Pilot Study
Intelligibility and Comprehensibility of Hawai’i Pidgin English to Japanese Learners of English:
Is Pidgin Easier to Understand than Standard English?

Yuka Sano
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1. Introduction

This pilot study aims to investigate into the degrees of Pidgin comprehension by Japanese learners of English, and find out whether Pidgin is easier to listen to and understand than Standard English. Hawai‘i Pidgin English (HPE) is a language that first developed in Hawai‘i as a lingua franca among workers on plantations who speak different first languages such as Hawaiian, Portuguese, Chinese, Japanese, Spanish, Korean and the languages from Philippines (Sakoda, 2003). As generations who use HPE as their first language emerged, it eventually became a creole language. Still, the language is referred as “Hawai‘i Pidgin English” or simply “Pidgin”. Currently, it is spoken by around 600,000 people in the state of Hawai‘i (Sakoda, 2003). Since it emerged as a lingua franca, HPE has a lot of influences from many languages. One of the aspects of these influences can be seen in the use of loan words from many different languages; Portuguese, Chinese, Japanese, Spanish, Korean and the languages from Philippines (Carr, 1972) HPE also differs in morphology and syntax from Standard English (Muhlhausler, 1986).

In this study, the focus will be on the Pidgin comprehension of Japanese learners of English. In their four serial papers, Honda and Suzuki (2005, 2006, 2007, and 2008) claim the phonological closeness between HPE and typical Japanese English. They compare the phonological components and stress system between HPE and Japanese English, and claim that some of the sound of consonants, and syllable-timed rhythm are very close to each other. In their final paper of the series, they ultimately argue for the possibility of employing HPE as a model and developing and teaching new Japanese Pidgin English that would be easier for Japanese learners of English to acquire than inner circle, native speaker model of English. Yet, they have not conducted an empirical study to assess whether Pidgin English is really easier for Japanese learners to comprehend and acquire than Standard English.
Corresponding to the argument made by Honda and Suzuki (2005, 2006, 2007, and 2008), some Japanese learners of English that the researcher personally contacted interestingly claimed that HPE is easier to listen to and understand than other varieties of inner circle English (such as General American or New Zealander English that they encountered) even though in the education they received in Japan, the target form of English is mostly General American. Given the influence from Japanese on HPE, it is possible for Japanese learners to understand HPE better over other inner circle variety of English. However again, any research has yet tested the HPE comprehension by Japanese learners of English. In this research, both intelligibility and comprehensibility (Smith & Nelson, 1985) of HPE by Japanese learners of English are examined. Examining whether HPE is truly more understandable for Japanese learners than Standard English will open up the further possibilities for the studies in the area of L1 transfer, pidginization and creolization process, as well as English education in Japan.

2. Intelligibility and Comprehensibility Studies

The listening understandability can be divided into different dimensions. The three key concepts of listening understandability; intelligibility, comprehensibility, and interpretability, are explained by Smith and Nelson (1985). They explain these three concepts as follows (p.334);

a) intelligibility: word/utterance recognition,

b) comprehensibility: word / utterance meaning (locutionary force),

c) interpretability: meaning behind word/utterance (illocutionary force).

As defining them, Smith and Nelson (1985) argue that even though some researchers have used these terms interchangeably, linguists should be aware of the differences in each term and use them accordingly in their studies. Following these definitions, different researchers have conducted research on intelligibility and/or comprehensibility of different varieties of English. Munro and Derwing (1995) investigated into the interrelationships among accentedness, perceived comprehensibility, and
intelligibility in the speech of L2 learners (Mandarin native speakers). In the study, in order to assess the intelligibility, they employ “the exact-word method” in which native speaker participants (listeners) transcribe what they hear in standard orthography and counting the correct answers as intelligibility scores. Perceived comprehensibility was measured by participants’ perception of how much they could understand using nine-point Likert scale. As a result of the study, they found that the accentedness does not necessarily hinder intelligibility or perceived comprehensibility, as it is problematized in second language education.

While Munro and Derwing’s research is about intelligibility and comprehensibility of NNS speech towards NS listeners, many other researchers who study intelligibility and/or comprehensibility of NS and/or NNS English also employed NNS as listeners (Smith & Rafiqzad, 1979; Smith & Bisazza, 1982; Smith, 1987; Matsuura et al., 1999; Matsuura, 2007). Smith (1987) examined intelligibility, comprehensibility and interpretability of English produced by speakers from nine different countries; China, India, Indonesia, Japan, Papua New Guinea, the Philippines, Taiwan, the UK, and the US, to three groups of listeners; NS, NNS, and the mixed (who are from East-West center and familiar with different varieties of English). Intelligibility was tested by a cloze test, comprehensibility by multiple choice questions, and in order to examine the level of participants’ interpretability, they were asked to paraphrase a small portion of the materials that they listened to. The results indicate that there was no difference in intelligibility among different speakers and among subject groups. However in comprehensibility, NS group performed better than NNS and the mixed group especially on Japanese and British speakers’ speech. In interpretability task, the mixed group performed much better than the other two groups on any speakers. Smith (1987) interprets this phenomenon as that “familiarity with several different English varieties makes it easier to interpret cross-cultural communication in English” (p. 274).
In some research, Japanese learners of English were majorly employed as participants (i.e., listeners). Matsuura, Chiba and Fujieda (1999) compared the intelligibility and perceived comprehensibility of American English (AE) and Irish English (IE) to Japanese EFL students. Intelligibility was measured by a cloze-dictation test, and perceived comprehensibility by a seven-point Likert scale. Their results include that there is no significant difference in intelligibility and comprehensibility of AE and IE, and that there is no correlations between intelligibility and perceived comprehensibility. However, the amount of exposure and perceived familiarity to the particular English positively affect the perceived comprehensibility. Matsuura (2007) examined intelligibility and perceived comprehensibility of American English and Hong Kong-accented English (HK English) to Japanese EFL students. Two American English speakers and two HK English speakers read out the same passages, and the intelligibly and comprehensibility were measured in the same way as in Matsuura et al. (1999). Her results show that both intelligibly and perceived comprehensibility was higher with HK English, and participants’ familiarity with different English varieties shows a strong correlation with the intelligibility of HK English. Regarding these studies that compared the intelligibly and comprehensibility of different varieties of English, one thing to note is that the varieties of English that are compared are syntactically identical but phonologically different. In the current study, HPE and Standard English will be syntactically, morphologically, and phonologically different. Also, Japanese learners of English are mainly exposed to American English in their English education at schools. Therefore, the participants’ amount of exposure and familiarity should be greater for American English (or Standard English\(^1\)).

\(^1\) In this study, I employ Ohama and other’s (2000) explanation of Standard English which is”variety of Standard English spoken in North America and differs (generally in terms of pronunciation) from the form of Standard English in Britain.”
3. Hawai‘i Pidgin English

Hawaii Pidgin English originated as a pidgin on the plantations and developed into a creole as emerged the generations who speak HPE as their first language. It represents several different languages such as Hawaiian, Portuguese, Chinese, Japanese, Spanish, Korean, the languages from Philippines, and English (Sakoda, 2003; Ohama, 2010). When the plantation era began, the dominant language in Hawai‘i was Hawaiian. Therefore, the first pidgin appeared in Hawai‘i was Pidgin Hawaiian, which was a Hawaiian lexified pidgin that employs words mostly from Hawaiian but with pronunciation, meanings, and structure different from Hawaiian. However, the dominance of English began in 1875, when the Reciprocity Treaty with the United States was signed. That resulted in the increase in the number of English-medium schools in a decade from 1875. During this period, English also started to be used on the plantations, and that resulted in the emergence of an English lexified pidgin, or Pidgin English. However, according to Sakoda (2003), the pidgin at that time was still different from modern Pidgin that is currently spoken in Hawai‘i.

In his book, Sakoda (2003) explains the influence of other languages on HPE structure, and he argues that influence of Japanese is relatively small compared to Hawaiian, Chinese and Portuguese. He states:

The ethnic groups whose languages most influenced the structure of Pidgin seem to have been the Hawaiians, Chinese and Portuguese. […] Even though the Japanese were by far the largest immigrant group, their language appears to have had little effect on the structure of Pidgin.

(p.13)

He further explains the reason for this, which is that; a) by the time when Japanese immigrants reached Hawai‘i in 1888, pretty well fixed form of the “pidgin” was spoken among Hawaiian, Chinese and Portuguese, and b) when the creole first began to emerge, the dominant of the locally born population
was Chinese and Portuguese. However, he also argues that there are still Japanese influence on HPE on the aspects of borrowed words, discourse particles, and the structures of narratives (Sakoda, 2003).

In addition to these elements that Sakoda (2003) suggests, Honda and Suzuki (2005, 2006, 2007, and 2008) claim the phonological closeness between HPE and typical Japanese English. They compare the phonological components and stress system between HPE and Japanese English, and claim that some of the sound of consonants, and syllable-timed rhythm are very close to each other. Chart 3 is employed from Honda and Suzuki (2006) and translated into English by the author.

**Chart 3. Commonalities between Hawaii Pidgin English and Japanese English (Honda & Suzuki, 2006: 64)**

<table>
<thead>
<tr>
<th>Commonalities</th>
<th>Example from HPE</th>
<th>Example from Japanese English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pronunciation of /th/</td>
<td>Pronounced as [d] in voiced, and pronounced as [t] in voiceless</td>
<td>There is no phoneme same as [ð] or [θ] in Japanese, so they are often substituted by [d] and [t]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>E.g.) that → dat, think → sink</td>
</tr>
<tr>
<td>[ə] after a vowel</td>
<td>Often omitted</td>
<td>Not pronounced</td>
</tr>
<tr>
<td>Stress</td>
<td>Every syllable is the same strength and same length</td>
<td>In Japanese, [consonant + vowel] is the smallest unit of sound, and therefore, a sound always ends with a vowel. Given the influence of this, Japanese English become flat without much intonation.</td>
</tr>
</tbody>
</table>
4. Research Questions

Given the arguments of Japanese influence on HPE, as well as the researchers’ personal contacts with Japanese learners of English who claim HPE is easier to understand than SE, this study aims to investigate if HPE is actually easier for Japanese learners of English to listen to and understand. The research questions of this study are;

a) For Japanese learners of English, is HPE (Hawaii Pidgin English) more intelligible than SE (Standard English)?

b) For Japanese learners of English, is HPE more comprehensible than SE?

As a pilot study, it also aims to examine the validity of the testing materials, in order to better design the further research.

5. Method

5.1. Participants

From HELP (Hawai’i English Language Program) and NICE (New Intensive Courses in English), four Japanese learners of English were recruited as participants for this study. They are all females, and have studied English in Hawai’i for two to three months. These participants were targeted partly because they are considered to have relatively smaller exposure to HPE compared with students who have lived in Hawai’i longer. Since English model that is employed in Japanese English education is mainly American English, participants are expected to have more exposure to SE than any other variety of English. In addition, the fact that they are studying English abroad shows that they may have greater interest in learning it than learners in Japan, and they may be more motivated learners than the average learners. As Table 5.1. shows, two of the participants had a prior experience in other English speaking countries (Australia and England) for a month.
Table 5.1. Descriptions of Participants

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution</td>
<td>HELP</td>
<td>NICE</td>
<td>NICE</td>
<td>NICE</td>
</tr>
<tr>
<td>Gender</td>
<td>Female</td>
<td>Female</td>
<td>Female</td>
<td>Female</td>
</tr>
<tr>
<td>Age</td>
<td>21</td>
<td>19</td>
<td>20</td>
<td>27</td>
</tr>
<tr>
<td>Length of studying English in schools</td>
<td>7-9 years</td>
<td>4-6 years</td>
<td>7-9 years</td>
<td>4-6 years</td>
</tr>
<tr>
<td>Length of the stay in Hawai‘i</td>
<td>3 months</td>
<td>2 months</td>
<td>2 months</td>
<td>3 months</td>
</tr>
<tr>
<td>Have you stayed in English speaking country before?</td>
<td>No</td>
<td>Australia (1 month)</td>
<td>England (1 month)</td>
<td>No</td>
</tr>
</tbody>
</table>

5.2. Materials

As for the listening material, four passages were adopted from a local magazine; *Maui No Ka ‘Oi* in which the columnist Kathy Collins originally writes in HPE. All the passages were also translated into Standard English by the researcher with the help of HPE/SE bilingual speakers. Each passage is about 300 words long. The articles were audio recorded in both HPE and SE by two male HPE/SE bilingual speakers who are graduate students specializing in Second Language Studies and Linguistics. They were both born and raised in Oahu and can manipulate both HPE and SE very well. Since the person represents the speech for both HPE and SE, the influence that vocal features would have on the score result can be considered as minimal.

Based on the listening material, cloze-dictation tests and comprehension tests were created by the researcher. The cloze-dictation tests were meant to measure the intelligibility of the speeches. The speech script with a blank in every seven to eight words are provided, and the participants were asked to fill in the blanks as they listened to the speech. One passage has 37 to 40 blanks. Participants were told the spelling does not have to be necessarily accurate at the time of testing. The comprehension tests were
created to measure the comprehensibility of the speech. Five multiple choice questions were provided in Japanese per one speech, and participants were asked to choose the correct answer. They were allowed to take note when the time of testing (See Appendix A and B for the test materials).

In order to access participant’s background, a self-information questionnaire was also distributed. In the questionnaire, their experience with English, length of their stay in Hawai’i, and interlocutors that they communicate in English the most will be asked. The questionnaire is written in Japanese (See Appendix C).

5.3. Procedure

In the process of testing, participants were divided into two groups; group A and B. Participants in group A will listened to HPE 1 and 2, and SE 3 and 4. Those in group B listened to SE 1 and 2, and HPE 3 and 4. Passages in GA and HPE are the same passages, but in different languages. After the participants complete the test, they received self-information questionnaires. Intelligibility and comprehensibility of the materials were measured based on the scores of participants’ answers.

Table 5.3. Procedure

<table>
<thead>
<tr>
<th>SE</th>
<th>HPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

6. Results and Discussion
The result shows that one participant who is from HELP scored much higher for SE both in intelligibility and comprehensibility, and others (who are all from NICE) scored a little higher for HPE in both intelligibility and comprehensibility (See Table 6.1.).

Table 6.1. Scores of each participant

<table>
<thead>
<tr>
<th></th>
<th>Standard English (%)</th>
<th>Hawai’i Creole (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Intelligibility</td>
<td>Comprehensibility</td>
</tr>
<tr>
<td>A</td>
<td>71.0</td>
<td>100.0</td>
</tr>
<tr>
<td>B</td>
<td>57.8</td>
<td>60.0</td>
</tr>
<tr>
<td>C</td>
<td>63.1</td>
<td>60.0</td>
</tr>
<tr>
<td>D</td>
<td>44.7</td>
<td>60.0</td>
</tr>
</tbody>
</table>

As a result, in average, SE was scored higher for intelligibility, and HPE was scored higher for comprehensibility (See Table 6.2. and 6.3.).

Table 6.2. Intelligibility score

<table>
<thead>
<tr>
<th></th>
<th>MIN</th>
<th>MAX</th>
<th>MEAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard English</td>
<td>44.7</td>
<td>71.0</td>
<td>59.1</td>
</tr>
<tr>
<td>Hawai’i Pidgin English</td>
<td>40.0</td>
<td>65.0</td>
<td>52.8</td>
</tr>
</tbody>
</table>

Table 6.3. Comprehensibility score

<table>
<thead>
<tr>
<th></th>
<th>MIN</th>
<th>MAX</th>
<th>MEAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard English</td>
<td>60.0</td>
<td>100.0</td>
<td>70.0</td>
</tr>
<tr>
<td>Hawai’i Pidgin English</td>
<td>60.0</td>
<td>100.0</td>
<td>75.0</td>
</tr>
</tbody>
</table>
These results seem to suggest that SE is easier to listen to and seek the word-sound correspondence, while HPE is easier to listen to and identify the content, which is opposite to the researcher’s initial expectations. The researcher’s expectation was that because of the phonological closeness between HPE and Japanese English, intelligibility would be higher for HEP, and since the syntax and morphology is different from ES (which participants have been studying for at least more than four years), comprehensibility would be lower for HPE. One reason to explain this outcome can be the syntactical influence on the intelligibility test. From participants’ answers, it was observable that in order to fill in the blanks of the cloze-test, they relied not solely on the sounds they heard, but also on their syntactical knowledge. For example, where the speaker said “Stuffs I been doing” in HPE, a participant inserted “have been” in one bracket. This can mean that her syntactical knowledge told her that there should be “have” in front of “been”, which resulted in a false answer. Also, in a sentence; “I know [     ] people…”, a participant put “that” while the correct answer was “some”. Since “that” and “some” sound totally different, the answer indicates that participants took the test not only as a cloze dictation test, but also as a reading cloze test where they can rely on their reading and syntactical ability. This could result in higher SE score for intelligibility test.

However, outcomes for the comprehension test are not consistent with the arguments made by Smith (1987) and Matsuura (2007) that the amount of exposure and familiarity determines the (perceived) comprehensibility. For this study, the participants’ amount of exposure is considered to be much greater for SE, since all the participants had studied English in school settings at least for four years. However, they scored higher for the HPE comprehension test. One of the factors that can explain this outcome would be the emotional emphasis, or communicative emphasis of the HPE speech. At the time of the recording, both of the HPE/SE bilingual speakers claimed that HPE is a highly communicative language, and they naturally put emotional emphasis when they read the script. As a
result, the HPE recording came to be much more emotional than the SE version. It sounds as if they are talking to someone very enthusiastically while SE version is very flat and sounded like “a textbook English”. The participants also pointed out that SE version were very textbook-like, which they are accustomed to in the school education. It is interesting that even though the participants perceive the SE version as “textbook-like”, they still scored higher for HPE comprehension. There is not enough evidence to show that the emotional emphasis of HPE speech made it easier for the participants to understand the content, but it could be one possibility. The other reason to explain this outcome would be the fact that the comprehension test was multiple choice questions. Compared to the cloze-dictation test, for the multiple choice questions, participants do not have to be perfect or accurate in understanding the language. Therefore, small syntactic differences between SE and HPE (such as the existence of prepositions or tense of the verbs) did not play a crucial role to control the score of HPE comprehension as it did for the intelligibility test.

Table 6.4 shows inter-score correlations. It is notable that while there were correlations between intelligibility and comprehensibility for both SE and HPE, that of SE is greater than the one of HPE (0.71 for SE and 0.21 for HPE). This indicates that even though participants could not well identify the words from the sound for HPE, they still understood the meaning of what was said. This may again indicates the unreliability of the cloze-dictation test, that it did not accurately measure sound intelligibility of SE and HPE.
Table 6.4. Inter-score correlations

<table>
<thead>
<tr>
<th></th>
<th>SE Intelligibility</th>
<th>SE Comprehensibility</th>
<th>HPE Intelligibility</th>
<th>HPE Comprehensibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE Intelligibility</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SE Comprehensibility</td>
<td>0.71</td>
<td>1.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HPE Intelligibility</td>
<td>-0.06</td>
<td>-0.74</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>HPE Comprehensibility</td>
<td>-0.54</td>
<td>-0.52</td>
<td>0.21</td>
<td>1.00</td>
</tr>
</tbody>
</table>

7. Limitation and Further Implication

The biggest limitation of this study is the small number of the participants. Since the sample number is so small, it is difficult to make any statement or implication from the results. For the further study, a greater number of participants should be sought. Currently, a group of Japanese college students in Japan are approached by the researcher to participate in the study during the researcher’s stay in Japan.

Also, as mentioned earlier, the reliability of the intelligibility test is doubted. Even though it was designed as a listening intelligibility test, in the current test, syntax seems to play a role to control the score. Therefore, word-sound recognition is not purely measured. In order to solve this problem, two solutions would be feasible; a) to control the listening material, and avoid any feature that is syntactically different between SE and HPE, in other words, make the HPE script syntactically identical to SE script (or vice versa), and b) to make the intelligibility test multiple choice questions, that ask participants to choose the word or phrase (that is isolated from any context) from several choices as they hear the sound.

The other issue to consider is the authenticity of the HPE materials. In the process of making the materials, both of the speakers claimed that since HPE is a highly communicative language, it does not
feel natural to read it out from a script. They also claimed that the script is different from “what they would say” in Pidgin. In order to solve this issue, for the further study, it would be better not to make a script, but ask speakers to give a speech about a certain topic both in HPE and SE. It is also possible to ask speakers to retell a story that is previously shown to them, so that the length and content of the speech would be controllable.

Given the limitations, it is difficult at this point to claim any implication from this study. However, the results indicated that despite greater amount of exposure to SE, Japanese learners of English in this study showed a greater comprehensibility towards HPE. It will be worthwhile to further investigate into the intelligibility and comprehensibility of HPE to Japanese learners of English, and this pilot study suggested different ways of improvement for the further testing materials and the research design.

8. References

**Pidgins and Creoles**

**Hawaii Pidgin English**

**HPE and Japanese Relation**


**Pidginization and Creolization**


**Intelligibility and Comprehension of Varieties of English**


**L1 Transfer**


**Simplified Input**


**Appendix A: Group A Test [English Translation]**

**リストニングテスト [Listening Test]**

**テスト1 [Test 1]**

これからあなたが聞くリストニングテストは、「Happy New Year!」というタイトルのスピーチです。スピーチを聞きながら、文中の空白に聞いた単語を入れて下さい。スペルは必ずしも正しくなくても結構です。スピーチは二度流れます。質問がある場合は、手を挙げて教えてください。

[The listening test that you are going to listen to is a speech titled “Happy New Year!” As you listen to the speech, please fill in the blanks with the words you hear. The spelling of the words do not have to be necessarily accurate. You will hear the speech twice. If you have a question, please let the researcher know.]
New Year’s is my most favorite [ ] of all, because everybody can celebrate [ ], regardless of their race or religion. [ ] all about change, hope, and fresh [ ] for all of us.

And yet, [ ] I love the most about New Year’s [ ] the same old traditions. I’m not [ ] that I’m superstitious, but there are [ ] things that I have to do [ ] New Year’s, things that I’ve been doing [ ] so long as I can remember.

[ ], before you can celebrate the New Year, [ ] have to take care of the old [ ]. You have to clean the house, [ ] all the bills, and wrap up [ ] the loose ends that fell through the [ ]. And you have to do that [ ] before the year ends. You can’t [ ] the house on New Year’s Day; otherwise [ ] sweep out all the good luck [ ] the year.

My father used to [ ] a big New Year’s party for all of [ ] family and friends. A lot [ ] food and drink, sparklers and fireworks, [ ] music, conversations, and most of all, [ ] spirit. Even the aunts, who fight [ ] each other all year long, become [ ] on New Year’s.

When midnight comes, the [ ] couples kiss. The rest of us are too [ ] lighting fire-rockets to scare away all the [ ] spirits. Nowadays everybody has cell phones, [ ] our times are all synchronized. It’s [ ] like before, when everybody’s watches were [ ], so you hear the pop-pop-pop going [ ] in spurts, at different times, all [ ] the neighborhood. Everybody laughed when the [ ] bunch went off, way after all the [ ] ended. There was always somebody whose [ ] was ten minutes slow.

テスト2 [Test 2]
これからあなたが聞くリスニングテストは、「Spring Fever」というタイトルのスピーチです。スピーチを聞きながら、文中の空白に聞こえた単語を入れてください。スペルは必ずしも正しくなくても結構です。スピーチは二度流れます。質問がある場合は、手を挙げて教えてください。
[The listening test that you are going to listen to is a speech titled “Spring Fever”
As you listen to the speech, please fill in the blanks with the words you hear. The spelling
of the words do not have to be necessarily accurate. You will hear the speech twice. If
you have a question, please let the researcher know.]

"March come in like one lion, [            ] out like one lamb."

"April showers [            ] May flowers."

Small-kid time, we learn [            ] in school. But never make sense [            ] us. My
mother said that’s only [            ] mainland guys ‘cause they get da [            ] distinct
seasons, not like us over [            ] who only get rainy season and [            ] kine. But we
had to memorize the [            ] anyways. Just like our parents before [            ] our kids
after.

My son [            ] born and raised on Maui, and [            ] he went move to Michigan
couple, [            ] years ago. Now he know all [            ] distinct seasons. His first winter
over [            ], Michigan had the worst ice storm [            ] thirty-five years. He thought
he was [            ] freeze his okole off. February still [            ] snow on the ground. But
right [            ] Easter, he said everything went change. The [            ] start for come warm,
the plants [            ] back alive, everybody stay happy. He [            ] now he know why
the mainland [            ] make up poems and songs for [            ] spring. He said even
though summer [            ] more school, and fall get the [            ] leaves, and winter get
Christmas and New Year’s, [            ] is the best season of all. [            ] season of
rebirth and new life.

[            ] that went get me thinking—since [            ] no more da kine drastic change
[            ] scenery for mark da different seasons, [            ] gotta do something for
remember to [            ] the Coming of Spring. I know [            ] people think of Easter like
that, [            ] get plenty other guys who no [            ] in the resurrection of Christ or
[            ] that hide eggs. Plus, Easter move [            ] every year. We gotta try be
[            ]. Get May Day, but that feel [            ] like that Coming of Summer.

テスト3 [Test 3]

これからあなたが聞くリスニングテストは、「This Bon Connected to the Memory Bone」
というタイトルのスピーチです。スピーチを聞いた後に、その内容に関する5つの問題に答え
てください。（正しいと思う答えに〇をつけてください。）スピーチを聞いていないあいだ、メ
モを取ってもかまいません。スピーチは一度だけ流れます。質問がある場合は、手を挙げて教
えてください。また、問題に答え終わったら、手を挙げて教えてください。
[The listening test that you are going to listen to is a speech titled “This Bon Connected to the Memory Bone”. After you listened to the speech, please answer the five questions regarding the content of the speech (Please circle the correct answer.) While listening, you may take notes. You will hear the speech only once. You will hear the speech twice. If you have a question, please let the researcher know. If you finished answering questions, please raise your hand and let the researcher know.]

問題1 [Question 1]
話者が、夏について好きなことは何ですか。[What does the speaker like about Summer?]

A) ゴム製のサンダル (rubber slippers) [rubber slippers]
B) 盆踊り (bon dance) [bon dance]
C) スパムむすび (Spam musubi) [Spam musubi]

問題2 [Question 2]
話者は、ハワイではどのような場所で盆踊りが行われていると言っていますか。[Where in Hawaii, Bon dance is held?]

A) 公園 [At parks]
B) 砂浜 [On the beaches]
C) 仏教の教会 [At Buddhist churches]

問題3 [Question 3]
話者は、お盆とは何のようだと説明していますか。[What does the speaker explain Obon as?]

A) 大きな家族のつどい [A big family reunion]
B) 大掃除 [A spring cleaning]
C) 別れの儀式 [A ritual for parting]

問題4 [Question 4]
話者の祖父はどの出身ですか。[Where is the speaker’s grandfather from?]

A) マウイ島 [Maui island]
B) 沖縄 [Okinawa]
C) ハワイ島 [Hawaii island]
問題5 [Question 5]
話者は毎年夏に、祖父となにをすると言っていますか。[What does the speaker do with his grandfather every summer?]

A）一緒に踊る [Dance together]
B）一緒に食事をする [Eat together]
C）一緒に墓参りをする [Visit ancestor's graves together]

テスト4 [Test 4]
これからあなたが聞くリスニングテストは、「Dear Santa」というタイトルのスピーチです。スピーチを聞いた後に、その内容に関する5つの問題に答えてください。（正しいと思う答えに○をつけてください。）スピーチを聞いているあいだ、メモを取ってもかまいません。スピーチは一度だけ流れます。質問がある場合は、手を挙げて教えてください。また、問題に答え終わったら、手を挙げて教えてください。

[The listening test that you are going to listen to is a speech titled “Dear Santa”. After you listened to the speech, please answer the five questions regarding the content of the speech (Please circle the correct answer.) While listening, you may take notes. You will hear the speech only once. You will hear the speech twice. If you have a question, please let the researcher know. If you finished answering questions, please raise your hand and let the researcher know.]

問題1 [Question 1]
去年、話者はサンタに何が欲しいと頼みましたか。[What did the speaker ask for Santa last Christmas?]

A）キャンディ [Candy]
B）雨 [Rain]
C）仕事 [A job]

問題2 [Question 2]
話者は、今年は何が欲しいと言っていますか。[This year, what does the speaker says he wants?]

A）新しい車 [A new car]
B）おもちゃ [A toy]
C）何もいらない [Nothing]
問題3 [Question 3]
話者は、今年多くの人がサンタに何をお願いするだろうと言っていますか。[What does the speaker say a lot of people will ask Santa for this year?]

A) 子供が学校に着て行く洋服、食べ物や仕事 [Clothes kids where to school, food and jobs]
B) 新しい車や大きなおもちゃ [New cars and big toys]
C) リンゴ、オレンジ、キャンディやナッツ [Apples, oranges, candy and nuts]

問題4 [Question 4]
昔、話者がクリスマスにもらっていた茶色の紙袋には何が入っていましたか。[What were In a brown paper bag that the speaker used to be given at Christmas?]

A) リンゴ、オレンジ、キャンディやナッツ [An apple, an orange, candies and nuts]
B) 学校に着て行くための洋服と食べ物 [Clothes to wear to school and fool]
C) おもちゃ [Toys]

問題5
袋に入っていたものの中で話者の好きだったものは何ですか。Within the things that were in the paper bag, what was the speakers' favorite?

A) キャンディ [Candies]
B) ナッツ [Nuts]
C) おもちゃ [Toys]

Appendix B: Group B Test [English Translation]
リスニングテスト [Listening Test]

テスト1 [Test 1]
これからあなたが聞くリスニングテストは、「 Happy New Year! 」というタイトルのスピーチです。スピーチを聞きながら、文中の空白に聞こえた単語を入れて下さい。スペルは必ずしも正しくなくても結構です。スピーチは二度流れます。質問がある場合は、手を挙げて教えてください。

[The listening test that you are going to listen to is a speech titled “Happy New Year!” As you listen to the speech, please fill in the blanks with the words you hear. The spelling
New Year’s is my most favorite [ ] of all, ‘cause everybody can celebrate [ ], no matter what kind race or religion you get. [ ] is all about change an’ hope an’ [ ] starts for all us guys.

And yet, [ ] I love the most about New Year’s [ ] the same old traditions. I not [ ] I superstitious, but get certain stuffs [ ] gotta do every New Year’s, stuffs

I [ ] doing for long as I can [ ].

First things first. Before you can [ ] the New Year, gotta take care the [ ] Year. Gotta clean house, pay all [ ] bills, wrap up all the kind [ ] ends that went fall through the [ ]. And gotta do all that before [ ] year pau. No can sweep the [ ] New Year’s Day; bum-by you sweep out all [ ] good luck for the year.

My [ ] used to throw big New Year’s party [ ] all our family and friends. Plenty kaukau [ ] drink, sparklers and small-kind fireworks, [ ] music, talk story, and most of [ ], aloha spirit. Even the aunties who [ ] with each other all year long, [ ] make nice on New Year’s.

When come [ ], the haole couples kiss. The rest [ ] us too busy lighting firecrackers for [ ] away all the bad kind spirits. [ ] everybody get cell phones, so our [ ] stay all synchronize. Not like before, [ ] everybody’s watches stay different, so you [ ] the karak-arak-arak going off in spurts, [ ] different times, all ova the neighborhood. [ ] laugh up when the last bunch [ ] off, way after all the rest pau. [ ] get somebody whose watch stay ten [ ] slow.

テスト 2 [Test 2]
これからのあなたが聞くリスニングテストは、「Spring Fever」というタイトルのスピーチです。スピーチを聞きながら、文中の空白に聞こえた単語を入れて下さい。スペルは必ずしも正確でなくても結構です。スピーチは二度流れます。質問がある場合は、手を挙げて教えてください。

[The listening test that you are going to listen to is a speech titled “Spring Fever” As you listen to the speech, please fill in the blanks with the words you hear. The spelling
of the words do not have to be necessarily accurate. You will hear the speech twice. If you have a question, please let the researcher know.

“March comes in like a lion, [ ] goes out like a lamb.”

“April [ ] bring May flowers.”

When we were [ ] kids, we learned that in school [ ] they never made sense to us. [ ] mother said that’s only for mainland [ ] because they have distinct seasons, not [ ] us here who have only a [ ] season and a regular one. But [ ] had to memorize the sayings anyways. [ ] like our parents had to before [ ] and our kids will have to [ ] us.

My son was born and [ ] on Maui, and then he moved [ ] Michigan around three years ago. Now [ ] knows all about distinct seasons. In [ ] first winter there, Michigan had the [ ] ice storm in thirty-five years. He [ ] he was going to freeze his [ ] off. February still had snow on [ ] ground. But right around Easter, he [ ] everything changed. The weather started to [ ], the plants came back alive, and [ ] was happy. He said now he [ ] why the mainland people make up [ ] and songs to celebrate spring. He [ ] even though summer has no [ ], and fall has autumn leaves, and [ ] has Christmas and New Year’s, spring is [ ] best season of all. The season [ ] rebirth and new life.

So that [ ] me thinking—since we don’t have [ ] kind of drastic change in scenery [ ] mark the different seasons, we gotta [ ] something to remember to celebrate the [ ] of Spring. I know many people [ ] of Easter, but there are many [ ] who don’t believe in the resurrection [ ] Christ or rabbits that hide eggs.

テスト３ [Test 3]

これからあなたが聞くリスニングテストは、「This Bon Connected to the Memory Bone」というタイトルのスピーチです。スピーチを聞いた後に、その内容に関する５つの問題に答えしてください。正しいと思う答えに〇をつけてください。スピーチを聞いていないあいだ、メモを取ってもかまいません。スピーチは一度だけ流れます。質問がある場合は、手を挙げて教えてください。また、問題に答え終わったら、手を挙げて教えてください。
[The listening test that you are going to listen to is a speech titled “This Bon Connected to the Memory Bone”. After you listened to the speech, please answer the five questions regarding the content of the speech (Please circle the correct answer.) While listening, you may take notes. You will hear the speech only once. You will hear the speech twice. If you have a question, please let the researcher know. If you finished answering questions, please raise your hand and let the researcher know.]

問題１ [Question 1]
話者が、夏について好きなことは何ですか。[What does the speaker like about Summer?]

D) ゴム製のサンダル (rubber slippers) [rubber slippers]
E) 盆踊り (bon dance) [bon dance]
F) スパムむすび (Spam musubi) [Spam musubi]

問題２ [Question 2]
話者は、ハワイではどのような場所で盆踊りが行われていると言っていますか。[Where in Hawai’i, Bon dance is held?]

D) 公園 [At parks]
E) 砂浜 [On the beaches]
F) 仏教の教会 [At Buddhist churches]

問題３ [Question 3]
話者は、お盆とは何のようだと説明していますか。[What does the speaker explain Obon as?]

D) 大きな家族のつどい [A big family reunion]
E) 大掃除 [A spring cleaning]
F) 別れの儀式 [A ritual for parting]

問題４ [Question 4]
話者の祖父はどの出身ですか。[Where is the speaker’s grandfather from?]

D) マウイ島 [Maui island]
E) 沖縄 [Okinawa]
F) ハワイ島 [Hawaii island]
問題5 [Question 5]
話者は毎年夏に、祖父とどうすると言っていますか。[What does the speaker do with his grandfather every summer?]

D) 一緒に踊る [Dance together]
E) 一緒に食事をする [Eat together]
F) 一緒に墓参りをする [Visit ancestor's graves together]

テスト4 [Test4]
これからあなたが聞くリスニングテストは、「Dear Santa」というタイトルのスピーチです。スピーチを聞いた後に、その内容に関する5つの問題に答えてください。（正しいと思う答えに○をつけてください。）スピーチを聞いていてあいだ、メモを取ってもかまいません。スピーチは一度だけ流れます。質問がある場合は、手を挙げて教えてください。また、問題に答え終わったら、手を挙げて教えてください。

[The listening test that you are going to listen to is a speech titled “Dear Santa”. After you listened to the speech, please answer the five questions regarding the content of the speech (Please circle the correct answer.) While listening, you may take notes. You will hear the speech only once. You will hear the speech twice. If you have a question, please let the researcher know. If you finished answering questions, please raise your hand and let the researcher know.]

問題1 [Question 1]
去年、話者はサンタに何が欲しいと頼みましたか。[What did the speaker ask for Santa last Christmas?]

D) キャンディ [Candy]
E) 雨 [Rain]
F) 仕事 [A job]

問題2 [Question 2]
話者は、今年は何が欲しいと言っていますか。[This year, what does the speaker says he wants?]

D) 新しい車 [A new car]
E) おもちゃ [A toy]
F) 何もいらない [Nothing]
問題3 [Question 3]

What does the speaker say a lot of people will ask Santa for this year?

D) 子供が学校に着て行く洋服、食べ物や仕事 [Clothes kids where to school, food and jobs]
E) 新しい車や大きなおもちゃ [New cars and big toys]
F) リンゴ、オレンジ、キャンディやナッツ [Apples, oranges, candy and nuts]

問題4 [Question 4]

What were In a brown paper bag that the speaker used to be given at Christmas?

D) リンゴ、オレンジ、キャンディやナッツ [An apple, an orange, candies and nuts]
E) 学校に着て行くための洋服と食べ物 [Clothes to wear to school and fool]
F) おもちゃ [Toys]

問題5

Within the things that were in the paper bag, what was the speakers' favorite?

D) キャンディ [Candies]
E) ナッツ [Nuts]
F) おもちゃ [Toys]

Appendix C: Self Information Sheet (English Translation)

SELF INFORMATION SHEET

Directions: Please indicate your answer in [ ] or circle the answer which is applicable to you. DO NOT write your name on the answer sheet. Please answer all questions that apply to you.

SECTION 1: BACKGROUND INFORMATION

1) Age:
   [ ]
2) Place of birth: 
[ ]

3) First language: 
A. Japanese 
B. Other [ ]

4) How long did you study English in schools? 
A. Less than 3 years 
B. 4-6 years 
C. 7-9 years 
D. 10-12 years 
E. 13 years or more

5) How long have you been in Hawai‘i? 
[ ]

6) Have you been to English speaking countries before you came to Hawai‘i? 
A. Yes [where: , How long: ] 
B. No

7) When do you use English outside the classroom? (Mark all that apply) 
A. Talking with English speaking people (e.g., English teachers, friends, relatives) 
B. Writing cards/letters to English users 
C. In other situations [ ] 
D. Never / Rarely

8) Who do you use English with the most? 
A. With Japanese people 
B. With non-native speakers of English 
C. With native-speakers of English who are from Hawai‘i 
D. With native-speakers of English who are from outside of Hawai‘i 
E. Other [ ]

SECTION 2: YOUR OPINIONS ABOUT LISTENING MATERIALS
9) Could you understand what the speakers said?

<table>
<thead>
<tr>
<th>Material</th>
<th>Easily</th>
<th>With some difficulty</th>
<th>With great difficulty</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>Material 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Material 2</td>
<td></td>
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<tr>
<td>Material 3</td>
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<tr>
<td>Material 4</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

10) How much of the speech and conversation did you think you understood?

<table>
<thead>
<tr>
<th>Material</th>
<th>More than 90%</th>
<th>89-70%</th>
<th>69-50%</th>
<th>49-30%</th>
<th>Less than 29%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Material 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>Material 2</td>
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<td>Material 3</td>
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<td>Material 4</td>
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</tr>
</tbody>
</table>

11) Did you have difficulty understanding the speech and conversation? **If Yes**, mark the appropriate reasons. (Mark all that apply)

<table>
<thead>
<tr>
<th>Material 1</th>
<th>A. Yes</th>
<th>B. No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a) I could not understand the meaning of what was said.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) The speaker did not speak clearly.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) The speaker spoke too quickly.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d) The accent of the speaker was too heavy.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e) Other [ ]</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Material 2</th>
<th>A. Yes</th>
<th>B. No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a) I could not understand the meaning of what was said.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) One or both speakers did not speak clearly.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) One or both speakers spoke too quickly.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) The accent of the speaker was too heavy.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Other [ ]</td>
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</table>

<table>
<thead>
<tr>
<th>Material 3</th>
<th>A. Yes</th>
<th>B. No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a) I could not understand the meaning of what was said.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) The speaker did not speak clearly.</td>
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<td></td>
<td>e) Other [ ]</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Material 4</th>
<th>A. Yes</th>
<th>B. No</th>
</tr>
</thead>
</table>
c) I could not understand the meaning of what was said.
d) One or both speakers did not speak clearly.
d) One or both speakers spoke too quickly.
e) The accent of the speaker was too heavy.
f) Other [ ]

*****That’s all of the tasks for this project. Thank you for your participation.*****