

Appendices

Appendix A: The four texts used for the cloze test in Chapter 3 and for linguistic distance measurements in Chapters 5 and 7. The words that were removed from the texts in the cloze test are underlined

Child athletes

Parents whose children show a special interest in a particular sport have a difficult decision to make. Should they allow their children to train to become top sportsmen and women? For many children this means starting very young. School work, going out with friends and other interests have to take second place. It's very difficult to explain to young children why they have to train for five hours a day. That includes even the weekend, when most of their friends are playing. Another problem is of course money. In many countries money for training is available from the government for the very best young athletes. If this help cannot be given the parents have to find the time and money to support their children. Sports clothes, transport to competitions, special equipment et cetera, can all be very expensive. Many parents are understandably worried that it's dangerous to start serious training in a sport at an early age. Some doctors agree that young muscles may be damaged by training before they are properly developed. Trainers, however, believe that you can only reach the top as a sports person when you start young. What is clear is that very few people do reach the top. So both parents and children should be prepared for failure. It happens even after many years of training.

Catching a cold

Hello, my name is Christina and I give advice to people with questions about their health. I get a lot of letters at this time of year. People complain that they have a cold which won't go away. There are so many different stories about how to prevent or cure a cold. So it's often difficult to know what to do. Colds are rarely dangerous, except for people who are already weak, such as the elderly or young babies. Still, colds are always uncomfortable and usually most (unpleasant). Of course you can buy lots of medicines which will help to make your cold less unpleasant. But remember that nothing can actually cure a cold or make it go away faster. Another thing is that any medicine which is strong enough to make you feel better

could be dangerous. If you are already taking medicine for other illnesses always check with your doctor if that's all right. And remember that it could happen that they might make you sleepy. Please don't try to drive if they do! Lastly, there are no magic foods or drinks. The best answer is to keep strong and healthy. You'll have less chance of catching a cold, and if you do, it shouldn't be so bad!

Driving in winter

Winter is dangerous because it's so difficult to know what is going to happen. Accidents take place so easily. Fog can be waiting to meet you over the top of a hill. Ice might be hiding beneath the melting snow, waiting to send you off the road. The car coming towards you may suddenly slide across the road. Rule number one for driving on icy roads is to drive smoothly. Uneven movements can make a car suddenly very difficult to control. Every time you turn the wheel, brake or increase speed, you must be gentle and as slow as possible. Imagine you are driving with a full cup of hot coffee on the seat next to you. Drive so that you wouldn't spill it. Rule Number Two is to pay attention to what might happen. The more ice there is, the further down the road you have to look. Test how long it takes to stop by gently braking. Remember that you may be driving more quickly than you think. In general, allow double your normal stopping distance when the road is wet. Use three times this distance on snow, and even more on ice. Try to stay in control of your car at all times and you will avoid trouble.

Riding a bike

Getting enough exercise is part of a healthy lifestyle. Along with jogging and swimming, riding a bike is one of the best all-round forms of exercise. It can help to increase your strength and energy. Also it gives you more efficient muscles and a stronger heart. But increasing your strength is not the only advantage of riding a bike. You're not carrying the weight of your body on your feet. That's why riding a bike is a good form of exercise for people with painful feet or backs. However, with all forms of exercise it's important to start slowly and build up gently. Doing too much too quickly can damage muscles that aren't used to working. If you have any doubts about taking up riding a bike for health reasons, talk to your doctor. Ideally you should be riding a bike at least two or three times a week. For the exercise to be doing you good, you should get a little out of breath. Don't worry that if you begin to lose your breath, it could be dangerous. This is simply not true. Shortness of breath shows that the exercise is having the right effect. However, if you find you are in pain then you should stop and take a rest. After a while it will get easier.

Appendix B: General and inherent intelligibility results
(% correct) from the spoken cloze test in the MICReLa project.
In parentheses the results for listeners with minimal exposure
(inherent intelligibility). Scores indicated in bold are
significantly different (asymmetrical) within a language pair
at the .01 level (Bonferroni test). For abbreviations see
Figure 3.1

Table B.1: Results of cloze tests for the Germanic language family.

Listener language	Target language					Total
	DA	DU	EN	GE	SW	
DA	–	13.3	92.1	47.8	56.7	52.5
	–	(13.1)	–	–	(43.8)	(34.7)
DU	10.5	–	94.0	75.0	10.4	47.5
	(9.9)	–	–	–	(10.4)	(10.2)
EN	7.9	10.3	–	27.7	8.3	13.6
	(7.9)	(9.7)	–	(9.5)	(8.7)	(8.9)
GE	16.7	31.1	85.7	–	10.0	35.9
	(12.5)	(25.5)	–	–	(10.0)	(16.0)
SW	62.5	13.0	89.6	37.0	–	50.5
	(56.0)	(13.0)	–	(15.3)	–	(29.2)
Total	24.4	16.9	90.4	46.9	21.4	40.0
	(23.0)	(15.4)	–	(11.3)	(21.3)	(24.7)

Table B.2: Results of cloze tests for the Romance language family.

Listener language	Target language					Total
	FR	IT	PT	RO	SP	
FR	–	24.2	23.5	11.0	31.5	22.6
	–	(22.2)	18.2	10.7	11.5	(22.9)
IT	46.3	–	33.5	10.6	65.7	36.6
	(18.8)	–	(22.4)	(8.7)	(56.5)	(29.4)
PT	34.3	49.4	–	14.7	77.4	47.2
	–	(43.8)	–	(14.0)	(54.8)	(40.3)
RO	47.1	57.7	22.9	–	54.0	44.9
	–	(47.2)	(20.7)	–	(46.6)	(38.2)
SP	28.2	45.7	37.2	13.6	–	32.2
	–	(38.2)	(35.7)	(13.7)	–	(29.2)
Total	39.0	44.3	29.3	12.5	57.2	36.7
	(18.6)	(38.1)	(26.6)	(12.4)	(54.9)	(32.0)

Table B.3: Results of cloze tests for the Slavic language family.

Listener language	Target language						Total
	BU	CR	CZ	PO	SK	SL	
BU	–	29.2	10.7	7.1	16.0	20.6	16.7
	–	(29.2)	(10.9)	(6.9)	(16.0)	(19.9)	(16.7)
CR	19.7	–	18.1	9.5	23.0	43.7	22.8
	(19.7)	–	(18.1)	(9.5)	(23.0)	(40.2)	(22.3)
CZ	13.5	19.4	–	35.4	92.7	15.7	35.3
	(13.5)	(19.9)	–	(33.3)	(87.5)	(16.7)	(34.4)
PO	13.7	14.4	26.6	–	40.7	13.4	21.8
	(13.8)	(14.8)	(24.2)	–	(41.7)	(13.4)	(21.3)
SK	10.1	25.9	95.0	50.7	–	15.1	39.4
	(10.1)	(24.5)	–	(46.3)	–	(16.0)	(24.8)
SL	18.0	79.4	18.0	12.8	18.8	–	29.4
	(18.6)	(66.7)	(17.8)	(11.9)	(18.8)	–	(28.0)
Total	15.0	33.6	33.7	23.1	38.2	21.7	27.6
	(15.1)	(32.0)	(17.8)	(22.4)	(37.2)	(21.5)	(24.6)

Appendix C: Extra-linguistic measurements from the MICReLa project. For abbreviations see Figure 3.1

Table C.1: Mean exposure scores across six scales from 1 (“never”) to 5 (“every day”) for the Germanic language family.

Listener language	Target language					Total
	DA	DU	EN	GE	SW	
DA	–	1.17	4.07	1.76	2.16	2.29
DU	1.19	–	3.80	1.95	1.24	2.05
EN	1.29	1.47	–	1.70	1.14	1.40
GE	1.27	1.40	3.15	–	1.08	1.73
SW	1.96	1.22	3.70	1.73	–	2.15
Total	1.43	1.32	3.68	1.79	1.40	1.92

Table C.2: Mean exposure scores for the Romance language family.

Listener language	Target language					Total
	FR	IT	PT	RO	SP	
FR	–	1.63	1.36	1.11	1.89	1.50
IT	2.05	–	1.60	1.23	2.05	1.73
PT	1.82	1.58	–	1.23	2.16	1.70
RO	1.68	2.09	1.32	–	1.80	1.72
SP	1.50	1.90	1.44	1.25	–	1.52
Total	1.76	1.80	1.43	1.21	1.98	1.63

Table C.3: Mean exposure scores for the Slavic language family.

Listener language	Target language					Total
	BU	CR	CZ	PO	SK	
BU	–	1.25	1.46	1.32	1.13	1.40
CR	1.10	–	1.28	1.18	1.08	1.57
CZ	1.06	1.22	–	1.45	2.78	1.18
PO	1.18	1.25	1.48	–	1.40	1.08
SK	1.08	1.42	3.60	1.71	–	1.21
SL	1.16	2.32	1.35	1.33	1.20	–
Total	1.11	1.29	1.88	1.41	1.60	1.29

Table C.4: Attitude scores on a scale from 1 (“ugly”) to 5 (“beautiful”) for the Germanic language family.

Target language						
Listener language	DA	DU	EN	GE	SW	Total
DA	–	1.90	3.94	2.30	3.80	2.99
DU	2.76	–	3.39	2.88	3.77	3.20
EN	2.50	2.67	–	2.93	2.74	2.71
GE	2.50	2.93	4.14	–	3.05	3.22
SW	2.50	2.17	3.75	2.91	–	2.83
Total	2.57	2.42	3.87	2.76	3.34	2.99

Table C.5: Attitude scores for the Romance language family.

Target language						
Listener language	FR	IT	PT	RO	SP	Total
FR	–	4.19	2.79	2.64	3.97	3.40
IT	4.15	–	3.65	2.22	4.15	3.54
PT	3.50	4.13	–	1.83	3.58	3.26
RO	3.88	3.96	3.41	–	3.76	3.75
SP	3.36	4.23	3.38	2.39	–	3.34
Total	3.72	4.13	3.31	2.27	3.87	3.46

Table C.6: Attitude scores for the Slavic language family.

Target language							
Listener language	BU	CR	CZ	PO	SK	SL	Total
BU	–	2.93	2.94	1.93	2.67	3.10	2.62
CR	2.28	–	2.77	2.77	2.67	3.03	2.52
CZ	2.06	2.98	–	3.21	4.38	2.42	3.16
PO	2.19	2.38	3.16	–	3.16	2.50	2.72
SK	2.29	3.29	3.98	3.27	–	2.44	3.21
SL	2.42	3.46	3.04	3.20	3.10	–	3.04
Total	2.21	2.90	3.21	2.80	3.12	2.70	2.85

Table C.7: Number of years of learning the target language for the Germanic language family.

Listener language	Target language					Total
	DA	DU	EN	GE	SW	
DA	–	.00	10.83	4.80	.00	3.91
DU	.00	–	7.51	3.97	.00	2.87
EN	.00	.00	–	2.18	.00	0.55
GE	.00	.00	9.11	–	.00	2.28
SW	.00	.00	11.25	2.50	–	3.44
Total	.00	.00	9.68	3.36	.00	2.61

Table C.8: Number of years of learning the target language for the Romance language family.

Listener language	Target language					Total
	FR	IT	PT	RO	SP	
FR	–	.62	.18	.00	1.50	.58
IT	1.95	–	.23	.00	.71	.72
PT	3.00	.10	–	.00	.75	.96
RO	2.29	.24	.14	–	.44	.78
SP	2.56	.32	.04	.04	–	.74
Total	2.45	.32	.15	.01	.85	.76

No data are presented for the Slavic language family, since in the Slavic language area no listeners learned any of the target languages at school.

Appendix D: Linguistic measurements from the MICReLa project. For abbreviations see Figure 3.1

Table D.1: Lexical distances for the Germanic language family.

Target language						
Listener language	DA	DU	EN	GE	SW	Total
DA	–	43.94	49.17	38.95	5.82	34.47
DU	45.60	–	39.02	21.52	47.83	38.49
EN	48.54	38.07	–	44.47	49.48	45.14
GE	38.97	19.80	46.41	–	40.35	36.38
SW	4.63	46.75	51.38	39.88	–	35.66
Total	34.44	37.14	46.50	36.21	35.87	38.03

Table D.2: Lexical distances for the Romance language family.

Target language						
Listener language	FR	IT	PT	RO	SP	Total
FR	–	21.63	17.76	49.01	19.96	27.09
IT	24.39	–	11.53	54.00	14.44	26.09
PT	21.02	21.25	–	51.95	6.02	25.06
RO	57.81	52.14	53.90	–	54.03	54.47
SP	24.30	10.40	1.75	45.91	–	20.59
Total	31.88	26.36	21.24	50.22	23.61	30.66

Table D.3: Lexical distances for the Slavic language family.

Target language							
Listener language	BU	CR	CZ	PO	SK	SL	Total
BU	–	21.32	39.53	44.64	39.03	30.42	36.13
CR	23.88	–	33.10	44.27	31.15	22.91	33.10
CZ	38.78	39.18	–	25.44	5.99	45.17	27.35
PO	37.62	43.91	17.67	–	23.43	46.85	30.66
SK	39.46	37.96	10.20	23.95	–	40.68	27.89
SL	36.30	25.80	36.84	47.87	36.44	–	36.65
Total	34.94	35.59	25.13	34.58	24.90	37.21	31.03

Table D.4: Phonetic distances for the Germanic language family.

Listener language	Target language					Total
	DA	DU	EN	GE	SW	
DA	–	39.65	41.54	40.19	34.45	38.96
DU	39.65	–	33.85	29.56	37.20	35.07
EN	41.54	33.85	–	37.64	42.41	38.86
GE	40.19	29.56	37.64	–	37.36	36.19
SW	34.45	37.20	42.41	37.36	–	37.86
Total	38.96	35.07	38.86	36.19	37.86	37.39

Table D.5: Phonetic distances for the Romance language family.

Listener language	Target language					Total
	FR	IT	PT	RO	SP	
FR	–	40.94	43.27	44.21	38.58	41.75
IT	40.94	–	41.23	39.19	33.28	38.66
PT	43.27	41.23	–	42.83	33.88	40.30
RO	44.21	39.19	42.83	–	36.99	40.81
SP	38.58	33.28	33.88	36.99	–	35.68
Total	41.75	38.66	40.30	40.81	35.68	39.44

Table D.6: Phonetic distances for the Slavic language family.

Listener language	Target language						Total
	BU	CR	CZ	PO	SK	SL	
BU	–	31.90	40.22	38.84	42.29	33.45	38.31
CR	31.90	–	28.14	35.02	30.15	29.75	31.30
CZ	40.22	28.14	–	30.85	11.48	37.11	27.67
PO	38.84	35.02	30.85	–	31.52	39.29	34.06
SK	42.29	30.15	11.48	31.52	–	36.57	28.86
SL	33.45	29.75	37.11	39.29	36.57	–	35.23
Total	38.31	31.30	27.67	34.06	28.86	35.23	32.04

Table D.7: Syntactic distances for the Germanic language family.

Listener language	Target language					Total
	DA	DU	EN	GE	SW	
DA	–	36.80	19.10	40.50	14.65	27.76
DU	36.80	–	34.41	23.77	36.87	32.96
EN	19.10	34.41	–	43.64	22.16	29.96
GE	40.50	23.77	43.64	–	40.65	37.14
SW	14.65	36.87	22.16	40.65	–	28.58
Total	27.76	32.96	29.83	37.14	28.58	31.26

Table D.8: Syntactic distances for the Romance language family.

Listener language	Target language					Total
	FR	IT	PT	RO	SP	
FR	–	21.17	23.26	31.65	16.64	23.18
IT	21.17	–	13.81	26.50	11.13	18.15
PT	23.26	13.81	–	20.79	14.22	18.02
RO	31.65	26.50	20.79	–	26.87	26.45
SP	16.64	11.13	14.22	26.87	–	17.22
Total	23.18	18.15	18.02	26.45	17.22	20.60

Table D.9: Syntactic distances for the Slavic language family.

Listener language	Target language						Total
	BU	CR	CZ	PO	SK	SL	
BU	–	41.12	40.10	36.71	41.99	38.66	39.98
CR	41.12	–	29.11	23.99	25.04	29.49	29.82
CZ	40.10	29.11	–	21.70	10.92	27.84	25.46
PO	36.71	23.99	21.70	–	23.14	24.41	26.39
SK	41.99	25.04	10.92	23.14	–	31.03	25.27
SL	38.66	29.49	27.84	24.41	31.03	–	30.29
Total	39.98	29.82	25.46	26.39	25.27	30.29	29.38