Individualized feedback for lexical stress errors

Towards a CAPT system for French learners of German

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Language Science and Technology

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1 Introduction

Hello, here is some text without a meaning. This text should show what a printed text will look like at this place. If you read this text, you will get no information. Really? Is there no information? Is there a difference between this text and some nonsense like “Huardest gefburn”? Kjift – not at all! A blind text like this gives you information about the selected font, how the letters are written and an impression of the look. This text should contain all letters of the alphabet and it should be written in of the original language. There is no need for special content, but the length of words should match the language. (Duong et al., 2011).

Sitaram et al. (2011) says blah blah blah.

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Table 1.1: I made a table, isn’t that awesome?

some	stuff	in
a	pretty	table

information about the selected font, how the letters are written and an impression of the look. This text should contain all letters of the alphabet and it should be written in of the original language. There is no need for special content, but the length of words should match the language.

2 Computer-Assisted Pronunciation Tutoring

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2.1 Pronunciation in foreign language teaching

2.2 CAPT systems

2.2.1 Selecting errors to target

Figure 2.1: Criteria for selecting errors to target in a CAPT system.

2.2.2 Survey of existing CAPT systems

2.3 The IFCASL project

2.3.1 Individualized feedback in CAPT?

2.3.2 The IFCASL corpus

3 Lexical stress errors for French learners of German

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3.1 Frequency of production

3.1.1 Prosody of German vs. French

3.1.2 Lexical stress errors in the IFCASL corpus

3.2 Impact on Intelligibility

3.3 Automatic detection

Diagnosis of lexical stress errors

4

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Feedback on lexical stress errors

5

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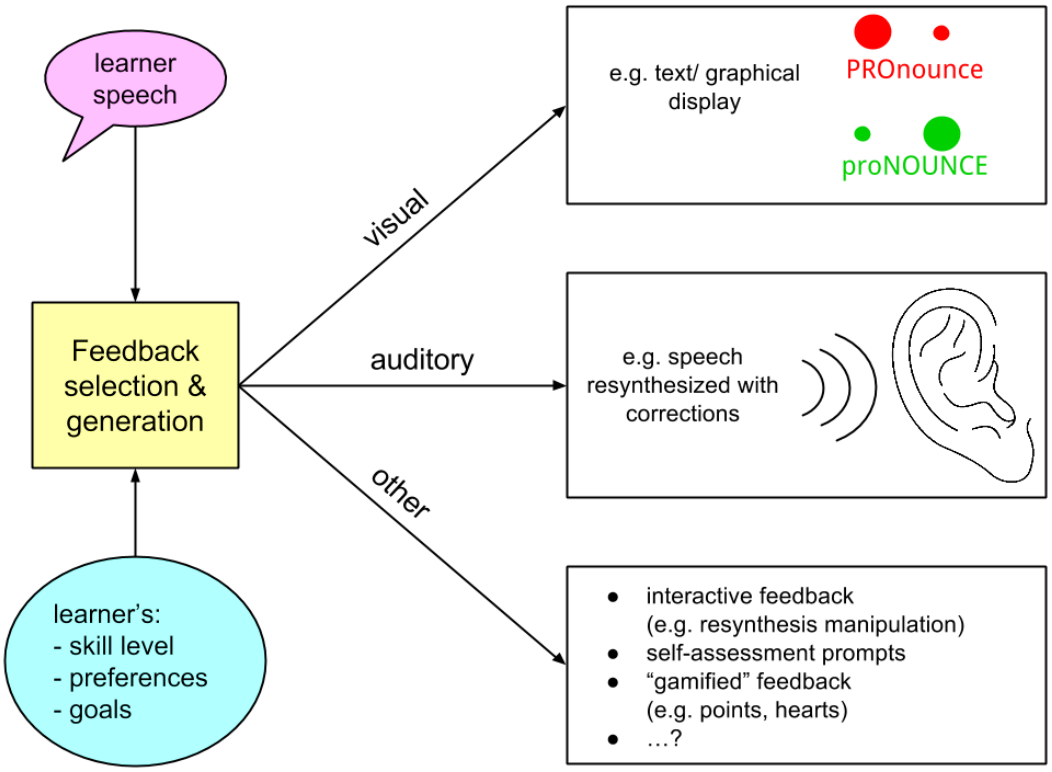

Figure 5.1: Delivery of prosody feedback in different modalities.

6 Conclusion and outlook

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