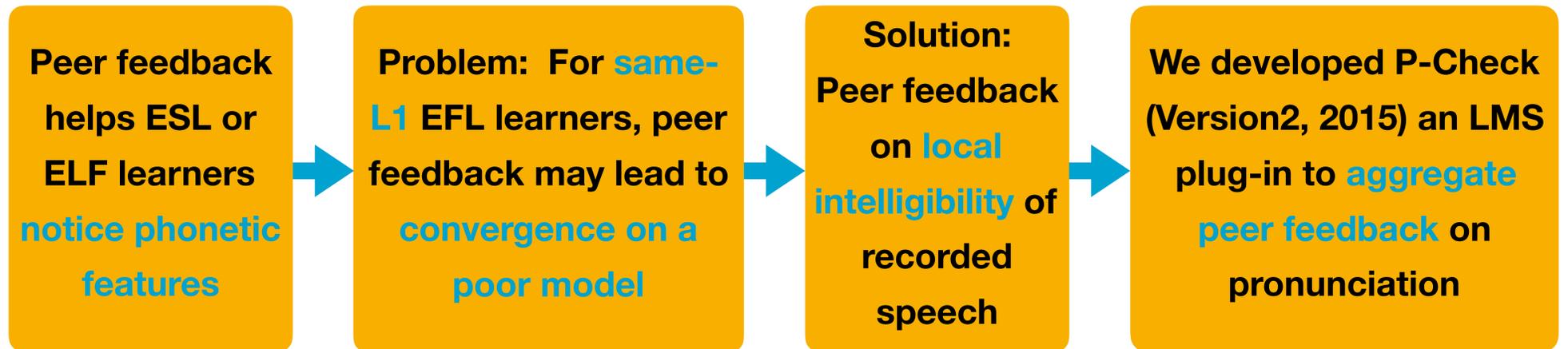


# Asynchronous online peer judgments of intelligibility: Simple task, complex factors

Suzanne M. Yonesaka • [suzanne@hgu.jp](mailto:suzanne@hgu.jp)

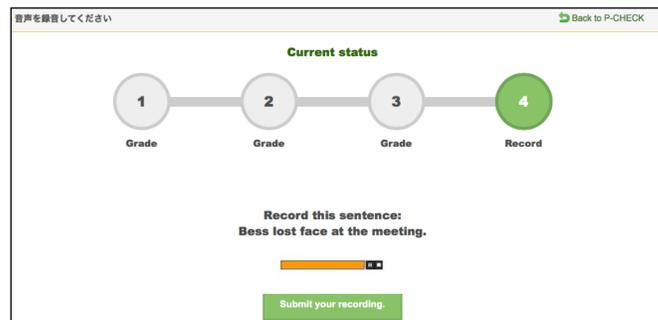


After making three peer judgments, learners record a randomly-delivered prompt.

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

Learner feedback page

日時	プロンプト	録音した音声	評価
2016年10月22日 10:24	Record the English sentence, focusing on /θ/. The sailors are thinking. 水兵は考えている。		★★★★★★★★
2016年10月22日 10:22	Record the English sentence, focusing on /θ/. That boy has a big mouse. あの男子は大きなネズミを飼っている。		★★★★★★★★
2016年10月22日 10:20	Record the English sentence, focusing on /θ/. We'll take the mountain path. 山の小道を利用して予定。		★★★★★★★★
2016年10月22日 10:19	Record the English sentence, focusing on /θ/. That boy has a big mouth. あの男子は口幅が大きい。		★★★★★★★★
2016年10月22日 10:18	Record the English sentence, focusing on /θ/. The moss is brown. この苔は茶色い。		★★★★★★★★



Instructor feedback page

No.	Prompt	Type	Peer ratings		Instructor rating	
			Student recordings	Rated as correct	Total raters	Teacher
1	Record the English sentence, focusing on /θ/. It's a large base. そこは、広い基地だ。	Which sentence do you hear?	18	87 %	37	100% 15 / 15
2	Record the English sentence, focusing on /θ/. He made a bow. 彼はお辞儀をした。	Which sentence do you hear?	16	78 %	36	72% 10 / 14
3	Record the English sentence, focusing on /θ/. That's a dangerous curb. その縁石は危ない。	Which sentence do you hear?	14	71 %	27	91% 10 / 11

**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

GEE (events-in-trials outcome) was used to model the effect of intelligibility and rater listening discrimination proficiency on judgment accuracy for 6 targets (except /s-θ/ and /ɑ-oʊ/)

**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 /ɑ-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