

A Pilot Study 1: Dysfluency Analysis

- Analysis of Data obtained from English Interactive Forum
- Analysis of Interactions among Native Speakers (ALT)
- Mistakes, total words spoken, speech rate, pauses, repetitions, self-corrections, and evasions such as rephrasing, use of loan-words

- **Groups:** random selection

‘middle level’ students: 3×4 groups = 12 MLS

‘higher level’ students: 3×4 groups = 12 HLS

(native speakers: 3×4 groups = 12) NS

- **Topics:** given a few minutes prior to discussion

e.g. School, Family, Friends,
Culture, Useful, etc.

- **Time:** 5 minutes

Dysfluency: mistakes, speech rates, pauses, repetitions, fillers, evasions, etc.

Table 1 Mean Values of Each Group

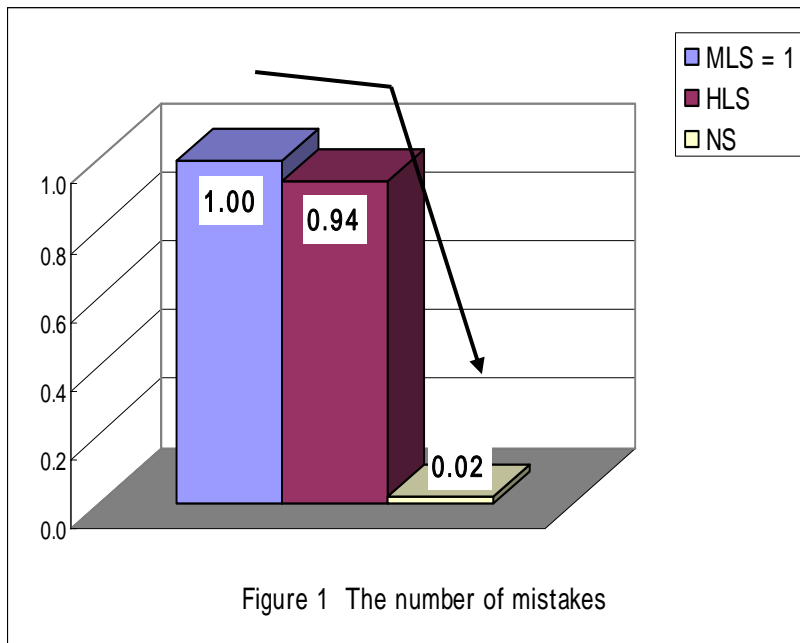
	GRAMMAR	VOCABULARY	FLUENCY							STRATEGY	
	Number of mistakes	Total number of words	Rate of speech (words/sec)	Number of words/sentence	Number of pauses	Length of pauses (sec)	Number of sentences	Number of repetitions	Number of self-corrections	Number of fillers	Number of evasions, rephrases, loan-words
MLS	5.41	157.3	1.61	4.36	16.25	14.17	36.25	2.75	2.00	18.42	1.17
HLS	5.07	209.2	2.12	4.36	13.42	9.83	49.00	2.92	1.42	18.92	0.92
NS	0.12	241.8	2.69	7.84	14.33	11.83	31.08	1.33	0.75	10.83	0.08
MLS = 1	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
HLS	0.94	1.33	1.32	1.00	0.83	0.69	1.35	1.06	0.71	1.03	0.79
NS	0.02	1.54	1.67	1.80	0.88	0.84	0.86	0.48	0.38	0.59	0.07

} In 5 min.

Grammatical Mistakes in 5 min

- MLS: 8.51 grammatical mistakes on average per 5 minutes
- HLS: 10.61 mistakes
- NS: 0.29 mistakes
- Learners' common errors: subject-verb agreement, omission of plural markers, or object nouns and some word-order mistakes – mostly negative NL transfer

Average Number of Mistakes per 100 words



MLS

HLS

NS

5.41

5.07

very few

e.g.

- I also like grape.

- But I don't like, too.

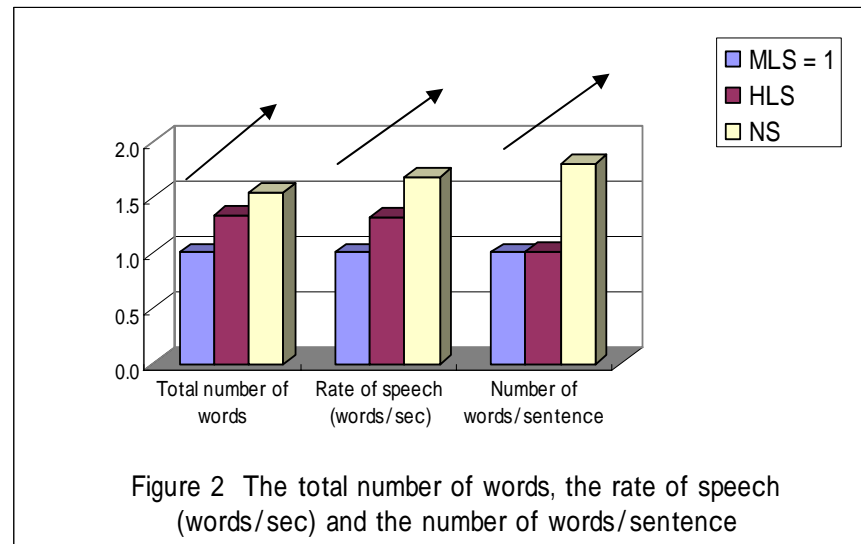
- Delicious is apples in Aomori.

Total number of words

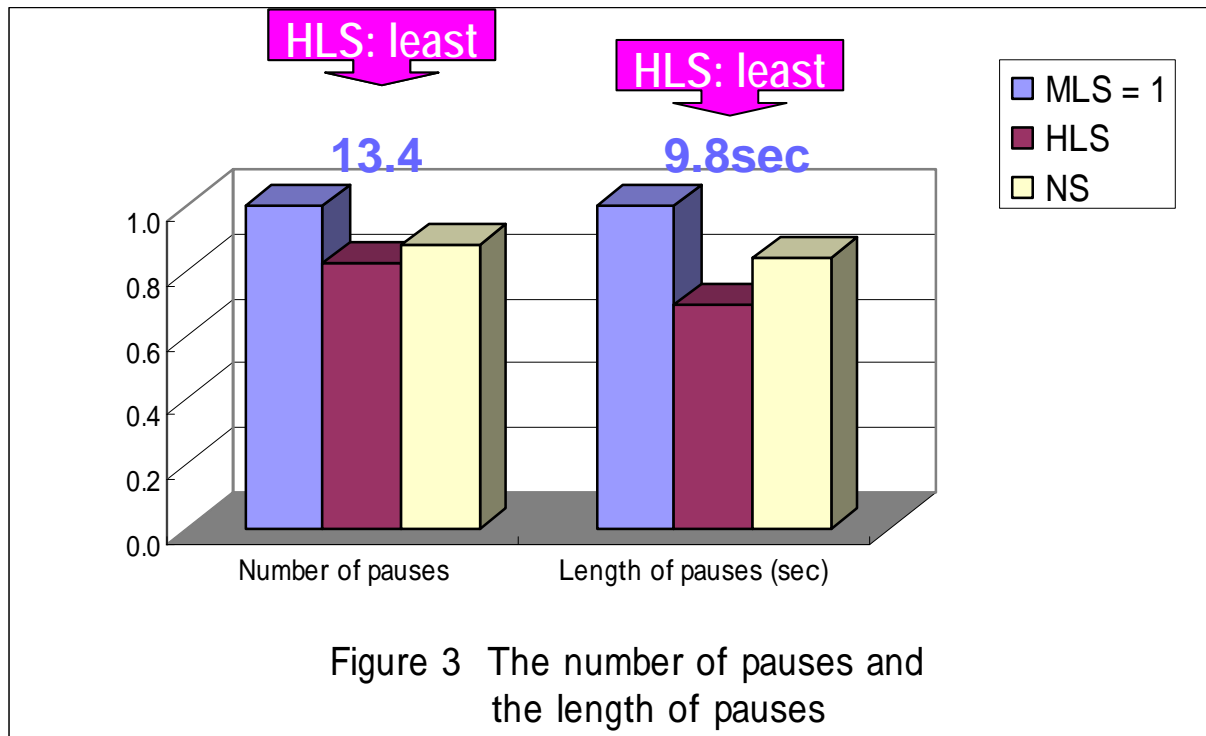
Rate of speech

Number of words/sentence

MLS	HLS	<	NS
157	209		242
1.61	2.12		2.69
4.36	4.36		7.14



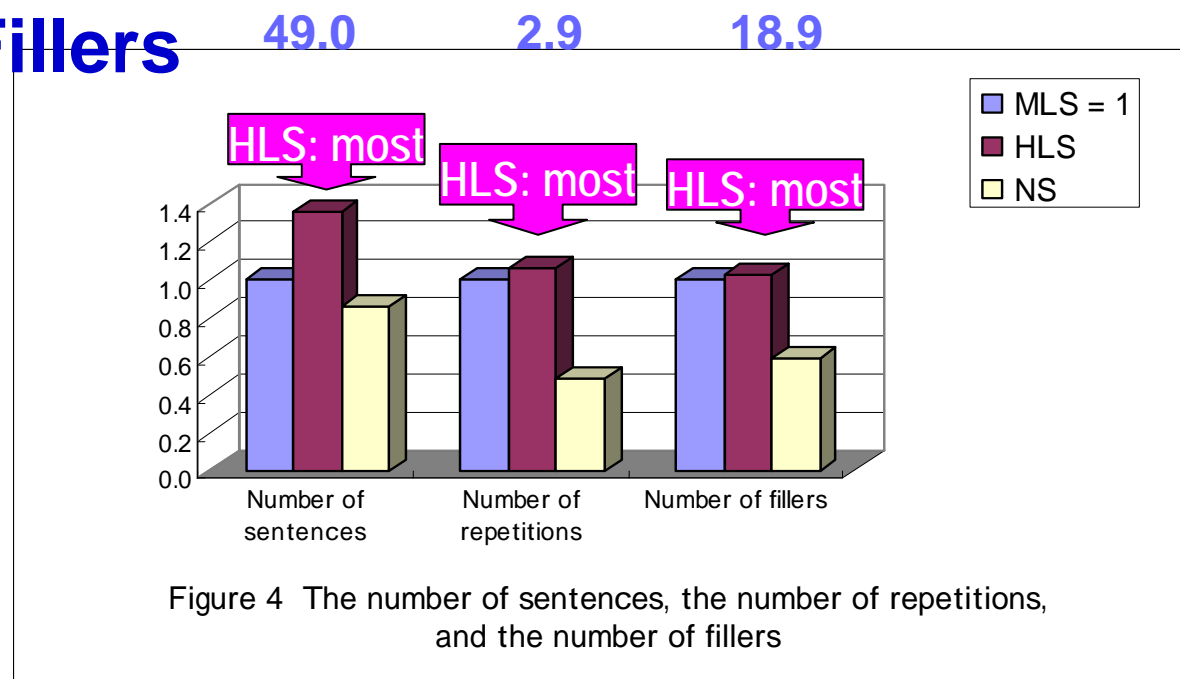
Number of Pauses, Length of Pauses



Number of sentences

Number of repetitions

Number of Fillers



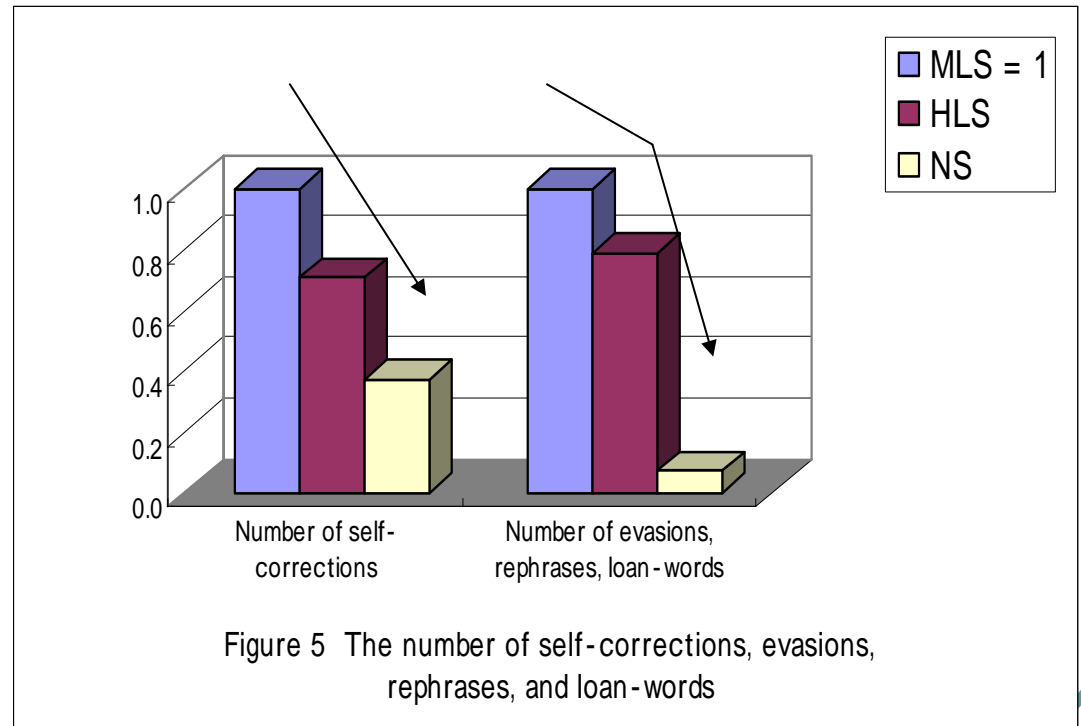
Number of self-corrections,

Number of evasions, rephrases, and loan-words

MLS > HLS > NS

2.0 1.4 0.7

1.2 0.9 few



Discriminant Analysis

Table 2 Characteristic value and significance probability

	Characteristic value	Significance probability	
MLS - HLS	2.62	0.056	[]
HLS - NS	7.11	0.001	[**]
MLS - NS	8.48	< 0.001	[**]

Japanese English seen in Pilot 1

- MLS, HLS and NS are differentiated in terms of total words spoken, speech rate, length of pauses, and the number of sentences used Japanese learners at this level speak less but use shorter pauses slightly less often than NS, relying on shorter simple sentences, and using a lot of repetitions and fillers.

Japanese English seen in Pilot 1

- NS correct themselves but MLS do so three times more than NS.
- NS rarely use rephrasing, evasion strategies nor loan words, which is expected.
- The more fluent the group is, the lower the number of self-corrections, evasions, rephrases and loan-words is.

- Teach learners to pause at the thought units. The pauses can be a little longer, which allows us to have a sufficient speech planning time.
Be brief and orderly (maxim of manner), make your contribution relevant as informative as is required (maxims of relevance and quantity), so that they should avoid using too many repetitions, fillers, and short segments.

- Japanese learners in general tend to use shorter segments, repetitions, and fillers much more than NSs and their length of pauses is shorter and they pause less often, as if they feel pressurized to speak faster. This suggests that our image of NS fluency is to produce sounds constantly and rapidly; i.e., ‘the fluent speaker speaks very fast without any pause.’ This is true among some American speakers. But it is difficult to adjust our native speech habits. Slow speakers of Japanese are allowed to speak English slowly and vice versa.
- Learners’ image of ‘fluency’ might have a bad influence on their performance.

My intuitions about EIL principles

- In order to facilitate efficient communication, we should respect Gricean maxims: maxim of quality, maxim of quantity, maxim of relevance and maxim of manner.
- In order to maintain good relationship with other partners (see in Lecture 2 Japanese English at the junior high school level), we should encourage our students to master politeness principles: don't impose, give options and make your receiver feel good.