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EFFECTS OF SELF-EFFICACY SOURCES AND ATTITUDES ON EFL CHINA UNDERGRADUATES' PRONUNCIATION PERFORMANCE: MEDIATING ROLE OF PRONUNCIATION LEARNING STRATEGIES

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Abstrak

Pembelajaran sebutan merupakan satu aspek yang penting tetapi sering diabaikan dalam pemerolehan bahasa kedua, khususnya bagi pelajar bahasa Inggeris sebagai bahasa asing (EFL). Di China, ramai pelajar ijazah sarjana muda EFL masih menunjukkan prestasi sebutan yang tidak memuaskan walaupun telah mempelajari bahasa Inggeris selama bertahun-tahun, yang seterusnya mengehadkan kecekapan komunikatif mereka. Kajian ini meneliti kesan sumber efikasi kendiri dan sikap terhadap sebutan ke atas strategi pembelajaran sebutan dan prestasi sebutan, serta peranan mediasi strategi pembelajaran sebutan. Berasaskan Teori Kognitif Sosial, Teori Tingkah Laku Terancang, dan Teori Pembelajaran Kendiri Terkawal, kajian ini memperluas penyelidikan pembelajaran sebutan dengan mengintegrasikan faktor motivasi, sikap, dan strategi ke dalam satu kerangka. Seramai 419 pelajar ijazah sarjana muda EFL dari lima universiti di China telah mengambil bahagian dalam kajian kuantitatif ini. Soal selidik tinjauan dan ujian sebutan digunakan sebagai instrumen utama. Perisian *IBM Statistics for Social Science* digunakan untuk saringan awal data, manakala Permodelan Persamaan Struktur Kuasa Dua Terkecil diaplikasikan untuk menguji hipotesis. Dapatan kajian menunjukkan bahawa pengalaman penguasaan, pengalaman vikarius, serta komponen kognitif dan konatif memberi pengaruh positif terhadap strategi pembelajaran sebutan, yang seterusnya meningkatkan prestasi sebutan secara signifikan. Sebaliknya, pujukan verbal, keadaan fisiologi, dan komponen afektif tidak menunjukkan kesan yang signifikan terhadap strategi pembelajaran sebutan. Selain itu, strategi pembelajaran sebutan memediasi secara signifikan hubungan antara pengalaman penguasaan, pengalaman vikarius, komponen kognitif, komponen konatif, dan prestasi sebutan, manakala tiada kesan mediasi ditemui bagi pujukan verbal, keadaan fisiologi, atau komponen afektif. Dapatan ini menjelaskan sumber efikasi kendiri dan dimensi sikap yang menyumbang kepada prestasi sebutan melalui penggunaan strategi, serta menawarkan implikasi praktikal bagi pendidik yang bertujuan untuk meningkatkan kemahiran sebutan pelajar. Ia juga menyumbang kepada wacana berterusan mengenai pendekatan pembelajaran dan pengajaran bahasa yang berkesan dengan mengakui batasan kajian serta mengenal pasti hala tuju berpotensi untuk penyelidikan masa hadapan.

Kata kunci: Strategi pembelajaran sebutan, Sikap terhadap sebutan, Efikasi kendiri, Prestasi sebutan

ABSTRACT

Pronunciation learning is a crucial yet often neglected aspect of second language acquisition, particularly for English as a foreign language (EFL) learners. In China, many EFL undergraduates continue to exhibit unsatisfactory pronunciation performance despite years of English study, which limits their communicative competence. This study examines the effects of self-efficacy sources and attitudes toward pronunciation on pronunciation learning strategies and pronunciation performance, as well as the mediating role of pronunciation learning strategies. Grounded in Social Cognitive Theory, the Theory of Planned Behavior, and Self-Regulated Learning Theory, the study extends pronunciation learning research by integrating motivational, attitudinal, and strategic factors into a framework. A total of 419 EFL undergraduates from five universities in China participated in this quantitative study. Survey questionnaires and a pronunciation test were employed as the main instruments. IBM Statistics for Social Science software was used for preliminary data screening, and Partial Least Square Equation Modelling was applied to test the hypotheses. The findings showed that mastery experience, vicarious experience, and cognitive and conative component positively influenced pronunciation learning strategies, which in turn significantly enhanced pronunciation performance. In contrast, verbal persuasion, physiological state, and affective component had no significant effects on pronunciation learning strategies. Furthermore, pronunciation learning strategies significantly mediated the relationships between mastery experience, vicarious experience, cognitive component, conative component, and pronunciation performance, whereas no mediating effects were found for verbal persuasion, physiological state, or affective component. These findings show which sources of self-efficacy and attitudinal dimensions contribute to pronunciation performance through strategy use and offer practical implications for educators aiming to enhance students' pronunciation skills. It also contributes to the ongoing discourse on effective language learning and teaching approaches by acknowledging its limitations and identifying potential directions for future research.

Keywords: Pronunciation learning strategies, Attitudes toward pronunciation, Self-efficacy, Pronunciation performance

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List of Abbreviations

ASR	Automatic Speech Recognition
AVE	Average Variance Extracted
CALL	Computer-Assisted Language Learning
CAPT	Computer-Assisted Pronunciation Training
CB-SEM	Covariance-Based-Structural Equation Modeling
CFA	Confirmatory Factor Analysis
CECR	The College English Course Requirement
CLT	Communication Language Teaching
CMB	Common Method Bias
CMV	Common Method Viariance
CSE	China's Standards of English Language Ability
EFA	Exploratory Factor Analysis
EFL	English as a Foreign Language
ESL	English as a Second Language
ELF	English as a Lingua Franca
HTMT	Heterotrait-Monotrait
ICC	Intraclass Correlation Coeffient
L1	First language
L2	Second language
LAP	Learner Attitudes for Pronunciation
LFC	Lingua Franca Core
MOE	Ministry of Education
PLS	Pronunciation Learning Strategies

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PLS-SEM	Partial Least Square-Structural Equation Modeling
SPSS	Statistical Packages for Social Sciences
SPI	Strategies for Pronunciation Improvement
SCT	Social Cognitive Theory
SEM	Structural Equation Modeling
SRL	Self-Regulated Learning
SLA	Second Language Acquisition
TPB	Theory of Planned Behavior
TRA	Theory of Reasoned Action
VIF	Variance Inflation Factor

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CHAPTER ONE
INTRODUCTION

This research seeks to investigate the mediating role of pronunciation learning strategies in the relationship between sources of self-efficacy, attitudes toward pronunciation, and pronunciation performance. The study is grounded in three theoretical perspectives: Social Cognitive Theory, the Theory of Planned Behavior, and Self-Regulatory Learning Theory. This chapter begins with the background of the study, outlining the underlying motivation for the research. It then provides a detailed discussion of the research problem within the context of China, followed by the presentation of the research questions, research objectives, research framework, and definitions of key terms. The significance and scope of the study are also addressed. The chapter concludes with a summary of the key points discussed.

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1.1 Background of the Study

The ability to communicate effectively in English is crucial for students aiming to succeed in their language learning. Good pronunciation enhances the clarity of communication (Asadova, 2023; Syamsiyah et al., 2024), thus, allowing English as a Foreign Language (EFL) learners to express their ideas and thoughts more comprehensibly and intelligibly (Kosimova & Nuriddinova, 2024; Prombut, 2024). Effective communication is essential in international business, academic exchanges, and tourism. In globalized world, the ability to speak English with good pronunciation allow EFL learners in China to integrate into international communities easier, whether for study, work, or social purposes. It helps in building cross-cultural relationships and understanding.

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Appendix A Consent Form

The researcher: Zou Shuli

Email: zoushuli2018@gmail.com

Phone number: +86 15893119208

Introduction: Zou Shuli is a full-time PhD student at the Universiti Utara Malaysia, she is doing research on pronunciation learning of EFL learners. You are invited to participate in the following research study. The information obtained in this research will only be used for scientific research.

Research Title: Effects of Self-efficacy Sources and Attitudes on EFL China Undergraduates' Pronunciation Performance: Mediating Role of Pronunciation Learning Strategies

Description of the Study Procedures: If you agree to participate in this study, you will be asked to do the following:

1. Complete questionnaires about pronunciation learning experience

2. Participate in Pronunciation Test

Confidentiality: Any information that is gained with this study will remain confidential and will be accessible only by the researcher and authorized persons.

Right to Refuse or Withdraw:

The decision to participate in this study is voluntary. You can refuse to participate in the study at any time. You have the right to ask the researcher questions about the study at any time. If you have any other concerns about your rights as a research participant that have not been answered, you may contact the researcher, Zou Shuli, by phone +86 15893119208 or e-mail at zoushuli2018@gmail.com.

Consent: I understand the information provided for the study *"Effects of Self-efficacy Sources and Attitudes on EFL China Undergraduates' Pronunciation Performance: Mediating Role of Pronunciation Learning Strategies"*. I agree to participate in this study.

Signature: _____

Date: _____

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Appendix B Background Information Sheet

Contact Information:

Name:_____

Email:_____

Telephone:_____ (optional)

1.Gender:

① Male ② Female

2.What is your age range?

①<18 ②18-22 ③ 23-27 ④28-32 ⑤>32

3.How many years have you studied English? (sum together past and present studies)

①Less than 3 years ② 3-5 years ③6-8 years

④9-11 years ⑤12 or more years

4.Have you spent any time in an English-speaking country, and if so, for how long?

①No, never ②Yes, for less than 6 months ③Yes, for less than 1 year

④Yes, for less than 3 years ⑤Yes, for more than 3 years

5.Have you ever taken an English pronunciation class to improve your pronunciation skills?

①No, never ②Yes, for less than 1 month ③Yes, for less than 6 months

④Yes, for less than 1 year ⑤Yes, for more than 1 year

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Appendix C The Strategic Pronunciation Learning Scale

Please select a number indicating how much you use the strategy listed.
1 = Never; 2 = Rarely; 3 = Sometimes; 4= Often; 5 = Always

Item N	**Statement**	**DEGREE OF USE 1=Never 2=Rarely 3=Sometimes 4=Often 5=Always**				
1	When I am trying to learn new English sounds, I use English media such as television, movies, and the radio.	1	2	3	4	5
2	When I am listening to someone speaking English, I identify sounds that are difficult for **me** to produce.	1	2	3	4	5
3	When I am listening to someone speaking English, I notice when they make mistakes.	1	2	3	4	5
4	When I am listening to someone speaking English, I listen for new sounds.	1	2	3	4	5
5	When I am listening to someone speaking English, I repeat their words silently.	1	2	3	4	5
6	When working on my English pronunciation, I practice new sounds.	1	2	3	4	5
7	When working on my English pronunciation, I memorize words that are difficult for me to pronounce.	1	2	3	4	5
8	When working on my English pronunciation, I adjust the muscles in my face for new sounds, like opening my mouth wide.	1	2	3	4	5
9	To improve my English pronunciation, I think about the differences between my native language and English.	1	2	3	4	5
10	To improve my English pronunciation, I concentrate on word stress.	1	2	3	4	5
11	To improve my English pronunciation, I use a system of symbols that help me more than English spelling.	1	2	3	4	5
12	When I am conversing with someone speaking English, I ask for feed-back on my English pronunciation.	1	2	3	4	5
13	When I don't know how to pronounce a word in English, I ask for help.	1	2	3	4	5
14	When I am conversing with someone speaking English, I try to sound like an English speaker.	1	2	3	4	5
15	When I find a word I don't know how to pronounce in English, I compare it to similar words that I do know.	1	2	3	4	5
16	When I find a word I don't know how to pronounce in English, I am willing to guess the pronunciation.	1	2	3	4	5
17	When I find a word I don't know how to pronounce in English, I sound it out.	1	2	3	4	5
18	When I encounter a new word in English, I pronounce it using my native sound system.	1	2	3	4	5
19	If people don't understand my English pronunciation, I immediately correct myself.	1	2	3	4	5
20	If people don't understand my English pronunciation, I find ways to avoid the sound that caused problems.	1	2	3	4	5
21	If people don't understand my English pronunciation, I change my volume of speech.	1	2	3	4	5
22	If people don't understand my English pronunciation, I change my speed of speech.	1	2	3	4	5

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23	During the process of learning English pronunciation, I feel happy with the ways I keep from getting tired of learning.	1	2	3	4	5
24	When I feel stressed about learning English pronunciation, I know how to cut this stress down.	1	2	3	4	5
25	When I feel stressed about my English pronunciation learning, I solve this problem immediately.	1	2	3	4	5
26	When I am studying English pronunciation and the learning environment gets bad, I fix the problem.	1	2	3	4	5
27	When I study English pronunciation, I look for a good learning environment.	1	2	3	4	5
28	When learning English pronunciation, I keep working until I reach the goals that I make for myself.	1	2	3	4	5

Chinese Version of Appendix C

语音学习策略调查表

请选择一个数字，表示你对所列策略的使用程度。

1=从不；2=很少；3=有时；4=经常；5=总是

Item N	**Statement**	**DEGREE OF USE 1=Never 2=Rarely 3=Sometimes 4=Often 5=Always**				
1	当我试图学习新的英语发音时，我会使用一些英语媒体，如电视、电影和广播等。	1	2	3	4	5
2	当我在听别人说英语时，我会找出对我来说难以发出的声音。	1	2	3	4	5
3	当我听别人说英语时，他们犯错误时我会注意到。	1	2	3	4	5
4	当我听别人说英语时，我会注意听新的发音。	1	2	3	4	5
5	当我听别人说英语时，我会默默重复他们的话。	1	2	3	4	5
6	在练习英语发音时，我会练习新的发音。	1	2	3	4	5
7	在练习英语发音时，我会记住对我来说难以发音的单词。	1	2	3	4	5
8	在练习英语发音时，我会调整面部肌肉以适应新的发音，比如张大嘴巴。	1	2	3	4	5
9	为了改善我的英语发音，我会思考我的母语和英语之间的差异。	1	2	3	4	5
10	为了改善我的英语发音，我会专注于单词重音。	1	2	3	4	5
11	为了改善我的英语发音，我使用比英语拼写更有帮助的符号系统。	1	2	3	4	5

12	当我与讲英语的人交谈时，我会征求对方对我英语发音的反馈意见。	1	2	3	4	5
13	当我不知道一个单词的英语发音时，我会寻求帮助。	1	2	3	4	5
14	当我与讲英语的人交谈时，我会尽量让自己听起来像讲英语的人。	1	2	3	4	5
15	当我发现一个单词不知道如何用英语发音时，我会将它与我知道的类似单词进行比较。	1	2	3	4	5
16	当我找到一个不知道如何发音的英语单词时，我会猜测它的发音。	1	2	3	4	5
17	当我找到一个不知道如何用英语发音的单词时，我会把它读出来。	1	2	3	4	5
18	当我遇到一个新的英语单词时，我会用我的母语发音系统来发音。	1	2	3	4	5
19	如果别人听不懂我的英语发音，我会立即纠正自己的发音。	1	2	3	4	5
20	如果别人听不懂我的英语发音，我会想办法避开引起问题的发音。	1	2	3	4	5
21	如果人们听不懂我的英语发音，我会改变音量。	1	2	3	4	5
22	如果人们听不懂我的英语发音，我会改变语速。	1	2	3	4	5
23	在学习英语发音的过程中，我对不让自己感到厌倦的学习方法满意。	1	2	3	4	5
24	当我感到学习英语发音有压力时，我知道如何减少这种压力。	1	2	3	4	5
25	当我感到学习英语发音有压力时，我会立即解决这个问题。	1	2	3	4	5
26	当我在学习英语发音时，当学习环境变得糟糕，我会解决这个问题。	1	2	3	4	5
27	当我学习英语发音时，我会寻找一个良好的学习环境。	1	2	3	4	5
28	学习英语发音时，我会不断努力，直到达到我为自己设定的目标。	1	2	3	4	5

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Appendix D
Sources of English Pronunciation Self-efficacy Scale

No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I make excellent grades on English pronunciation tests.	1	2	3	4	5
2	I have always been successful with English pronunciation.	1	2	3	4	5
3	Even when I try very hard to pronounce English words, I pronounce poorly.	1	2	3	4	5
4	I got good grades in English pronunciation on my last report card.	1	2	3	4	5
5	I do well on English pronunciation assignments.	1	2	3	4	5
6	I do well on even the most difficult English pronunciation assignments.	1	2	3	4	5
7	Seeing adults pronouncing English words well pushes me to pronounce better.	1	2	3	4	5
8	When I see how my pronunciation teacher pronouncing English words well, I can picture myself pronouncing the words in the same way.	1	2	3	4	5
9	Seeing peers do better than me in English pronunciation pushes me to pronounce better.	1	2	3	4	5
10	When I see how another student pronouncing an English word correctly, I can see myself pronouncing the word in the same way.	1	2	3	4	5
11	I imagine myself pronouncing challenging English words successfully.	1	2	3	4	5
12	I compete with myself in English pronunciation.	1	2	3	4	5
13	My pronunciation teachers have told that I am good at English pronunciation.	1	2	3	4	5
14	People have told me that I have a talent for English pronunciation.	1	2	3	4	5
15	Adults in my family have told me that I am good at English pronunciation.	1	2	3	4	5
16	I have been praised for my ability in English pronunciation.	1	2	3	4	5
17	Other students have told me that I'm good at English pronunciation.	1	2	3	4	5
18	My classmates like to work with me regarding English pronunciation because they think I'm good at it.	1	2	3	4	5

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19	Just being in English pronunciation class makes me feel stressed and nervous.	1	2	3	4	5
20	Doing English pronunciation practice takes all of energy.	1	2	3	4	5
21	I start to feel stressed-out as soon as I begin English pronunciation practice.	1	2	3	4	5
22	My mind goes blank and I am unable to think clearly when doing English pronunciation practice.	1	2	3	4	5
23	I get depressed when I think about learning English pronunciation.	1	2	3	4	5
24	My whole body becomes tense when I have to do English pronunciation.	1	2	3	4	5

Table Sources of English Pronunciation Self-efficacy Variables

No.	Statement	Variables
1	I make excellent grades on English pronunciation tests.	**ME**
2	I have always been successful with English pronunciation.	**ME**
3	Even when I try very hard to pronounce English words, I pronounce poorly.	**ME**
4	I got good grades in English pronunciation on my last report card.	**ME**
5	I do well on English pronunciation assignments.	**ME**
6	I do well on even the most difficult English pronunciation assignments.	**ME**
7	Seeing adults pronouncing English words well pushes me to pronounce better.	**VE**
8	When I see how my pronunciation teacher pronouncing English words well, I can picture myself pronouncing the words in the same way.	**VE**
9	Seeing peers do better than me in English pronunciation pushes me to pronounce better.	**VE**
10	When I see how another student pronouncing an English word correctly, I can see myself pronouncing the word in the same way.	**VE**
11	I imagine myself pronouncing challenging English words successfully.	**VE**
12	I compete with myself in English pronunciation.	**VE**
13	My pronunciation teachers have told that I am good at English pronunciation.	**VP**
14	People have told me that I have a talent for English pronunciation.	**VP**
15	Adults in my family have told me that I am good at English pronuncia-	**VP**

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	tion.	
16	I have been praised for my ability in English pronunciation.	**VP**
17	Other students have told me that I'm good at English pronunciation.	**VP**
18	My classmates like to work with me regarding English pronunciation because they think I'm good at it.	**VP**
19	Just being in English pronunciation class makes me feel stressed and nervous.	**PS**
20	Doing English pronunciation practice takes all of energy.	**PS**
21	I start to feel stressed-out as soon as I begin English pronunciation practice.	**PS**
22	My mind goes blank and I am unable to think clearly when doing English pronunciation practice.	**PS**
23	I get depressed when I think about learning English pronunciation.	**PS**
24	My whole body becomes tense when I have to do English pronunciation.	**PS**

Note: Sources of Self-efficacy Construct

ME= Mastery Experience
VE= Vicarious Experience
VP= Verbal Persuasion
PS= Physiological States

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Chinese Version of Appendix D

英语发音自我效能感来源量表

No.	**Statement**	**非常不同意**	**不同意**	**一般**	**同意**	**非常同意**
1	我在英语发音测试中成绩优异。	1	2	3	4	5
2	在英语发音方面，我一直很成功。	1	2	3	4	5
3	即使我很努力地念英语单词，我的发音也很差。	1	2	3	4	5
4	我上一份成绩单上的英语发音成绩很好。	1	2	3	4	5
5	我的英语发音作业做得很好。	1	2	3	4	5
6	即使是最难的英语发音作业，我也能做得很好。	1	2	3	4	5
7	看到成年人英语发音标准，也促使我发音更好。	1	2	3	4	5
8	当我看到我的发音老师把英语单词发音得很好时，我就能想象自己也是这样发音的。	1	2	3	4	5

9	看到同龄人在英语发音方面做得比我好，会促使我发音更好。	1	2	3	4	5
10	当我看到其他学生如何正确发音一个英语单词时，我就能看到自己以同样的方式发音。	1	2	3	4	5
11	我想象自己能成功地发出具有挑战性的英语单词。	1	2	3	4	5
12	我在英语发音方面和自己较劲。	1	2	3	4	5
13	我的发音老师说我的英语发音很好。	1	2	3	4	5
14	大家说我在英语发音方面很有天赋。	1	2	3	4	5
15	家里的大人都说我的英语发音很好。	1	2	3	4	5
16	我的英语发音能力得到了大家的称赞。	1	2	3	4	5
17	其他学生告诉我，我的英语发音很好。	1	2	3	4	5
18	我的同学们喜欢和我讨论英语发音问题，因为他们认为我很擅长。	1	2	3	4	5
19	光是上英语发音课就让我感到压力和紧张。	1	2	3	4	5
20	练习英语发音需要耗费全部精力。	1	2	3	4	5
21	一开始练习英语发音，我就感到压力山大。	1	2	3	4	5
22	在练习英语发音时，我的大脑一片空白，无法清晰地思考。	1	2	3	4	5
23	一想到要学习英语发音，我就很沮丧。	1	2	3	4	5
24	当我必须进行英语发音时，我的整个身体都会变得紧张。	1	2	3	4	5

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Appendix E
Learner Attitudes for Pronunciation (LAP) Inventory

Please select a number indicating <u>HOW MUCH YOU AGREE</u> with the statement.
1=Strongly Disagree; 2=Somewhat Disagree; 3=Neutral;4=Somewhat Agree; 5=Strongly Agree.

Item ***N***	How much do you agree with these statements regarding pronunciation activities, materials, and practice?[a]	1 = Strongly Disagree 2 = Somewhat Disagree 3 =Neutral 4 = Somewhat Agree 5= Strongly Agree				
1	I start to panic when I have to read aloud or speak in front of others without having rehearsed before.	1	2	3	4	5
2	If I could, I'd travel as much as possible to English-speaking countries. I know that will help me improve my English pronunciation.	1	2	3	4	5
3	If I learn to pronounce like a native speaker, I will have better job offers.	1	2	3	4	5
4	Focusing on my pronunciation when I speak is distracting.	1	2	3	4	5
5	It is a pain to correct my pronunciation in English.	1	2	3	4	5
6	If I knew how to correct my pronunciation, I would spend at least 30 minutes a day practicing it.	1	2	3	4	5
7	I participate in group activities with other English language learners because that helps improve my pronunciation skills.	1	2	3	4	5
8	I worry about making pronunciation mistakes in a language class.	1	2	3	4	5
9	I can communicate better if I practice English pronunciation.	1	2	3	4	5
10	I believe more emphasis should be given to proper pronunciation in class.	1	2	3	4	5
11	When I hear of a good pronunciation textbook or computer program, I try to get it even if it is rather expensive.	1	2	3	4	5
12	I look for useful materials to practice English pronunciation on the Internet.	1	2	3	4	5
13	Learning to pronounce well is the most important part of learning a language.	1	2	3	4	5
14	I get nervous when someone corrects my pronunciation mistakes.	1	2	3	4	5

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LAP Variables

Item N	How much do you agree with these statements regarding pronunciation activities, materials, and practice?[a]	**Variable**
1	I start to panic when I have to read aloud or speak in front of others without having rehearsed before.	A
2	If I could, I'd travel as much as possible to English-speaking countries. I know that will help me improve my English pronunciation.	CG
3	If I learn to pronounce like a native speaker, I will have better job offers.	CG
4	Focusing on my pronunciation when I speak is distracting.	A
5	It is a pain to correct my pronunciation in English.	A
6	If I knew how to correct my pronunciation, I would spend at least 30 minutes a day practicing it.	CN
7	I participate in group activities with other English language learners because that helps improve my pronunciation skills.	CN
8	I worry about making pronunciation mistakes in a language class.	A
9	I can communicate better if I practice English pronunciation.	CG
10	I believe more emphasis should be given to proper pronunciation in class.	CG
11	When I hear of a good pronunciation textbook or computer program, I try to get it even if it is rather expensive.	CN
12	I look for useful materials to practice English pronunciation on the Internet.	CN
13	Learning to pronounce well is the most important part of learning a language.	CG
14	I get nervous when someone corrects my pronunciation mistakes.	A

Note: CG=Cognitive AF=Affective CN=Conative

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Chinese Version of Appendix E

学习者对发音的态度（LAP）调查表

请选择一个数字，表示你对该陈述的同意程度。

1=非常不同意；2=有些不同意；3=一般；4=比较同意；5=非常同意。

Item N	你对以下关于发音活动、材料和实践的说法同意程度如何？	同意程度				
1	当我没有排练而不得不大声朗读或在别人面前发言时，我就开始恐慌。	1	2	3	4	5
2	如果可以，我会尽可能多地去英语国家旅行。我知道这将帮助我提高英语发音。	1	2	3	4	5
3	如果我学会了像母语者那样的发音，我将有更好的工作机会。	1	2	3	4	5
4	当我说话时专注于我的发音，会让人分心。	1	2	3	4	5
5	纠正我的英语发音是件很痛苦的事。	1	2	3	4	5
6	如果我知道如何纠正我的发音，我每天至少会花30分钟来练习它。	1	2	3	4	5
7	我参加与其他英语学习者的集体活动，因为这有助于提高我的发音技巧。	1	2	3	4	5
8	我担心在语言课上犯发音错误。	1	2	3	4	5
9	如果我练习英语发音，我可以更好地沟通。	1	2	3	4	5
10	我认为在课堂上应该更加强调正确的发音。	1	2	3	4	5
11	当我听说有一本好的发音课本或电脑程序时，即使它相当昂贵，我也会努力去买。	1	2	3	4	5
12	我在互联网上寻找有用的材料来练习英语发音。	1	2	3	4	5
13	学好发音是学习语言的最重要部分。	1	2	3	4	5
14	当有人纠正我的发音错误时，我会感到紧张。	1	2	3	4	5

Appendix F Phonological/Graphological Competence

Phonological/Graphological competence

CSE 9	● Can appreciate and comprehend prosodic features of English drama and poetry. ● Can appropriately use pronunciation, intonation, and variation of rhythm to reinforce expressive effect on academic or professional occasions.
CSE 8	● Can appropriately use stress, intonation, pitch, and volume to express meaning and attitude. ● Can appreciate humour, exaggeration, satire, and other effects expressed through pronunciation, intonation, and rhythm.
CSE 7	● Can understand major varieties of English pronunciation with little to no effort (e.g. American English and Indian English). ● Can use correct pronunciation and intonation to communicate in academic and professional settings. ● Can effectively use stress, intonation, rhythm, and liaison to express meaning and to emphasise opinions.
CSE 6	● Can understand meaning expressed through varying intonation. ● Can use stress and rhythm to express views and attitudes.
CSE 5	● Can appropriately use stress, liaison, reduced voice, and loss of plosion in daily communication. ● Can use tone and pitch to express emotions (e.g. surprise, anger, amazement). ● Can attract and maintain the listeners' attention by using stress, tone, pitch, volume, etc. ● Can use rising tone or falling tone to indicate beginning or ending of speech.
CSE 4	● Can understand intentions expressed through different pronunciation, intonation, tone, and rhythm. ● Can use appropriate intonation when expressing doubts or asking questions. ● Can use sentence stress to indicate emphasis.
CSE 3	● Can correctly spell words with irregular pronunciation (e.g. listen, island). ● Can recognise meaning units in continuous speech. ● Can recognise commonly used phonological features (e.g. word stress, reduced voice, liaison, loss of plosion, voicedness). ● Can recognise meaning expressed through different intonation, rhythm, or other phonological features (e.g. "Sorry" with a rising tone means, "I didn't hear you. Could you say that again, please?"). ● Can use correct pronunciation according to variations in grammatical forms (e.g. tense [-s/- ed], part of speech [record], singular and plural [-s/-es], comparatives [-er/-est]). ● Can read aloud familiar dialogues or passages with correct pronunciation and intonation. ● Can sustain correct intonation during extended speech. ● Can accurately use basic tone patterns, such as rising and falling tones, when asking questions.
CSE 2	● Can recognise stresses of frequently used words or sentences (e.g. ba'nana; "It's 'me"). ● Can recognise and understand the stresses in frequently used expressions (e.g. "Follow me"; "Open the book"). ● Can correctly read commonly used words with irregular pronunciation (e.g. breakfast, hour, Wednesday).

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	● Can read aloud words and short sentences; or ask simple questions with correct stress and intonation. ● Can use common contracted forms in daily communication (e.g. I'm …; It's ...; They didn't ...). ● Can use the rising tone and falling tone to indicate intention (e.g. interest; surprise; ending a topic).
CSE 1	● Can read the alphabet and sing the "Alphabet" song. ● Can write the English alphabet, simple words, and phrases. ● Can read aloud letters or combinations of letters by using phonological rules. ● Can notice rising tone and falling tone in speech. ● Can correctly write uppercase and lowercase letters. ● Can correctly spell simple words (e.g. P-E-N—pen; T-A-K-E—take). ● Can read contracted forms out loud (e.g. I'm …; It's …; We'll …). ● Can use rising tone and falling tone to indicate interrogative and declarative mood.

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Appendix G Learning Strategies of Organisational Competence

Organisation competence strategies refer to the dynamic thoughts and behaviours chosen and applied consciously by English language learners and users in a specific context.

CSE9	• Can actively accumulate and update knowledge of the English language through extensive reading or practice (e.g. reading English grammar books, novels, magazines, and newspapers; watching English movies, TV programmes, and serial dramas; writing academic papers). • Can review and acquire new grammatical knowledge.
CSE8	• Can consolidate and verify knowledge of English when revising English compositions. • Can actively read English newspapers, magazines, and novels to maintain proficiency. • Can refer to grammar books when encountering grammar problems in communication and master the relevant grammar information.
CSE7	• Can consolidate language knowledge by making use of various learning tools. • Can maintain awareness of key grammatical points and ignore irrelevant details in English learning. • Can improve and maintain English proficiency through watching English TV programmes, movies, documentaries, and news reports; or translating documents such as government reports. • Can collect, review, and/or discuss with classmates grammatical points that are his/her personal weaknesses. • Can acquire English by referring to books on grammar and analysing sentences while reading or communicating with others. • Can fully recognise the similarities and differences between Chinese and English in terms of discourse structure and cohesive devices. • Can carefully plan grammar learning and reflect on existing problems.
CSE6	• Can use knowledge of the English language to help understand content in English films, documentaries, talk shows, and online courses. • Can read grammar books to enrich grammatical knowledge to solve specific grammatical problems in communication. • Can learn English grammar through reading English newspapers and magazines, and paying attention to current affairs. • Can use grammar books as references. • Can gain grammatical knowledge through reciting classics. • Can improve pronunciation by making recordings of his/her own pronunciation for comparison with standard pronunciation. • Can actively learn lines or idiomatic expressions from English movies. • Can learn and accumulate idioms, sayings, and sentence patterns from English movies, songs, and novels. • Can imitate words and sentence patterns used by native speakers and put them to use creatively.

	● Can acquire textual knowledge by analysing function words in discourse (e.g. conjunctions and other words indicating order). ● Can pay attention to grammatical accuracy when expressing him/herself; and self-correct or seek help when encountering difficulties.
CSE5	● Can appropriately use different kinds of reference books and resources to solve complex language problems. ● Can express interest in different customs of the world and be willing to be exposed to and acquire related linguistic knowledge. ● Can consolidate English knowledge through reading grammar books. ● Can learn English grammar through online learning activities. ● Can set realistic goals for learning English grammar. ● Can use a variety of audio resources to gain English knowledge (e.g. English movies, talk shows, sports programmes). ● Can take note of grammar use when writing English diary or weekly journal entries. ● Can refer to grammar books to summarise grammatical rules based on his/her own learning needs. ● Can improve pronunciation and intonation through various methods (e.g. repeating after recordings, reading aloud, imitating materials). ● Can learn vocabulary by reading and listening to English. ● Can enrich and expand vocabulary range through reciting well-written articles or famous speeches. ● Can take note of words used by teachers in class. ● Can express an interest in reading authentic English materials and actively accumulate words and idiomatic expressions. ● Can consolidate knowledge about vocabulary and grammar by watching English movies and reading English magazines and newspapers. ● Can frequently reread and review texts and words which have already been learnt. ● Can take note of the meaning of new words and examples of use when looking them up in a dictionary. ● Can do grammatical analysis to help understand the meaning of long and difficult sentences. ● Can seek help when having difficulties in understanding English sentences. ● Can study and understand long and difficult sentences through reading. ● Can try to understand the meaning of long and difficult sentences by analysis.
CSE4	● Can confidently overcome difficulties in learning grammar by using the right methods. ● Can use individualised methods to consolidate grammatical knowledge. ● Can actively observe and reflect on rules about English language use. ● Can collect common grammatical mistakes and summarise grammatical rules for reflection.

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	● Can reflect on grammatical points that are difficult to use or tend to be used incorrectly; and find ways to improve. ● Can review key words and sentences to consolidate grammatical knowledge through reciting beautifully written articles and sentences. ● Can use different methods to learn English grammar, such as reading extensively, referring to grammar books, or consulting teachers. ● Can gain useful language knowledge while watching TV programmes by taking note of communication between English-speaking athletes and interpreters' translations. ● Can learn English grammar through listening to English songs or playing English games. ● Can record and reflect on methods used for learning grammar. ● Can use methods such as association and categorisation to learn pronunciation rules of special letter combinations (e.g. technique, antique). ● Can accumulate vocabulary through extensive reading. ● Can use a variety of methods to memorise words (e.g. word cards, word lists, reading aloud, using phonological rules). ● Can use linguistic knowledge to learn vocabulary (e.g. etymology, stems, suffixes). ● Can use his/her favourite English learning software to build up English vocabulary. ● Can accumulate vocabulary and sentence structures through communicating with others in English. ● Can use individualised methods to remember new sentences. ● Can recognise the meaning of connectives in discourse to gain further knowledge related to discourse. ● Can take note of the genre of a discourse in reading (e.g. narration, description, exposition, argumentation).
CSE3	● Can summarise grammatical rules which have been learnt. ● Can learn or consolidate grammatical knowledge through extensive reading. ● Can evaluate English learning through self-assessment of vocabulary or translation of short sentences. ● Can learn grammar through different methods (e.g. listening to recordings, reading examples aloud, and/or reading grammar books). ● Can use various methods to understand and memorise words (e.g. phonics, word association, word categorisation, imagery). ● Can look up unknown words online when watching movies or listening to songs. ● Can actively learn English vocabulary through playing computer games or watching movies. ● Can use background information to understand words and grammatical structures in English learning. ● Can use dictionaries and electronic devices as resources to learn English expressions. ● Can pay close attention to grammatical rules, such as tense, person, and subject-verb

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	agreement. ● Can repeatedly read aloud examples of sentences to deepen understanding of grammatical rules. ● Can express meaning by imitating sample sentences. ● Can try to use common compound sentences, that is, clauses introduced by connectives (e.g. when, if, because). ● Can try to remember useful sentences through listening to English songs or memorising lyrics. ● Can actively share with peers English vocabulary rules or sentence structures that one has found while studying. ● Can actively work in groups with classmates to learn English.
CSE2	● Can learn English while playing interactive games. ● Can pay close attention to the use of English in real life or in the media. ● Can pay close attention when listening to people speaking English. ● Can often recall vocabulary that has previously been learnt. ● Can review English vocabulary or sentences through watching comics or movies. ● Can use personalised methods to memorise words (e.g. using phonics, spelling while writing, categorising). ● Can review vocabulary and/or sentences while singing. ● Can seek help when coming across words that are unfamiliar in pronunciation or meaning. ● Can enjoy English programmes with classmates, friends, or family and imitate favourite parts or songs. ● Can make attempts to use words or sentences learnt when communicating with native English speakers or teachers. ● Can actively use English to communicate with others during group work to accomplish language learning tasks in class.
CSE1	● Can actively practice English pronunciation through imitation. ● Can learn teachers' or native speakers' English pronunciation by observing their mouth movements. ● Can try to learn English through short English songs or chants. ● Can pay close attention to the differences between English and Chinese pronunciation. ● Can pay close attention to the mechanics of English, especially letters in upper and lower cases. ● Can enjoy repeating after recordings, books on pronunciation, audio/video files, and native speakers. ● Can actively make friends so as to study English together.

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Appendix H Pronunciation Test

Part I: Reading aloud

In this section, you will see an excerpt from the novel "The Little Prince". You have one minute to prepare, then read it into the recording device.

I was astonished by a sudden understanding of that mysterious radiation of the sands. When I was a little boy I lived in an old house, and legend told us that a treasure was buried there. To be sure, no one had ever known how to find it; perhaps no one had ever even looked for it. But it cast an enchantment over that house. My home was hiding a secret in the depths of its heart...

"Yes," I said to the little prince. "The house, the stars, the desert—what gives them their beauty is something that is invisible!"

"I am glad," he said, "that you agree with my fox."

As the little prince dropped off to sleep, I took him in my arms and set out walking once more. I felt deeply moved, and stirred. It seemed to me that I was carrying a very fragile treasure. It seemed to me, even, that there was nothing more fragile on all Earth. In the moonlight I looked at his pale forehead, his closed eyes, his locks of hair that trembled in the wind, and I said to myself: "What I see here is nothing but a shell. What is most important is invisible…".

Part II: Spontaneous speech

In this section, you will see an open topic. You have one minute to prepare, then you will be asked to talk about it into the recording device within 2 minutes.

Topic: "My favorite Season and Activities"

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Appendix I Rubric for Pronunciation Assessment

Participants's ID number : _____
Rater's name: _____

Criteria	**5** (Excellent)	**4** (Very good)	**3** (Good)	**2** (Fair)	**1** (Poor)	Level
Phoneme Accuracy	Excellent articulation of vowels, consonants and diphthongs; errors are hardly detected	Most phonemes are pronounced accurately, with occasional non-systematic errors that do not affect word recognition	More than half of the phonemes are pronounced distinctly, with only a few systematic errors present. However, the pronunciation of core vocabulary remains basically accurate and does not impede comprehension	Few phonemes are distinguishable, with numerous systematic errors (like pronounce /θ/ as/s/ or /f/, thing → sing/fing); some words may be misheard	Most phonemes are not clearly articulated, with significant phoneme confusion, rendering most words unrecognisable	
Stress and Rhythm	Word stress and sentence stress are entirely correct; rhythm is natural (linking and weak forms conform to English conventions)	Occasional errors in word stress, though sentence stress is generally accurate; rhythm is smooth (with occasional inappropriate pauses in longer sentences)	Minimal errors in word stress placement, with sentence stress patterns incline to native speaker habits; noticeable pauses in rhythm (without disrupting meaning units)	Frequent errors in word stress placement, with inconsistent sentence stress patterns; Unnatural rhythm (marked by frequent pauses within meaning units)	Word stress is almost entirely incorrect, with sentences lacking any stress differentiation; rhythm is very unnatural (reading word by word)	
Intonation	Intonation is rich, natural, and precisely matched to meaning.	Intonation is fairly natural, in line with English habits	Monotonous intonation variation, though this does not impede basic semantic comprehension	Unnatural intonation, may lead to semantic misunderstandings	Intonation is either monotonous or runs counter to meaning, severely hindering comprehension	
Fluency	Very fluent language with no or very few pauses and fluent delivery	Fluent language, few pauses, basic fluency of expression	Speech basically fluent, pacing and pauses are occasionally inappropriate, expression sometimes difficult	Lack of fluency, pacing and pauses are often inappropriate or choppy, and frequent difficulties in expression	Very poor language fluency, delivery is choppy, fragmental and hesitation is frequent, difficulty in expression	
Intelligibility	The listener understands completely, and the language is very clear	Mostly understood by the listener, though mispronunciation of individual words or sounds reduces clarity at times	Listener sometimes understands, language expression is average	The listener does not understand most of the content and the language is more ambiguous	Speech is often unintelligible; mispronunciations are frequent and cause some difficulty for the listener	
Score						

Chinese Version of Appendix I

英语语音评分表

受试者编号 ：_____
测评者: _____

评分维度	5分（优秀）	4分（良好）	3分（一般）	2分（较差）	1分（差）	得分
音素准确性	元音、辅音和双元音发音出色，几乎察觉不到错误	绝大多数音素发音准确，偶有非系统性偏误，但不影响单词识别	一半以上音素发音可辨，存在少量系统性偏误，但核心单词发音基本正确，不影响理解	少数音素发音可辨，系统性偏误较多(比如把 /θ/ 发成/s/ 或 /f/, thing → sing/fing)，部分单词可能被误听	大多数音素发音不清晰，音素混淆严重，多数单词无法被准确识别	
重音与节奏	单词重音、句子重音完全正确；节奏自然（连读、弱读符合英语习惯）	单词重音偶有失误，句子重音基本正确；节奏流畅（长句偶有停顿不当）	单词重音失误较少，句子重音偏向母语习惯；节奏有明显停顿（不割裂意群）	单词重音失误较多，句子重音混乱；节奏生硬（意群内频繁停顿）	单词重音几乎全错，句子无重音区分；节奏非常不自然（逐词蹦读）	
语调	语调自然，丰富且精准适配语义	语调较自然，大部分符合英语习惯	语调变化单一，但不影响基本语义判断	语调不自然，可能导致语义误解	语调无变化或与语义完全反向，严重干扰理解	
语言流利度	语言非常流利，无停顿或极少停顿，表达流畅	语言流利，少有停顿，表达基本流畅	语言基本流利，语速和停顿有时欠妥，表达有时困难	语言不流利，表达经常有不合适的停顿，表达经常困难	语言非常不流利，表达生硬、零散，且经常停顿，表达困难	
可理解度	听者完全理解，语言表达非常清晰	大部分内容都能被听者理解，尽管个别发音不当之处有时会降低语言表达清晰度	听者有时理解，语言表达一般	大部分内容不能被听者理解，语言表达较模糊	表达内容难以理解；发音错误频繁出现，给听者造成了一定困难	
总分						

Appendix J Expert Validation

Dear sir/madam,
Kindly please read the items and then give rating to the importance and clarity of each item to the concept of **Self-efficacy Sources, Attitudes toward pronunciation, Pronunciation Learning Strategies and Pronunciation performance**.

Self-efficacy refers to an individual's belief in their ability to perform specific tasks to achieve desired outcomes. It involves the conviction that one can regulate their behavior, motivation, and social environment to attain performance goals. The **self-efficacy sources** include four key components, namely: **A) Mastery Experience; B) Vicarious Experience; C) Verbal Persuasion; and D) Physiological State**

Attitudes is defined as a collection of actions, convictions, and feelings toward a particular person, thing, or event. There are three (3) dimensions of attitude, namely: **A) Cognitive Component; B) Conative Component; and C) Affective Component**

Pronunciation Learning Strategies referred as the actions students take to improve their pronunciation learning. Thus, these strategies are characterized by active learner engagement in both receptive and productive phonetic exercises.

Pronunciation performance refers to the accuracy and intelligibility of learners' pronunciation in actual language use, specifically in terms of speech, intonation, rhythm, stress and other aspects of performance.

Pronunciation Performance Rubric criteria contains the aspect of phoneme accuracy, stress and rhythm, intonation, fluency and intelligibility.

If you find any of the item as not important and/or not clear, we would appreciate if you can give some comments or suggestions for item improvement.

Thank you for your attention and participation.

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A.Self-efficacy Sources

Self-efficacy refers to an individual's belief in their ability to perform specific tasks to achieve desired outcomes. It involves the conviction that one can regulate their behavior, motivation, and social environment to attain performance goals. The **self-efficacy sources** include four key components, namely: **A) Mastery Experience; B) Vicarious Experience; C) Verbal Persuasion; and D) Physiological State**

Item no.	Item	Importance: Relevant/ appropriate to the concept Highly not important ⟷ Highly important				Clarity: Easy to understand/ not ambiguous/ straightforward Highly ambiguous ⟷ Highly clear			
1.	I make excellent grades on English pronunciation tests. 我在英语发音测试中成绩优异。	1	2	3	4	1	2	3	4
Please give comments to improve the item									
2.	I have always been successful with English pronunciation. 在英语发音方面，我一直很成功。	1	2	3	4	1	2	3	4
Please give comments to improve the item									
3.	Even when I try very hard to pronounce English words, I pronounce poorly. 即使我很努力地念英语单词，我的发音也很差。	1	2	3	4	1	2	3	4
Please give comments to improve the item									
4.	I got good grades in English pronunciation on my last report card. 我上一份成绩单上的英语发音成绩很好 。	1	2	3	4	1	2	3	4
Please give comments to improve the item									

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5.	I do well on English pronunciation assignments. 我的英语发音作业做得很好。	1	2	3	4	1	2	3	4
Please give comments to improve the item									
6.	I do well on even the most difficult English pronunciation assignments. 即使是最难的英语发音作业，我也能做得很好。	1	2	3	4	1	2	3	4
Please give comments to improve the item									
7.	Seeing adults pronouncing English words well pushes me to pronounce better. 看到成年人英语发音标准，也促使我发音更好。	1	2	3	4	1	2	3	4
Please give comments to improve the item									
8.	When I see how my pronunciation teacher pronouncing English words well, I can picture myself pronouncing the words in the same way. 当我看到我的发音老师把英语单词发音得很好时，我就能想象自己也是这样发音的。	1	2	3	4	1	2	3	4
Please give comments to improve the item									
9.	Seeing peers do better than me in English pronunciation pushes me to pronounce better. 看到同龄人在英语发音方面做得比我好，会促使我发音更好。	1	2	3	4	1	2	3	4
Please give comments to improve the item									

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10.	When I see how another student pronouncing an English word correctly, I can see myself pronouncing the word in the same way. 当我看到其他学生如何正确发音一个英语单词时，我就能看到自己以同样的方式发音。	1	2	3	4	1	2	3	4
Please give comments to improve the item									
11.	I imagine myself pronouncing challenging English words successfully. 我想象自己能成功地发出具有挑战性的英语单词。	1	2	3	4	1	2	3	4
Please give comments to improve the item									
12.	I compete with myself in English pronunciation. 我在英语发音方面和自己较劲。	1	2	3	4	1	2	3	4
Please give comments to improve the item									
13.	My pronunciation teachers have told that I am good at English pronunciation. 我的发音老师说我的英语发音很好。	1	2	3	4	1	2	3	4
Please give comments to improve the item									
14.	People have told me that I have a talent for English pronunciation. 大家说我在英语发音方面很有天赋。	1	2	3	4	1	2	3	4
Please give comments to improve the item									

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15.	Adults in my family have told me that I am good at English pronunciation. 家里的大人都说我的英语发音很好。	1	2	3	4	1	2	3	4
Please give comments to improve the item									
16.	I have been praised for my ability in English pronunciation. 我的英语发音能力得到了大家的称赞。	1	2	3	4	1	2	3	4
Please give comments to improve the item									
17.	Other students have told me that I'm good at English pronunciation. 其他学生告诉我，我的英语发音很好。	1	2	3	4	1	2	3	4
Please give comments to improve the item									
18.	My classmates like to work with me regarding English pronunciation because they think I'm good at it. 我的同学们喜欢和我讨论英语发音问题，因为他们认为我很擅长。	1	2	3	4	1	2	3	4
Please give comments to improve the item									
19.	Just being in English pronunciation class makes me feel stressed and nervous. 光是上英语发音课就让我感到压力和紧张。	1	2	3	4	1	2	3	4
Please give comments to improve the item									

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20.	Doing English pronunciation practice takes all of energy. 练习英语发音需要耗费全部精力。	1	2	3	4	1	2	3	4
Please give comments to improve the item									
21.	I start to feel stressed-out as soon as I begin English pronunciation practice. 一开始练习英语发音，我就感到压力山大。	1	2	3	4	1	2	3	4
Please give comments to improve the item									
22.	My mind goes blank and I am unable to think clearly when doing English pronunciation practice. 在练习英语发音时，我的大脑一片空白，无法清晰地思考。	1	2	3	4	1	2	3	4
Please give comments to improve the item									
23.	I get depressed when I think about learning English pronunciation. 一想到要学习英语发音，我就很沮丧。	1	2	3	4	1	2	3	4
Please give comments to improve the item									
24.	My whole body becomes tense when I have to do English pronunciation. 当我必须进行英语发音时，我的整个身体都会变得紧张。	1	2	3	4	1	2	3	4

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Please give comments to improve the item

B. Attitudes Toward Pronunciation

Attitudes is defined as a collection of actions, convictions, and feelings toward a particular person, thing, or event. There are three (3) dimensions of attitude, namely: A)**Cognitive Component; B) Conative Component; and C) Affective Component**

Item no.	Item	Importance: Relevant/ appropriate to the concept Highly not important ◄——► Highly important				Clarity: Easy to understand/ not ambiguous/ straightforward Highly ambiguous ◄——► Highly clear			
1.	I can acquire accurate English pronunciation if I practice. 只要勤加练习，我就能掌握准确的英语发音。	1	2	3	4	1	2	3	4
Please give comments to improve the item									
2.	I start to panic when I have to read aloud or speak in front of others without having rehearsed before. 当我没有排练而不得不大声朗读或在别人面前发言时，我就开始恐慌。	1	2	3	4	1	2	3	4
Please give comments to improve the item									
3.	If I could, I'd travel as much as possible to English-speaking countries. I know that will help me improve my English pronunciation. 如果可以，我会尽可能多地去英语国家旅行。我知道这将帮助我提高英语发音。	1	2	3	4	1	2	3	4
Please give comments to improve the item									

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4.	If I learn to pronounce like a native speaker, I will have better job offers. 如果我学会了像母语者那样的发音，我将有更好的工作机会。	1	2	3	4	1	2	3	4
Please give comments to improve the item									
5.	Focusing on my pronunciation when I speak is distracting. 当我说话时专注于我的发音，会让人分心。	1	2	3	4	1	2	3	4
Please give comments to improve the item									
6.	It is a pain to correct my pronunciation in English. 纠正我的英语发音是件很痛苦的事。	1	2	3	4	1	2	3	4
Please give comments to improve the item									
7.	I am satisfied with my pronunciation progress last year. 我对去年在英语发音方面的进步感到满意。	1	2	3	4	1	2	3	4
Please give comments to improve the item									
8.	If I knew how to correct my pronunciation, I would spend at least 30 minutes a day practicing it. 如果我知道如何纠正我的发音，我每天至少会花 30 分钟来练习它。	1	2	3	4	1	2	3	4
Please give comments to improve the item									

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9.	I participate in group activities with other English language learners because that helps improve my pronunciation skills. 我参与其他英语学习者的集体活动，因为这有助于提高我的发音技巧。	1	2	3	4	1	2	3	4
Please give comments to improve the item									
10.	I worry about making pronunciation mistakes in a language class. 我担心在语言课上犯发音错误。	1	2	3	4	1	2	3	4
Please give comments to improve the item									
11.	I can communicate better if I practice English pronunciation. 如果我练习英语发音，我可以更好地沟通。	1	2	3	4	1	2	3	4
Please give comments to improve the item									
12.	I believe more emphasis should be given to proper pronunciation in class. 我认为在课堂上应该更加强调正确的发音。	1	2	3	4	1	2	3	4
Please give comments to improve the item									
13.	When I hear of a good pronunciation textbook or computer program, I try to get it even if it is rather expensive. 当我听说有一本好的发音课本或电脑程序时，即使它相当昂贵，我也会努力去买。	1	2	3	4	1	2	3	4

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Please give comments to improve the item									
14.	I think I can improve my pronunciation on my own using online materials.我认为自己可以通过在线资源提升英语发音。	1	2	3	4	1	2	3	4
Please give comments to improve the item									
15.	I feel confident that people understand me when I talk.我确信人们能理解我说话的内容。	1	2	3	4	1	2	3	4
Please give comments to improve the item									
16.	I look for useful materials to practice English pronunciation on the Internet. 我在互联网上寻找有用的材料来练习英语发音。	1	2	3	4	1	2	3	4
Please give comments to improve the item									
17.	Learning to pronounce well is the most important part of learning a language. 学好发音是学习语言的最重要部分。	1	2	3	4	1	2	3	4
Please give comments to improve the item									
18.	I get nervous when someone corrects my pronunciation mistakes. 当有人纠正我的发音错误时，我会感到紧张。	1	2	3	4	1	2	3	4

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Please give comments to improve the item

C. Pronunciation Learning Strategies

Pronunciation Learning Strategies referred as the actions students take to improve their pronunciation learning. Thus, these strategies are characterized by active learner engagement in both receptive and productive phonetic exercises.

Item no.	Item	Importance: Relevant/ appropriate to the concept Highly not important ◄——► Highly important				Clarity: Easy to understand/ not ambiguous/ straightforward Highly ambiguous ◄——► Highly clear			
1.	When I am trying to learn new English sounds, I use English media such as television, movies, and the radio. 当我试图学习新的英语发音时，我会使用一些英语媒体，如电视、电影和广播等。	1	2	3	4	1	2	3	4
Please give comments to improve the item									
2.	When I am listening to someone speaking English, I identify sounds that are difficult for me to produce. 当我在听别人说英语时，我会找出对我来说难以发出的声音。	1	2	3	4	1	2	3	4
Please give comments to improve the item									
Item no.	Item	Importance: Relevant/ appropriate to the concept Highly not important ◄——► Highly important				Clarity: Easy to understand/ not ambiguous/ straightforward Highly ambiguous ◄——► Highly clear			
3.	When I am listening to someone speaking English, I notice when they make mistakes.	1	2	3	4	1	2	3	4

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	当我听别人说英语时，他们犯错误时我会注意到。								
Please give comments to improve the item									
4.	When I am listening to someone speaking English, I listen for new sounds. 当我听别人说英语时，我会注意听新的发音。	1	2	3	4	1	2	3	4
Please give comments to improve the item									
5.	When I am listening to someone speaking English, I repeat their words silently. 当我听别人说英语时，我会默默重复他们的话。	1	2	3	4	1	2	3	4
Please give comments to improve the item									
6.	When working on my English pronunciation, I practice new sounds. 在练习英语发音时，我会练习新的发音。	1	2	3	4	1	2	3	4
Please give comments to improve the item									
7.	When working on my English pronunciation, I memorize words that are difficult for me to pronounce. 在练习英语发音时，我会记住对我来说难以发音的单词。	1	2	3	4	1	2	3	4
Please give comments to improve the item									

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8.	When working on my English pronunciation, I adjust the muscles in my face for new sounds, like opening my mouth wide. 在练习英语发音时，我会调整面部肌肉以适应新的发音，比如张大嘴巴。	1	2	3	4	1	2	3	4
Please give comments to improve the item									
9.	To improve my English pronunciation, I think about the differences between my native language and English. 为了改善我的英语发音，我会思考我的母语和英语之间的差异。	1	2	3	4	1	2	3	4
Please give comments to improve the item									
10.	To improve my English pronunciation, I concentrate on word stress. 为了改善我的英语发音，我会专注于单词重音。	1	2	3	4	1	2	3	4
Please give comments to improve the item									
11.	To improve my English pronunciation, I use a system of symbols that help me more than English spelling. 为了改善我的英语发音，我使用比英语拼写更有帮助的符号系统。	1	2	3	4	1	2	3	4
Please give comments to improve the item									

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12.	When I am conversing with someone speaking English, I ask for feedback on my English pronunciation. 当我与讲英语的人交谈时，我会征求对方对我英语发音的反馈意见。	1	2	3	4	1	2	3	4
Please give comments to improve the item									
13.	When I don't know how to pronounce a word in English, I ask for help. 当我不知道一个单词的英语发音时，我会寻求帮助。	1	2	3	4	1	2	3	4
Please give comments to improve the item									
14.	When I am conversing with someone speaking English, I try to sound like an English speaker. 当我与讲英语的人交谈时，我会尽量让自己听起来像讲英语的人。	1	2	3	4	1	2	3	4
Please give comments to improve the item									
15.	When I find a word I don't know how to pronounce in English, I compare it to similar words that I do know. 当我发现一个单词不知道如何用英语发音时，我会将它与我知道的类似单词进行比较。	1	2	3	4	1	2	3	4
Please give comments to improve the item									
16.	When I find a word I don't know how to pronounce in English, I am willing to guess the	1	2	3	4	1	2	3	4

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	pronunciation. 当我找到一个不知道如何发音的英语单词时，我会猜测它的发音。								
Please give comments to improve the item									
17.	When I find a word I don't know how to pronounce in English, I sound it out. 当我找到一个不知道如何用英语发音的单词时，我会把它读出来。	1	2	3	4	1	2	3	4
Please give comments to improve the item									
18.	When I encounter a new word in English, I pronounce it using my native sound system. 当我遇到一个新的英语单词时，我会用我的母语发音系统来发音。	1	2	3	4	1	2	3	4
Please give comments to improve the item									
19.	If people don't understand my English pronunciation, I immediately correct myself. 如果别人听不懂我的英语发音，我会立即纠正自己的发音。	1	2	3	4	1	2	3	4
Please give comments to improve the item									
20.	If people don't understand my English pronunciation, I find ways to avoid the sound that caused problems. 如果别人听不懂我的英语发音，我会想办法避开引起问题的发音。	1	2	3	4	1	2	3	4

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Please give comments to improve the item									
21.	If people don't understand my English pronunciation, I change my volume of speech. 如果人们听不懂我的英语发音，我会改变音量。	1	2	3	4	1	2	3	4
Please give comments to improve the item									
22.	If people don't understand my English pronunciation, I change my speed of speech. 如果人们听不懂我的英语发音，我会改变语速。	1	2	3	4	1	2	3	4
Please give comments to improve the item									
23.	During the process of learning English pronunciation, I feel happy with the ways I keep from getting tired of learning. 在学习英语发音的过程中，我对不让自己感到厌倦的学习方法满意。	1	2	3	4	1	2	3	4
Please give comments to improve the item									
24.	When I feel stressed about learning English pronunciation, I know how to cut this stress down. 当我感到学习英语发音有压力时，我知道如何减少这种压力。	1	2	3	4	1	2	3	4

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Please give comments to improve the item									
25.	When I feel stressed about my English pronunciation learning, I solve this problem immediately. 当我感到学习英语发音有压力时，我会立即解决这个问题。	1	2	3	4	1	2	3	4
Please give comments to improve the item									
26.	When I am studying English pronunciation and the learning environment gets bad, I fix the problem. 当我在学习英语发音时，当学习环境变得糟糕，我会解决这个问题。	1	2	3	4	1	2	3	4
Please give comments to improve the item									
27.	When I study English pronunciation, I look for a good learning environment. 当我学习英语发音时，我会寻找一个良好的学习环境。	1	2	3	4	1	2	3	4
Please give comments to improve the item									
28.	When learning English pronunciation, I keep working until I reach the goals that I make for myself. 学习英语发音时，我会不断努力，直到达到我为自己设定的目标。	1	2	3	4	1	2	3	4
Please give comments to improve the item									

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D. Pronunciation Performance

Pronunciation performance refers to the accuracy and intelligibility of learners' pronunciation in actual language use, specifically in terms of speech, intonation, rhythm, stress and other aspects of performance.

Item no.	Item	Importance: Relevant/ appropriate to the concept Highly not important ◄——► Highly important				Clarity: Easy to understand/ not ambiguous/ straightforward Highly ambiguous ◄——► Highly clear			
1.	Reading aloud: I was astonished by a sudden understanding of that mysterious radiation of the sands. When I was a little boy I lived in an old house, and legend told us that a treasure was buried there. To be sure, no one had ever known how to find it; perhaps no one had ever even looked for it. But it cast an enchantment over that house. My home was hiding a secret in the depths of its heart... "Yes," I said to the little prince. "The house, the stars, the desert—what gives them their beauty is something that is invisible!" "I am glad," he said, "that you agree with my fox." As the little prince dropped off to sleep, I took him in my arms and set out walking once more. I felt deeply moved, and stirred. It seemed to me that I was carrying a very fragile treasure. It seemed to me, even, that there was nothing more fragile on all Earth. In the moonlight I looked at his pale forehead, his closed eyes, his locks of hair that trembled in the wind, and I said to myself: "What I see here is nothing but a shell. What is most important is invisible…".	*1*	*2*	*3*	*4*	*1*	*2*	*3*	*4*

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Please give comments to improve the item									
2.	Spontaneous speech : "My favorite Season and Activities"	1	2	3	4	1	2	3	4
Please give comments to improve the item									

E. Pronunciation Performance Rubric

***P*ronunciation Performance Rubric** criteria contains the aspect of phoneme accuracy, stress and rhythm, intonation, fluency and intelligibility.

Item no.	Item	Importance: Relevant/ appropriate to the concept Highly not important ◄——► Highly important				Clarity: Easy to understand/ not ambiguous/ straightforward Highly ambiguous ◄——► Highly clear			
1.	Phoneme accuracy **音素准确性**	1	2	3	4	1	2	3	4
1-1	Most phonemes are not clearly articulated, with significant phoneme confusion, rendering most words unrecognizable 大多数音素发音不清晰，音素混淆严重，多数单词无法被准确识别	1	2	3	4	1	2	3	4
Please give comments to improve the item									
1-2	Few phonemes are distinguishable, with numerous systematic errors; some words may be misheard 少数音素发音可辨，系统性偏误较多，部分单词可能被误听	1	2	3	4	1	2	3	4

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Please give comments to improve the item									
1-3	More than half of the phonemes are pronounced distinctly, with only a few systematic errors present. However, the pronunciation of core vocabulary remains basically accurate and does not impede comprehension 一半以上音素发音可辨，存在少量系统性偏误，但核心单词发音基本正确，不影响理解	1	2	3	4	1	2	3	4
Please give comments to improve the item									
1-4.	Most phonemes pronounced accurately, with occasional non-systematic errors that do not affect word recognition 大多数音素发音准确，偶有非系统性偏误，但不影响单词识别	1	2	3	4	1	2	3	4
Please give comments to improve the item									
1-5.	Excellent articulation of vowels, consonants and diphthongs; errors are hardly detected 元音、辅音和双元音发音出色，几乎察觉不到错误	1	2	3	4	1	2	3	4
Please give comments to improve the item									
2.	Stress and Rhythm **重音与节奏**	1	2	3	4	1	2	3	4

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2-1.	Word stress is almost entirely incorrect, with sentences lacking any stress differentiation; rhythm is very unnatural 单词重音几乎全错，句子无重音区分；节奏非常不自然	1	2	3	4	1	2	3	4
Please give comments to improve the item									
2-2.	Frequent errors in word stress placement, with inconsistent sentence stress patterns; Unnatural rhythm (marked by frequent pauses within meaning units) 单词重音失误较多，句子重音混乱；节奏生硬（意群内频繁停顿）	1	2	3	4	1	2	3	4
Please give comments to improve the item									
2-3.	Minimal errors in word stress placement, with sentence stress patterns compatible with native speaker habits; noticeable pauses in rhythm (without disrupting meaning units) 单词重音失误较少，句子重音偏向母语习惯；节奏有明显停顿（不割裂意群）	1	2	3	4	1	2	3	4
Please give comments to improve the item									
2-4.	Occasional errors in word stress, though sentence stress is generally accurate; rhythm is smooth (with occasional inappropriate pauses in longer sentences) 单词重音偶有失误，句子重音基本正确；节奏流畅（长句偶有	1	2	3	4	1	2	3	4

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	停顿不当）								
Please give comments to improve the item									
2-5.	Word stress and sentence stress are entirely correct; rhythm is natural (linking and weak forms conform to English conventions) 单词重音、句子重音完全正确；节奏自然（连读、弱读符合英语习惯）	1	2	3	4	1	2	3	4
Please give comments to improve the item									
3.	Intonation **语调**	1	2	3	4	1	2	3	4
3-1.	Intonation is either monotonous or runs counter to meaning, severely hindering comprehension 语调无变化或与语义完全反向，严重干扰理解	1	2	3	4	1	2	3	4
Please give comments to improve the item									
3-2.	Unnatural intonation, may lead to semantic misunderstandings语调不自然，可能导致语义误解	1	2	3	4	1	2	3	4
Please give comments to improve the item									

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3-3.	Monotonous intonation variation, though this does not impede basic semantic comprehension 语调变化单一，但不影响基本语义判断	1	2	3	4	1	2	3	4
Please give comments to improve the item									
3-4.	Intonation is more natural and mostly in line with standard English 语调较自然，大部分符合标准英语	1	2	3	4	1	2	3	4
Please give comments to improve the item									
3-5.	Intonation is rich, natural, and precisely matched to meaning 语调自然，丰富且精准适配语义	1	2	3	4	1	2	3	4
Please give comments to improve the item									
4.	Fluency **流利度**	1	2	3	4	1	2	3	4
4-1.	Very poor language fluency, frequent pauses, difficulty in expression 语言非常不流利，经常停顿，表达困难	1	2	3	4	1	2	3	4
Please give comments to improve the item									
4-2.	Lack of fluency, frequent noticeable pauses, and frequent difficulties in expression 语言不流利，经常有明显停顿，表达经常困难	1	2	3	4	1	2	3	4

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Please give comments to improve the item									
4-3.	Speech basically fluent, sometimes with noticeable pauses, expression sometimes difficult 语言基本流利，有时有明显停顿，表达有时困难	1	2	3	4	1	2	3	4
Please give comments to improve the item									
4-4.	Fluent language, few pauses, basic fluency of expression 语言流利，少有停顿，表达基本流畅	1	2	3	4	1	2	3	4
Please give comments to improve the item									
4-5.	Very fluent language with no or very few pauses and fluent delivery 语言非常流利，无停顿或极少停顿，表达流畅	1	2	3	4	1	2	3	4
Please give comments to improve the item									
5.	Intelligibility **可理解度**	1	2	3	4	1	2	3	4
5-1.	The listener barely understands, and the language is very vague 听者几乎不理解，语言表达非常模糊	1	2	3	4	1	2	3	4
Please give comments to improve the item									

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5-2.	The listener does not understand most of the content and the language is more ambiguous 听者大部分内容不理解，语言表达较模糊	1	2	3	4	1	2	3	4
Please give comments to improve the item									
5-3.	Listener sometimes understands, language expression is average 听者有时理解，语言表达一般	1	2	3	4	1	2	3	4
Please give comments to improve the item									
5-4.	Mostly understood by the listener, with clear language 听者大部分理解，语言表达清晰	1	2	3	4	1	2	3	4
Please give comments to improve the item									
5-5.	The listener understands completely, and the language is very clear 听者完全理解，语言表达非常清晰	1	2	3	4	1	2	3	4
Please give comments to improve the item									

Thank you again for participating in this instrument validation process.

Kind regards,

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