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Monitoring – key factor in the development of fluent speech: Case study of German as foreign language

Summary

Distributions of self-repairs, ratios of self-repairs and errors, as well as self-analysis, provide indirect information on the sensitivity of the speech monitoring system to different types of errors, inadequacies, and hesitations. Recent research indicates that certain procedures have positive effects on speech monitoring as the key factor in promoting speech fluency development. This research involved first-year graduate students of German studies at the University of Split. The aim of this research was to examine the extent to which respondents, using self-assessment, notice speech errors and hesitations in their speech in the first and repeated performance of two speech tasks (dialogue and narration). In addition, the intention was to determine if there were any changes in the self-monitoring behaviour related to different types of tasks and different conditions (first and/or repeated performance). The obtained results indicate that the speakers' control mechanism in the first performance, in both task types, was directed towards grammatical/lexical accuracy, while in the repeated performance, in both task types, it was predominantly directed towards hesitations. The analysis of retrospective comments confirms that the absolute majority of respondents point out that the attention in the first performance was directed towards grammatical and lexical errors, while in the repeated performance, it was more directed towards incorrect pronunciation and hesitations.

1. INTRODUCTION

The term fluency usually refers to smooth rendering of speech as a result of efficient functioning of all levels involved in the process of speech planning and speech production. Analysing speech fluency, the researchers found the basic variables that could be explained and described by psycholinguistic aspects of speech production. Fluency is observed in a broader and in a narrower sense (Lennon, 2000). In a broader sense, fluency is commonly used by foreign language teachers in terms of linguistic competence or good command of a foreign language. On the other hand, fluency in a narrower sense is associated with rapid and smooth oral proficiency devoid of hesitations. Such narrower understanding primarily includes the evaluation of speech with respect to the temporal variables and the frequency of speech disfluencies.

In a foreign language, however, processes involved in language production (conceptualization, formulation, articulation and self-monitoring (Levelt, 1989: 9)) do not usually run in parallel due to insufficient automation of vocabulary and grammar, limited attention resources and working memory capacity. It results in slower speech rate, pauses and hesitations because the speakers need additional time to process the speech (Kovač, 2020).

According to Levelt (1989), the monitor, which is the speakers' own controlling device, has two functions: firstly, to compare the parsed aspects of inner and outer speech with the intended message, and secondly, to give instructions for repair or adjustment of the propositional content of the utterance. In language production research, monitoring is most frequently investigated by means of self-repair analysis, as overt manifestations of the monitoring process.

The findings of multiple studies displayed a higher rate of lexical and phonological error self-repairs, indicating that the speakers' monitor is sensitive towards words that carry meaning and convey information to the listener (Kormos, 2006). Distributions of self-corrections and percentage ratios of self-corrections and errors provide indirect information on the sensitivity of the speech monitoring system to different types of errors and inadequacies in utterances (Kovač & Milatović, 2012). Attention resources are limited, so L2 speakers often make conscious decisions about what to monitor during speech production, and decisions most often involve giving preference to vocabulary over grammar. At a lower level of foreign language proficiency, access to lexical items is generally slower and the availability of attention resources for morphosyntactic coding of invoked units is reduced (Kormos, 2006).

The research of fluency was frequently based on the measurement of temporal variables of utterance fluency, such as speech and articulation rate, frequency and duration of pauses, placement of pauses within the utterance, and the mean length of uninterrupted speaking segments between two pauses. The findings have confirmed that some temporal variables (primarily speech rate and the mean length of runs) in a speech indirectly indicate a certain availability of cognitive resources for all phases of speech production, including self-monitoring (Kovač, 2020).

In addition, many studies refer to the speech rate and the mean length of runs as the best predictors of perceived fluency (subjective judgement of speakers' fluency) (Götz, 2013; Kovač, 2020; Préfontaine, 2013). The general impression of speech fluency is also influenced by non-lexicalized fillers used by speakers in L2, which can function as a strategy for overcoming the difficulties in shaping the utterances, as well as a planning strategy to overcome difficulties in speech production. Due to this latter function, some authors (Tottie, 2011) have referred to them as *planners*. They may appear at the beginning of an utterance, within an utterance between words, or at the end of an utterance, but very rarely within a word itself.

In the past several decades, the researchers have thoroughly elaborated specific speech tasks for research purposes, whereby they analysed the influence of the type and structure of tasks on fluency, complexity and grammatical accuracy, and different conditions such as the possibility of strategic planning and repeated task performance. Numerous studies have indicated the positive effects of planning and/or repeated task performance, such as easier access to lexical units, formulation of complex linguistic structures, more efficient self-monitoring of speech, increased speech rate (e.g., Lambert, Kormos, & Minn, 2017; Yuan & Ellis, 2003).

Regarding task repetition, Kovač and Boban (2020), based on a retrospective analysis, tried to find out how respondents assess the usefulness of repetition of the same speech task. Respondents (students of German studies) state the following benefits of repetition: the ability to identify certain language difficulties in advance, easier access to lexemes in the mental lexicon, and more effective resolution of lexical difficulties.

In the study of listeners' perception of speaker fluency (Knežević & Kovač, 2021) listeners evaluators (three German language lecturers and three third-year undergraduate students of German studies) assessed the respondents' speech after the first and repeated performance of the same task. Student evaluators noted that there were fewer fillers and other forms of hesitations in the repeated performance, that the

pronunciation was more accurate, and that the speaker needed less time to plan and carry out the speech act. In addition, teachers claimed that in the second performance the respondents needed less time to plan and shape the expressions and that they spoke faster. Both groups of evaluators rated repeated performance as more fluent.

The results obtained from the research of speech tasks indicate the necessity of their systematic introduction into curricula (Bygate & Samuda, 2005; Kormos, 2006; Skehan, 2009; Skehan, Bei, Li, & Wang, 2012). Particular emphasis is placed on the importance of speech monitoring, which is, unfortunately, often a neglected aspect in many curricula and should occupy a more prominent place in foreign language teaching. Monitoring is involved at almost every level of speech production, and the quality of speech performance depends directly on its effectiveness.

In modern pedagogical literature, special emphasis is placed on the correct selection of those pedagogical procedures with positive effects on the development of speech fluency and on those activities (e.g., using simple tasks with familiar words in real-time) which are aimed at increasing speaker awareness (e.g., Gatbonton & Segalowitz, 2005; Götz, 2013; Kovač, 2020). Self-assessment is important in promoting the skill of reflective learning and self-monitoring. Mahmoodi-Shahrebabaki (2014) points out that in a classroom setting, students' self-assessments can play a crucial role in helping learners become more motivated and dedicated.

By implementing systematically designed tasks in the course *Development of Speech Fluency*, we tried to concentrate, among other aspects of speech fluency development, on the gradual shift of speakers' attention from noticing errors to noticing hesitations in speech. Thus, the activity of speech self-monitoring is extremely important, because it will raise the level of speakers' awareness of their own performance. This is a developmental aspect whose ultimate goal is automation, and that implies faster and less demanding shaping of speakers' utterances (Kovač, 2020).

The aim of this research is to examine the extent to which respondents perceive speech errors and hesitations in their speech in the first and repeated performance of two speech tasks (dialogue and narration). Also, the intention is to determine if there are changes in the self-monitoring behaviour related to different types of tasks and different conditions (first and repeated performance) suggesting that self-monitoring is a key factor in the development of language competence in a foreign language. Also, the question is whether and how task repetition influences the shift of attention from one aspect of speech monitoring to another. Finally, based on retrospective comments, we will try to shed some light on the findings.

2. METHOD

2.1. Respondents

The study involved 12 first-year graduate students of German studies at the Faculty of Humanities and Social Sciences in Split, Croatia. Students' age ranged from 22 to 26 years. The assumption was that the students had acquired advanced language skills which correspond to the fifth level (C1) on the six-level scale of competence laid down in the Common European Framework of Reference for Languages (CEFR). The study was conducted in the academic year 2021/2022.

2.2. Research hypotheses

In this study, the following hypotheses are set:

H1: When listening to the first speech performance of both tasks, students will pay more attention to grammatical errors compared to other categories of errors and hesitations. The reason can be found in the very frequent practice of formal teaching in primary and secondary schools, in other words, foreign language performance in the classroom is generally evaluated according to its grammatical accuracy (Littlewood, 2006).

H2: When listening to the repeated performance of the same tasks (dialogue and narration), students will pay more attention to hesitations in their speech.

In the repeated performance, due to task familiarity, additional resources will be released, which speakers will direct towards fluent speech, i.e., they will pay more attention to noticing non-lexicalized fillers and other forms of disfluent speech.

H3: The teacher will notice significantly less hesitations and errors in the repeated performance compared to the first performance. Improvements should be noticed in the repeated performance because planning and speech realization will be accelerated in the repeated performance due to the strong links between the conceptual plan and the lexical-grammatical forms evoked by previous activation (Lambert et al., 2017). Consequently, additional attention resources for self-monitoring will be available.

2.3. Instrument and procedure

Pair and individual work were used in this study. Two speech tasks were selected (dialogue and narration). Speakers performed each task for the first time at home and they repeated the same task in class.

a) Pair work included a dialogue exercise. Students were offered frequent lexical units (words and phrases) used in everyday speech, relating to career, study, family, love, friendship, doctoral studies, lifelong education, values, teaching, future, and profession. Students chose their partner on their own to conduct the exercise at home (the first recording) and in the classroom (second recording). The recordings lasted up to three minutes.

b) Individual work was a storytelling task based on the individual drawing of cards out of the box. There was a total of forty cards, each card containing one word known to them so far, such as research, future, study, education, upbringing, etc. The teacher put the cards in a box. By their own choice, students pulled out as many cards as they thought they needed (randomly) to tell a single story.

Samples of recorded speech were collected in two ways: a) via the Zoom audacity recorder H4n, and b) via the Voice Recorder application. Students recorded their speech while performing the speech tasks. Afterwards they listened to their audio recordings and noted the speech errors and hesitations. It should be pointed out that the respondents listened to each performance only once, while the teacher, a native German speaker, listened to the audio recordings several times to note all errors and hesitations. During the course, the students were introduced to Levelt's model of speech production (1989), speech errors, self-repairs, filled pauses, and other types of speech disfluencies.

Data processing included the following procedures: 1. Table of protocols for self-assessment of student errors and hesitations (student-noted); 2. Table of protocols for self-assessment of student errors and hesitations (teacher-noted); 3. After the implementation of all tasks, a questionnaire was used to examine students' retrospective comments. The Table of protocols (for both students and the teacher) was based on the classification of errors proposed by Levelt (1989) and adapted by Kovač and Milatović (2012). According to Levelt's model of speech production, speech errors point to difficulties at the level of formulation, namely, the preverbal plan is appropriate, but in the course of message formulation, an erroneously activated word, an inappropriate syntactic structure or a wrong phoneme is selected. Thus,

errors can occur at each phase of speech production – during lemma retrieval, grammatical and phonological encoding, as well as articulation.

2.4. Research methods

Listening to their own recordings, the students noted incorrect speech forms and hesitations in the protocol (Selting et al., 2009). The teacher divided the recorded errors into the following categories: lexical, grammatical, and phonological errors, as well as hesitations (filled pauses, prolonged vowels and pauses of longer duration).

a) Lexical errors

The category of lexical errors includes erroneous idioms, collocations, functional and content words, derivational morphology; unintentional use of L1 lexemes; and non-existent words. Numbers in the brackets refer to examples of errors from the teacher's analysis.

(1) *Die Leute* ist, die Bildung ist wichtig für mich
(2) Ihre *Worten* sind *inspiratorisch* für eine Praxis
(3) Dann haben wir *Testen* Prüfungen
(4) …*Speaker* Entschuldigung Sprecher
(5) Ich habe die Nase *dick*

b) Grammatical errors (morphological and syntactic)

The category of grammatical errors includes wrong word order and unfinished utterances (false starts); completely unacceptable morpho-syntactic and/or semantic structure; wrongly encoded complements and specifiers; inflexional errors – when the speaker chooses the wrong verb form; incorrect plural of nouns; and wrong article. Examples:

(6) Ich verlasse die Stadt, weil ich *bereise die Welt*
(7) Ich beginne mit der Einleitung, *um zu geben eine Übersicht*
(8) Er geht zur Arbeit, denn *gesund ist er*

c) Phonological errors included wrongly pronounced words

Filled pauses are disfluencies in speech which are manifested by the prolonged pronunciation times of the neutral vocal *schwa*. Besides filled pauses, the second disfluency consists of vocal lengthening which was determined according to a perceptual criterion. Filled pauses, vocal lengthening and silent pauses of longer duration are labelled as hesitations. Examples:

(9) Ich habe nicht *öh* die beste Note *von* Test bekommen
(10) Wenn *ääh* wir morgen den Test schreiben

3. RESEARCH RESULTS AND DISCUSSION

Figures 1, 2, 3 and 4 show the distributions of students' self-assessment of errors and hesitations, while Figures 5, 6, 7 and 8 show the teacher's distributions of perceived speech errors and hesitations of the first and repeated performances of dialogue and narration.

Figure 1 shows the distribution of students' self-assessment of speech errors and hesitations in dialogue (first performance).
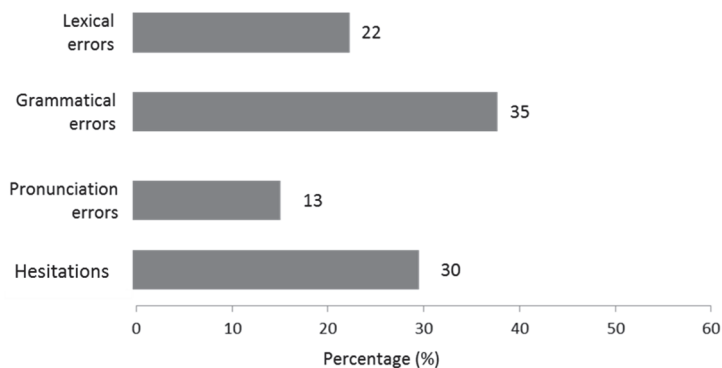

Figure 1.   Students' self-assessment of errors and hesitations in dialogue (first performance)
Slika 1.   Studentska samoprocjena pogrešaka i oklijevanja kod dijaloga (prva izvedba)

Figure 1 shows that speakers notice grammatical errors the most (35%) and pronunciation errors the least. This result is not surprising because speakers, in accordance with the very frequent practice of formal teaching in primary and secondary schools, pay the most attention to grammatical accuracy. According to Littlewood (2006), foreign language performance in the classroom is generally evaluated according to its grammatical accuracy. In addition, students are used to receiving Corrective feedback (CF) which contains a response to a language learner's erroneous utterance (Ellis, 2009). Sheen (2011: 1) defines CF as a teacher's reactive

move that invites learners to attend to the grammatical accuracy of something they have said or written.

The following figure (Figure 2) shows students' self-assessment of errors and hesitations while repeating the same task in the classroom.
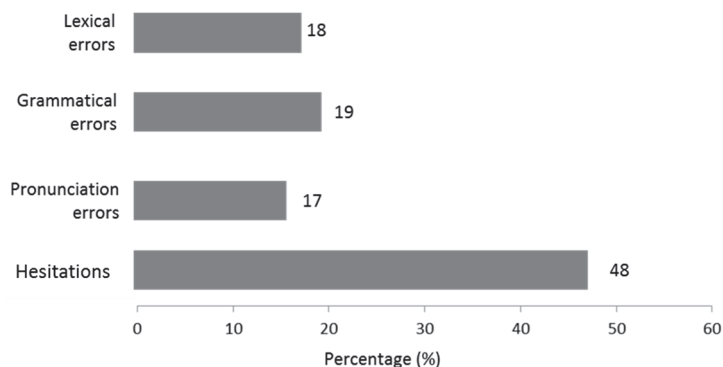

Figure 2. Students' self-assessment of errors and hesitations in dialogue (repeated performance)

Slika 2. Studentska samoprocjena pogrešaka i oklijevanja kod dijaloga (ponovljena izvedba)

It can be noticed that, unlike the first performance, the attention is predominantly focused on hesitations (48%), and then on different categories of errors. It can be assumed that due to task familiarity, the speaker now pays significantly more attention to monitoring hesitations. According to Levelt (1989), speech production is divided into three related units: conceptualization, formulation, and articulation. After the speaker has gone through all the stages in the first performance, in the second performance, processing is facilitated due to previous activation (Lambert et al., 2017). Speakers' attention is now more focused on disfluent speech, which is defined as phenomena that interrupt the flow of speech and do not contribute to the meaning of expression (Menyhárt, 2003: 45).

The results can also be explained by the model of limited attention capacity advocated by Skehan and Foster (2001), which assumes the existence of limited attention resources as a consequence of limited working memory capacity, which will affect individual speech performance variables. In other words, it is very likely that there will be some competition between lexical complexity, grammatical accuracy and

fluency, which means that the speaker will focus on one segment, at the expense of another. However, in the repeated performance, additional resources are released that speakers will direct towards fluent speech, that is, they will pay more attention to noticing non-lexicalized fillers and other forms of disfluent speech.

Unlike the previous two figures which refer to pair work – dialogue, Figures 3 and 4 show students' self-assessment of errors and hesitations in the narration task.
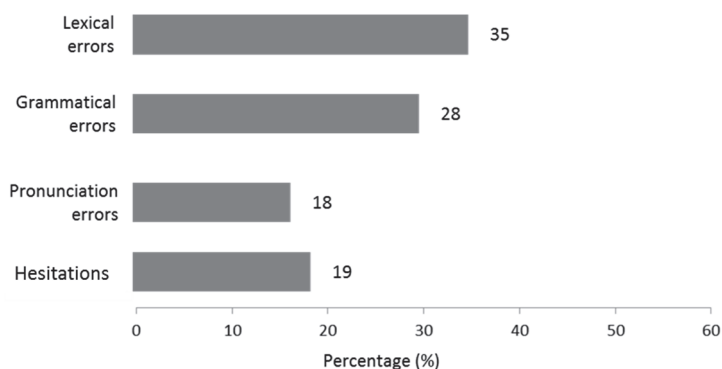

Figure 3.   Students' self-assessment of errors and hesitations in narration (first performance)

Slika 3.   Studentska samoprocjena pogrešaka i oklijevanja kod naracije (prva izvedba)

Contrary to dialogue, in narration, the respondents notice the largest number of lexical errors (35%), followed by grammatical errors (28%), and pronunciation errors (18%). It can be concluded that the speakers' error detection system is focused on lexical as well as grammatical accuracy. It follows that the first hypothesis can be partially confirmed. By listening to the first speech performance of the dialogue, Figure 1, the respondents notice grammatical errors the most, which cannot be concluded for the narration task.

Figure 4 shows the extent to which respondents perceive different errors and hesitations while listening to the repeated performance.
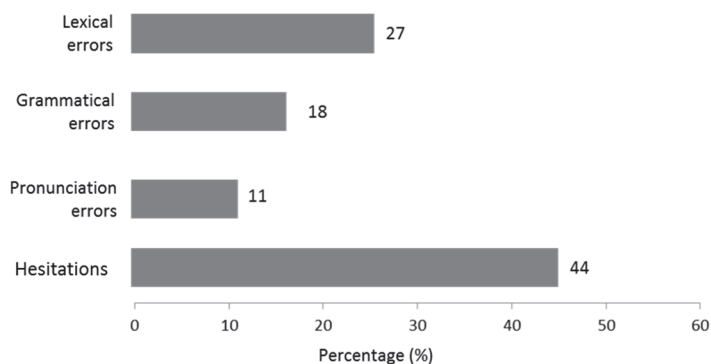
Figure 4. Students' self-assessment of speech errors and hesitations in narration (repeated performance)

Slika 4. Studentska samoprocjena pogrešaka i oklijevanja kod naracije (ponovljena izvedba)

In the repeated performance of the narration task (Figure 4), it is interesting to note that the speakers' attention is focused towards hesitations, as is the case of the dialogue in the repeated performance, which confirms the second hypothesis.

In terms of teacher's assessment, the teacher notes the observed errors and hesitations by repeatedly listening to audio recordings, and noticeable differences can be observed between student and teacher assessment distributions. Figure 5 shows the teacher's assessment of speech errors and hesitations in the first performance of the dialogue.
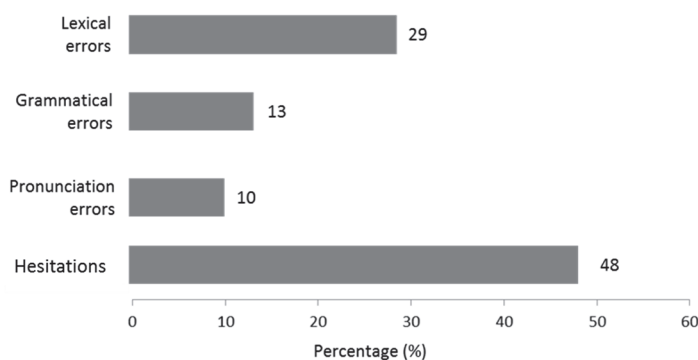

Figure 5. Teacher's assessment of speech errors and hesitations in dialogue (first performance)

Slika 5. Nastavnikova procjena pogrešaka i oklijevanja kod dijaloga (prva izvedba)

A comparison of the teacher's assessment and students' self-assessment shows that the teacher, unlike the students, records hesitations as the dominant phenomenon (48%) (almost half of all notes refer to hesitations).

Figure 6 shows the teacher's assessment of speech errors in the repeated performance of the dialogue. It can be noticed, as in the first performance, that hesitations are the dominant category (46%).
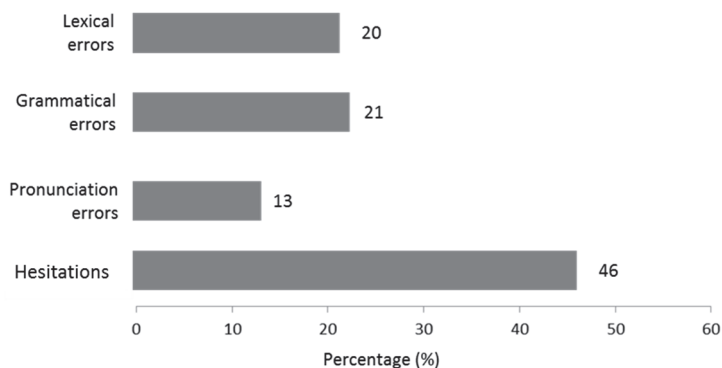

Figure 6.   Teacher's assessment of speech errors and hesitations in dialogue (repeated performance)

Slika 6.   Nastavnikova procjena pogrešaka i oklijevanja kod dijaloga (ponovljena izvedba)

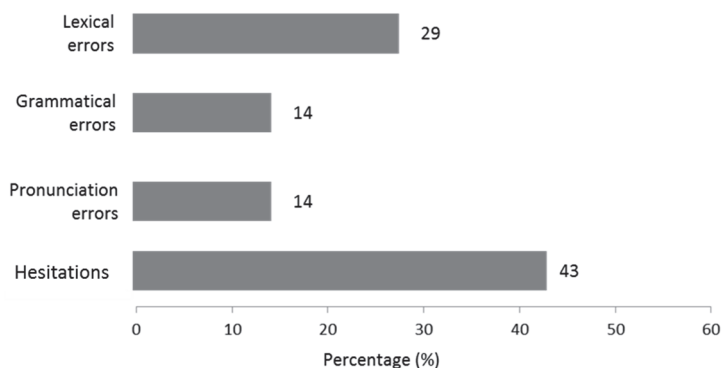Figure 7 shows the teacher's distribution of errors in the narration in the first performance.

Figure 7.   Teacher's assessment of speech errors and hesitations in narration (first performance)

Slika 7.   Nastavnikova procjena pogrešaka i oklijevanja kod naracije (prva izvedba)

Figure 8 shows the distribution of observed errors and hesitations in the repeated narrative exercise in the classroom.
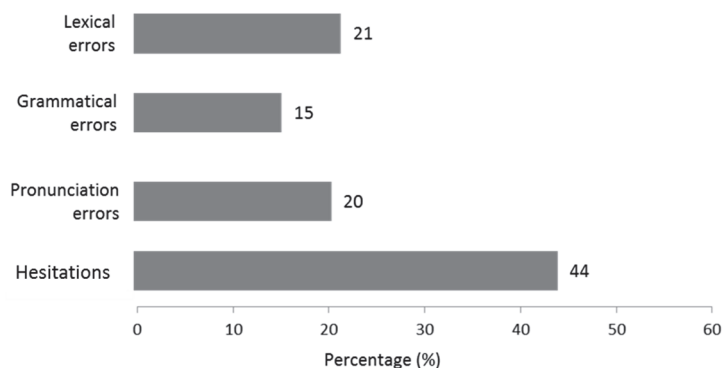

Figure 8.   Teacher's assessment of speech errors and hesitations in narration (repeated performance)

Slika 8.   Nastavnikova procjena pogrešaka i oklijevanja kod naracije (ponovljena izvedba)

As with the dialogue, the teacher predominantly notes hesitations in the narrative task. It can be concluded that in the narration task, but also in the dialogue task, hesitations function primarily as strategies for overcoming difficulties in the planning phase, but also in other phases of speech production.

By comparing the collected data, in the students' self-assessment of speech, it is possible to notice that the speakers' attention in the repeated performance of both task types, shifts from noticing errors to noticing hesitations as undesirable speech phenomena. Greater sensitivity to hesitations can be explained by task repetition, where the requirements in the speech production process are reduced, which has a positive effect on the quality of speech performance.

Bygate and Samuda (2005), as well as Lynch and Maclean (2001) state that repeated performance reduces processing requirements at the conceptualization level, thus, formulation and articulation processes, as well as monitoring, can be more efficient. If the speakers have already completed a speech task once, it can be assumed that they have done a considerable work in the phases of conceptualization, formulation and articulation. Given that articulation plans are stored in higher level foreign language speakers, it can be assumed that repeated performance will not significantly affect this process. However, repeating the task could have an important

impact on the remaining two phases, that is, speakers will find it easier to process in the conceptualization phase because they will recall the intended content from working memory more easily. In the case of more demanding and longer conceptual plans, speakers are unlikely to recall the content in its entirety, but the familiarity with the task will have a positive effect on re-performance. Finally, repetition will speed up the processes that take place at the stages of conceptualization and formulation, and the formulation itself should be more accurate because the attention capacities needed for monitoring are released in favour of monitoring the correctness of the speakers' utterance (Lambert et al., 2017).

The third hypothesis of this research states that the teacher will record significantly less hesitations and errors in the repeated performance compared to the first performance. Therefore, it is necessary to conduct an appropriate statistical test to examine the existence of statistically significant differences.

The Shapiro-Wilk normality test is used to validate the assumption of normality. The test results do not show significant deviations of distributions from the normal ones. Furthermore, the parameters of skewness and kurtosis indicate acceptable values for the parametric statistic. Thus, the mean value comparisons between relevant variables are carried out using the parametric t-test for repeated measures. Descriptive statistics of relevant measures is summarized by sample size, means and standard deviations. A threshold of $\alpha = 0.05$ is used for the determination of the significance level. Data analysis is performed using the software Statistica 12.

The teacher's assessment of errors and hesitations per 100 syllables for the first and the repeated performance (means and standard deviations) concerning the narration task, together with the t-test data, is shown in Table 1. No significant differences were determined either for errors or for hesitations per 100 syllables. The same conclusion arises from the results regarding the dialogue task, Table 2. Although it has been shown that there is insufficient evidence of a statistically significant difference in the teacher's assessment, it should be noted that a sample of twelve students is considered a small sample and more reliable results would have been obtained by research on a larger sample. Bozorgian and Kanani (2017), Kovač and Vickov (2019), Lambert et al. (2017), point out that students in the repeated performance will make significantly fewer errors and hesitations due to task familiarity, if not in the case of a more complex narrative task, then at least in a dialogue task. Although in the case of the dialogue task the *p*-values obtained were close to the significance threshold $\alpha = 0.05$, no statistically significant differences were

obtained. Therefore, the third hypothesis set in this study, unlike the first two, has not been confirmed.

Table 1.   Teacher's assessment of errors and hesitations in the narration task
Tablica 1. Nastavnikova procjena pogrešaka i oklijevanja kod naracije

Teacher assessment		The first performance		The repeated performance		t-test
		Mean	SD	Mean	SD	
Narration	Hesitations per 100 syllables	13.21	7.0	12.91	8.2	$t = 0.09$ $p = 0.92$
	Errors per 100 syllables	17.09	6.2	16.55	6.5	$t = 0.20$ $p = 0.83$

Table 2.   Teacher's assessment of errors and hesitations in the dialogue task
Tablica 2. Nastavnikova procjena pogrešaka i oklijevanja kod dijaloga

Teacher assessment		The first performance		The repeated performance		t-test
		Mean	SD	Mean	SD	
Dialogue	Hesitations per 100 syllables	13.48	6.4	8.73	5.6	$t = 1.93$ $p = 0.06$
	Errors per 100 syllables	14.51	6.3	10.48	6.4	$t = 1.66$ $p = 0.10$

Upon completing the tasks, students were asked to discuss the tasks with the teacher. Based on the retrospective comments of the respondents, an attempt was made to further clarify and explain the obtained results. Questions included students' views on the importance of grammatical accuracy, fluent speech, and awareness of the importance of error detection and self-correction.

Based on students' responses, it can be concluded that the aspect of fluent speech without frequent hesitations is more important in informal speaking situations. However, in formal situations such as an exam, grammatical accuracy is more important than fluency, because, in the students' opinion, formal education places more emphasis on grammatical accuracy and less on the communication aspect, that

is, active speaking. The absolute majority of respondents point out that in the first performance, they were focused on grammatical and lexical errors, while in the repeated performance, their attention was directed towards correct pronunciation and the appearance of hesitations. They also cited dialogue as a task that enables "buying time" – a mechanism in resolving certain difficulties related to planning, formulating utterances or articulation.

4. CONCLUSION

The aim of this study was to examine the extent to which respondents (students of German studies at the graduate level) perceive speech errors and hesitations in their speech in the first and the repeated performance of two speech tasks (dialogue and narration). In addition, the intention was to determine if there were changes in the self-monitoring behaviour related to different types of tasks and different conditions (first and/or repeated performance). Studies in task-based learning indicate that certain conditions and tasks have positive effects on speech monitoring as the key factor in promoting speech fluency development.

By comparing the obtained data, in the students' self-assessment of speech, it is possible to notice that the speakers' attention in the dialogue and narration task in the repeated performance shifted from noticing errors to noticing hesitations. Greater sensitivity to hesitations can be explained by task repetition and the reduced processing requirements at all stages of speech production.

Three hypotheses were set in the research. The first hypothesis was partially confirmed, which stated that by listening to the first speech performance of both task types, respondents would pay more attention to noticing grammatical errors. This hypothesis was completely confirmed only for the dialogue task. In accordance with the very common practice of formal teaching in primary and secondary schools, speakers pay the most attention to grammatical accuracy. In the repeated performance of the narration and the dialogue task, it is interesting to note that the speakers' attention was focused on hesitations, which confirmed the second hypothesis. Although there was insufficient evidence of a statistically significant difference between the first and the repeated performance of both tasks in the teacher's assessment, it should be noted that a sample of twelve students is considered a small sample and more plausible results would have been obtained by researching a larger sample. Therefore, the third hypothesis set in this study, was not confirmed.

The recommendation of this research and the results obtained on the graduate level of German studies is to further explore possible speech tasks displaying a positive impact on speech monitoring. Furthermore, it is necessary to raise awareness of the concept of fluent speech and the need for self-monitoring, as a key factor in the development of speech competence.

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Monitoring – ključan čimbenik u razvoju fluentnoga govora: studija slučaja na njemačkome kao stranome jeziku

Sažetak

Distribucije samoispravljanja, omjeri samoispravljanja pogrešaka te samopraćenje govora pružaju neizravnu informaciju o osjetljivosti sustava za kontrolu govora prema različitim vrstama pogrešaka, neprikladnome izričaju i oklijevanjima. Recentna istraživanja navode da određeni postupci pokazuju pozitivne učinke na kontrolni mehanizam za samopraćenje govora – ključan čimbenik u razvoju govorne fluentnosti. U ovome istraživanju sudjelovali su studenti prve godine diplomskoga studija Njemački jezik i književnost na Filozofskome fakultetu Sveučilišta u Splitu. Cilj je bio ispitati u kojoj mjeri ispitanici, koristeći se samoprocjenom, uočavaju govorne pogreške i oklijevanja u svome govoru u prvoj i u ponovljenoj izvedbi dvaju govornih zadataka (dijalog i naracija). Također, pokušalo se ispitati postoje li promjene u obrascu samoispravljanja različitih vrsta pogrešaka u različitim uvjetima (prva i/ili ponovljena izvedba). Dobiveni rezultati pokazuju da je govornikov sustav za kontrolu govora u prvoj izvedbi (dijaloga i naracije) usmjereniji prema gramatičkoj i leksičkoj ispravnosti, dok je u ponovljenoj izvedbi govornikova pažnja ponajprije usmjerena prema oklijevanjima. Analizom retrospektivnih komentara vidljivo je da apsolutna većina ispitanika navodi da je u prvoj izvedbi njihova pažnja više usmjerena prema nadgledanju gramatičke i leksičke ispravnosti, dok su se u ponovljenoj izvedbi više usmjerili prema izgovornim pogreškama i oklijevanjima.

Ključne riječi: formalno poučavanje, govorna (dis)fluentnost, studentska samoprocjena, oklijevanja, govorne pogreške