

Japanese English at the University Level: Dysfluency Analysis

Michiko Nakano, Masanori Oya,
Kazuharu Owada, Norifumi Ueda, Tae
Yamazaki, Kouichi Ano, and
Minako Sunaga

Learner speech dysfluency

1. Cutoff

<cut></cut>

2. Repeat

<repeat></repeat>

3. Repair

<repair></repair>

4. Reformulation

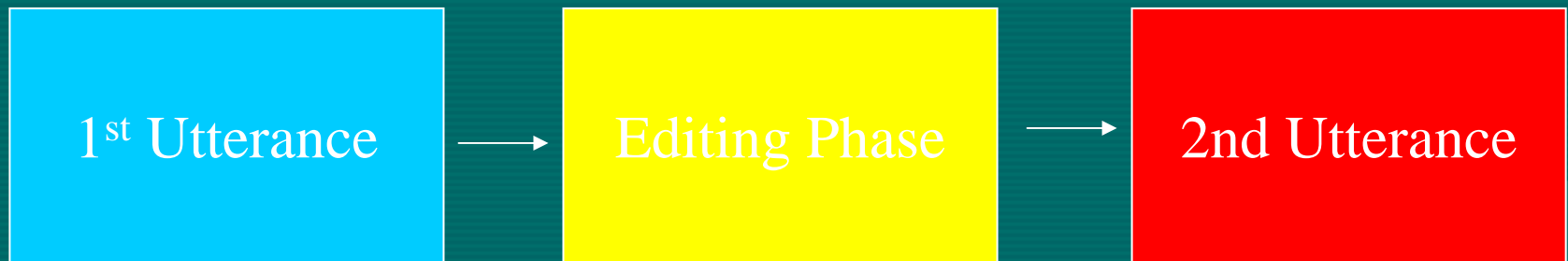
<reform></reform>

(e.g., Maclay and Osgood 1959, Levelt 1983,
Green and Hecht 1993, Olynak et al. 1990)

How to tag the data

- I go to, <./> <repeat> I go to </repeat>
museum museum, or amusement
- because there is<F>er</F> <repeat>
there is </repeat> a big clock.

Learner speech dysfluency



1st partial Utterance: A speaker monitors the utterance and notices that it needs to be modified.

Editing Phase: (without a pause, a silent pause, a filled pause)

2nd Utterance: the modified utterance is uttered (successful repairs or reformulation) or S gives up modification (repeat)

Cutoff:

- Only the initial part of the word is pronounced before the whole word is pronounced.
- e.g., basically Shizuoka people **i**, is, a, same as Tokyo, Tokyo's people.
e.g., **li** . mm. . Literature books.
e.g., The problem **ex**, exist here.

Repeat (1):

- 1) The word is repeated without any additional elements.

e.g., . . . went to the movies, **movies**.

- 2) The word is repeated with some additional elements.

e.g., I . . . **I like music**

Repeat (2):

- 3) The chunk is repeated without any additional elements.

e.g., I did it. **I did it.**

- 4) The chunk is repeated with some additional elements.

e.g., I have to . . . **I have to go there**

Repair:

- 1) One word or a part of the chunk is modified (replaced).

e.g., I am sad . . . **was** sad, I get nervous. . . **got** nervous,

at my house. . . at **her** house, I decide to go . . . I **decided** to go

- 2) The whole chunk is modified.

e.g., one year . . . **almost one year**, I'm . . . **maybe I'm greedy**

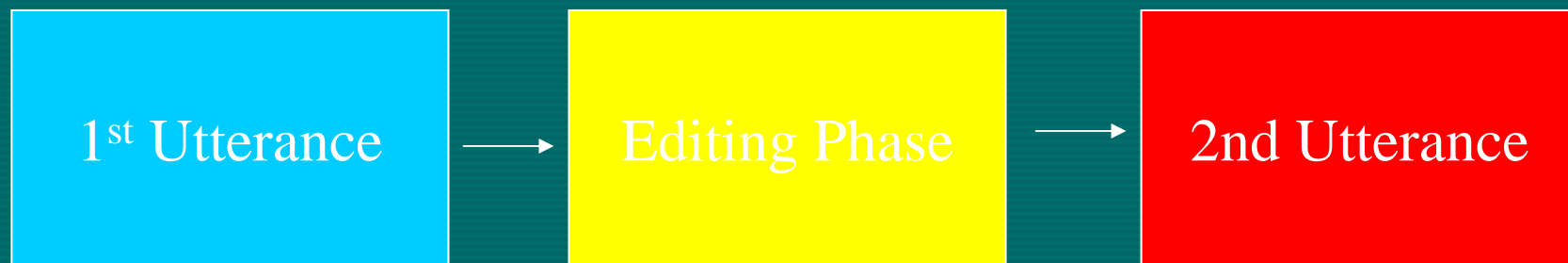
Reformulation:

- The previous statement is retracted and a new sequence of words is produced.

e.g., I took . . . uh . . . **it took me one hour**

did you go . . . uh . . . **was that a good movie?**

Learner speech dysfluency



1st partial Utterance: S notices that the utterance needs to be modified

Editing Phase: (without a pause, a silent pause, a filled pause)

2nd Utterance: the modified utterance is produced
(cutoff, repeat, repair, reformulation)