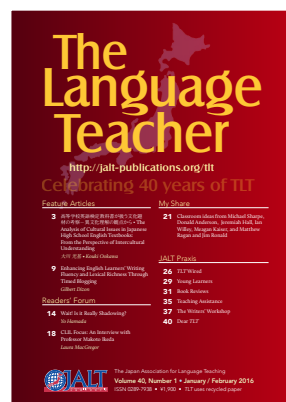


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Delving into Dysfluency: Identifying the Most Problematic Issues of Japanese Learners

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This paper addressed two questions, namely: which six dysfluency variables were the most problematic for Japanese EFL learners, and whether dysfluency changed with increases in Speaking Rate A (Wendel, 1997)? To gather data for the initial question, five categories were formed with varying speaking rates. Data were collected from 55 transcripts from gendered and same-sex discussions that took place in 2016, and from the Japanese University Student Corpus (JUSC). Results showed that the six most problematic kinds of dysfluency included mean length runs (MLRs), number of words, total syllables, cross-talk pausing, amount and percentage of silence, and speaking rates A and B. As for the second research question, data showed significant differences in cross-talk pausing (which doubled), mispronounced words, repetition, and meaningless syllables. Fluency did improve with regard to MLRs. This indicates that while some aspects of fluency do improve with speaking rate, various other aspects of dysfluency also increase. As the most serious issue of dysfluency is that of poor production (number of words), more effort should be focused on getting students to talk longer and with more syntactic complexity.

本論では、日本人のEFL (外国語としての英語) 学習者にとって、非流暢性のどの6つの変数が最も問題となるのか、また発声速度Aが上がると非流暢性がどう変化するかを調査した(Wendel, 1997)。第1の調査質問に関するデータ収集のため、発声速度に応じて5つのカテゴリーを形成した。データは、日本人大学生のコーパス(JUSC)に基づき、2016年に行われた男女の議論を書き起こした55の原稿から集められた。調査結果によると、最も問題のあった非流暢性は、発話の平均的長さ(MLR)、語数、総音節、会話の一時停止、沈黙の量/割合、そして発声速度A/Bであった。第2の調査質問で有意差を認めたのは、会話の一時停止(倍増)、言い間違い、繰り返し、無意味な音節、であった。MLRについては流暢さが増した。これは流暢さのいくつかの側面が発声速度と共に改善する一方で、非流暢性のいくつかの側面も同様に増加することを示している。非流暢性の最も深刻な問題は語数が不足していることであるから、学生がもっと構文的に複雑な長めの会話をするよう焦点を当てるべきである。

When considering aspects of English education in Japan, grammar and fluency have rarely been afforded equal treatment. A plethora of books, CDs, and DVDs address common and arcane aspects of English grammar for a variety of standardized tests, but it is hard to find books and materials that address fluency. In short, teachers seem to only pay attention to fluency during student

presentations and performances when it is one quality to be evaluated.

However, attitudes towards fluency are slowly changing as more educators realize that correct grammar means little if speakers cannot say enough or express themselves quickly without mispronouncing words, rephrasing or making use of repetition. Improving fluency begins by understanding the most problematic issues. Seligman et. al (1997) note that spontaneous speech is notoriously messy insofar that most utterances are not fully-formed, have repairs, hesitations, and fragments, with overall spoken speech being abandoned, redirected, or abbreviated.

Conversational analysis has been criticized as not having enough instances of data and with results often containing frequencies that are too small and inaccurate; this leads to sweeping interpretations. Another issue is that of researchers examining fluency or dysfluency rates across different corpora, as this might reflect differences in the circumstances of data collection, pragmatic issues, or coding criteria. Thus, this study, which is based on one large corpus of 55 transcripts (110 individual speaker's samples) from Japanese first and second-year university students, aims to identify the six most problematic kinds of acoustic, lexical, and syntactic dysfluency that are evident in gendered and same-sex discourse. These interactions, which are less structured when compared to a previous (2012) study, are based on a variety of topics (see Appendix A) and thus provide for a more elaborate L2 discourse. In short, the aim is to raise important pedagogical issues and awareness of the importance of fluency and a better understanding of the issues concerning dysfluency in Japanese L2 speakers of English.

Background to Dysfluency

The research on dysfluency and fluency (Brennan & Schober, 2001; Binder, et. al, 2002; Lennon, 1990; Long, 2016; Magnan, 1988; Riazantseva, 2001; Richards, & Schmidt, 1983) covers a wide range of issues, from how dysfluencies differ in various tasks

to when they are the most prevalent in discourse among others. However, one issue that has yet to be researched and established is which dysfluency phenomena (DP) occur the most in the L2 speech of Japanese, and to what degree. Other researchers point out that fluency involves a set of patterns such as speech rate, sentence selection, pausing and pausing patterns, and hesitations. Therefore, addressing dysfluency first involves knowing which patterns are in need of consideration the most.

The Study

Rationale

The first aim is to identify if dysfluency variables of retracings, vocalism/filled pauses, mispronounced words, word fragments, and the use of L1 (Japanese) are the most problematic for L2 speakers at this range as was found in my previous studies. The study also seeks to identify which six variables of dysfluency are the most problematic between two Japanese L2 speakers in less structured discourse. A second aim is to establish, with an increasing speaking rate, if any patterns in dysfluency (the frequency of incorrect pauses, silence, etc.) exist in L2 speakers at a certain level of proficiency.

Research questions

1. Concerning the various variables in the three types of dysfluency (acoustic, syntactic, and lexical) which four are the most problematic at this lower level of proficiency, (see table 1)?
2. Are there certain patterns in dysfluency as it relates to Speaking Rate A? Does a higher speaking rate result in fewer variables of dysfluency?

Procedures & Subjects

Four participants, two females and two males, were selected based on their standardized English test scores and with the acknowledgment that they did not know the other people in their group. The students' test scores (see Table 1), provided a relatively similar level of proficiency. One issue was that of familiarity, and Coates (1996) notes that discourse is more fluent between associates. A total of 110 subjects were used for this study, but for each set of interactions only four participants were chosen: two females and two males, with two sets of gendered discussions taking places followed by same-sex discussions. Thus, there were a total of 55 transcripts with 110 speakers being examined. Participants signed permission forms allowing for their discussions to be videotaped and transcribed. In order to better understand the fluency aspects

identified in each transcript, videotapes of each session were uploaded to Youtube (2015), and these sessions are open to the public domain.

The 110 subjects for this study were from a municipal university and a national university in western Japan. All students had limited study abroad experiences.

Table 1. Scores for Lower Proficiency Students

TOEIC	Eiken 英検	IELTS	TOEFL IBT	TOEFL ITP	TOEFL PBT	TOEFL CBT
440 – 550	2級	3.0 – 4.0	42 – 55	272 – 450	463 – 480	143 – 157

Discussions, averaging 10 minutes and 46 seconds long, were videotaped with two gendered discussions taking place simultaneously in different rooms. Next two sets of same-sex discussions would take place.

Discussion format

In order to more accurately measure issues relating to fluency instead of conversational management, subjects were asked to follow a three-topic format. The first was based on shared interests in order to find areas of commonality, the second was aimed at gathering information related to these shared interests, and the third posed a difficult question or issue related to the first topic, see Appendix A. If students finished the topic, they could move on to the next one on the list.

Preliminary Data: 2013 Transcripts

The preliminary data examined students having a range of TOEIC scores. Long (2014) compared the lowest range of TOEIC score participants (461-571) to native speakers examining syntactic, acoustic, and lexical dysfluencies. This study was limited to 10 speakers and the discourse was highly structured. The dialogic data that is used for this study averaged 10 minutes. The transcripts followed from the Jefferson Transcription System; see Appendix D.

2016 Corpus / Transcripts

The 55 transcripts were manually transcribed, beginning in March through July 2016. The videos, which are located on Youtube (2015) totaled over nine hours and 8.3 minutes (590 minutes) with videos, ranging in length from 6:23 to 14:59 minutes.

The videos and transcripts for this study, which can be found at genderfluency.com, came from nine sessions, which provided enough reliable data of students' fluency and dysfluency. The corpus, referred to as the Japanese University Student Corpus (JUSC), contains nine sessions; for fluency-oriented researchers, the corpus with analysis contains 94,575 words whereas for other researchers the other corpus contains 49,027 words. The data for the native speakers' fluency came from a second set of transcripts that were collected in 2013.

Data Analysis

For the first research question, data related to fluency and dysfluency were input into Excel. Additional analysis was needed to provide data for variables that were not included in the 2013 study. In answering the second research question, four categories were formed using Speaking Rate A, with category 1 including the speaking rate ranging from 50-79 (16 speech samples), the second, from 80-110 (43 samples), the third, 111-140 (37 samples), and the fourth category ranging from 141-170+ (15 samples). Descriptive data were then sorted into each category. Determining outliers on the averages was conducted with the Grubbs test with Graph Pad software.

Results

Except for acoustic dysfluency, which had z-scores ranging from 2.215 to 2.289, all of the other variables had z-scores of 2.289, which indicate a moderate level of variation in scores. For EFL participants, outliers were found on micropauses, mean length of pauses (MLP), total amount of silence, cross-talk pausing, mispronounced words, word fragments, use of L1, abandoned sentences, retracing, repetition, average mean length runs, and meaningless syllables. For native speakers, outliers were only found on MLP, total amount of silence, and abandoned sentences. These outliers were eliminated and the data were recalculated to reflect a more normal distribution, see (Table 2) for data concerning the results of native speakers and this year's data. As can be noted, the six variables that showed the greatest difference (indicating the most important issues in dysfluency) include the variables of: (a) mean length runs (MLRs) (a 1,292% increase), (b) number of words (a 283% increase), (c) total syllables, (d) cross-talk pausing, (e) amount / percentage of silence, and (f) speaking rate A (a 102% change).

By comparing transcripts of native speakers (see Appendices B and C), the first striking difference is the amount of actual production that native speak-

ers provide compared to EFL speakers. This is also found in the variables of the number of words-syllables, MLRs, and total time speaking. The second easily recognisable issue is the lack of silence of the native speakers, especially in cross-talk pausing.

Table 2. Comparison of EFL Participants' Fluency with Native Speaker Fluency

Variables	EFL Participants		Native Speakers	
	Ave	S.D.	Ave	S.D.
Fluency Variables				
Articulation rates	1.58	0.41	3.34	0.930
Speaking Rate A	97.9	0.41	198.2	56.4
Speaking Rate B	88.8	23.5	192.8	55.6
Acoustic Dysfluency				
Micropauses	6.68	4.09	14.8	14.8
Mean Length of Pauses	3.81	1.69	1.62	0.33
Total Amount of Silence	60.7	47.3	9.8	10.6
Cross-talk Pausing	7.30	7.90	0	0
Lexical Dysfluency				
Mispronounced words	0.40	0.86	0	0
Word fragments	1.11	1.15	1.6	0.70
Use of L1	2.65	2.72	0	0
Syntactic Dysfluency				
Abandoned Sentences	1.36	1.46	0.50	1.0
Retracing	2.59	2.20	0.30	0.48
Repetition	18.29	14.49	6.30	8.19
Average Mean Length Runs	9.48	3.59	134.4	102.6
Total Syllables	476	174.0	1550.8	933.5
Number of Words	330.2	125.9	1246.2	703.2
Meaningless Syllables	43.24	24.65	40.2	21.1

Note: For dysfluency, these units represent either number of occurrences. For fluency variables, the units are measured in syllables spoken per second.

Note: The data for the variable of abandoned sentences retained the two outliers as these comprised the total data for native speakers.

In examining the question as to whether dysfluency changed with participants who spoke faster (Speaking Rate A), the variables that showed significant differences in dysfluency were cross-talk pausing (which doubled), mispronounced words, repetition, and meaningless syllables

which rose from an average of 7 to 29. Fluency did improve with regards to MLRs, which rose from 4.1 syllables per pause to 11 syllables as well as the total number of syllables and words, from 137 to 350) (Table 3). This indicates that some aspects of fluency do improve in relation to the speed in which one talks, but so do various other aspects of dysfluency.

Table 3. Comparing Dysfluency Variables Based On Speaking Rates

Variables	Speaking Rates				
	20 -49	50 -79	80 -110	111 -140	141 -170
Cases	2	25	46	34	3
Fluency					
Speaking Time	236	289.6	313	274	193.2
Articulation Rates	0.65	1.084	1.5	2.0	2.5
Speaking Rate A	41.8	68.06	95.0	122	155.2
Speaking Rate B	40.1	60.63	86.0	111	144.1
Acoustic Dysfluency					
Micropauses	3.5	6.00	7.9	6.4	4.6
Mean Length Pauses	4.5	4.07	3.9	3.9	5.3
Total Silence	49.9	76.5	66	56	55.8
Cross-talk Pausing	5.45	30.6	17.0	15.0	9.4
Lexical Dysfluency					
Mispronounced words	0.5	0.64	1.2	0.3	13.4
Word fragments	0.5	1.08	1.1	1.3	2.66
Use of L1 (Japanese)	2.0	2.40	3.8	2.6	3.66
Syntactic Dysfluency					
Abandoned Sentences	1.50	1.24	1.5	1.7	1.00
Retracing	1.00	2.72	3.3	2.9	1.33
Repetition	2.00	14.5	21	22	11.6
Mean Length Runs	4.10	7.83	11	9.8	7.86
Total Syllables	189	344.7	496	560	503.3

Number of Words	137.5	234.8	346	391	350.3
Meaningless Syllables	7	31.8	57	49	29.33

Note: Data reflects the averages for each variable.

Discussion

It is clear by looking at the data and the transcripts (Appendices B and C) that the overall issue of production (short MLRs, total syllables, the number of words) was the most serious dysfluency possessed by Japanese EFL speakers. Pauses and silence were a second problem, followed by a relatively slow speaking rate. However, concerning the issue of production, getting students to simply say more is difficult and requires a lot of preparation on the part of both teachers and students. Also, the data show that as speaking rates increase, students can make significant progress in production while reducing their amount of silence.

The key issue is helping students to become more aware of their own dysfluency. Providing three- to four-minute samples of their production, and having them transcribe their speech (while including pause frequencies and times) can be one method. Teachers should also make their students aware of the lexical and syntactic complexity of their production: stringing together a series of simple sentences will fail to bring about a sense of true fluency. These results lead to interesting questions such as which dysfluency variable is the most irritating to listeners, and whether or not awareness and immediate feedback of one's own dysfluency brings about immediate change or takes longer to result in significant improvement?

Conclusion

While it is important to provide quantitative data concerning fluency, teachers should also step back and observe the overall communicative competency of students' interactions. While students may be deemed fluent, are they providing their listeners with the appropriate and relevant content, is their pacing of information too fast or too slow, and are they animated enough?

Fluency also brings about confidence, and the ability to produce social change. For too long, Japanese education has focused on *getting it right* instead of *getting it fluent* so that students are unable to convince, debate, discuss, negotiate and interact in a wide variety of settings. However, by focusing on fluency, students will eventually be able to hold the floor and to make their point successfully; and in doing so, they will gain the confidence to influ-

ence particular social events. In short, there is little meaning to grammatical accuracy if there is too little speech in which to make an adequate evaluation of it. Finally, it is important for teachers to recognize that fluency takes into account a wide variety of psychological, cultural, pragmatic, and social factors. While a semblance of fluency may be achieved in the classroom in various tasks, this fluency may not be so evident in outside situations; thus, it is important to have students participate in a wide variety of role plays in which they have to ask and answer questions, provide in-depth opinions, give directions, and make requests, compliments, and complaints. By doing all of the above, as Binder, et al. (2002) note, we can indeed say that, “fluency is true mastery” (p. 12).

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Appendix A

Discussion Topics (Abridged)

Note: A = Information gathering, B = shared interests, C = Cognitive loading

1st MM – FF Interactions		
Set 1	A. Share information about classes, hobbies, preferences	Information-gathering
	B. Discuss the question: how are you both different?	Shared interests
	C. Compare schedules. Who is busier?	Cognitive loading
Set 2	A. Share as much information about family, friends, major	Information-gathering
	B. Discuss the question: what do you both have in common	Shared interests
	C. Compare parents. Whose parents are stricter?	Cognitive loading
Set 3	A. Share information about your activities, books, movies	Information-gathering
	B. Discuss the question: What kind of food do you both dislike	Shared interests
	C. Compare personalities. Who is more social and outgoing?	Cognitive loading
Set 4	A. Share information about your ideas about 3 dream jobs	Information-gathering
	B. Discuss the question: What kind of pets would you like?	Shared interests
	C. Compare dreams. How are your future dreams different?	Cognitive loading
Set 5	A. Share your ideas about your 3 favorite teachers	Information-gathering
	B. Discuss the question: what are your four favorite class?	Shared interests
	C. Compare spending habits. Who is a saver or a spender?	Cognitive loading
Set 6	A. Share information about trips, clubs, and food	Information-gathering
	B. Discuss the question: What are your four favorite movies?	Shared interests
	C. Compare histories. What was your favorite children's book?	Cognitive loading

2nd MM – FF interactions		
Set 1	A. Share information about what you like to buy this year	Information-gathering
	B. Discuss the question: do you buy similar items and products?	Shared interests
	C. Compare viewing habits. Who has watched more anime?	Cognitive loading
Set 2	A. Share 3 events you have heard on the news	Information-gathering
	B. Discuss the question: what do like watching on TV?	Shared interests
	C. Compare viewing habits. Who watches more TV?	Cognitive loading
Set 3	A. Share information about sports you like or have done	Information-gathering
	B. Discuss the question: What kind of sports are the duller?	Shared interests
	C. Compare personalities. Who is more active?	Cognitive loading
Set 4	A. Share information about current events. What's new?	Information-gathering
	B. Discuss the question: Who keeps the most up-to-date?	Shared interests
	C. Compare interests. Who has more "interests" regarding news?	Cognitive loading
Set 5	A. Share your ideas about how you have changed in 5 years	Information-gathering
	B. Discuss the question: Who has had more problems in life?	Shared interests
	C. Compare musical tastes. Which groups do you both dislike?	Cognitive loading
Set 6	A. Share information about your most important memories.	Information-gathering
	B. Discuss the question: What was your most important event?	Shared interests
	C. Compare past family and school trips. Who saw more of of Japan or the world?	Cognitive loading

Appendix B.

Native Speaker's Transcript (Abridged)

Interviewer: Tell me about your family?

H.T.: (.) Ok, um↑ (1.4) I have two:↑ elder brothers heh heh still alive I believe uh: (.) sadly my parents passed away (.) uh: (1.2) the my eldest brother is an optician I think he is still working and my my middle brother (1.3) is retired↑ although he was a sales representative, actually he was an international sales representative for many years, but um:↑ he's retired (.) in↑ Nottingham (.) which was where I was hoping to go. Um, he has a daughter (.) who lives in (.) Australia now, she is a qualified nurse and just had a second baby. Uh, I also↑ have children, I have two↑ sons↑ neither of them are married at the moment and neither of them feel the necessity to marry, heh heh I think uh: (.) but↑ they are children of a mixed

Japanese and British marriage so its perhaps not surprising that they have done quite a bit of traveling and:↑ at the moment, my eldest↑ son (1.4) is I know not where. He was in Hong Kong, he was threatening to go to America, New York, uh he has not replied to my last email so uh he could be up in the air traveling some where at the moment. My uhm my younger:↑ son (1.8) he graduated from uh Bath or Baath University a couple of years ago and has been working in London ever since↑ he recently he has changed jobs uh, I know↑ his new job is quite interesting that he's doing some research for an online gambling↑ (.) company so↑ but the main thing for him was that he has a little bit more money to gamble so he seems quite happy with the move he lives in London. [02:13.9]

Interviewer: It seems that your schedule is very hectic.

H.T: heh heh. Yes:↑ uh:↑ (.) it is: (1.0) um (.) I'm quite busy on the weekends doing God's work um: (.) I I have to travel to most of my jobs (.) so that obviously takes up time and two years ago I moved (2.1) um: to Munakata-shi, (.) I↑ had been living there previously, but uh into a more rural part of the of the city and↑ as a result I've got a lot of land to play don't have so many toys, but I have land that↑ is very↑ time consuming. And (.) it is also quite back-breaking, but also very satisfying, growing uh my own vegetables, uh we also got some fruit trees. Um: two↑ years ago, we had an excellent harvest of ume and we didn't eat ume, of course, we did make ume-shu, which was very pleasant. (.) So:↑uh (.) the quality of the (1.9) of my↑ food↑ has been improved uh since I heh heh became a country yokel. [01:30.0]

Interviewer: Interesting. Um, tell me () about your hobbies.

H.T: Yeh↑ uh:↑ Well, you keep me very busy so I don't have time for hobbies. But uh. What I used to do a lot of running and even triathlon (.) um (1.8) and I to be able to do the training because I actually did competitive uh triathlons, and uh marathons, I had to (1.2) build↑ a training scheme into my everyday routines, I used to run to work, I even,↑ in the summertime, get on my bike, very↑ early↑ in the morning↑ and cycle thirty, thirty-five kilometers into Kyushu University from Munakata. I done that in training so I knew it could be done and at that time it was actually as quick or possibly quicker by bicycle to get to Roppamatsu than using bus. Um, in recent years uh:↑ I had different priorities in my life, so↑ its for me, (.) it wasn't feasible to maintain that kind of training regime, uh which is disappointing because I think it had many health benefits, and many benefits to your:↑ hhh (2.5) esteem, I suppose, knowing that you you have a (.) fairly high degree of fitness gives you some confidence, but↑ uh↑ (1.2) it does require effort↑ and (1.9) as things changed in my my life I also had to change my priorities as well but I still do↑ try (1.7) to do some running, certainly some kind of exercise just from the point of view of maintaining my health. I think of (1.8) probably any activity, if you suddenly↑ quit doing it, it could actually have the (1.9) the reverse process could operate and you: (.) might come down some sort of illness. So I believe that, I was often told when I came to Japan it often affected uh sumo wrestlers that uh they suddenly stopped training but they still had a lot of bulk that many of them suffered from (.) maybe (.) heart disease. (.) I hope that won't happen with me. [02:25.9]

- Start time: 01:38
- End time: 22:48
- Total Time Speaking for Interviewee: [20:38.9] (1,238.9 seconds)
- Amount of Silence: (85.6) seconds
- Percentage of Silence: 6.9%

- Average mean length run: 62.4 (3624 syllables) (3543 meaningful syllables)
- Articulation rate: 3.1
- Fluency Rate A: 175.5
- Fluency Rate B: 171.5
- Cross-talk pausing: 00:00
- Micropauses: 52
- Total Words: 2838

Appendix C.

EFL Speaker's Transcript (Abridged)

M2: Uh: my↑ family↑
 F1: yeah↑
 M2: is↑ mother and me. Only only. My parents (divorced) in (2.4) about five age.
 F1: Oh: ↓
 M2: My mother (.) grow up me heh ah uhm: but↑ I have many friends.
 F1: Yes yes.
 M2: And uh about uh my friends is actor
 F1: Oh oh
 M2: In Tokyo. He went (.) two years ago. He: he: decided (.) uh to go to university, Seinan university, but↑ he canceled and go to Tokyo. Uh,
 F1: Oh: Oh:
 M2: Uh: please tell me your friends and your friends.
 F1: Uh my family is mother and father and little brother.
 M2: Ah:
 F1: Yes.
 M2: Uh: what is your little brother?
 F1: Heh (sniffle)
 M2: Eleven?
 F1: No: heh (fifteen). Fifteen years old.
 M2: Junior high school.
 F1: High School.
 M2: High school.
 F1: Yes, Yes.
 M2: Eh:
 F1: He: is very cute heh his hobby is very good. One day, he get up early. He make a (.) pancake↑ Yes↑ heh
 M2: He likes cooking.
 F1: Yes. He likes making sweets.
 M2: Sweets?
 F1: Yes yes.
 M2: Uh I like (pudding).
 F1: Heh heh
 M2: Uh He He can make (pudding)?
 F1: Yes Yes. He ca- makes cake↑ but I don't like. I don't like it. Swe- Sweets is making sweets is
 M2: No
 F1: Yes Yes My mother and father says it (change) (change)
 M2: Heh heh
 F1: Your character too
 M2: Your brother
 F1: Yes changing.
 M2: He wants to be a (pastiere)
 F1: No:
 M2: No. His hobby. Yes yes. Your friend.
 F1: My friend, my friend.

M2: Unique
 F1: Yes Yes. And (.) I (.) uhm I think my uh character is not cute, and my friend is the same. Yes.
 M2: Uh, my↑ friend (2.1) uhm: (3.2) (Japanese) unique, for example, ah, (.) I : (.) I and my friend, my friend name is Keisuke, Keisuke and I ah (.) in high school comedy in in: Japanese Bunkasai, uh yes yes ↓ but he wants to be comedian. Uh He is studying in Fukuoka University, but he (graduate) ah he graduate after Fukuoka University, uh he want to be a comedian, he go to (Hiroshimoto) he so↑ he (big) ah what what↑ studying in university?
 F1: I major in law↑.
 M2: Law?
 F1: Yes.
 M2: Law is very difficult for me.
 F1: Heh Yes. Heh.
 M2: Law is (.) remember↑ remember↑ and understand in brain. Ah About a lot of words.
 F1: Yes
 M2: I can't this.
 F1: It's very difficult.
 M2: I like math, so I major in economics in university. I dislike↑ remember and understand words, but↑ something so I like math. So I studying university. Uh: (2.5) Hmm: so what your hobby?
 F1: My hobby is eating.
 M2: Eating? Ah, eating, eating, eating. (.) Ah: What your favorite restaurant?
 F1: Restaurant?
 M2: Or shop?
 F1: Shop. I I↓ like (.) Chinese food. ↑
 M2: Ah:↑

Fluency Analysis

- Total Time Speaking for Interviewees: 10:00 (600 seconds)
- Female 1 Speaking Time: 04.02.7

Appendix D.

CA Transcription Symbols

Manner/Quality

- | | |
|--|-----------|
| • Smile quality: | £ |
| • Exhale / inhale: | hhh |
| • vocalism: | (sniffle) |
| • click: | .t |
| • laugh pulse: | heh |
| • laughing word: | wo(h)rd |
| • laughter: | heh heh |
| • Low pitch: | ↓ |
| • High pitch: | ↑ |
| • pause, timed: | (1.2) |
| • pause, short: | (.) |
| • lag (prosodic length / elongated sound): | : |
| • unintelligible: | () |
| • uncertain: | (word) |
| • Emphatic tone: | ! |
| • Interviewer comment: | [[]] |