maximum likelihood with Promax rotation was used. In this analysis, two belief items with loading of less than .40 were found. These items were “It is necessary to know about English speaking cultures in order to learn English pronunciation” and “If you are allowed to make
mistakes in the beginning it will be hard to get rid of them later on.” Consequently, the third analysis was conducted excluding them. The scree plot produced by the third analysis suggests a maximum of five factors; thus, the fourth analysis was conducted requesting five factors. Again, two items, “It is better to learn English in an English speaking country,” and “Some people have a special ability for learning foreign language pronunciation,” did not load substantially on any factor; thus, they were excluded from the following analyses. In the fifth analysis, the fifth factor was loaded by only one belief item. Therefore, the sixth analysis was conducted requesting only 4 factors. In this last analysis, the extracted factors accounted for 61.52% of the total variance. Each of the four factors explained 29.36%, 13.14%, 10.22%, and 8.79% of variance, respectively. The Cronbach’s coefficient alpha for each factor were .817, .753, .650 and .556, respectively. The maximum likelihood with Promax rotation was used for all the analyses except for the first.

Factor 1, has a subset of four belief items with high loadings, such as “The most important part of learning English pronunciation is memorizing rules for sentence stress.” Table 1 shows the items which highly loaded onto Factor 1 and their rotated factor loadings, which represent both how the items are weighted for each factor and the correlation between the items and the factor. Note that the correlations that are .35 or less were removed from the table to make it easy to read and the same is true for Table 2, 3, and 4. As the table shows, all the four items imply the importance of memorizing rules of English pronunciation. So, Factor 1 was labeled Emphasis on Memorizing Pronunciation Rules.
As Table 2 shows, Factor 2 is weighted highly by five items. Note that the fourth item “It’s O.K. to make some pronunciation errors if I can make myself understood” has a negative loading of -0.426. This indicates that this item varied together with the other items in Factor
2, but in an opposite direction. For example, if one student tended to agree with the other four items in Factor 2, he was likely to disagree with the fourth item.

The point to observe is that there are three items clearly involve the perception of one’s own ability to reach a goal: (1) “Someday I will be able to speak English with good pronunciation,” (2) “I believe I will ultimately learn to speak English with excellent pronunciation”, and (3) “I believe I will be able to pronounce like native speakers.” It is clear that these beliefs are “personal judgments of performance capabilities in a given domain of activities” (Schunk, 1985); thus, they are considered to be self-efficacy beliefs in EFL pronunciation. Consequently, it is possible to assume that the common factor hidden behind the items, which loaded highly on Factor 2, is self-efficacy beliefs in EFL pronunciation. On these grounds, Factor 2 was named Self-Efficacy.

It should be noted that the belief items categorized as self-efficacy beliefs in this study were classified into “the difficulty of language learning” in many previous studies including Horwitz (e.g., 1987, 1999). Horwitz states that beliefs like these address perceptions of the difficulty of specific target languages. To be more specific, she assumes that her item “I believe that I will ultimately learn to speak” in the BALLI addresses individual learners’ optimism about language learning. The present study does not share this view though.

As Table 3 shows, Factor 3 has a subset of three items. It was difficult to find a common feature among these beliefs. It seems, however, possible that, in these belief items, “pronunciation errors,”
"listening and speaking English," and "good pronunciation" are associated with practice and communication. For example, those learners who agree with the top belief item presumably want to not only communicate with their teachers who can show good pronunciation but also practice to correct their errors with their teachers. Also, those learners who agree with the second item probably want to practice EFL listening and speaking more to improve their communication skills and be free from trouble and worry in EFL communication. Likewise, those who agree with the third item supposedly wish for better communication through practice and improvement of pronunciation skills. Therefore, this factor was named *A Wish to Communicate and Practice*.

As shown in Table 4, Factor 4 has a subset of three items. All items have to do with optimistic views about pronunciation learning. Therefore, Factor 4 was labeled *Optimism about pronunciation learning*.

<table>
<thead>
<tr>
<th>Factor 3: <em>A wish to communicate and practice</em></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>I want my teacher to correct me immediately if I make pronunciation errors.</td>
<td></td>
<td></td>
<td>.903</td>
<td></td>
</tr>
<tr>
<td>The more I practice listening and speaking English, the more enjoyable they will be.</td>
<td></td>
<td></td>
<td></td>
<td>.553</td>
</tr>
<tr>
<td>I believe I can communicate well if my English pronunciation is good.</td>
<td></td>
<td></td>
<td></td>
<td>.442</td>
</tr>
</tbody>
</table>

Table 3

The results of factor analysis for the items loaded substantially on Factor 3
4.2 Beliefs and Pronunciation Test Scores

All the participants’ four sentences were rated by the three raters in terms of 1) overall impression, 2) intonation, and 3) rhythm. To calculate the degree of consistency among the raters, the Cronbach’s alpha coefficients were computed. The alpha coefficient for overall impression was .766, suggesting that the raters had acceptable internal consistency. The alpha coefficients for intonation and rhythm were .616 and .685, suggesting that the raters had low internal consistency. Then, the mean scores among the raters for each participant were computed.

The relationships between the factor scores for the four factors described in 4.1 and the participants’ pronunciation test scores were examined using Pearson’s correlation tests. The results of the tests are presented in Table 5. As can be seen from the table, only Factor 3, “A wish to communicate and practice” is positively correlated to the test scores of overall impression, intonation, and rhythm. These correlations are weak, however, it seems reasonable to assume that those who strongly wish to communicate with others and practice
EFL listening, speaking, and pronunciation are better at controlling suprasegmental features of their EFL speech, such as intonation and rhythm. Taken together, these findings suggest the importance of communication and practice in improving EFL pronunciation skills. It can thus be suggested that unwillingness to communicate and to practice English pronunciation, listening, and speaking could have negative impact on pronunciation skills. This finding has important implications for classroom instructions and teaching material design. For instance, teachers could be advised to figure out how to make their students want to communicate. Students surely need less stressful and more motivating classroom atmosphere for practicing EFL pronunciation, listening, and speaking. Probably, teachers could

<table>
<thead>
<tr>
<th>Factor1 : Emphasis on memorizing pronunciation rules</th>
<th>Overall impression</th>
<th>Intonation</th>
<th>Rhythm</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>.128</td>
<td>.060</td>
<td>.098</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Factor2 : Self-efficacy</th>
<th>Overall impression</th>
<th>Intonation</th>
<th>Rhythm</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>.136</td>
<td>.075</td>
<td>.087</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Factor3 : A wish to communicate and practice</th>
<th>Overall impression</th>
<th>Intonation</th>
<th>Rhythm</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>.286*</td>
<td>.284*</td>
<td>.226*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Factor4 : Optimism about pronunciation learning</th>
<th>Overall impression</th>
<th>Intonation</th>
<th>Rhythm</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>.042</td>
<td>.083</td>
<td>.118</td>
</tr>
</tbody>
</table>

*p < 0.05
help students with classroom tasks through which students can pleasantly practice and improve their communication skills including pronunciation.

Unfortunately, this study has been unable to demonstrate that self-efficacy beliefs are “critical determinants of how well knowledge and skill are acquired” (Pajares & Urdan, 2006). There are a few possible explanations for this result. First, it is possible that this result is due to insufficiencies of the pronunciation test in this study. The number of the raters might be too low. Maybe, the students’ speech samples had to be rated on scale of 1 to 10 instead of 1 to 5. Secondly, it could be the case that the belief items used in the questionnaire were not sufficiently reflected on the pronunciation test. Or perhaps we should have asked the raters to score on different features of the students speech samples instead of overall impression, intonation, and rhythm. After all, the low Cronbach’s alpha coefficients for intonation and rhythm suggest that the pronunciation test in the present study need to be improved. This finding, however, has important implications for designing a test to assess learners language skills in the future.

5. Conclusion

The present study was designed (1) to assess Japanese EFL learners’ beliefs about learning and improving pronunciation using a questionnaire, (2) to categorize the beliefs using factor analyses, and (3) to explore their links to the learners’ pronunciation skills. This is the first time that a questionnaire has been used to explore Japanese EFL learners’ beliefs about pronunciation learning. A series of factor
analyses conducted in this study identified four factors for beliefs about EFL pronunciation learning:

1. Emphasis on memorizing pronunciation rules
2. Self-efficacy
3. A wish to communicate and practice
4. Optimism about pronunciation learning

Furthermore, in the investigation on the relationship between beliefs and pronunciation skills, this study demonstrated that Factor 3 “A wish to communicate and practice” had a weak but significant positive correlation with the pronunciation test scores. In other words, those Japanese EFL learners who agreed with the statements such as “I want my teacher to correct me immediately if I make pronunciation errors” and “The more I practice listening and speaking English, the more enjoyable they will be” could control intonation, rhythm, and some other features of their L2 English speech better; thus, the raters gave them high scores. Consequently, this is the first study reporting a possible advantage in those who desire EFL communication and practice, in terms of pronunciation learning.

These findings hopefully enhance our understanding of EFL learner beliefs about pronunciation learning. The current study, however, was limited by the insufficiency of the pronunciation test. First of all, it is unfortunate that the present study did not include any segmental features as test items. The participants read aloud sentences should have been rated in terms of consonants and vowels, for instance. Secondly, the number of raters was too low. In addition, it would be better to include more test items reflecting the questionnaire items,
such as word stress, sentence stress, or phonetic symbol.

Further work needs to be done to establish whether strong beliefs about emphasis on memorizing pronunciation rules have a positive correlation with pronunciation skills. If there is a link between them, then we should take this into account in planning a class, designing teaching materials or developing curriculum. Also, a future study investigating the relationship between self-efficacy beliefs and achievements in EFL pronunciation in depth would be interesting. By encouraging effective beliefs and modifying detrimental beliefs, teachers could help students learn better.

Acknowledgement

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References


Banya, K., & Cheng, M. H. (1997). *Beliefs About Foreign Language Learning--A Study of Beliefs of Teachers’ and Students’ Cross Cultural Settings*. Paper presented at the Annual Meeting of the Teachers of English to Speakers of other languages. Available at:
Japanese EFL Learners’ Beliefs About Pronunciation Learning and their Pronunciation Skills


Appendix A: List of 26 Belief Items.

| 1. | It is easier for children than adults to learn foreign language pronunciation. |
| 2. | Some people have a special ability for learning foreign language pronunciation. |
| 3. | Some languages are easier to learn than others in terms of pronunciation. |
| 4. | English pronunciation is easy. |
| 5. | It is easy for Japanese to learn English pronunciation. |
| 6. | I believe I will be able to pronounce like native speakers. |
| 7. | It is important to speak English with a good pronunciation. |
| 8. | It is necessary to know about English speaking cultures in order to learn English pronunciation. |
| 9. | You shouldn’t pronounce anything in English until you can pronounce it correctly. |
| 10. | It is easier for someone who already mastered a foreign language pronunciation to learn another one. |
| 11. | It is better to learn English in an English speaking country. |
| 12. | Someday I will be able to speak English with good pronunciation. |
| 13. | If someone spent one hour a day learning English pronunciation, how long would it take him/her to master it? **a** |
| 14. | English Speaking, listening, and pronunciation exercises should be enjoyable. |
| 15. | I believe I will ultimately learn to speak English with excellent pronunciation. |
| 16. | I want my teacher to correct me immediately if I make pronunciation errors. |
| 17. | I believe I can communicate well if my English pronunciation is good. |
| 18. | If you are allowed to make mistakes in the beginning it will be hard to get rid of them later on. |
| 19. | To learn English pronunciation, I need to memorize phonetic symbols. |
| 20. | The most important part of learning English pronunciation is memorizing the placement of word stress. |
| 21. | The most important part of learning English pronunciation is memorizing how to pronounce words. |
| 22. | The most important part of learning English pronunciation is memorizing rules for sentence stress. |
| 23. | People study English pronunciation to pass university entrance exams. |
| 24. | In English classes, I prefer to have my teacher provide explanations in Japanese. **b** |
| 25. | The more I practice listening and speaking English, the more enjoyable they will be. |
| 26. | It’s O.K. to make some pronunciation errors if I can make myself understood. |

**a** This item was excluded from the analyses. The response option for this item were: 1. Less than a year; 2. 1-22 years; 3. 3-5 years; and 4. More than 5 years.

**b** This item was excluded from the analyses.
日本語版 英語音声学習観26項目

1. 子供の方が大人より外国語の発音を学びやすい。
2. 生まれながらに外国語の発音が上手な人がいる。
3. 発音を習得しやすい言語とそうでない言語がある。
4. 英語の発音は簡単だ。
5. 日本人は英語の発音を習得しやすい。
6. 私は母語話者らしくの発音ができるようになると思う。
7. 英語をきれいに発音できることは重要だと思う。
8. 英語の発音を学ぶためには英語圏の文化を知る必要がある。
9. 正しく発音ができるまでは英語で発音することは避けるべきだ。
10. 一つの外国語の発音を習得していたら別の外国語の発音を習得することは容易い。
11. 英語を正しく発音できるようになるためには、英語圏に行くべきだ。
12. いつかきっと英語をきれいな発音で話せるようになると思う。
13. もし1日1時間英語の発音を練習したらどのくらいで身につくと思いますか？
14. 英語を話す・聞く・発音する練習は、楽しくあるべきだ。
15. 結果的に英語の発音がとても上手になると信じている。
16. 間違った発音をしたらすぐに先生に直してほしい。
17. 発音が良ければコミュニケーションがうまく取れると思う。
18. 最初のうちに間違った発音を直されずにいると、後々正しい発音ができなくなる。
19. 英語の発音を学ぶためには、発音記号を覚える必要がある。
20. 発音を学習するということは、主にアクセントの位置を覚えることである。
21. 発音を学習するということは、主に単語の発音を覚えることである。
22. 発音を学習するということは、主に文強勢のルールを覚えることである。
23. 発音は、大学受験に合格する為に勉強するものだ。
24. 英語の授業では、教師が日本語で説明できるほうがいい。
25. 英語を聞いたり話したりする練習は、やればやるほど楽しくなる。
26. 多少は間違った発音でも意味が通じれば良いと思う。
Appendix B: Dialogues for the Pronunciation Test.

Underlined sentences were rated in terms of overall impression, intonation, and rhythm, each on scale of 1-5.

Dialogue 1
A: Hi. I’m Paul.
B: Hi. I’m Taizo Suzuki. Nice to meet you.
A: It’s nice to meet you, too.
B: I’m from Japan. Where are you from?
A: I’m from Chicago. Have you been there?
B: No. I hear that Chicago is a very big city in Illinois.
A: Yes, it is. It’s the third biggest city in the United States. It’s also a great food city and there are many sushi bars. I like sushi, but I like steaks better. How about you?
B: I like fish better. I often try cooking fish. I can’t eat much meat. Do you like rice?
A: I sometimes eat rice, but I usually eat bread. What about you?
A: I eat bread at breakfast, noodles at lunch, and rice at dinner. (21 sentences)

Dialogue 2
A: Good morning, Boys and Girls.
B: & G.: Good morning, sir.
A: Is everybody here?
B: No. Ken is not here.
A: Where is he?
B: He is sick.
A: OK. Open your textbook to page thirteen. Let’s begin with an easy question. What day is it today?
B: It’s Friday.
A: That’s right. It’s raining. How are you today?
B: Good. Thank you, sir.
A: It’s going to be sunny tomorrow. What are you going to do tomorrow?
C: I’m not sure, but I think I’m going to a mountain for hiking.
A: Sounds great. I’m going to the cinema. I love watching movies.
D: I’m going to watch “A Beige Shirt” tomorrow.
A: What genre is it?
D: It’s a drama. (24 sentences)
Appendix C: Rating Scales for the Pronunciation Test.

The raters followed this rating scales to rate the participants’ read-aloud speech samples.

以下は、評価の基準です。全ての音声ファイルについて、Ⅰ）～Ⅲ）に回答してください。

Ⅰ）全体的な印象について以下の1～5のいずれかを選び、回答欄に入力してください。
1 母語の影響が非常に強く、英語らしさが殆ど見られず、ほぼ通じないであろう。
2 母語の影響が強く、英語らしさに欠け、通じない部分が多いであろう。
3 母語の影響はあるが、Non-nativeとして普通の発音であり、ある程度通じるであろう。
4 母語の影響は少なく、Non-nativeとして十分な発音であり、ほぼ通じるであろう。
5 母語の影響はほとんどなく、Non-nativeとして優れた発音であり、完全に通じるであろう。

Ⅱ）イントネーション（声の上げ下げ）について以下の1～5のいずれかを選び、回答欄に入力してください。
1 母語の影響が非常に強く、英語らしさが欠如したイントネーションである。
2 母語の影響が強く、英語らしさに欠けたイントネーションである。
3 母語の影響はあるが、部分的に英語らしいイントネーションも認められる。
4 母語の影響は少なく、おおむね英語らしいイントネーションである。
5 母語の影響はほとんどなく、英語らしいイントネーションである。

Ⅲ）リズムについて以下の1～5のいずれかを選び、回答欄に入力してください。
1 英語らしさが殆ど見られず、完全に日本語のリズムになっている。
2 英語らしさに欠け、ほぼ日本語のリズムになっている。
3 母語の影響はあるが、部分的に英語らしいリズムも感じられる。
4 母語の影響は少なく、おおむね英語らしいリズムである。
5 母語の影響はほとんどなく、英語らしいリズムである。