Supporting Information-A.

Example of triggers, feedback and uptake.

Example 1: Pronunciation

NNS: Ah so we must place ***rice*** [laɪs] on my left and soup on my ***right*** [laɪt]. TRIGGER

NS: So you put the ***rice*** [raɪs]on your left and soup on your ***right*** [raɪt]? RECAST

NNS: Yes. UPTAKE (NEEDS-REPAIR)

Example 2: Vocabulary

NS: If you cross your legs while you eat, is it a bad thing in Japan?

NNS: Yes, this is ***bad manner***. TRIGGER

NS: Oh ***bad manners***. RECAST

NNS: Rude. NO UPTAKE

NS: Oh ok.

Example 3: Grammar

NNS: Ok. Um speaking of American ***singer***. TRIGGER

NS: ***Singers***. RECASTS

NNS: ***Singers***. UPTAKE (SUCCESSFUL-REPAIR)

Supporting Information-B.

Training materials and onscreen labels for pronunciations judgements.

In our validation project (Saito et al., 2016, 2017), we first conceptualized, elaborated and refined categories that human raters can use in order to evaluate various dimensions of L2 speech samples. According to the results, the raters’ segmental and prosodic judgements were internally consistent and were also significantly associated with the relevant coded measures (no. of vowel/consonant errors, no. of word stress errors). The following training scripts and onscreen labels were used:

Training scripts and onscreen labels

|  |  |
| --- | --- |
| Segmental errors | This refers to errors in individual sounds. For example, perhaps somebody says ‘road’, ‘rain’but you hear an ‘l’ sound instead of an ‘r’ sound. This would be a consonant error. If you hear someone say ‘fan’, ‘boat’ but you hear ‘fun’, ‘bought’, that is a vowel error. You may also hear sounds missing from words, or extra sounds added to words. These are also consonant and vowel errors. |
| Word stress | When an English word has more than one syllable, one of the syllables will be a little bit louder and longer than the others. For example, if you say the word ‘computer’, you may notice that the second syllable has more stress (comPUter). If you hear stress being placed on the wrong syllable, or you hear equal stress on all of the syllables in a word, then there are word stress errors. |



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| --- | --- | --- | --- | --- | --- |
| 1. Vowel and/or consonant errors | | | | | |
| **Frequent** | |  | | --- | |  | |  |  |  | **Infrequent or absent** |
|  |  |  |  |
| 2. Word stress errors affecting stressed and unstressed syllables | | | | | |
| **Frequent** | |  | | --- | |  | |  |  |  | **Infrequent or absent** |
|  |  |  |  |

References

Saito K, Trofimovich P, and Isaacs T (2016) Second language speech production: Investigating linguistic correlates of comprehensibility and accentedness for learners at different ability levels. *Applied Psycholinguistics* 37: 217–40.

Saito K, Trofimovich P, and Isaacs T (2017) Using listener judgements to investigate linguistic influences on L2 comprehensibility and accentedness: A validation and generalization study. *Applied Linguistics* 38: 439–62.