

**ERRATUM** 

## Co-text, context, and listening proficiency as crucial variables in intelligibility among nonnative users of English – ERRATUM

Veronika Thir

https://doi.org/10.1017/S0272263123000207, published online by Cambridge University Press, 2 May 2023

Cambridge University Press would like to apologize for an error that appeared in the published version of this article (Thir, 2023). Due to a typesetting error, Figure 3b appeared with incorrect y-axis labels. The correct version of the figure appears below.

## Reference

Thir, V. (2023). Co-text, context, and listening proficiency as crucial variables in intelligibility among nonnative users of English. Studies in Second Language Acquisition. Advance online publication. https://doi.org/10.1017/S0272263123000207

© The Author(s), 2023. Published by Cambridge University Press. This is an Open Access article, distributed under the terms of the Creative Commons Attribution licence (http://creativecommons.org/licenses/by/4.0), which permits unrestricted re-use, distribution and reproduction, provided the original article is properly cited.

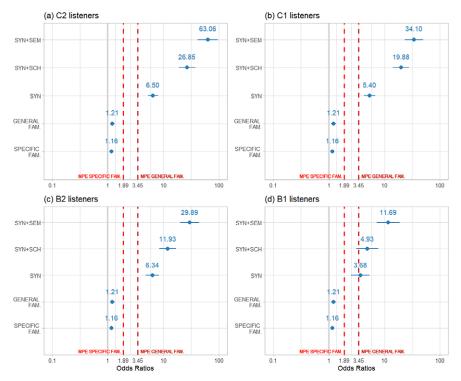


Figure 3. Effect of condition (SYN, SYN+SEM, and SYN+SCH; C is the intercept), general familiarity and specific familiarity on intelligibility in ORs for listeners at different proficiency levels. Error bars show 95% CIs. Dashed red lines show the MPE of general familiarity (dark red) and specific familiarity (light red).

Cite this article: Thir, V. (2023). Co-text, context, and listening proficiency as crucial variables in intelligibility among nonnative users of English – ERRATUM. *Studies in Second Language Acquisition*, 45: 1232–1233. https://doi.org/10.1017/S027226312300030X