

Phonological learning of “can” and “can’t” by Japanese learners of English

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Speech Learning Model (Flege, 1995) is a theoretical model to account for the production and perception of speech sounds by bilinguals. The model hypothesizes “The phonetic category established for L2 sounds by a bilingual may differ from a monolingual’s if: 1) the bilingual’s category is “deflected” away from an L1 category to maintain phonetic contrast between categories in a common L1-L2 phonological space; or 2) the bilingual’s representation is based on different features, or feature weights, than a monolingual’s.”

2) can be interpreted that learners of (a) non-native language(s) can use (a) different acoustic cue(s) from the monolingual native speakers use in order to discriminate/distinguish (a) non-native phonological contrast(s). Depending on the context, native speakers of Japanese cannot identify/discriminate “can” and “can’t” correctly (Ooigawa, 2014; Takahashi & Ooigawa, 2012), and they may use (a) different acoustic cue(s) to discriminate the contrast (Ooigawa, 2018).

In this talk, we will explore whether we can correct *inappropriate* acoustic cues learners use to discriminate “can” and “can’t” *by training*, while reviewing and reinterpreting the results shown in the previous studies such as Sasaki (1995), Matsui (1998), Takahashi and Ooigawa (2012), Ooigawa (2014) and Ooigawa (2018).

References

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