

A descriptive account of the developmental trajectory of L2 learners' use of hesitation phenomena

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Acknowledgments

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Introduction

Well, i- i- i- in my own life I'd- I'd break it up in stages, when uh I had a difficult youth. Uh my father wasn't in the house, uh I've written about this, uh there- uh uh you know there were times where uh I've experimented with drugs, and I drank, uh yeah in my teenage years, a-nd wh- what I trace this to is uh a certain selfishness on my part, I- I was so obsessed with me, and you know the- the reasons that I might be dissatisfied, that I- I- w- I couldn't focus on other people. And uh y- you know I think the process for me of growing up was to recognize that it's not about me, it's about ...

it's about- absolutely, so- so- but- but look, you know, th- the uh wh- when I uh wh- when I find myself um taking the wrong step, I think a lot of the times it's because I'm trying to protect myself, instead of trying to do God's work. And- and- an- and so that I think is- is my own failure

Overview

- Hesitation phenomena
 - Overview
 - HP in L2 speech
- Crosslinguistic Corpus of Hesitation Phenomena
 - Description
 - Results
- HP Developmental Trajectory
- Accessing the CCHP

Overview of types of HP

- Long investigative history
 - Goldman-Eisler 1961, Levelt 1989, 1989, Maclay and Osgood 1959, Rochester 1973, inter alia
- Types
 - Silent pauses (SP): longer than 0.3-1.0 sec
 - Filled pauses (FP): *uh/um* in English, *e-to/ano-* in Japanese
 - Lengthenings: prolongation of one or more syllables
 - Repeats/restarts: repetition of a sequence of words
 - False starts: beginning of an utterance that is abandoned
 - Self-corrections: a sequence of words that repairs an immediately preceding sequence

HP in L2 production

- Findings (Cucchiari et al 2010, Kormos and Dénes 2004, Riazantseva 2001, Rieger 2003, Tavakoli 2011, Trofimovich and Baker 2006, 2007, Wu 2008)
 - SP duration and rate: higher proficiency → shorter and fewer silent pauses
 - FP rate: higher proficiency → fewer filled pauses
 - Differences between read and spontaneous speech
- Related
 - Speech rate: higher proficiency → faster rate

HP in L2 production

- As a whole, work has been quite comprehensive.
- However, individual works are limited in that many do not take individual variation into account (cf., de Leeuw 2007).
- Gradually, more studies are including L1 observations.
 - Derwing et al (2009) and Cox and Baker-Smemoe (2012) observed that both speech rate and pause rate in L1 and L2 production are correlated.
- The current research is designed to contribute to greater understanding of the influence of L1 hesitation on L2 hesitation.

Research Questions

- What is the relationship between hesitation patterns in L1 and L2 speech?
- What is the developmental trajectory of HP use in L2?

Crosslinguistic Corpus of Hesitation Phenomena (CCHP)

- Participants: L2 learners of varying proficiency levels
- Elicitation tasks
 - Spontaneous speech: picture description, topic narrative
 - Reading aloud
 - Performed in both L1 and L2
- Demographic information: age, gender, L2 proficiency (standardized test scores, experience abroad, self-assessment)
- Annotation
 - Transcripts, HP, word & pause intervals
 - Two annotators, one checker

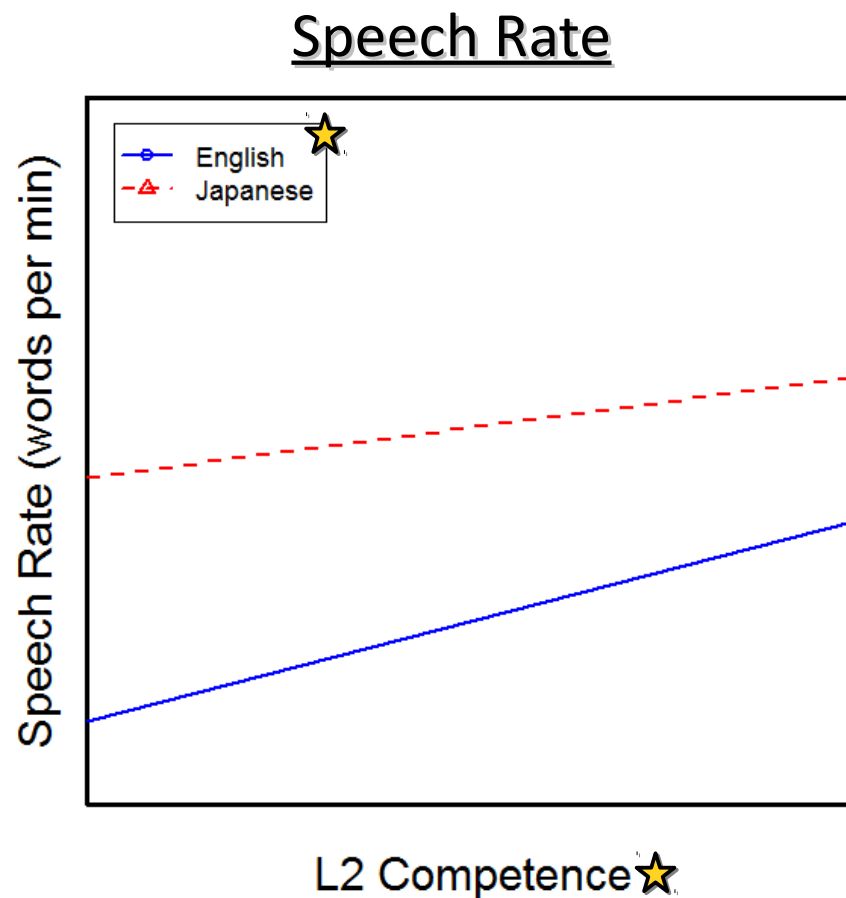
CCHP Results: Basic Statistics

- Participants: 25 Japanese L1, English L2 speakers
- Full corpus
 - 42,972 words
 - 8 hrs, 9 min
- Spontaneous speech
 - 27,416 words
 - 6 hrs, 12 min
- Read speech
 - 15,556 words
 - 1 hr, 57 min
- 2,404 filled pauses
- 1,080 self-corrections
- 309 repeats
- ?? silent pauses
- ?? false starts
- ?? lengthenings

CCHP Results: Analysis

- Used spontaneous speech data only.
- Extracted counts for speech rate, filled pauses, repeats, and self-corrections.
- Performed repeated measures ANOVA
 - (between) L2 Proficiency as numerical variable, estimated from test scores, experience abroad, self-assessment
 - (within) Language as categorical variable: Japanese, English
- Used $\alpha = 0.05$ for significance testing (marked with ★).

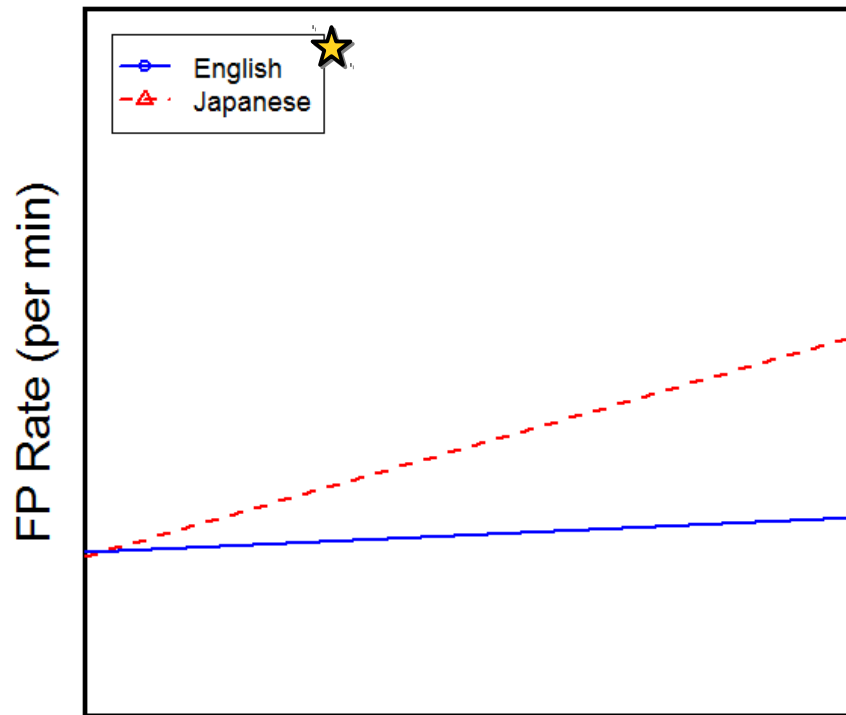
CCHP Results: Speech Rate



Consistent with Derwing et al (2009) and Cox and Baker-Smemoe (2012)

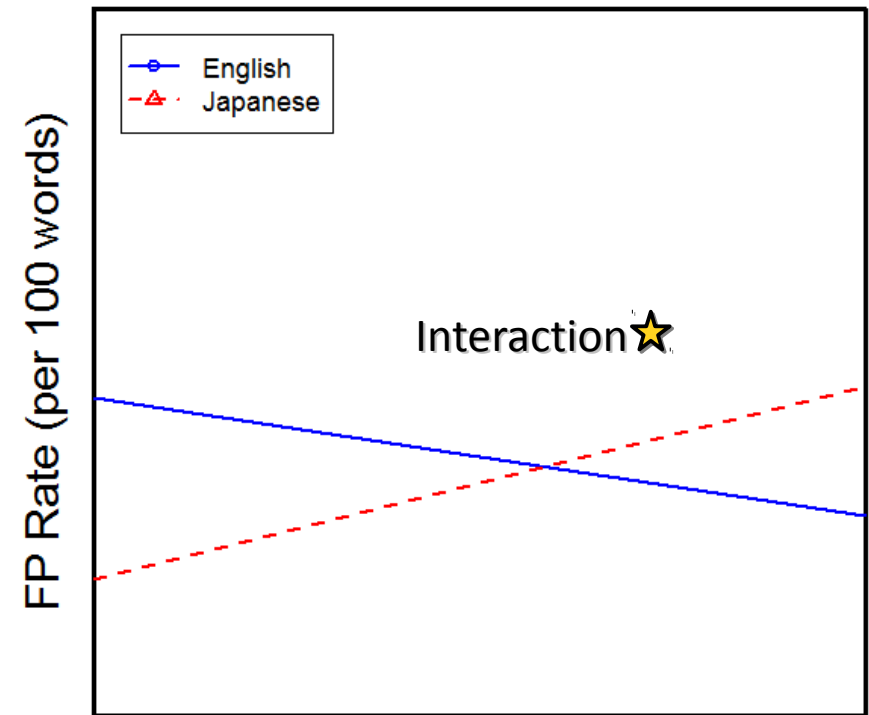
CCHP Results: Filled Pauses

Filled Pause Rate (per min)



L2 Competence

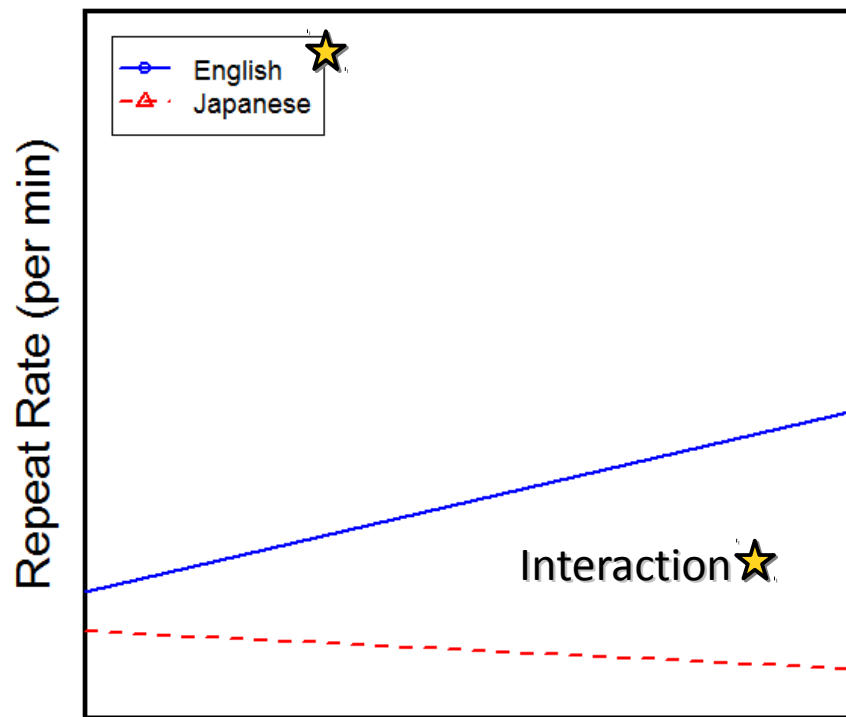
Filled Pause Rate (per word)



L2 Competence

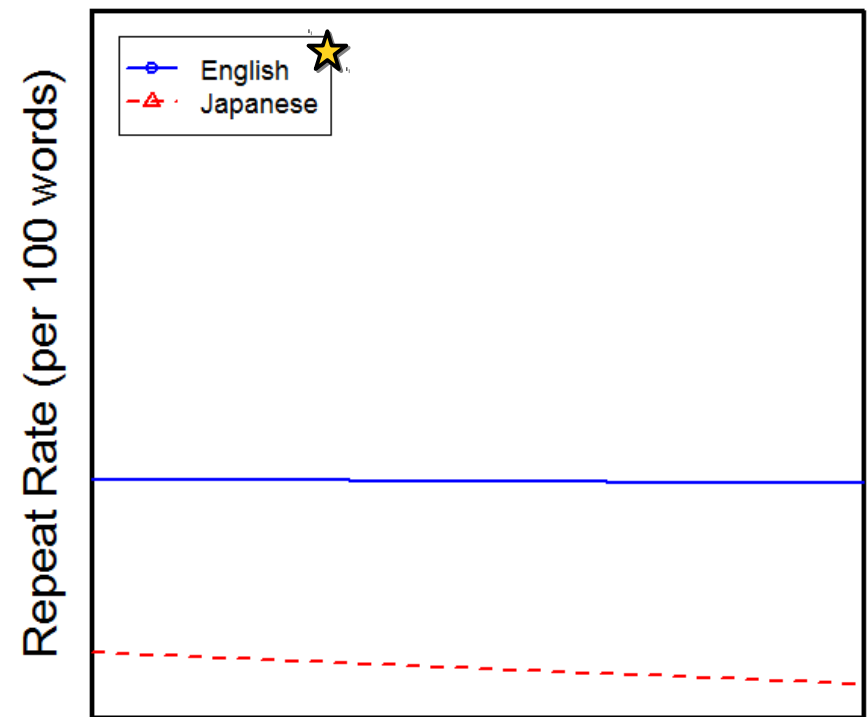
CCHP Results: Repeats

Repeat Rate (per min)



L2 Competence

Repeat Rate (per word)

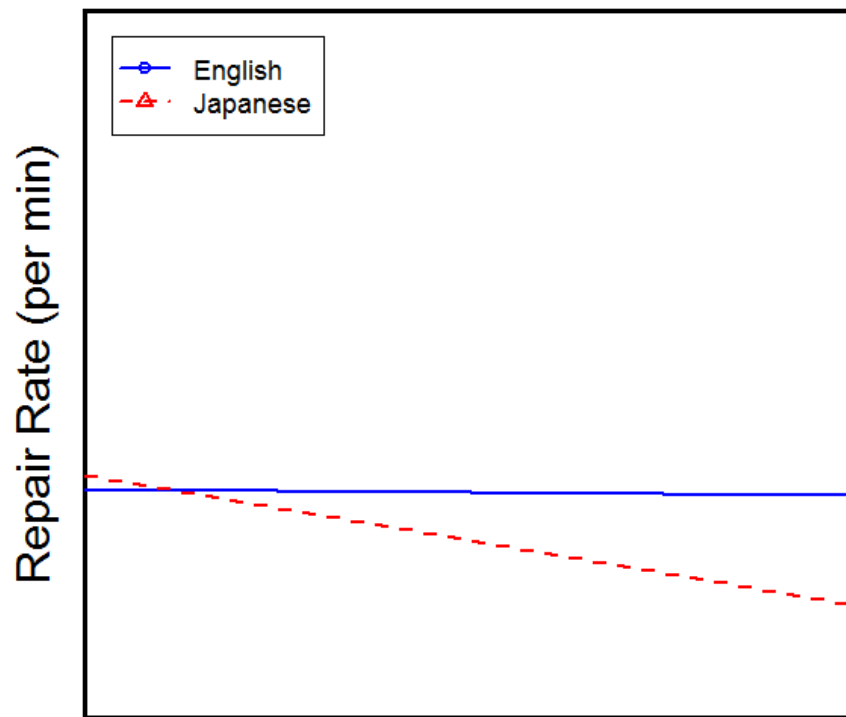


L2 Competence

Repeats are uncommon in Japanese (Fox et al 1996)

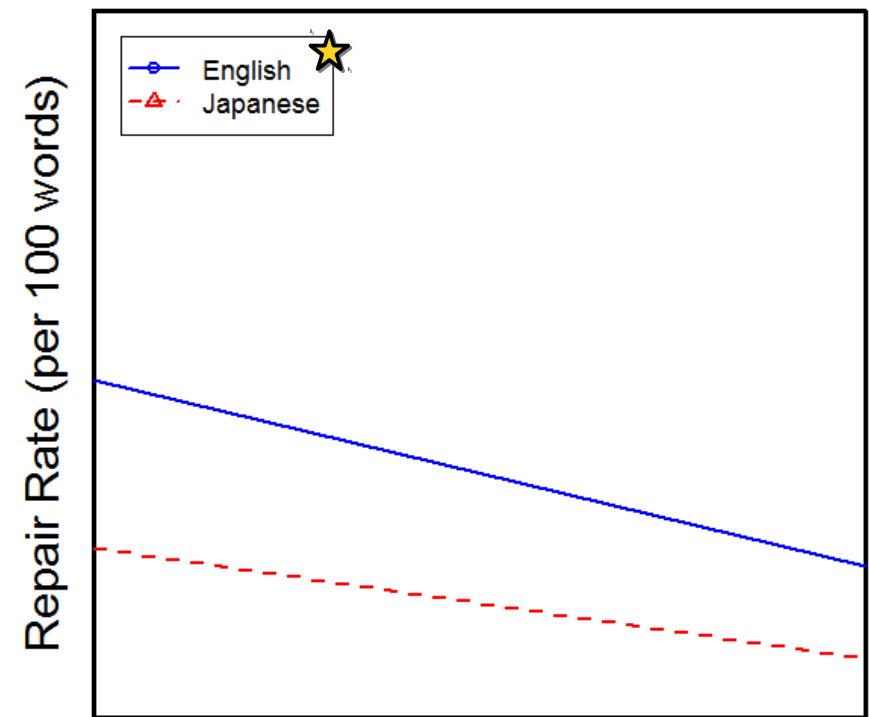
CCHP Results: Self-corrections

Self-correction Rate (per min)



L2 Competence

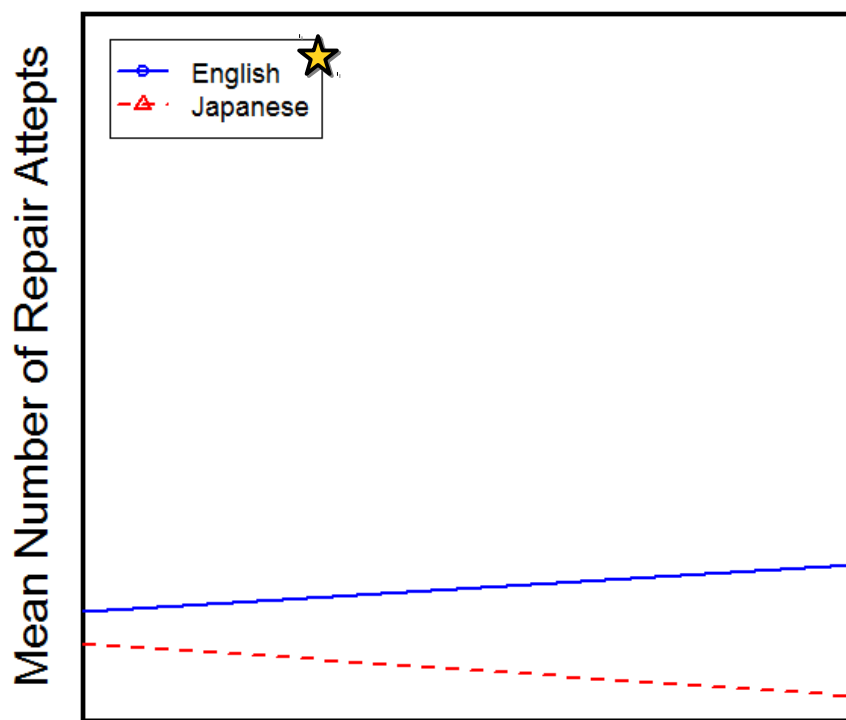
Self-correction Rate (per word)



L2 Competence★

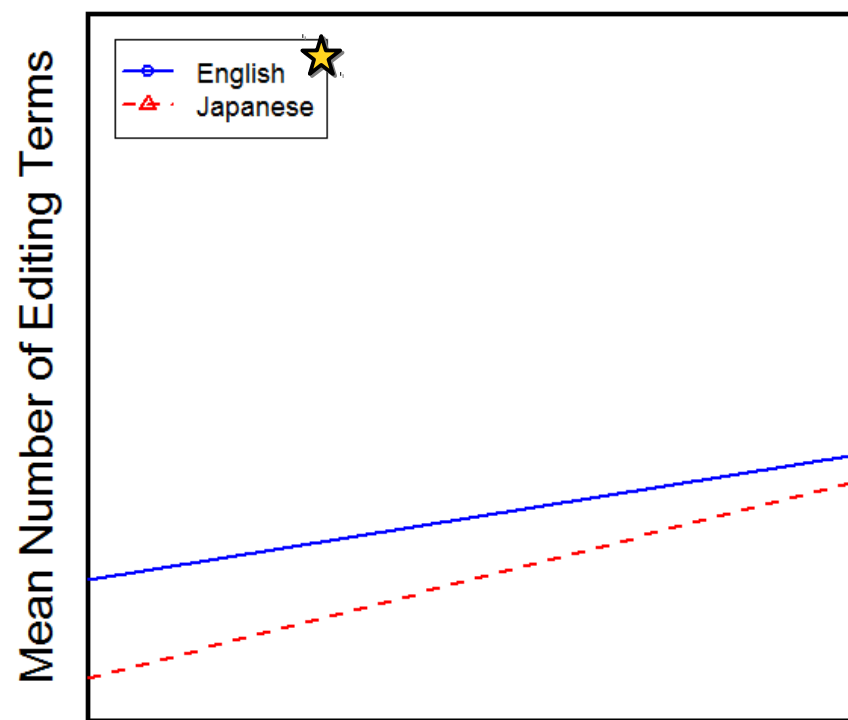
CCHP Results: Other Repair Measures

Mean Num Repair Attempts



L2 Competence

Mean Num Editing Terms



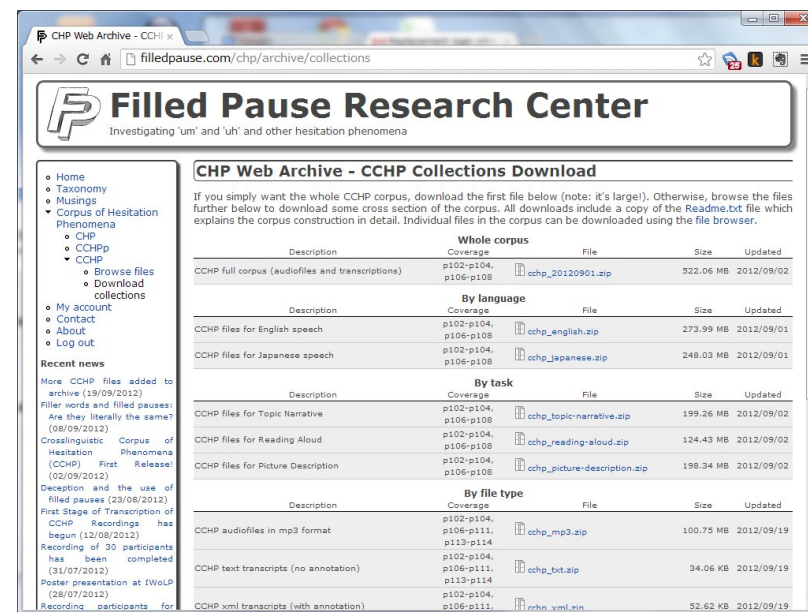
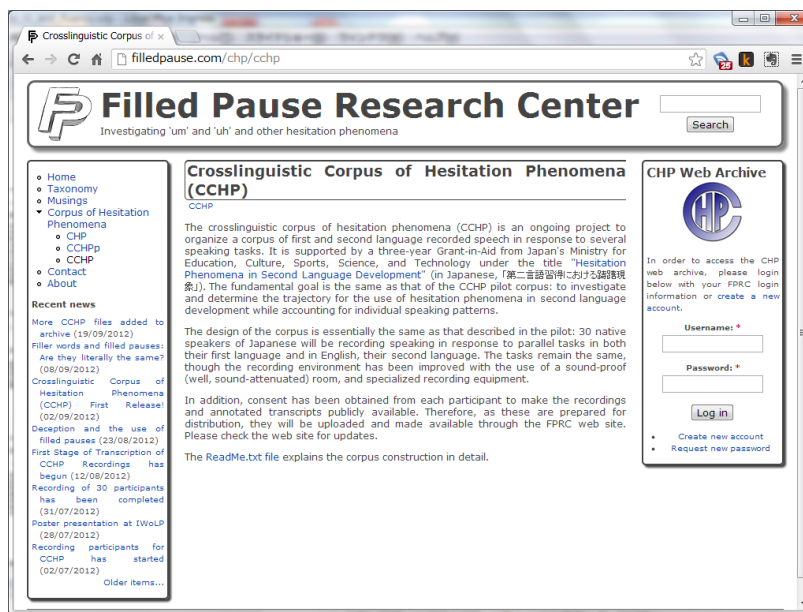
L2 Competence

Summary

- Recent studies of L2 speech performance are taking L1 speech performance more and more into account.
- The Crosslinguistic Corpus of Hesitation Phenomena allows us to account for L1 factors in the study of L2 hesitation patterns.
- Results show that learners' use of filled pauses change with increased proficiency, independent of L1 speech factors.
- Results show that speakers at all proficiency levels use more repeats.
- Results suggest that other aspects of L2 hesitation use correlate with that of L1.

CCHP Public Corpus

- Assembling a larger (N=30), public version of the Crosslinguistic Corpus of Hesitation Phenomena is ongoing.
- When complete, audio files and annotated transcripts will be available for free download.
- Some files are already available for download:
<http://www.filledpause.com/chp/cchp>



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