

## Unassisted English Language Learning by A Native Japanese-Speaker

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### [I. Introduction]

The purpose of this project was to observe a native Japanese-speaking adult's English language perception, production, and development. I focused on how the perception and production of English sounds were improved by unassisted practice. I carefully observed categorical perception which is after second language learners have mastered their native language sounds, they may not be able to perceive the sounds of the target language accurately because some of the sounds of the target language do not exist in their native language.

From my previous observations for "A Native Japanese-Speaking Adult's Second Language Acquisition and Learning" (*Language Studies Otaru University of Commerce*, 2003), I found out that I have had trouble to perceive and produce [ɪ], [æ], [ɔ], [ʊ], [ʌ], [ɜ], [ə], [ɐ], [f], [v], [θ], [ð], [l], and [r] because these sounds are not in the Japanese language; therefore, I had difficulty perceiving the distinctions between [a] and [æ], [ə], [ʌ], [ɜ], [ə], and [ɔ]; [o] and [ɔ]; [R] and [l]; [R] and [r]; [θ] and [s]; [ð] and [z]; and between [v] and [b]. Therefore, I substituted [a] for [æ] (e.g. "van" [væn] → [van]); [a] for [ʌ] (e.g. "bus" [bʌs] → [bas]); [a] for [ə] (e.g. "that" [ðæt] → [ðat]); [ɑ:] for [ɜ] and [ə] (e.g. "early" [ɜli] → [ɑ:li]; "faster" [fæstə] → [fastɑ:]); [o] for [ɔ] (e.g. "hobby" [hɒbi] → [hobi]); [o:] for [ɔ] (e.g. "law" [lɔ] → [lo:]); [R] for [l] and [r] (e.g. "rule" [rul] → [RURU]); [s] for [θ] (e.g. "think" [θɪŋk] → [sɪŋk]); [z] for [ð] (e.g. "they" [ðe] → [ze]); [b] for [v] (e.g. "very" [veri] → [berɪ]); and [Φ] for [f] (e.g. "surf" [sɜrf] → [sɜrΦ]). (Saito p.22)

Japanese syllables consist of a consonant plus a vowel. All words end with a vowel except the words ending with [n]. Therefore, I added an extra vowel sound following a consonant in some English words; for example, "save" [sev] → [sevu], "bottle" [bɒtəl] → [botoru], and "fish" [fɪʃ] → [fɪʃu]. On the other hand, when I tried to produce [v] without adding an extra vowel [u] following [v], [v] was deleted: for example, "love" [lʌv] → [lʌ-] and "leave" [liv] → [li-]. I had learned how to articulate the [v] sound but my exhalation was not strong enough to produce this sound audibly. (Saito p.22)

I observed my own phonological development by imitating a cassette tape pronounced by a native English speaker and by observing my own spontaneous speech. I also observed how well my perception and production of English sounds were improved by unassisted practice for a year.

### [II. Participant]

When I, as a learner of English as a second language, started living in the United States,

I was 32 years old and was far beyond the critical period of natural language learning, and fossilized meaning that my speech characteristics were permanently fixed. Littlewood cites “*For many people, it is almost axiomatic that children can learn a second language better than adults. They refer especially to immigrant families where children have learnt the language of their new community with native or near-native proficiency, whereas the adults always show traces of foreignness. — The most common explanation for these observations is that there is a ‘critical period’, during which the brain is flexible and language learning can occur naturally and easily. Since this period ends around puberty, adolescents and adults can no longer call upon these natural learning capacities. The result is that language learning becomes an artificial, laborious process.*” (Littlewood p. 65) Littlewood also cites “*Normally, we expect a learner to progress further along the learning continuum, so that his ‘interlanguage’ moves closer and closer to the target language system and contains fewer and fewer errors. However, some errors will probably never disappear entirely. Such errors are often described as fossilised, meaning that they have become permanent features of the learner’s speech. Obvious examples are the pronunciation errors which form part of ‘foreign accent’ retained by most adolescent and adult learners.*” (Littlewood p. 33 & 34) Until I had gone to the United States, I had few opportunities to listen to English spoken by native English speakers or to communicate with native English speakers. I majored in linguistics at California State University at Long Beach and took both phonology courses and speech courses and learned how to pronounce English sounds.

### [III. Result of practicing the words and sentences for a year]

I focused on the sounds I had trouble with: [ɪ], [æ], [ɔ], [ʊ], [ʌ], [ɜ], [ə], [ɸ], [v], [θ], [ð], [l], and [r]. I listened to a word and imitated it and listened to a sentence and imitated it. I practiced this way from the tape eight hours a week for a year.

I compared the troublesome sounds [ɪ], [æ], [ɔ], [ʊ], [ʌ], [ɜ], [ə], [ɸ], [v], [θ], [ð], [l], and [r] in both words and sentences before practicing and after practicing. I taped my production of English and audited it.

#### (1) The sound of [ɪ]

I produced the sound [ɪ] correctly in [dɪnə] “dinner” before practicing but when there was [ɪ] sound in a final position, I substituted [i] for [ɪ] both before practicing and after practicing. For example, [bɪzi] instead of [bɪzi] “busy,” [mʌŋki] instead of [mʌŋki] “monkey,” [prɪti] instead of [prɪti] “pretty,” and [fɒni] instead of [fɒni] “phony.” Perhaps it was hard for me to pronounce two vowels in a word because I focused my attention only on the first vowel and forgot the second one.

When I listened to the sentences and imitated them, I could not perceive prepositions and articles; therefore, I did not produce them before practicing. After I had practiced, I could perceive them and I could produce the sentences correctly. I also could perceive and produce [ɪ] in [wɪmən] “women” after practice.

[ɪ]	tape	before practice	after practice
busy	[bɪzi]	[bɪzi]	[bɪzi]
dinner	[dɪnə]	[dɪnə]	[dɪnə]
monkey	[mʌŋki]	[mʌŋki]	[mʌŋki]
pretty	[prɪti]	[prɪti]	[prɪti]
phony	[fɒni]	[fɒni]	[fɒni]

1. /dʒɪm hɪd ðə lɪkə frɒm ðə wɪmən/(Jim hid the liquor from the women.) (tape)  
 /dʒɪm hɪd lɪkə frɒm wʊmən/(before practice)  
 /dʒɪm hɪd ðə lɪkə frɒm ðə wɪmən/(after practice)

(2) The sound of [æ]

I could perceive and produce the sound [æ] better by practicing. Before practicing, when I imitated the sentences, I did not produce the article “the,” the tense marker “-ed,” or the plural marker “-es,” and I put an extra article “the” in the sentence /dʒɪmnəst ɔːsk fɔː ðə æpl/(Gymnast ask- for the apple-) but after practicing, I produced the sentence correctly.

[æ]	tape	before practice	after practice
ant	[ænt]	[ənt]	[ænt]
drag	[dræɡ]	[drʌɡ]	[dræɡ]
sack	[sæk]	[sək]	[sæk]

1. /ðə dʒɪmnəst ɔːskt fɔː æpəlz/(The gymnast asked for apples.) (tape)  
 /dʒɪmnəst ɔːsk fɔː ðə æpəl/ (before practice)  
 /ðə dʒɪmnəst ɔːskt fɔː æpəlz/(after practice)

(3) The sound of [ɔ]

Before practicing, I substituted [ɑ:] or [aʊ] for [ɔ] but after practicing, I could produce the sounds well except that I substituted [aʊ] for [ɔ] in [bækɔz] “because” to [bækəʊz].

In the sentence, I perceived [o:l] “all” for [bɔl] “ball” and [pɔ:l] for [pɔl] “Paul.” I perceive only a part of the preposition “in” instead of “into.” I did not perceive the preposition “for” or the infinitive marker “to” in the second sentence before practicing. After practicing, I could perceive and produce the sentences correctly.

[ɔ]	tape	before practice	after practice
inaugurate	[ɪnɔːɡjʊret]	[ɪnɔːɡjʊret]	[ɪnɔːɡjʊret]
law	[lɔ]	[lɑʊ]	[lɔ]
because	[bækɔz]	[bækəʊz]	[bækəʊz]

1. /pɔ:l θru ðə bɔl ɪntu ðə pɑ:k/(Paul threw the ball into the park.) (tape)  
 /pɔ:l θru ðə o:l ɪn ðə pɑ:k/(before practice)  
 /pɔ:l θru ðə bɔl ɪntu ðə pɑ:k/(after practice)
2. /ɪt wəz nɔːrməl fɔː kɔːn tə grəʊ ɪn ɔːgəst/(It was normal for corn to grow in August.) (tape)  
 /ɪt wəz nɔːrməl kɔːn grəʊ ɪn ɔːgəst/(before practice)  
 /ɪt wəz nɔːrməl fɔː kɔːn tə grəʊ ɪn ɔːgəst/(after practice)

## (4) The sound of [ʊ]

I perceived and produced [ʊ] correctly both before practicing and after practicing. When I imitated the sentences, I did not perceive the article “the” and the preposition “on” in /ðə kʊk stʊd buʃəl bæskɛt/ (The cook stood — bushel basket) before practicing. I perceived and produced the sentence correctly after practicing.

[ʊ]	tape	before practice	after practice
foot	[fʊt]	[fʊt]	[fʊt]
could	[kʊd]	[kʊd]	[kʊd]
bush	[buʃ]	[buʃ]	[buʃ]

1. /ðə kʊk stʊd ɔn ðə buʃəl bæskɛt/ (The cook stood on the bushel basket.) (tape)  
 /ðə kʊk stʊd buʃəl bæskɛt/ (before practice)  
 /ðə kʊk stʊd ɔn ðə buʃəl bæskɛt/ (after practice)

## (5) The sound of [ʌ]

I substituted [ə] or [ɑ] for [ʌ] before practicing but I produced [ʌ] well after practicing. I perceived and produced /sʌmi dʌmi/ instead of /fʌni rʌbə/ before practicing but I perceived and produced the sentence correctly as /ðə mʌŋki həd ə fʌni rʌbə dʌk/ (The monkey had a funny rubber duck) after practicing. On the other hand, I substituted [ɹ] for [r] in /maɪ brʌðə laɪks ʌnjənz/ (My brother likes onions) even after practice.

[ʌ]	tape	before practice	after practice
utter	[ʌtə]	[ətɑ:]	[ʌtə]
under	[ʌndə]	[ʌndə]	[ʌndə]
mush	[mʌʃ]	[mɑʃ]	[mʌʃ]

1. /ðə mʌŋki həd ə fʌni rʌbə dʌk/ (The monkey had a funny rubber duck.) (tape)  
 /ðə mʌŋki həd ə sʌmi dʌmi dʌk/ (before practice)  
 /ðə mʌŋki həd ə fʌni rʌbə dʌk/ (after practice)
2. /maɪ brʌðə laɪks ʌnjənz/ (My brother likes onions.) (tape)  
 /maɪ brʌðə laɪks ʌnjənz/ (before practice)  
 /maɪ brʌðə laɪks ʌnjənz/ (after practice)

## (6) The sound of [ɜ]

I substituted [ɑ:] for [ɜ] before practicing but I could perceive and produce [ɜ] well after practicing the words. I did not perceive or produce the preposition “in” and I produced the singular present tense marker instead of the past tense marker in /ɑ:nɛst rihəʊs ɑ:nɛst/ (Ernest rehearses - earnest) before practicing but I could perceive and produce the sentence correctly after practicing.

[ɜ]	tape	before practice	after practice
early	[ɜli]	[ɑ:li]	[ɜli]
girl	[gɜl]	[gɑ:l]	[gɜl]
her	[hɜ]	[hɑ:]	[hɜ]

1. /ɜ:nɛst rəhɜsd ɪn ɜ:nɛst/ (Ernest rehearsed in earnest.) (tape)  
 /ɑ:nɛst rihəʊs ɑ:nɛst/ (before practice)

/ʒnɛst rəhʒsd in ʒnɛst/(after practice)

(7) The sound of [ə]

I substituted [ə] and [ɑ:] for [ɔ:] before practicing. After practicing, I produced [ə] well in the words. I did not perceive the preposition “for” or the plural marker “s” in the sentence but after practicing, I produced the sentence correctly as/sʌm leɪə fɔr et dɔləz/(Some labor for eight dollars).

[ə]	tape	before practice	after practice
murder	[mɜdə]	[mɜdə]	[mɜdə]
actor	[æktə]	[aktɑ:]	[æktə]

1. /sʌm leɪə fɔr et dɔləz/(Some labor for eight dollars.)(tape)

/sʌm leɪə et dɔlə/(before practice)

/sʌm leɪə fɔr et dɔləz/(after practice)

(8) The sound of [ə]

I perceived and produced [ə] correctly before and after practicing. I deleted the article preceding “operation” before practicing. I produced passive voice instead of active voice before I practiced it. A year later, I produced the active sentence correctly as/it rɪkwɪəz ɛnədʒi ənd vɔkəl ɛləmənts/(It required energy and vocal elements).

[ə]	tape	before practice	after practice
about	[əbaʊt]	[əbaʊt]	[əbaʊt]
soda	[sɔdə]	[sɔdə]	[sɔdə]

1. /ðɪ ɔpəreʃən wəz kənstəntli dɪbetəd/(The operation was constantly debated.)

/ɔpəreʃən wəz kənstəntli dɛbetəd/(before practice)

/ðɪ ɔpəreʃən wəz kənstəntli dɪbetəd/(after practice)

2. /ɪt rɪkwɪəz ɛnədʒi ənd vɔkəl ɛləmənts/(It requires energy and vocal elements.)

/ɪt wəz rɪkwɪəd ɛnədʒi ənd vɔkəl ɛləmənts/(before practice)

/ɪt rɪkwɪəz ɛnədʒi ənd vɔkəl ɛləmənts/(after practice)

(9) The sound of [f]

When there was [f] in final position, I substituted a bilabial and fricative [ɸ] in “surf” [sɜɸ] before practicing. After practice, my lower lip and upper teeth were in the correct position but the air did not come out strongly enough to produce the sound [f] and I deleted it.

I deleted the articles “the” and substituted the preposition “in” instead of “on” in the sentences before practicing but a year later, I perceived and produced the sentences correctly as/frɛd læft ət ðə fʌni fɪməl ɔn ðə sɔfə/(Fred laughed at the funny female on the sofa).

[f]	tape	before practice	after practice
surf	[sɜf]	[sɑ:ɸ]	[sɜ-]

1. /faɪnd ðə frɔzən fud ʃɛlf nɪə ðə bɪf/(Find the frozen food shelf near the beef.)

/faɪnd frɔzən ʃɛlf nɪə bɪf/(before practice)

/faɪnd ðə frɔzən fud ʃɛlf nɪə ðə bɪf/(after practice)

2. /frɛd læft ət ðə fʌni fɪməl ɔn ðə sɔfə/(Fred laughed at the funny female on the sofa.)

(tape)

/frɛd læft fʌni fimel ɪn ðə sɔfə/ (before practice)

/frɛd læft ət ðə fʌni fimel ɔn ðə sɔfə/(after practice)

## (10) The sound of [v]

I substituted [b] for [v] in “van,” “vow,” and “vast” before practicing. Even after practicing, I substituted [b] for [v] in “vow.” I also deleted [v] in [mu-] “move” even after practicing. In the sentences, I produced [b] instead of [v] in “liver,” “Vincent,” and “valley” before practicing. I also put an extra article “The” preceding “Vincent.” I did not produce “to” preceding “travel” and produced “at” instead of “through” before practicing.

[v]	tape	before practice	after practice
van	[væn]	[bæn]	[væn]
vow	[vaʊ]	[bo]	[bo]
move	[mʊv]	[mʊv]	[mu-]

1. /ðɪ eviɛtə wə səʊvd livə ənd vɛnɪsən/(The aviators were served liver and venison.)

(tape)

/ðɪ eviɛtə wə sɜvd libə ənd vɛnɪsən/(before practice)

/ðɪ eviɛtə wə səʊvd livə ənd vɛnɪsən/(after practice)

2. /vɪnsɛnt lʌvd tə trævəl θru ðə rɪvə væli/(Vincent loved to traveled through the river valley.)(tape)

/ðə bɪnsɛnt lʌvd trævəl ət ðə rɪvə bæli/(before practice)

/vɪnsɛnt lʌvd tə trævəl θru ðə rɪvə væli/(after practice)

## (11) The sound of [θ]

I substituted [s] for [θ] in “Thelma,” “thrashed,” and “thicket” in the sentence before practicing. I did not produce [θ] in “youthful” in the sentence. Neither did I produce the articles “the” preceding “thicket” in the sentences before practicing. After practicing, I perceived and produced [θ] well.

[θ]	tape	before practice	after practice
youthful	[juθfəl]	[ju-fəl]	[juθfəl]

1. /wi saʊ ðə θətin θɪslz/(We saw the thirteen thistles.)(tape)

/wi sɑ θɜtin θɪslz/ (before practice)

/wi saʊ ðə θətin θɪslz/ (after practice)

2. /θɜsde θəlmə θrʌʃd θru ðə θɪkɛt/(Thursday Thelma thrashed through the thicket.)  
(tape)

/θɜsde sɑ:mə srʌʃd sru sɪkɛt/ (before practice)

/θɜsde θəlmə θrʌʃd θru ðə θɪkɛt/ (after practice)

## (12) The sound of [ð]

I perceived and produced [ð] well before and after practicing; however, I did not produce the article “a” and I produced [fɑðə] “father” instead of [fɛðə] “feather” in /mʌðə wɪl wɛr ə fɛðə bəə/(Mother will wear a feather boa) and I didn’t produce the plural marker “s” in [mʌslz] “muscles.”

[ð]	tape	before practice	after practice
they	[ðe]	[ðe]	[ðe]
father	[fɑðə]	[fɑðə]	[fɑðə]
with	[wɪð]	[wɪð]	[wɪð]

1. /mʌðə wɪl wɛr ə fɛðə bɔə/(Mother will wear a feather boa.)(tape)  
 /mʌðə wɪl wɛr fɑðə bɔə/(before practice)  
 /mʌðə wɪl wɛr ə fɛðə bɔə/(before practice)
2. /brɪð dɪpli tə suð məslz/(Breathe deeply to soothe muscles.)(tape)  
 /brɪð dɪpli tə suð məsl/(before practice)  
 /brɪð dɪpli tə suð məslz/(after practice)

(14) The sound of [l]

I did not have any trouble with perceiving and producing the [l] sound in the words; however, in the sentence I produced [rɑri] for “Larry” before practicing. Before practicing, I did not produce “be” in /lɪv pɪsfʊli ənd bi dʒɔli ənd laɪvli/ (Live peacefully and be jolly and lively).

[l]	tape	before practice	after practice
lip	[lɪp]	[lɪp]	[lɪp]
culture	[kʌltʃə]	[kʌltʃə]	[kəltʃə]
sail	[seɪl]	[seɪl]	[seɪl]

1. /pʊl pʊl pʊl kraɪd rɑri/(Pull, pull, pull, cried Larry.)(tape)  
 /pʊl pʊl pʊl kraɪd rɑri/(before practice)  
 /pʊl pʊl pʊl kraɪd rɑri/ (after practice)
2. /lɪv pɪsfʊli ənd bi dʒɔli ənd laɪvli/(Live peacefully and be jolly and lively.)(tape)  
 /lɪv pɪsfʊli ənd dʒɔli ənd laɪvli/(before practice)  
 /lɪv pɪsfʊli ənd bi dʒɔli ənd laɪvli/ (after practice)

(15) The sound of [r]

I perceived and produced the [r] sound well both before and after practicing. I also perceived the sentences well; however, I deleted [z] in [praɪz] “prize” before practicing.

[r]	tape	before practice	after practice
rose	[rɔz]	[rɔz]	[rɔz]
prize	[praɪz]	[praɪ-]	[praɪz]
fear	[fɪr]	[fɪr]	[fɪr]

1. /əraʊnd ðə strɪt kɔrnə wəz ə dʌrg stɔr/( Around the street corner was a drug store.)  
 /əraʊnd ðə strɪt kɔrnə wəz ə dʌrg stɔr/(before practice)  
 /əraʊnd ðə strɪt kɔrnə wəz ə dʌrg stɔr/ (after practice)

[IV. Spontaneous speech before practice]

Before practicing, during spontaneous speech under neither pressure nor excitement, I substituted [ɑ] for [æ] (e.g. passed [pæsd]→[pasd]), [z] for [ð] (e.g. the [ðə]→[zə]), [o:] for [ɔ] (e.g. always [ɔlweɪz]→[o:lweɪz]), [i] for [ɪ] (e.g. limitations [lɪmɪteɪʒnz]→[lɪmɪteɪnz]).

(Saito p.22)

Before practicing, during spontaneous speech under pressure and excitement, I substituted [b] for [v] (e.g. very [vɛri] → [vɛri], valley [væli] → [bali]), [z] for [ð] (e.g. they [ðe] → [ze], that [ðæt] → [zæt], though [ðo] → [zo]), [R] for [r] (e.g. American [əmɛrɪkən] → [əməRɪkən], Oriental [ɔriəntəl] → [ɔriəntəRu], angry [æŋgri] → [əŋgRi], [R] for [l] (e.g. while [hwaɪl] → [hwaɪRu], follow [fɔlo] → [fɔRo], law [lɔ] → [Ro:], feel [fi:l] → [fiRu]), [s] for [θ] (e.g. think [θɪŋk] → [siŋk]), [ɑ] for [æ] (e.g. classic [klasɪk] → [kRasɪku]), [o] for [ɔ] (e.g. Oriental [ɔriəntəl] → [ɔriəntəRu], hobby [hɒbi] → [hobi], law [lɔ] → [Ro:]. I deleted the [s] sound in “race” [res] → [re-]. I added [u] sound in “feel” [fi:l] → [fiRu], “rule” [rul] → [RuRu], “Oriental” [ɔriəntəl] → [ɔriəntəRu], “while” [hwaɪl] → [hwaɪRu], “save” [sev] → [sevu], “love” [lʌv] → [lʌvu], “fish” [fiʃ] → [fiʃu]. I also added [o] sound in “favorite” [fevərɪt] → [fevərətɔ]. (Saito p.22)

### [V. Spontaneous speech after practice]

After practicing for a year, I could perceive and produce [ɪ], [æ], [ɔ], [ʌ], [ɜ], [ə], [f], and [v] better than before practicing. Before I practiced, I could not perceive or produce “articles,” “prepositions,” “plural markers,” and “tense markers” but after practicing, I could perceive and produce them well. My practicing for a year has helped my perception and production of English.

(Spontaneous speech not under pressure or excitement)

I produced [ə] for [æ] in “hand,” “California,” “that,” and “grandchildren,” [ə] for [ʌ] in “what,” [ɔ] for [o] in “pointing” and [ə] for [ɔ] or [ɑ] in “Tommy.”

1. /wɛn bɒbi stɜːtɪd tə prɒnaʊns wʌn ɔr tu wɜːdz aɪ ɔskt hɪm kwɛstʃənz hwaɪl pɔɪntɪŋ tə maɪ noz aɪz maʊθ ənd hænd/  
(When Bobby started to pronounce one or two words, I asked him questions while pointing to my nose, eyes, mouth, and hand.)
2. /aɪ ɔskt hɪm wɒt ɪz ðɪs bɒbi pɔɪntɪŋ tə maɪ maʊθ/  
(I asked him, “What is this, Bobby?” pointing to my mouth.)
3. /wɛn aɪ prɒnaʊnsd maʊs ɪnstəd əv maʊθ glɔːrɪə ruʃd aʊt frɒm ðə kɪtʃn ənd prɒnʌnsd maʊθ tə bɒbi pɔɪntɪŋ tə hɜː maʊθ/  
(When I pronounced [maʊs] instead of [maʊθ], Gloria rushed out from the kitchen and pronounced [maʊθ] to Bobby pointing to her mouth.)
4. /ðɛn ʃɪ lʊkd bæk ət mi ənd toʊld mi no no no maʊs maʊθ/  
(Then she looked back at me and told me, “No, no. No [maʊs]. [maʊθ].”)
5. /mɪstə ənd mɪsɛs bɜːnhæt lʌvd təmi ənd bɒbi əz ɪf ðə tu bɔɪz wə ðɛr ɒn grænd tʃɪldrən/  
(Mr. and Mrs. Bernhardt loved Tommy and Bobby as if the two boys were their own grandchildren.)
6. /mɪstə ənd mɪsɛs bɜːnhæt wə lʊkɪŋ forwəd tə nɔɪŋ whɪtʃ jʊnəvəsətɪz təmi ənd bɒbi wʊd

ɛntə ənd wʰæt ðe wʉd mɛdʒə ɪn/

(Mr. and Mrs. Bernhardt were looking forward to knowing which universities Tommy and Bobby would enter and what they would major in.)

7. /ðe ɛkspektɪd ðæt boθ tɔmi ənd bɔbi wʉd ɛntə ðə jʉnəvɛsətɪz əv kəlɪfɔrnɪə ət bɜːkli laɪk ðeɪ fɑðə ənd mɪsɪs bɜːnhæt həd/

(They expected that both Tommy and Bobby would enter the University of California at Berkeley like their father and Mrs. Bernhardt had.)

(Spontaneous speech under pressure and excitement)

I produced [ɑ] or [ə] for [æ] in “half,” “drank,” “angry,” “that,” “understand,” “had,” and ask,” [ə] for [r] in “your,” [o] for [ɔ] in “thought,” and [b] for [v] in “of.”

1. /ʃɪ et hɔlf ə piːs əv kek ənd drɔŋk hɔlf kʌp əv kɔfi ənd left ðə rɛst/

(She ate half a piece of the cake and drank half a cup of coffee and left the rest.)

2. /əz sʉn əz mɪtʃɪkɔ həd left mɪstə bɜːnhæt gɔt əŋgri ət mi/

(As soon as Michiko had left, Mr. Bernhardt got angry at me.)

3. /hi tɔld mi hwɛɪ dɪd ju fɔrs juə gɛst tɔ it/

(He told me, “Why did you force your guest to eat?”)

4. /aɪ kʉdnt ɛndəstænd whaɪ mɪstə bɜːnhæt gɔt əŋgri ənd spɔk tɔ mi laɪk ðæt/

(I couldn’t understand why Mr. Bernhardt got angry and spoke to me like that.)

5. /aɪ həd ɛskt mɪtʃɪkɔ ɪf ʃɪ wɛntɪd tɔ it ənd drɪŋk mɔː/

(I had asked Michiko if she wanted to eat and drink more.)

6. /əz mɪtʃɪkɔ dɪdnt ɪt ɔl əv ɪt mɪstə bɜːnhæt θɔt ðæt aɪ həd fɔrs hɛ tɔ ɪt ɪvən ðo ʃɪ dɪdnt wɛnt tɔ/

(As Michiko didn’t eat all of it, Mr. Bernhardt thought that I had forced her to eat even though she didn’t want to.)

7. /mɪtʃɪkɔ ʃʉd hɛv tɔld mi haʉ mɛni piːsɪz əv kek ənd haʉ mʌtʃ kɔfi ʃɪ wɛntɪd ɪnstɪd əb nɔt ɪtɪŋg ðɛm/

(Michiko should have told me how many pieces of cake and how much coffee she wanted instead of not eating them.)

## [VI. Conclusion]

Klein cites Krashen’s monitor theory in his Second Language Acquisition, “*There are two ways for adult learners to gain proficiency in a second language: subconscious acquisition and conscious learning. ‘Learning’ is always effected through a ‘monitor’ or an effort on the part of the learner to control his language output and to self-correct it whenever necessary. The monitor can become effective in a communication situation only if (a) there is enough time to operate it, (b) the speaker is concerned with the correctness of his speech production, and (c) the speaker knows the correct rule.*” (Klein, page 28)

I learned how to produce these sounds: [ɪ], [æ], [ɔ], [ʉ], [ʌ] [ɜː], [ə], [ə], [f], [v], [θ],

[ð], [l], and [r]. However, when I spoke quickly and excitedly, I forgot all the phonological rules; therefore, I substituted [ɑ] for [æ], [ɑ] for [ʌ], [ɑ] for [ə], [ɑ:] for [ɜ] and [ɚ], [o] for [ɔ], [o:] for [ɔ], [ʀ] for [l] and [r], [s] for [θ], [z] for [ð], [b] for [v], and [Φ] for [f]. Under pressure, I only tried to express my ideas in a pragmatic way and gave my opinions quickly. Under these conditions, I could not recognize all the pronunciation rules for individual sounds because I did not have time to monitor them. If I had spent more time on producing accurate speech, I could have produced better English because I could have monitored the English that I had pronounced. Even though I was far beyond the critical period and fossilized either to acquire or to learn the English language, I acquired and learned English as my second language slowly and my English gradually improved through imitation, reinforcement, cognition, and input of English language rules. I observed that my perception and production of English sounds were improved by unassisted practice for a year.

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