THE EFFECTS OF AUDITORY FEEDBACK ON VERBAL SELF-MONITORING OF EFL LEARNERS

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The speakers are supposed to monitor the forms and meanings of their spontaneous speech to make their communication proceed successfully, and when a speech error is detected, they may interrupt themselves and make a repair. The whole process is known as self-monitoring, and the process of repairing speech errors is known as self-repairs. The current theories and models of self-monitoring in L1 are in support of the phenomenon that there are two stages of self monitoring, but whether there are two stages of self-monitoring and self-repairs in L2 and how to distinguish these two stages are rarely discussed. Besides, there is no consensus on that to what extent does the detection of speech errors by self monitoring depend on auditory feedback, especially for the EFL learners.

This study aims to investigate the situation of self-monitoring and self-repairs and the effects of auditory feedback on self-monitoring of EFL learners. Three research questions are addressed: 1) Are speech errors detected by self-monitoring of EFL learners both before and after speech initiation? If so, how can we distinguish between these two classes of detected speech errors? 2) Are there two different processes for self-repairs of EFL learners, one leading to very fast and one leading to slow repairs? 3)To what extent does the detection of speech errors by self-monitoring of EFL learners depend on auditory feedback?

To answer the above questions, 60 sophomores majoring in English from a university in Jiangxi province were recruited in the study. The participants received a classical SLIP experiment, and two lists of stimulus items which are composed of two English CVC forms will be used as the materials. Error-to-cutoff time and cutoff-to-repair time were assessed with and without auditory feedback. The main results are: 1) the detection of speech errors in internal and external stages was reflected in a bimodal distribution of error to-cutoff time; 2) the repairs of external speech errors were planned in a timeconsuming way, but the repairs of internal speech errors were not; 3) the detection of external speech errors did not depend on auditory feedback.

Theoretically, this study can further confirm the theory of forward modeling account of self-monitoring and help to discover the function of auditory feedback in self-monitoring from the perspective of EFL learners. Practically, it can deepen and expand the researchers' understanding of the mechanism of self-monitoring of EFL learners and help to understand the mental processes of their speech production.