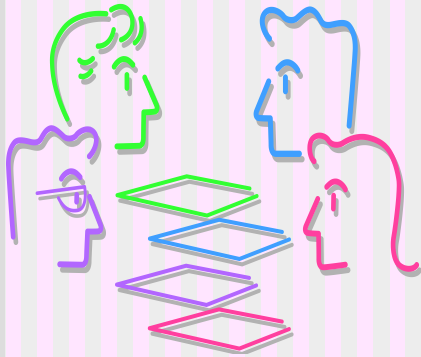


Mispronunciation:

Do they really think we eat **lice**?

Nov. 20, 2011

**37th JALT Annual
International Conference**



Noriko Nakanishi

Kobe Gakuin University

nakanisi@ba.kobegakuin.ac.jp

1. Introduction

Learners: Not confident in their pronunciation

➤ **Factors affecting intelligibility of EFL accent:**

Munro & Derwing (1999)

Piske, Mackay, & Flege (2001)

Minematsu, Asakawa, Okabe, & Hirose (2004)

Kashiwagi, Snyder, & Craig (2006)

➤ **L1 Japanese sound transfers:**

Kenworthy (1987)

Avery, & Ehrlich (1992)

Kachru (1992)

Cook (2000)

Jenkins (2000)

Kachru, & Nelson (2006)

Murata, & Jenkins (2009)

1. Introduction ①

- **L1 segmental sound transfer** is responsible for misunderstandings more than twice the other causes (suprasegmental; speed of delivery; world knowledge; lexis; grammatical error, etc.) added together.

(Jenkins, 2000: 57)

- In spite of the presence of the linguistic & extra-linguistic **contexts**, L1 transfer (sound substitution and conflation; consonant deletion (or elision); addition) regularly led to intelligibility problems.

(Jenkins, 2000: 88)

⇒ **Effects of the contextual information**

1. Introduction ②

✧ The majority of subjects had claimed to find it **easiest** to understand English speakers from **their own L1 backgrounds** and **most difficult** to understand those from **unrelated L1 backgrounds**.
(Jenkins 2000:34)

✧ The **errors reflecting the speaker/writer's L1** are found to be problematic in communication with people with **different L1s**.
(Nakanishi 2007:91).

⇒ **Combination of the speaker's & listener's L1**

2. Research Question ①

① Effects of the contextual information

✧ NC (No context sentences)

(ex) He has a big mouse (≠mouth).

✧ WC (With context sentences)

(ex) The cat ran after my mouse.

✧ FC (Fake context sentences)

(ex) The dentist looked into my mouse.

⇒2009: "The word at the end of the sentence was..."

2011: "What does the speaker mean?"

Any relation between
Contextual info. and intelligibility?

2. Research Question ②

② Groups of different L1 speakers

✧ L1 users

(Native speakers of English)

✧ L2 users

(International users of English)

✧ E-major learners

(English-major university students in Japan)

✧ Non E-major learners

(Non English-major university students in Japan)

Any relation between
English proficiency and intelligibility?

3. Method ①

NC, WC, FC sentences (Globalvoice English)

16 sentences (8 minimal pairs)

× 3 context types

= 48 sentences

l / r	æ / ʌ
s / ʃ	ɑ: r / ə: r
s / θ	ɔ: / oʊ
b / v	ɪ / i:



NC



WC

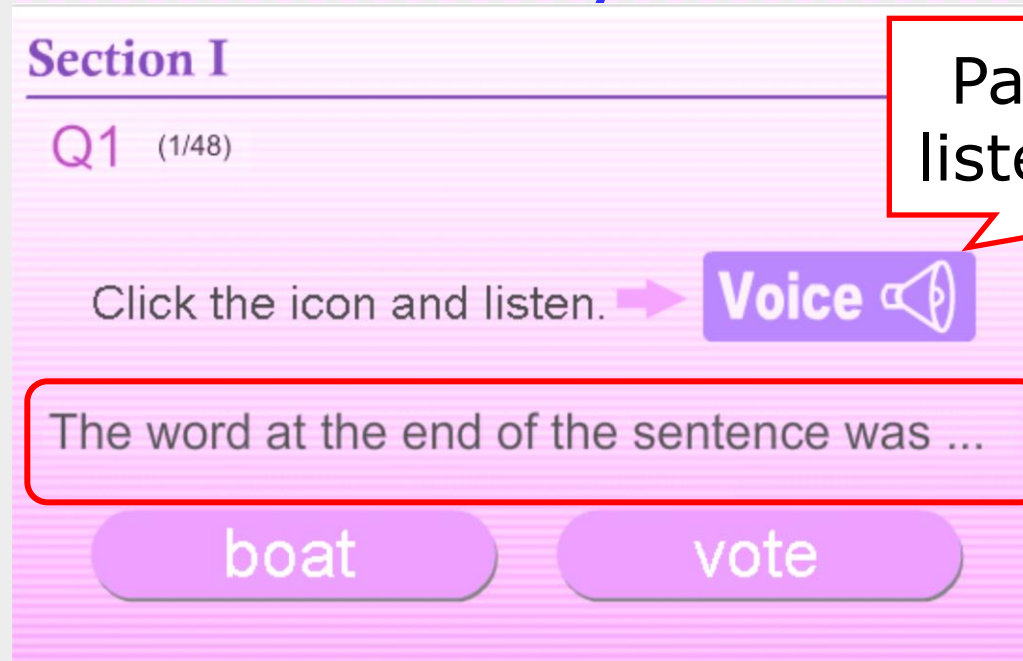


FC

ex. "mouse"

3. Method ②

Web-based Survey in 2009 & 2011



Participants can listen up to twice.

2009: "The word at the end of the sentence was..."
2011: "What does the speaker mean?"

3. Method (Inquiry)

People & Organizations ♦ Jobs ♦ Calls & Conferences ♦ Publications ♦ Language Resources ♦ Text & Computer Tools ♦ Teaching & Learning ♦ Mailing Lists ♦ Search

LINGUIST List 20.3964

Wed Nov 18 2009

Qs: Participants for a Perception Survey Wanted

Editor for this issue: Elyssa Winzeler <elyssa@linguistlist.org>

We'd like to remind readers that the responses to queries are usually best posted to the individual asking the question. That individual is then strongly encouraged to post a summary to the list. This policy was instituted to help control the huge volume of mail on LINGUIST; so we would appreciate your cooperating with it whenever it seems appropriate.


In addition to posting a summary, we'd like to remind people that it is usually a good idea to personally thank those individuals who have taken the trouble to respond to the query.

To post to LINGUIST, use our convenient web form at <http://linguistlist.org/LL/posttolinguist.html>.

Directory
1. Noriko Iwasaki

Message 1
Date: 17-Nov-2009
From: Noriko Iwasaki
Subject: Participants for a Perception Survey Wanted

<http://linguistlist.org/issues/20/20-3964.html>
<http://linguistlist.org/issues/22/22-3255.html>

 E-mail this message to a friend

Linguist list

4. Participants

N of participants in 2009 and 2011

		2009	2011
User	L1	77	52
	L2	74	63
Learner	E-major	100	56
	Non E-major	86	123
total		337	294

4. E-users' background

✧ Residence

2009: ENL(92), ESL(44), Japan(12)

2011: ENL(48), ESL(32), Japan(36)

✧ Length of stay in Japan

2009: Never(117), Visited(15), Stayed(4)

2011: Never(39), Visited(26), Stayed(17)

✧ L2 users' first language

2009: German(21), Russian(9), Spanish(9), Chinese(6), Dutch(5), etc.

2011: Chinese(10), Spanish(8), Portuguese(7), Dutch(5), Italian(5), Japanese(5), etc.

4. E-learner's background

✧ Non E-major learners' majors

Business administration

Human science

Economics

Law

✧ Means of TOEIC scores

	E-major			Non E-major		
	<i>M</i>	<i>sd</i>	<i>n</i>	<i>M</i>	<i>sd</i>	<i>n</i>
2009	630.2	115.3	24	374.2	97.7	65
2011	752.8	83.4	20	350.4	62.9	80

5. Result (Overall)

Means of "correct" answers (Full marks=16)

	2009			2011		
	WC	NC	FC	WC	NC	FC
L1	15.7 (0.5)	15.7 (0.5)	15.0 (1.2)	15.9 (0.3)	14.2 (2.3)	8.8 (6.6)
L2	15.4 (1.0)	14.9 (1.7)	13.7 (2.6)	14.8 (1.7)	13.6 (2.2)	9.8 (5.2)
E-major	12.5 (2.0)	11.0 (2.6)	9.0 (3.0)	12.1 (1.7)	9.9 (2.6)	6.7 (3.6)
Non E-major	10.3 (2.2)	8.6 (1.9)	7.2 (2.1)	8.7 (2.1)	8.4 (1.5)	7.0 (2.1)

5. Result (Reliability, ANOVA)

✧ Cronbach's α

	2009	2011	All
WC	.75	.80	.79
NC	.82	.73	.79
FC	.85	.85	.87

✧ Two-way layout ANOVA

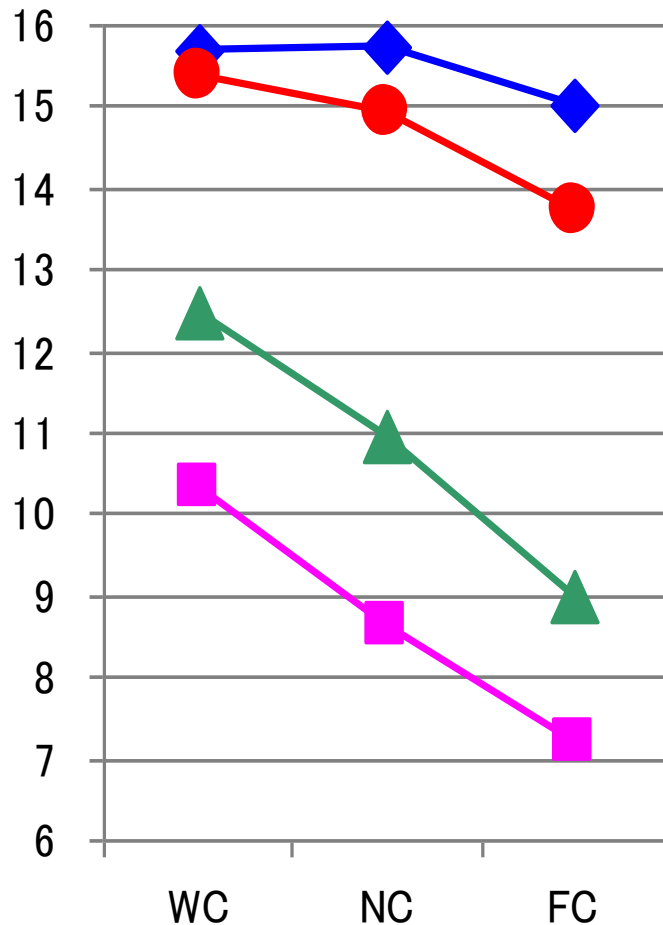
	SS	df	MS	F	SS	df	MS	F
Group	7560.02	3.00	2520.01	373.89	4189.34	3.00	1396.45	114.96
誤差	2244.43	333.00	6.74		3522.81	290.00	12.15	
Context	845.32	1.69	500.33	165.78	3174.26	1.35	2357.03	246.25
Group* Context	228.52	5.07	45.09	14.94	706.85	4.04	174.96	18.28
誤差	1698.03	562.62	3.02		3738.26	390.55	9.57	
total	12576.32	905.37			15331.52	688.94		

5. Result (Comparison)

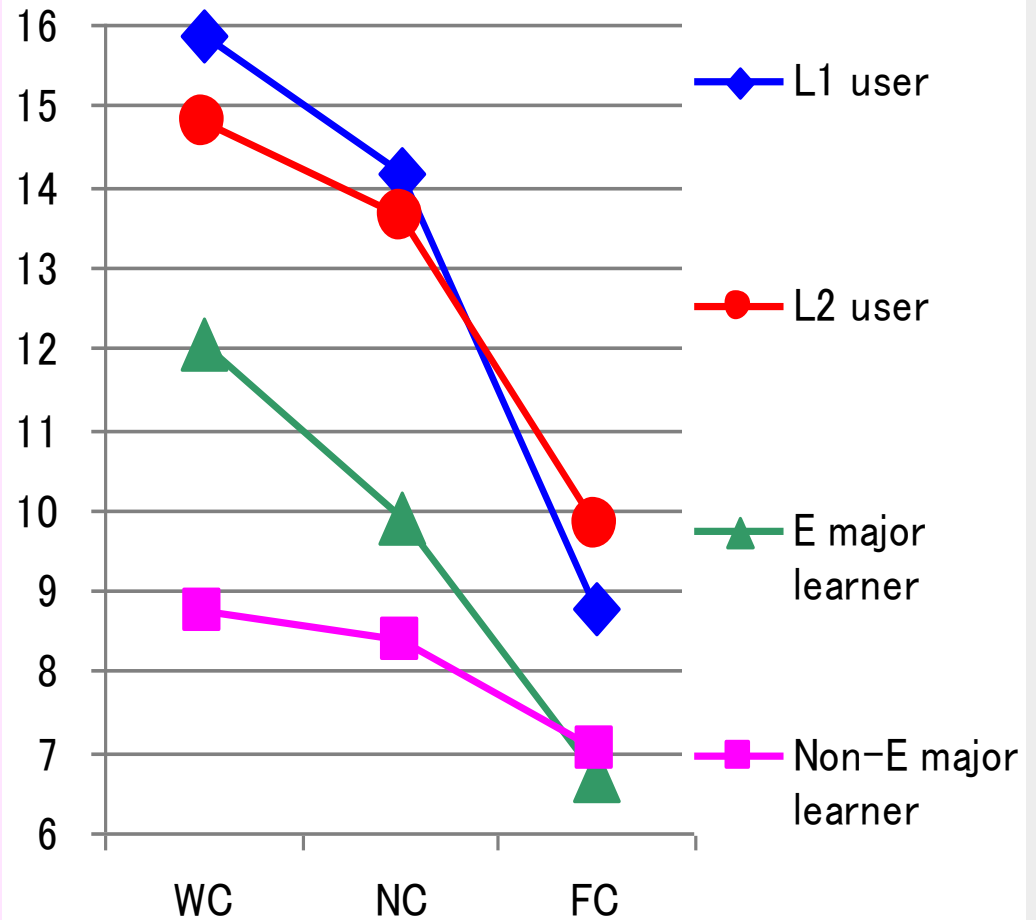
	2009	2011
L1 user	WC, NC > FC	WC > NC > FC
L2 user	WC, NC > FC	WC > NC > FC
E-major	WC > NC > FC	WC > NC > FC
NonE-major	WC > NC > FC	WC, NC > FC
WC	L1, L2 > Em > NonEm	L1 > L2 > Em > NonE
NC	L1, L2 > Em > NonEm	L1, L2 > Em > NonE
FC	L1 > L2 > Em > NonEm	L2 > Em, L2 > NonE

5. Result (Chart)

2009



2011



5. Result (Learners' proficiency)

✧ Correlation: TOEIC & WC, NC, FC

	2099		2011	
	<i>r</i>	<i>p</i>	<i>r</i>	<i>p</i>
WC	.68	.00	.65	.00
NC	.40	.00	.53	.00
FC	-.02	.85	.18	.09

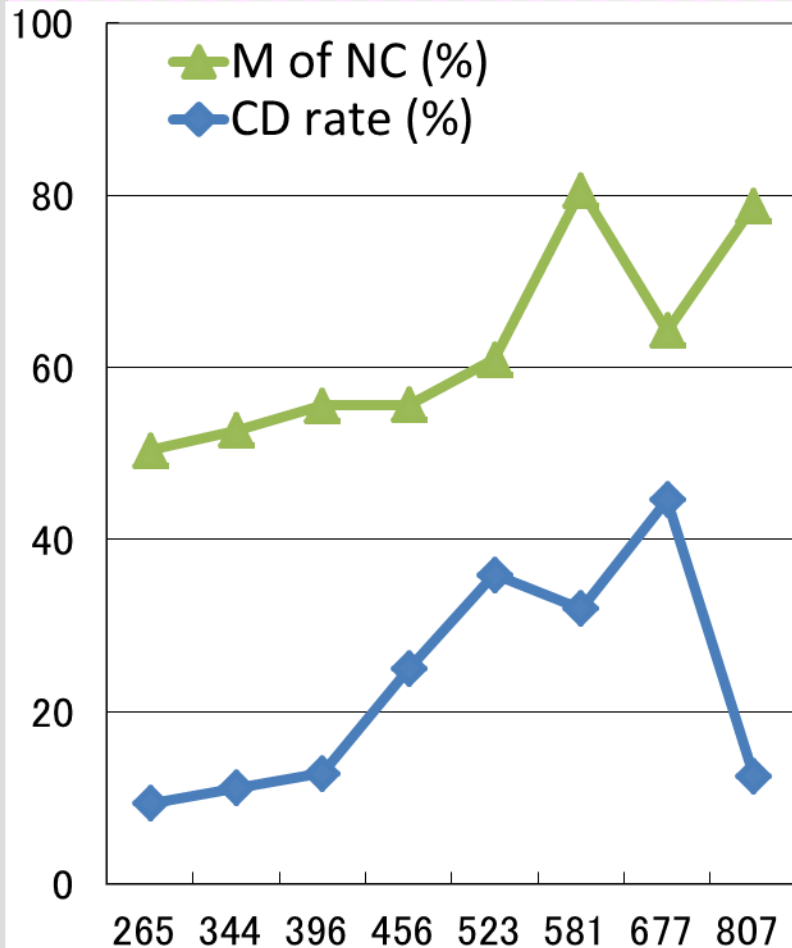
✧ Context Dependency rate (CD rate)

= how much the learners depend on the contextual information when identifying segmental sounds.

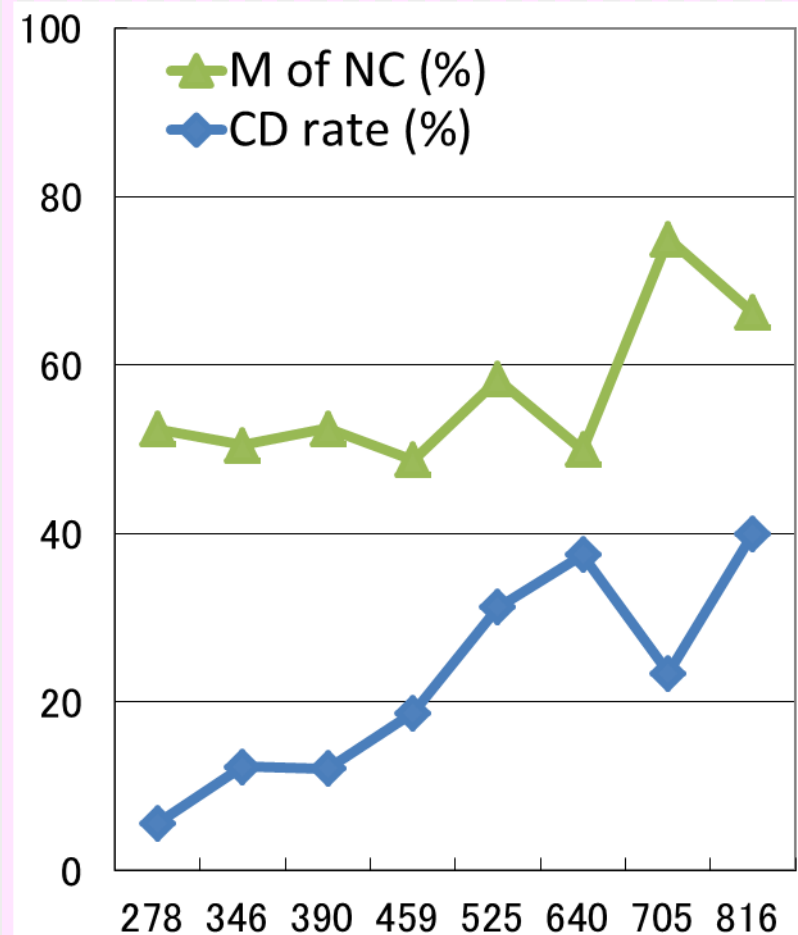
$$= (WC-NC) + (NC-FC) = WC - FC$$

5. Result (Chart)

2009



2011



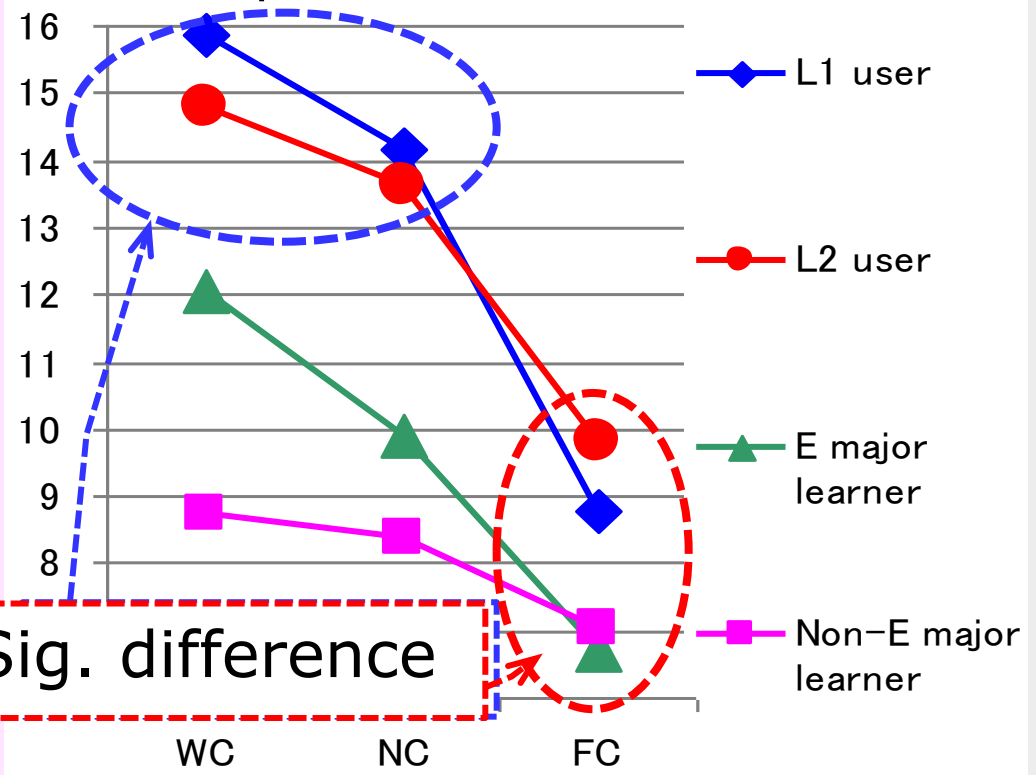
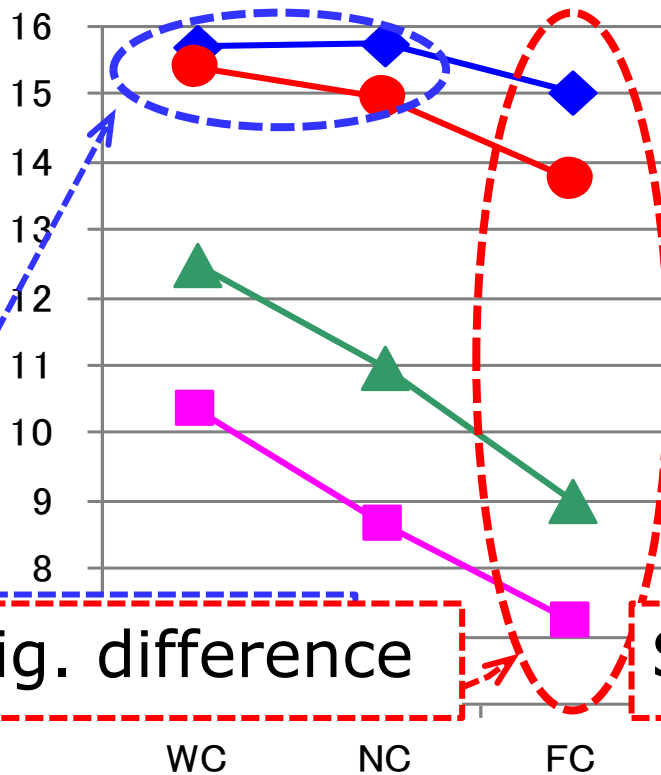
6. Discussion (RQ ①)

Any relation between

Contextual info. & intelligibility? ⇒ **YES.**

2009: The word at the end of the sentence was...

2011: What does the speaker mean?

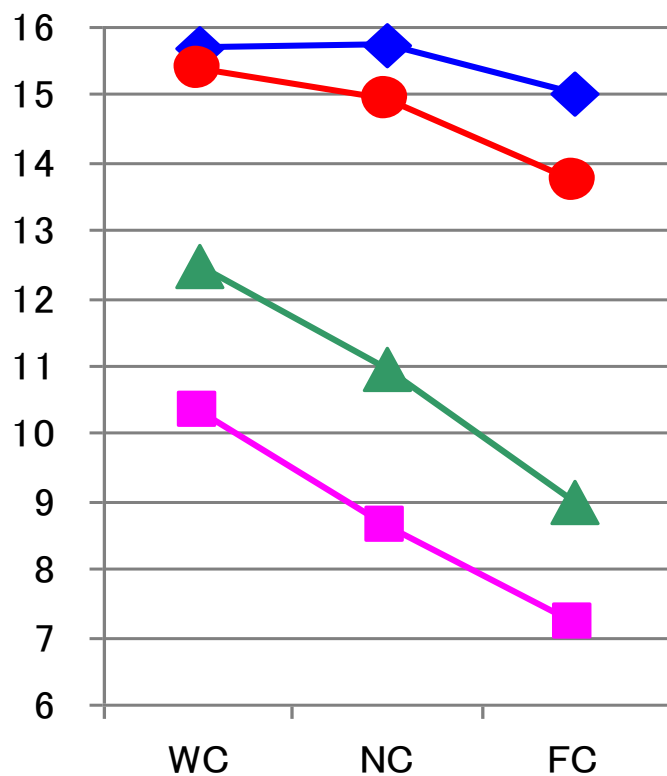


6. Discussion (RQ ②-1)

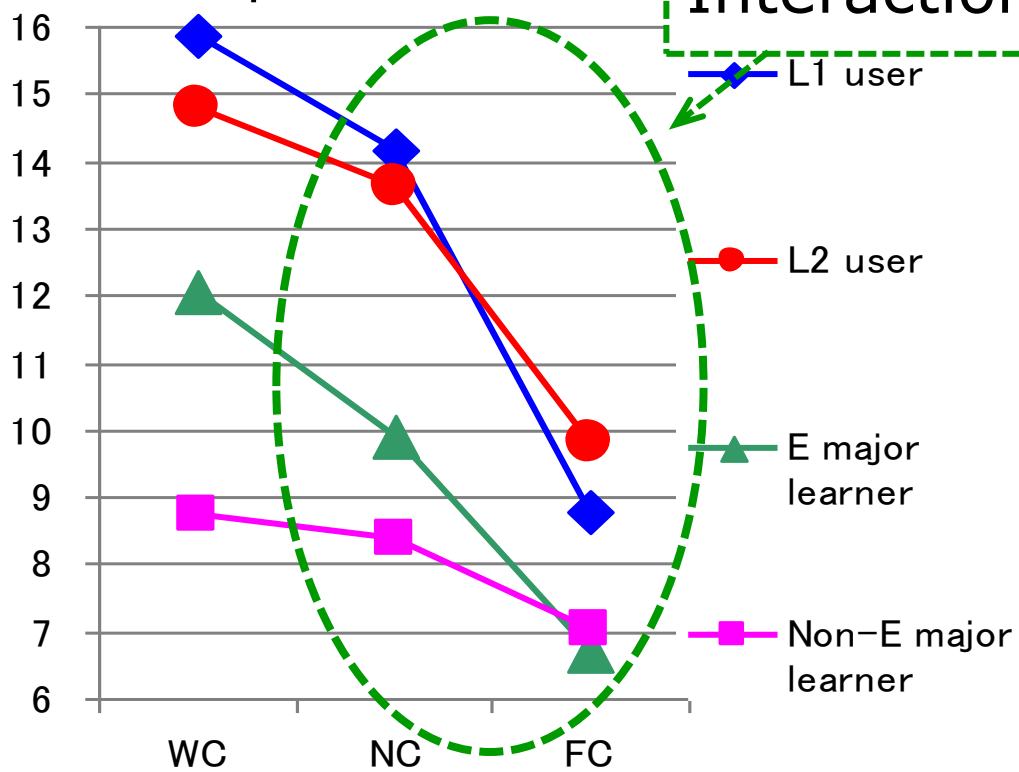
Any relation between

English proficiency and intelligibility? ⇒ **YES.**

2009: The word at the end of the sentence was...



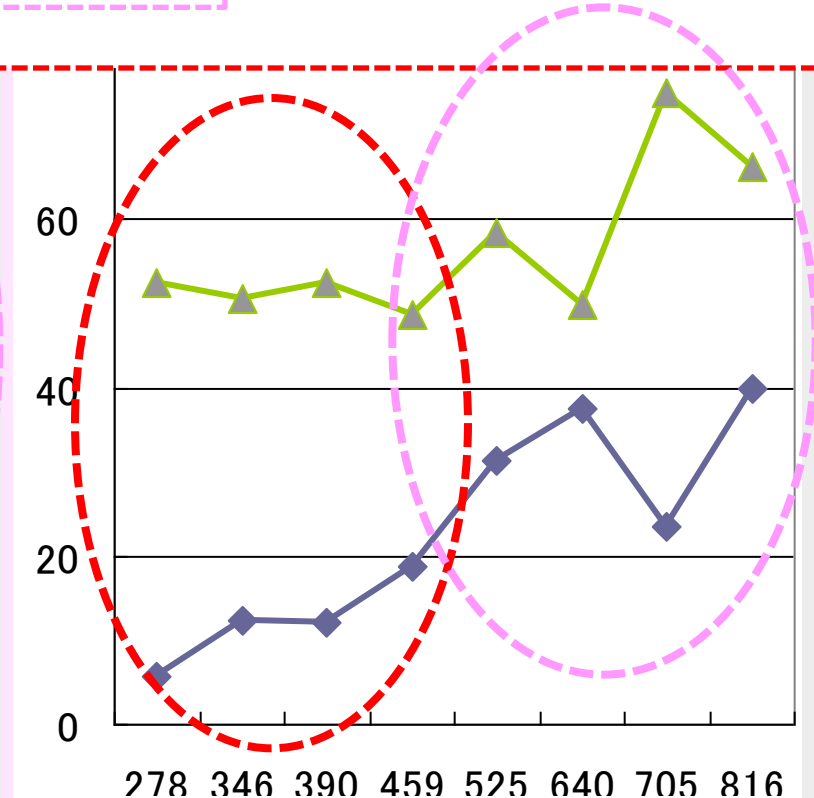
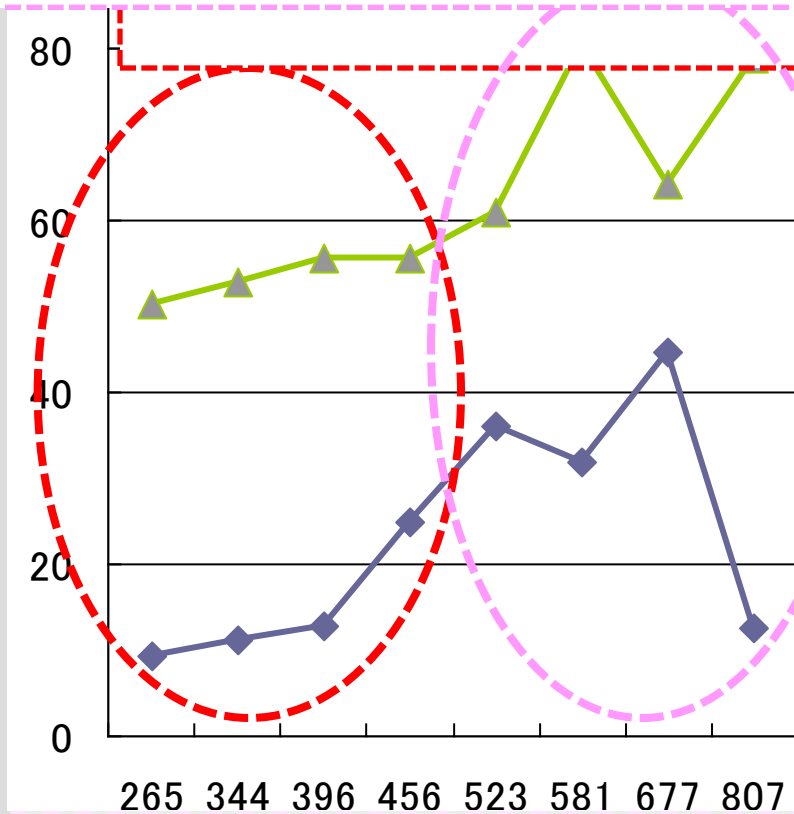
2011: What does the speaker mean?



Interactions

6. Discussion (RQ ②-2)

Higher NC score, but
⇒ lower CD rate? or higher CD rate?



7. Conclusion

- ① **Contextual information can help** even when segmental sounds are mispronounced.
- ② Although L1/L2 users can identify the sounds almost perfectly, **they still refer to the contextual information.**
- ③ False-beginner E learners may acquire the **strategy to get the contextual information** in utterances before they come to be able to identify the sounds.

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