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External Apperceive Accent In Three Diversity of Nonnative English

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ABSTRACT

Many literatures have explored a question for a single diversity of non-native speaker, but, few of them have considered non-native lecture with multiple native language backgrounds at the same time.This hypothesis focused on native English talking listeners permissible to stop-vowel consecution which comes from English words made by L1 American English, L1 Hindi, L1 Japanese, and L1 Mandarin speakers subjected to external accent.In this regard reversal of the pattern revealed that contributed to the ranks additionally to vowel qualityas, for example, listeners of all varieties of non-native talkers voted the productions as sounding external -accented to some grade for those by L1 Hindi talkers as most external –accented.Results proved several vocal properties chip in substance to the external accent for vowel sequences as, for example, the other variations of non native speaker sound more influenced than the other alternative.

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INTRODUCTION

By type of the words “public speaking” into Amazon.com or Barnesandnoble.com, and you will find more than two thousand books with the words “public speaking” in the title. Most of these and other books related to public speaking are not college textbooks. In fact, many books written about public speaking are intended for very specific audiences: A Handbook of Public Speaking for Scientists and Engineers (by Peter Kenny), (Beerends, R.J., 2003; Gonzalez-Bueno, Manuela, 1997) Excuse Me! Let Me Speak!: A Young Person’s Guide to Public Speaking (by Michelle J. Dyett-Welcome), Professionally Speaking: Public Speaking for Health Professionals (by Frank De Piano and Arnold Melnick), and Speaking Effectively: A Guide for Air Force Speakers(by John A. Kline). Although these different books address specific issues related to nursing, engineers, or air force officers, the content is basically the same. If you search for “public speaking” in an online academic database, you’ll find numerous articles on public speaking in business magazines (e.g., BusinessWeek, Nonprofit World) and academic journals (Gluszek, 2010) (e.g., Harvard Business Review, Journal of Business Communication). Technology can also help public speakers reach audiences that were not possible to reach in the past[4]. Millions of people heard about and then watched Randy Pausch’s “Last Lecture” online. In this captivating speech, Randy Pausch, a Carnegie Mellon University professor who retired at age forty-six after developing inoperable tumors, delivered his last lecture to the students, faculty, and staff. This inspiring speech was turned into a DVD and a best-selling book that was eventually published in more than thirty-five languages (Kong 2011; Lado, Robert, 1957).

A first language (also native language, mother tongue, arterial language, or L1) is the language(s) a person has learned from birth or within the critical period, or that a person speaks the best and so is often the basis for social linguisticidentity. In some countries, the terms native language or mother tongue refer to the language of one's ethnic group rather than one's first language. Children brought up speaking more than one language can have more than one native language, and be bilingual. By contrast, a second language is any language that one speaks other than one's first language. According to Ivan Illich, the term "mother tongue" was first used by Catholic monks to designate a particular language they used, instead of Latin, when they are "speaking from the pulpit" (Percival, B., 1993). That is, the "holy mother the Church" introduced this term and colonies inherited it from the Christianity as a part of their colonial legacy, thanks to the effort made by foreign missionaries in the transitional period of switching over from 18th-century Mercantile Capitalism to 19th-century Industrial Capitalism in

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India. In some countries, such as Kenya, India, and various East Asian countries, "mother language" or "native language" is used to indicate the language of one's ethnic group, in both common and journalistic parlance (e.g. "I have no apologies for not learning my mother tongue"), rather than one's first language. Also, in Singapore "mother tongue" refers to the language of one's ethnic group regardless of actual proficiency, while the "first language" refers to the English language that was established on the island through British colonisation (Shumway, H., 2006; Thomson, J., David, 1982), which is the lingua franca for most post-independence Singaporeans due to its use as the language of instruction in government schools and as a working language (Landau, H.J. and H.O. Pollak. 1962).

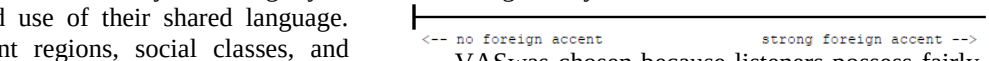
Because we live in a world where we are overhelmed with content, communicating information in a way that is accessible to others is more important today than ever before. To help us further understand why public speaking is important, we will first examine public speaking in everyday life. We will then discuss how public speaking can benefit you personally. As noted earlier, all of us encounter thousands of messages in our everyday environments, so getting your idea heard above all the other ones is a constant battle. Some speakers will try gimmicks, but we strongly believe that getting your message heard depends on three fundamental components: message, skill, and passion. The first part of getting your message across is the message itself. When what you are saying is clear and coherent, people are more likely to pay attention to it. On the other hand, when a message is ambiguous, people will often stop paying attention. Our discussions in the first part of this book involve how to have clear and coherent content. The second part of getting your message heard is having effective communication skills. You may have the best ideas in the world, but if you do not possess basic public speaking skills, you're going to have a problem getting anyone to listen. In this book, we will address the skills you must possess to effectively communicate your ideas to others (Percival, B., 1993; Shumway, H., 2006).

"Languages change because they are used by human beings, not machines. Human beings share common physiological and cognitive characteristics, but members of aspeech community differ slightly in their knowledge and use of their shared language. Speakers of different regions, social classes, and generations use language differently in different situations (register variation). As children acquire their native language, they are exposed to this synchronic variation within their language. For example, speakers of any generation use more and less formal language depending on the situation (Kong, Eun Jong, 2011). Parents (and other adults) tend to use more informal language to children. Children may acquire some informal features of the language in preference to their formal alternatives, and incremental changes in the language (tending toward greater informality) accumulate over generations. (This may help explain why each generation seems to feel that following generations are ruder and less eloquent, and are corrupting the language!) When a later generation acquires an innovation in the language introduced by a previous generation, the language changes."

Methodology:

While many priors studies have used sentences as audio irritant in perceived external accent rating dutys, a complete vocal investigation of sentences would be adaunting engaged. Units as big as sentences possess a relatively large number ofconceivable segmental and suprasegmental cues, many of which might be expected toinfluence ratings of perceived external accent. In order to extend the number of potentiallyrelevant acoustic queues, stop-vowel consecution was chosen as the acoustic stimuli for thepresent study. Stop-vowel consecution is even smaller toward the words allowed in Gonzalez-Bueno (1997) and Major (1987), and as sic possess a comparatively little number ofpossible cues to prospect, howlisteners are yet able to apperceive external accent inunits this size (Flege, 1984).Sequences comprising stops are particularly interesting admitting the tongue roundwork contained in the Buckeye GTA Corpus. Stops in some of these tonguesvary from those in American English phonologically: at every position of juncture,Japanese distinguishes 3 cessation (Lee, 1999) and Hindi, 4 (Ohala, 1999), while AmericanEnglish and Mandarin possess merely are. Additionally,the cessation contrasts in Hindi, Japan, and Mandarin all vary voice of the American English contrast.Such differences might be reflected to some grade in theEnglish manufactures of these non-indigenous spokesman.

The audio irritant was presented via headphones at individual computer stations.Listeners were requested to rate the degree of external accent in each audio stimulus by a bar along continuous Visual Analog Scale (VAS).The endpoints of the VASwere banderoled "no external accent" and "potent external accent," as shown in Figure.Listeners were patronized to use the yardstick continuously rather than categorically.



VASwas chosen because listeners possess fairly susceptible responses to external accent ratingtasks, as confirmed by the ongoing rank scale utilization by Flege *et al*.(1995), whichmight not be enough captured by a Likert yardstick with a fixed number of distances.Inaddition, a continuous rating measure allowed for the contingency of better communication withthe continuous vocal cues discussed below.

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RESULTS AND DISCUSSION

For the manufacture measures, VOT and vowel distance were marked by the writer inPraat (Boersma&Weenink, 2012). F1and F2 avail at the vowel midpoint and mean f_0 advantage over the vowel were extracted automatically using a Praat line that displayed a spectrogram with overlaid formant andpitch tracks, such that the author could check code -by-token for direction errors.In therare instance of so an error, the writer re- size the token in question with modifiedenvironment.For the apperception measure, each listener rating was registration by the experimentpresentation software as a numerical value representing the circumstances on the rating line. Total, 8064 ranks were specified (16 spokesmans x 18 stop-vowel sequences x 28 assessor).The use of several varieties of non-native English in this study presents a difficultyfor linear regression using raw avail: productions by native spokesman can be hold forth tohave values near one extreme of the confine for apperceived external accent ratings ("noexternal accent"), but the same assumption cannot presently be made about thedistribution of their vocal measurements.That is, it would be conceivable for productionsby spokesman from one non-native background to have avail lower than those see inproductions by native spokesman, while productions by spokesman from a various non-nativebackground might have avail higher than those see in productions by native Spokesman.

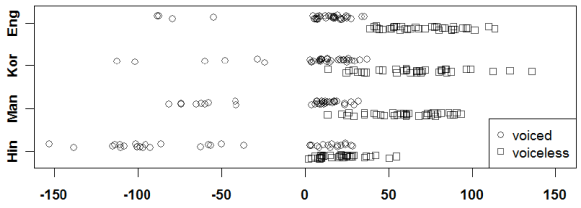

Fig. 1VOT discrepancy for the productions by every spokesman.

This difficulty is avoided here by using values that represent the differencebetween a production and the analogous native productions on some vocal property.Specifically, all vocal cues considered beneath are parameterized as the difference from the American English mean, calculated separately for every of the 18stop-vowel consecution.For example, even than examining the raw VOT avail for someL1 Japanese spokesmans production of /pi/ from the word people, the avail considered is theutter difference among the VOT avail of this production of /pi/ and the mean VOTof the 4 L1 American English spokesman productions of /pi/.Differenceavail forproductions by L1 American English spokesman are also calculated, and most commonly belittle.

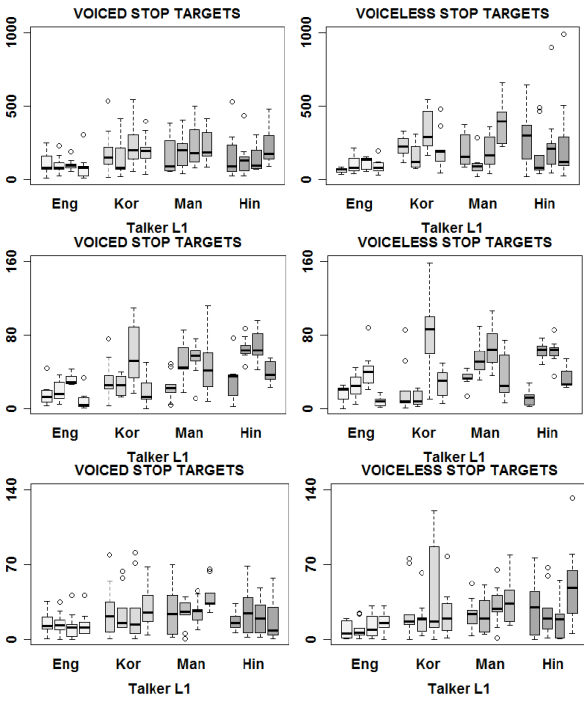

Fig. 2: vowel quality disagreement for the productions by every spokesman.

Figure 1 shows VOT discrepancy for the productions by every spokesman. Spokesman within each L1 group are presented in a consistent order among all plots.Vowel quality is specified in terms of two dimensions, F1 and F2. To detect this to asingle dimension, vowel quality disagreement is quantified as the Euclidean distance inF1/F2 space from the position of a single production in the mean circumstances for theproductions of that cessation - vowel sequel by the L1 American English spokesman.Figure 2 shows vowel quality disagreement for the productions by every spokesman.

Conclusion:

The first goal of this research was to recognize potential vocal cues to apperceive externalaccent. Vocal attributes were measured in the very short stop-vowel consecution extractedfrom sentences in English.The same sequences were used as stimuli in a rank, duty, andthe apperceived external accent ranks were shown to be correlated with VOT, vowelquality, f0, and vowel duration for at least some of the irritant.For irritant with voicecessation purposes, the best model included all four vocal attributes 44%of the variance in perceived external accent ratings.

The present perusal confirmed prior discovery than VOT quality seems to be involved in the apperception of external accent, suggested that f_0 and vowel duration mayas well as play minor roles, and showed that the self-relative significance of these cues differssomewhat for irritant containing voiced stops purposes as contrary to voiceless stop purposes.The secondary purpose of this research was to consider whether certain varieties of nonnative English tingle commonly more accented than another.The great ranges of ratings for productions by spokesman of each L1 demonstrate that listeners were not indeed classify the manufacture into four separate piles on the measure. Vocal measurements differ among productions by spokesman of various L1s, but also between productions by a spokesman from the selfsame L1 and even between productions by the same spokesman.

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