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 inappropiate 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


