

研究区分	教員特別研究推進（教育推進）
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研 究 テーマ	Speaking Fluency in Japanese Learners of English Across Proficiency Levels				
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講演題目
Pausing Fluency in Japanese Learners of English Across Proficiency Levels
研究の目的、成果及び今後の展望
This project aimed to explore whether L1 syntactic transfer affects L2 learners' prosody in the same way across L2 proficiency levels. In other words, it examined whether the English pronunciation of Japanese speakers is influenced by their native Japanese regardless of English proficiency level. Previous research has shown that pausing patterns in English read-aloud speech differ between novice and advanced Japanese learners of English (JLEs). Specifically, novice JLEs tend to place pauses that break constituent structure, whereas advanced JLEs tend to pause at constituent boundaries (Yamane et al., 2022). This project focused on pauses before and after complementizer <i>that</i>, treating them as those breaking and not breaking the clause structure, respectively. Ten novice and ten advanced JLEs were asked to read aloud a short English narrative. Pauses were automatically detected using Praat. The number and duration of pauses were compared between the two groups. The results showed no significant effect of proficiency level on pause duration either before or after the complementizer <i>that</i>. Furthermore, JLEs tended to produce longer pauses after the complementizer (0.18 sec before <i>that</i> and 0.28 sec after <i>that</i> on average), which may reflect L1 syntactic transfer. These findings suggest that pausing in JLEs' read-aloud speech is influenced by syntax of their native Japanese regardless of their proficiency level. This project was based on previous research that defined appropriate pause placement as placement at syntactic boundaries, such as immediately before or after complementizer phrases (Yamane et al., 2022). However, research on spoken Japanese indicates that pause placement does not consistently align with syntactic boundaries (Ohta, Tsuchiya & Nakagawa, 2010). Therefore, to clarify the extent of the presumed L1 transfer, future research needs to compare read-aloud speech between learners' L2 English and their native Japanese.