Asynchronous online peer judgments of intelligibility: Simple task, complex factors

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Problem: For same-L1 EFL learners, peer feedback may lead to convergence on a poor model

Solution: Peer feedback on local intelligibility of recorded speech

We developed P-Check (Version2, 2015) an LMS plug-in to aggregate peer feedback on pronunciation

After making three peer judgments, learners record a randomly-delivered prompt.

Learners listen to peers’ recordings and choose the appropriate response from the menu.

RQ: How is judgment accuracy affected by (1) targeted phoneme, (2) intelligibility of recording, and (3) listening discrimination ability of peer rater?

Participants: 38 same-L1 university students

Targets: /b-/v/, /s-/θ/, /l-/ɹ/, /l-/ɹ/-clusters, /æ-/ʌ/, /ɑ-/ʌ/, /ɑ-/oʊ/, /i-/ɪ/

Materials: 47 pairs of two-line contrastive conversations with L1 glosses. Example:
A: He is a good leader. A: He is a good reader.
B: Everyone trusts him. B: He loves books.

Procedure: After classroom instruction on each contrast, 15 minutes of recording & peer judgments

→ 3451 judgments on 1215 utterances

Initial Results for all utterances
(1) Intelligible utterances were more likely to be rated confidently and accurately.
(2) For inaccurate aggregated judgments, relatively few were due to a shared L1.

Further Results for 6 targets
Significant predictors of judgment accuracy:
(1) For /l-/ɹ/, /æ-/ʌ/, /ɑ-/ʌ/, /i-/ɪ/ → Intelligibility of utterance
(2) For /ʌ/ → Listening discrimination
(3) For /b-/v/, /l-/ɹ/-clusters → None

Conclusion
P-Check reveals that, for this group, judgment accuracy is associated more strongly with language factors than with rater factors

For more about P-Check, see TESL-EJ
www.tesl-ej.org (August 2019)