

Research Question (1):

- Among the learner speech dysfluency, i.e., cutoff, repetition, repair, and reformulation, which was most frequently used in this corpus?

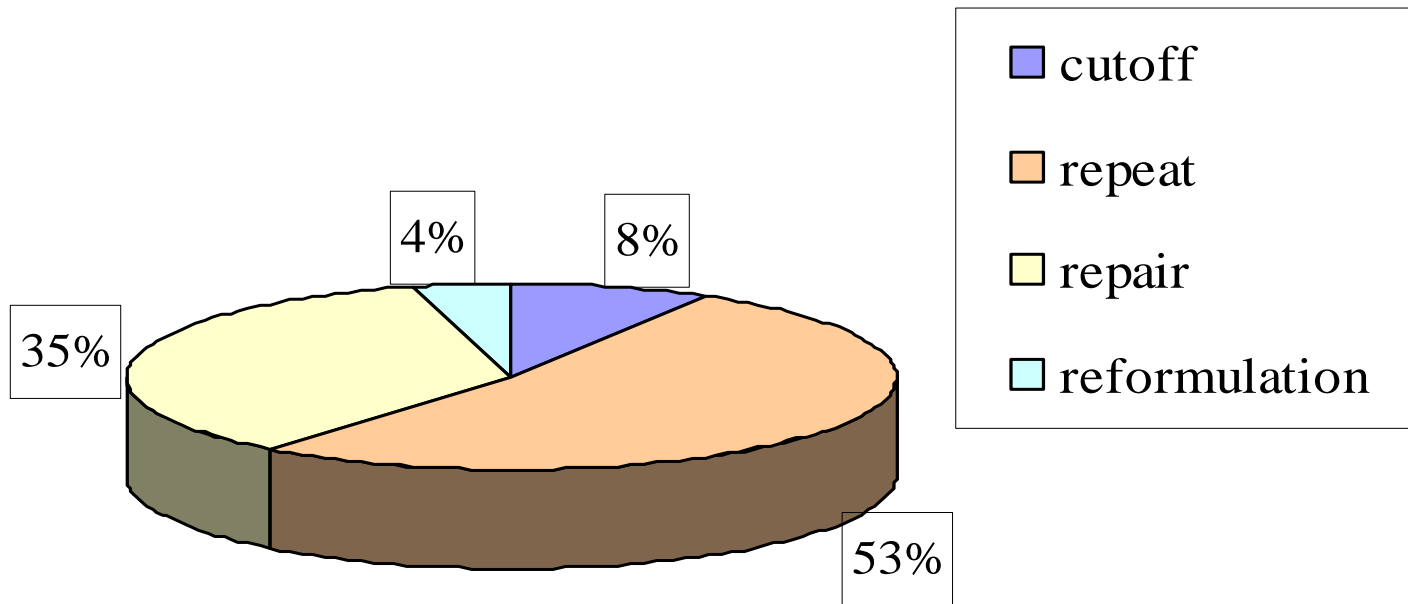


Figure 1. The breakdown of learner dysfluency (n=1596)

Research Question (2):

- How many dysfluency items did learners produce in one interview?

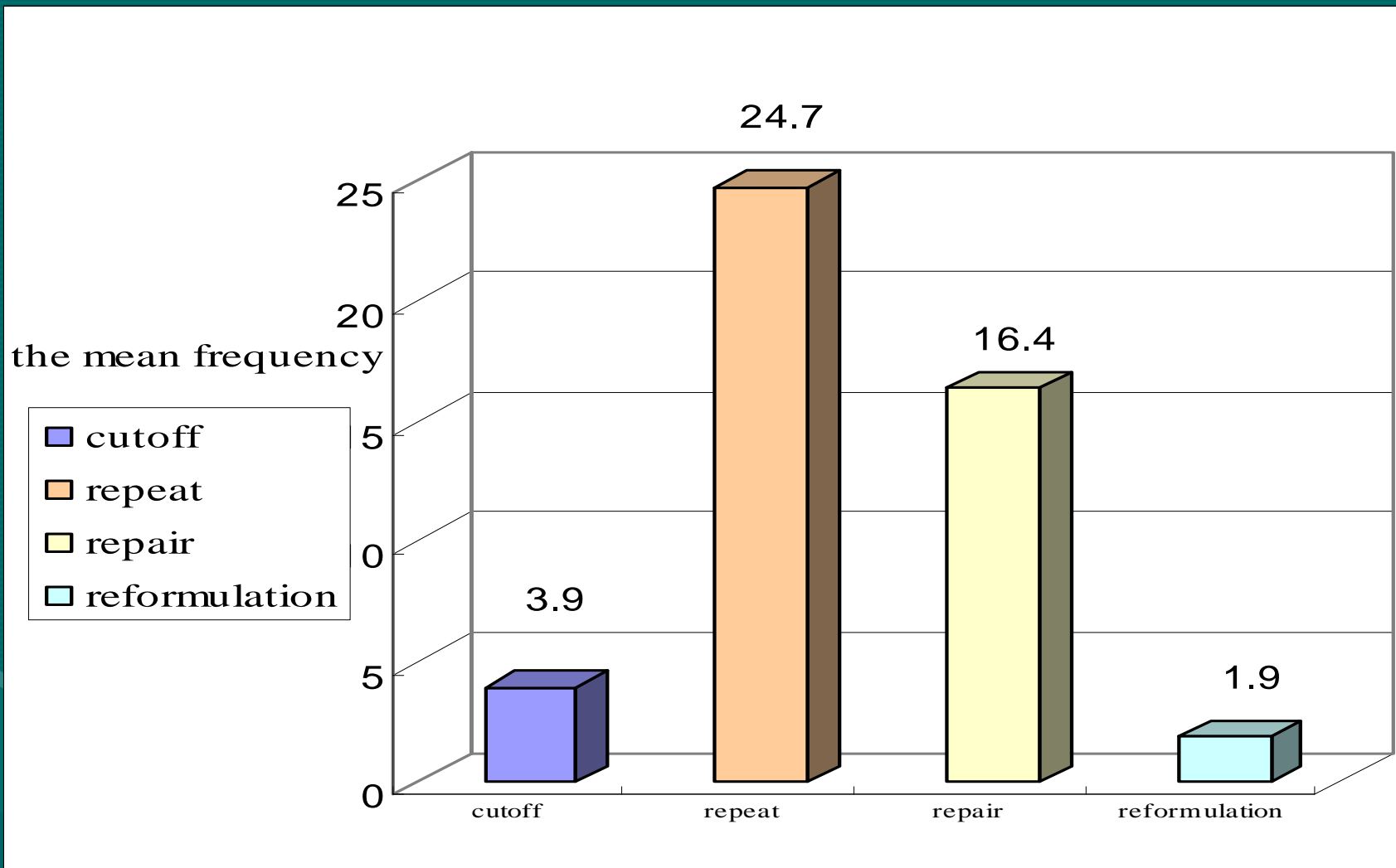


Figure 2. The mean frequency per learner

Research Question (3):

- Is the frequency of these learner dysfluency items related to the level of the learner?
- Subject N=30
 - Level 4 (n=13)
 - Level 5 (n=3)
 - Level 6 (n=8)
 - Level 7 (n=4)
 - Level 8 (n=1)
 - Level 9 (n=1)

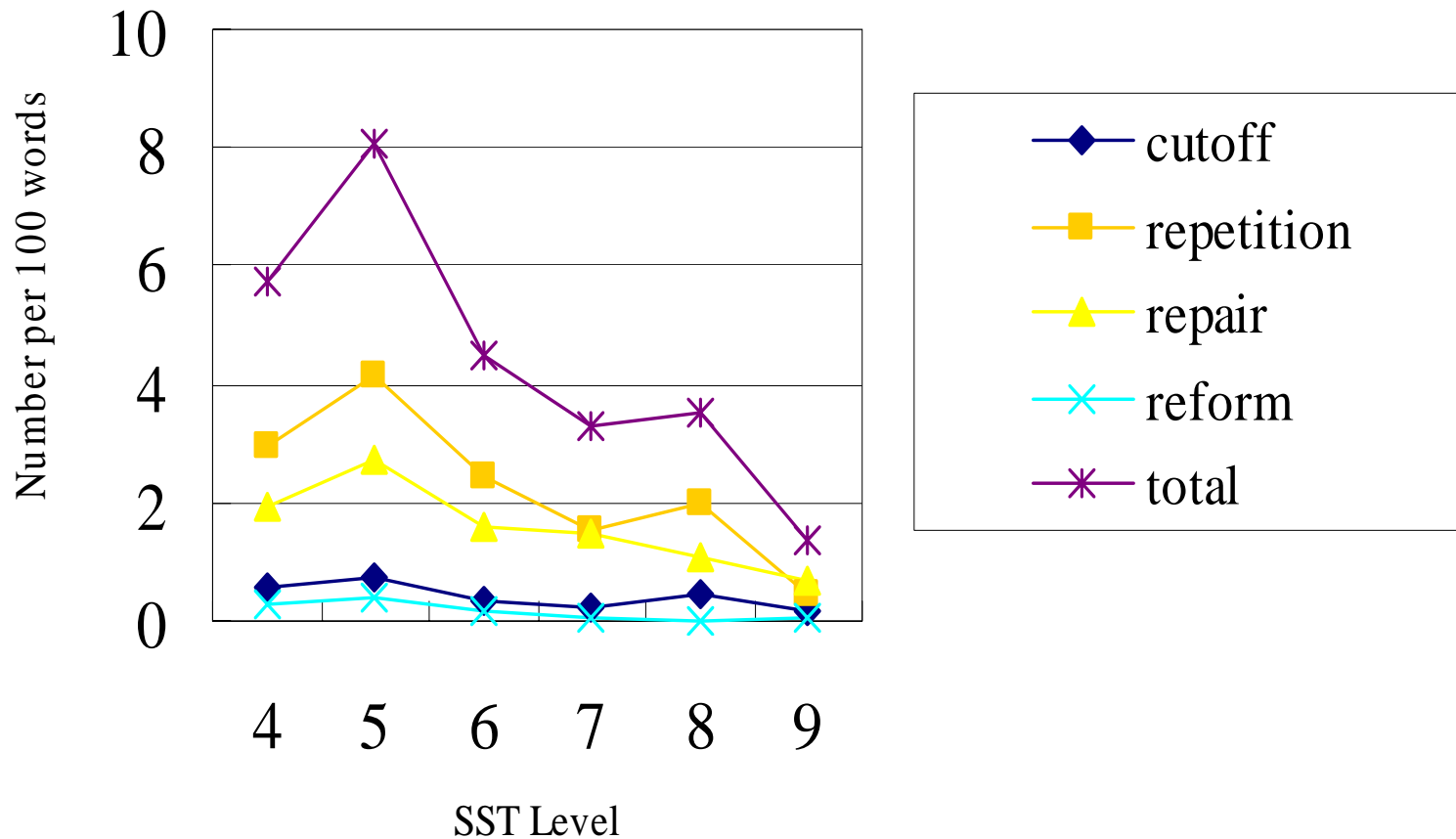


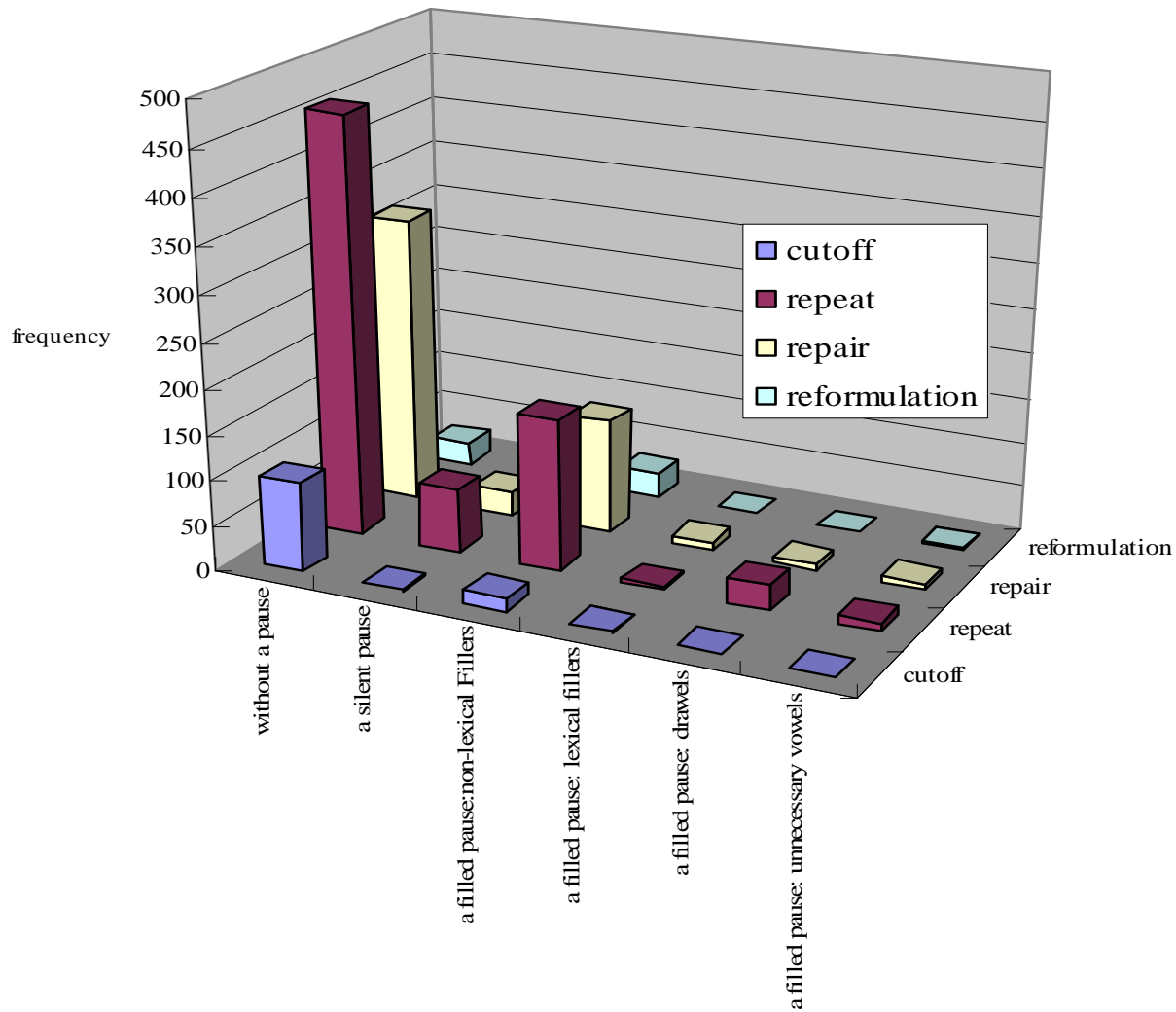
Figure 3. The average number per 100 words at each level

Research Question (4):

- What is the relationship between the learner dysfluency and the Editing Phase, i.e., without a pause, silent pause, and filled pause?

Table 1. Dysfluency X Editing Phase (n=1596)

		Cutoff	Repeat	Repair	Reformulation
Without a Pause		99	460	318	25
A Silent Pause		2	71	26	2
A Filled Pause	Non-lexical Fillers	15	168	128	28
	Lexical Fillers	1	4	9	0
	Drawls	1	28	6	0
	Unnecessary Vowels	0	9	6	2
Total		118	740	493	57



Research Question (5):

- What kind of forms occurred most frequently in terms of dysfluency items, i.e., cutoff, repeat, repair, and reformulation?
- What kind of syntactic patterns for the repeat were extracted from the data?
 - Learner chunks

Frequently used words for 'cutoff'

i (5) is, it

basically Shizuoka people i is a same as Tokyo

Tokyo's people.

wha (5) what

so she asked a <./> clerk wha what kind of tie she should buy.

An (4) and

Yeah, an and where di, di where do you live now?

Frequently used words for 'repeat'

I (152)

Er, when I , I often studied hard, I often, er,
forgot eating, two or three
and (20)

Because I <./> umm, <./> I like eating and, er,
<./> and, er, <./> I like also cooking, but
<./>to

she (20)

<./> so she mm she use mm use mm her
computer now probably, mm

And (18) Sentence Initial And

And, <./> and, Chinese, Japanese, French, and
Italian, and, <./> and so on.

he (14)

And, <./> mm, he, he drank beer and his uncle
drank, <./> I think wine, mm,

Frequently used words for 'repair'

the (7)

after it, they enjoyed the their time, um they
<./> left the zoo and

a (7)

so I can play even if I, I was a, some equipment
on the teeth.

I (7)

We say I today I have a another other two two
classes an

in (6)

And mm I don't have any computers in at home, so I envy this person.

is (5)

yes, Juria, <./> in Chinese character "Ju" is means pearl and he thought I should <./> be I should have

my (5)

I have I had to been absent from er my one of my class.

she (5)

he told her where is. And she <./> finally she,
mm, stepped up to third floors. That's all.

I'm (5)

so I'm maybe I'm greedy but I want some more
I want <./> good

Some examples of 'reformulation'

I'm a

I'm teaching English, so <nvs>laughter</nvs>

I'm a, <./> er, that's not go, good,

I've a

but nowadays I've a, <F>mm</F>, <./> it's
little bit troublesome, I think,

but when I went back home and saw it, and
I the color was not just like what I
have thought.

OK. So, where is your hometown? Mhn
aa, my, I come from Shizuoka.

A brief summary

- Items very familiar to Japanese learners are used triggering items to initiate cut-off, repeat, repair strategies to maintain some flow of conversation
- Those items are copula (is ten times), pronouns (I (I'm, my), she, he, what, 113 times), conjunctions (and, 42 times), and articles (the, a, 14 times) and preposition (in 6 times).