INTERLANGUAGE ANALYSIS

Japanese as a Second Language
for
Native English Speakers

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I. INTRODUCTION

The purpose of this paper is to analyze deviant pronunciation of a non-native speaker of Japanese, the results of which will suggest remediation of such deviation. Since second language learners often have different ways of rendering may sounds in their target language (TL), extreme phonetic variability can be observed in their speech. Some of those variants may be similar to what native language (NL) speakers say and therefore considered correct; others may be quite different and therefore considered incorrect. In all cases, the process of forming their interlanguage (IL) is preceded primarily based on systematic rules.

Tarone (1978) suggests that IL is systematic. He summarizes previous research in the following paragraph.

The following processes are claimed to be operative in shaping IL phonology:

1. negative transfer from NL (all studies)
2. first language acquisition process (Wode, Tarone)
3. overgeneralization (Johansson)
4. approximation (Johansson, Nemser)
5. Avoidance (Cele-Murcia)
And the following constraints to be operative:

1. the inherent difficulty of certain TL sounds and phonological contexts (Johansson)
2. the tendency of the articulators to rest position (Johansson)
3. the tendency of the articulators to a CV pattern (Tarone)
4. the tendency to avoid extremes of pitch variation (Backman)

This project attempts to endorse some of processes mentioned above.

II. RATIONALE FOR THE FOLLOWING CHAPTERS

The study of Japanese phonology has yielded many conflicting theories in Japan. However, detailed discussion of these conflicting theories is beyond the scope and intent of this paper. Consequently, this paper will adopt the following theory in order to provide a plausible explanation for the accompanying discussion.

The syllable system of Japanese

Japanese syllabification is relatively less complicated than English syllabification. Although the syllable system of Japanese is based on consonant-vowel (CV) structure, no universal agreement of has yet been reached on the subject.
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Shiro Hattori (1960) defines the Japanese syllable system as follows (C = consonant, V = vowel, S = semi-vowel):

1. V
2. CV
3. CVV (VV : the same vowel phonemes)
4. CVQ (Q : glottal results from geminating two CC)
5. CVN (N : [m, n, ñ, η, N] in certain environment)
6. CSV
7. CSVV
8. CSVN
9. CSVQ

In addition, Hattori suggests the existence of "mora" which he defines as being the equivalent to a temporal time unit which is the same as the duration of one phoneme. For example, /kooEn/ (a park) consists of two syllables such as "[koo] (CVV ; # 3 mentioned above) + [En] (VN) ." At the same time, /kooEn/ (a park) consists of four "mora" such as "ko(CV) + o(V) + E(V) + n(N) ."

The phonemes of Japanese

Determining the Japanese phonemes depends on how the phonemes are defined. Some Japanese linguists refuse to include long vowels in phonemes, but others do not. The author of this paper is among the latter. The Dictionary of Japanese Linguistics (Kitahara ed et al. 1981) presents a list of Japanese as observed in a Tokyo dialect:

Consonants : / p, b, m, t, d, n, k, g, ñ, c, s, z, r, h /
Semi-Vowel : / j, w /
Vowels : / i, e, a, o, u /
Special Vowels : / R, Q, N /
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note: R = long vowel marker
Q = glottal results from geminating CC
N = [n], [m], [n̄], [O], [N] results from a sound which is euphonically changed

This paper basically adopts the phoneme system mentioned above but / R, Q, N / will be listed in the phoneme chart (figs. 1 & 2) as one phoneme / several phonemes.

Fig 1   JAPANESE VOWEL PHONEMES

<table>
<thead>
<tr>
<th></th>
<th>- b k</th>
<th>+ b k</th>
</tr>
</thead>
<tbody>
<tr>
<td>-hi</td>
<td>1 1 :</td>
<td>ɯ ɯ :</td>
</tr>
<tr>
<td>-lo</td>
<td>E E :</td>
<td>0 0</td>
</tr>
<tr>
<td>+lo</td>
<td></td>
<td>a a :</td>
</tr>
</tbody>
</table>

We adopt a 3-height vowel system for simplicity in order to yield distinctive features in the following chapters.

The consonant phoneme chart is shown below (the parenthesized symbol indicates allophones of a phoneme).
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#### Fig 2 JAPANESE CONSONANT PHONEMES

<table>
<thead>
<tr>
<th></th>
<th>Bi Labial</th>
<th>Dental</th>
<th>Alveolar</th>
<th>Alveo-Palatal</th>
<th>Palatal</th>
<th>Velar</th>
<th>Uvular</th>
<th>Glott</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stops</strong></td>
<td>v.l. v.d.</td>
<td>p</td>
<td>t</td>
<td>d</td>
<td>k</td>
<td>?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>v.l. v.d.</td>
<td>b</td>
<td>s</td>
<td>(s)</td>
<td>(z)</td>
<td>h</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fricative</strong></td>
<td>v.l. v.d.</td>
<td>(f)</td>
<td>(s)</td>
<td>(s)</td>
<td>(z)</td>
<td>h</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>v.l. v.d.</td>
<td>z</td>
<td>z</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Affricates</strong></td>
<td>v.l. v.d.</td>
<td>ts</td>
<td>ċ</td>
<td>c</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Flaps</strong></td>
<td></td>
<td>r</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Nasals</strong></td>
<td></td>
<td>m</td>
<td>n</td>
<td>(h)</td>
<td>(ŋ)</td>
<td>(N)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Semivowels</strong></td>
<td></td>
<td>w</td>
<td>j</td>
<td></td>
<td></td>
<td></td>
<td>(w)</td>
<td></td>
</tr>
</tbody>
</table>

Diacritics:  - : dental  
            v: s=ʃ, z=ʒ, c=tʃ, j=dʒ  
            ~ : nasal

#### III. AN INFORMANT SPECIMEN

One of the informants used in this study is a male 22-year-old American graduate student from Midwest. He studied German for two and half a year in high school and college (not continuously). However, he has never travelled abroad. He is majoring in linguistics and has some knowledge of phonological systems of language. He has learned to differentiate phonetic sounds by means of nonsense sound strings practice for eight weeks; it is called /idok/ created by Dr. /kodi/.

The informant has a B.A. in English literature, with a minor in theatres. He has been studying Japanese five hours per week for about five months and feels highly motivated to learn the language because he plans to come to Japan upon completion of his M.A.

#### IV. INTERLANGUAGE ANALYSIS EXAMINED

1. In addition to studying Japanese five hours per week in a classroom setting, the informatnt mentioned in III has had opportuni-
ty to converse with the author in Japanese several times per week in a very open and uninhibited manner.

2. The conversations were recorded on five different occasions as follows:

1st: January 25 — Free talking.
2nd: February 8 — He read Japanese sentences. Later, corrections were made on pronunciation.
3rd: February 15 — Free talking. He also read the same Japanese sentences as in the previous session. Corrections were provided.
4th: February 22 — Two kinds of reading data were prepared in order to examine the proposed analysis. One set of data was prepared to examine whether deviant pronunciation patterns existed. Another set of data was used to analyze words involving the short vowels /i/ and /u/ occurring between voiceless consonants. The latter was used to examine of "vowel devoicing" in his speech.
5th: February 29 — Free talking session. Observations for potential deviation patterns, and the informant’s pronunciation improved.

V. RESULTS
The description of the informant’s errors is presented, followed by specific examples. The sub-titles show the categories of errors.
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V-1. NEGATIVE TRANSFER FROM NL (ENGLISH)

ERROR 1:
\[
\begin{pmatrix}
C \\
+\text{cor}
\end{pmatrix} \rightarrow \text{backing}
\]

This is one of the examples of negative transfer from NL. We can observe the specific examples as follows:

E1 : š, d → t, d
  eg : takaI→takaI (high)
  kodo→kodomo (a child)
E2 : š, z → s, z
  eg : sukö→sukoI (to like)
  kIzIu→klzu (an injury)
E3 : ts, dz → ts, dz
  eg : tsumI→tsumI (sin)
  kadze→kadze (cold)
E4 : š, ž, č, j (alveolar) → s, z, c, j (alveo-palatal)
  eg : ošIE→osIE (instruction)
  zasEKI→zasEKI (seat)
  UčI→UcI (house)
  jlkokwu→jlkoku (time)

We can define E1 through E4 as ERROR 1. For corrected pronunciation of the samples used in this session, dental articulation should occur in examples E1 through E3 and alveolar articulation in E4. However, the informant transferred his English phonological rules into his Japanese pronunciation. Thus, the E1-E3 were pronounced with alveolar articulation and E4 with alveo-palatal articulation. This is a clear example of his backing Japanese consonants. Therefore, it is suggested that the place of articulation
is an important element for remediation of incorrect pronunciation.

V- 2. SUBSTITUTION/APPROXIMATION

\[ [ + \text{flap}] \rightarrow [ + \text{lat}] /\#\#_\text{r}^* \]
\[ = \begin{cases} \text{[+lat]} /\#\#_\text{r}^* \\ \text{l} \\ \text{cons} \\ \text{(lat) /ew} \\ \text{son} \\ \text{nas} \\ \text{r**} \end{cases} \]

(note: * : \text{r} = \text{Japanese} /\text{r}/; flapped /r/.  ** : \text{r} = \text{English} /\text{r}/)

English native speakers recognize [\text{r}] a single-tap /t/ or /d/ in quick speech; as in [b\text{\textae}r\text{\textae}], [l\text{\textae}r\text{\textae}], etc. /\text{r}/ does not occur as a distinctive phoneme in English. It never occurs word-initially. Consequently, the informant substituted /\text{r}/ with [l] in the initial position, and [r] instead of /\text{r}/ elsewhere in the data set. Therefore, it is useful to compare the Japanese /\text{r}/ with the English [\text{r}] as in [b\text{\textae}r\text{\textae}] to remediate his deviation.

\[ ^{4}\text{ERROR 3 :} \]
\[ +\text{cons} \]
\[ +\text{cont} \]
\[ +\text{lab} \]
\[ -\text{stri} \]
\[ \phi \]
\[ \rightarrow [ +\text{stri}] \]
\[ f \]
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ERROR 4:

\[
\begin{pmatrix}
-\text{ant} \\
+\text{cont} \\
+\text{cor} \\
-\text{hi}
\end{pmatrix}
\rightarrow
\begin{pmatrix}
-\text{cons} \\
+\text{son} \\
+\text{spread} \\
-\text{cor}
\end{pmatrix}
\]

\[\varsigma\]

The [\(\phi\)] and [\(\varsigma\)] are allophones of /h/ in Japanese. That is,

\[\text{\(\text{/h/} \rightarrow [\phi] /\_\_\_\_\_\_\_\_\_\_w\)}\]

\[\text{[\(\varsigma\)] /\_\_\_\_\_\_\_\_\_I}\]

\[\text{[h] /\_\_\_\_\_\_\_\_\_ew}\]

However, English has no [\(\Phi\)] or [\(\varsigma\)] sound. As a result, the informant used [\(\text{f}\)] for [\(\Phi\)] which [\(\Phi\)] occurred word-initially as in [\(\Phi\_\_\_\_\_\_\_\_\_u\_\_\_\_\_\_\_\_\_k\_\_\_\_\_\_\_\_\_a\_\_\_\_\_\_\_\_\_I\)] (deep). And he used [\(\text{h}\)], instead of [\(\varsigma\)] as in [\(\varsigma\_\_\_\_\_\_\_\_\_I\_\_\_\_\_\_\_\_\_E\)] (chill), in [\(\_\_\_\_\_\_\_\_\_a\_\_\_\_\_\_\_\_\_s\_\_\_\_\_\_\_\_\_a\_\_\_\_\_\_\_\_\_\_I\)] (the rising sun), etc. He substituted corresponding English phonemes for the Japanese phonemes he could not produce in Japanese. It is necessary for the informant to know the allophones of /h/ such as [\(\Phi\)] and [\(\varsigma\)].

V - 3. PHONOTACTICS

ERROR 5:

\[
\begin{pmatrix}
-\text{hi} \\
-\text{lo} \\
+\text{bk} \\
-\text{long}
\end{pmatrix}
\rightarrow
\begin{pmatrix}
+\text{hi} \\
-\text{syl}
\end{pmatrix}
\]

\[\text{/_V\_V}\]

\[\text{o___w}\]

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This error can be explained in terms of phonotactics. The VVV-sequence never occurs in an English word, whereas Japanese has this sequence as in /aol/ (blue). The informant used the consonant /w/ for /o/ occurring between vowels as follows:

\[ \text{aol} \rightarrow \text{awi} \]

It has also been observed that the informant substituted the vowel /o/ with consonant /w/ as he unconsciously tried to make a VCV structure in order to avoid the VVV sequence. According to Tarone, the articulatory tendency to a CV pattern is one of the constraints observed in IL. Therefore, it is important for the second language learner to consciously learn a VVV-structure.

V - 4. AVOIDANCE

ERROR 6: \( V^2CV \rightarrow V^{\phi}CV \)

The informant dropped /\( z / in his Japanese pronunciation. This can be attributed to the fact that in English the glottal stop seldom occurs.

\[ \begin{align*}
\text{\( \hat{\text{t}}\text{o}\hat{\text{t}}\text{an} \rightarrow \text{totan} \)} & \quad \text{(cape \( \rightarrow \) just as)} \\
\text{\( I\hat{\text{e}}\text{l} \rightarrow \text{\( I\hat{\text{e}}\text{l} \)} \)} & \quad \text{(agreement \( \rightarrow \) one)} \\
\text{\( \text{g}a\hat{\text{ko}} \rightarrow \text{gako} \)} & \quad \text{(school)} \\
\text{\( n\hat{\text{l}}\hat{\text{s}}\text{l} \rightarrow \text{n\hat{\text{l}}\hat{\text{s}}\text{l} \)} & \quad \text{(diary \( \rightarrow \) west)}
\end{align*} \]
V-5. EPENTHESIS

\[ \phi \rightarrow I/C _{-\text{syl}} \]
\[ \quad _{-\text{cons}} \]
\[ \quad _{-\text{lab}} \]
\[ \quad j \]

The specific errors are as follows:

E1. \( \phi \rightarrow I/b\_j \)
    eg: bjo : In \rightarrow bljo : In
    (a hospital \rightarrow a beauty parlor)

E2. \( \phi \rightarrow I/k\_j \)
    eg: kjo : \rightarrow kljo :
    (today \rightarrow skillful)

E3. \( \phi \rightarrow I/g\_j \)
    eg: gjuu : nlkuu \rightarrow gljuu : nlkuu
    (beef \rightarrow ?)

E4. \( \phi \rightarrow I/p\_j \)
    eg: nEnpjo : \rightarrow nEnpljo :
    (chronological table \rightarrow ?)

E5. \( \phi \rightarrow I/\tilde{n}\_j \)
    eg: \tilde{n}ju : In \rightarrow \tilde{n}lju : In
    (to be hospitalized \rightarrow ?)

E6. \( \phi \rightarrow I/m\_j \)
    eg: mjo : nlčl \rightarrow mljo : nlčl
    (tomorrow \rightarrow ?)

E7. \( \phi \rightarrow I/l\_j \)
    \( \tilde{r} \)eg: rjo : \tilde{j}lkan \rightarrow lljo : \tilde{j}lkan
    (a consolite \rightarrow available hour)

In order to facilitate ease in pronunciation, the informant inserted [I] between [C] and [j].

In Japanese, /k+j/, /g+j/, /ś+j/, /ź+j/, /č+j/, /ń+j/, /ç+j/, and/m+j/ are considered distinctive consonant phonemes which are
prounced with the same duration as any other phoneme (The Dictionary of Japanese Linguistics 1981). These phonemes present one of the most difficult problems for second language learners. The following are all /CV/ syllables involving the aforementioned syllable groupings.

\[
\begin{array}{lll}
\text{kja} & \text{kju} & \text{kjo} \\
\text{gja} & \text{gju} & \text{gjo} \\
\text{šja} & \text{šju} & \text{šjo} \\
\text{žja} & \text{žju} & \text{žjo} \\
\text{čja} & \text{čju} & \text{čjo} \\
\text{nja} & \text{nju} & \text{njo} \\
\text{ćja} & \text{ćju} & \text{ćjo} \\
\text{mja} & \text{mju} & \text{mjo} \\
\text{řja} & \text{řju} & \text{řjo} \\
\end{array}
\]

(note: long vowels such as /aː/, /wː/, /oː/ re omitted.)

This chart is useful for oral practice of these syllables in order to cope with the difficulty of this kind of pronunciation.

V - 6. REGRESSIVE ASSIMILATION

\[
\text{ERROR 8 : }
\]

\[
\begin{array}{c}
\left(+\text{nas}\right) \\
\left(-\text{cor}\right) \\
\left(-\text{ant}\right) \\
\left(-\text{hi}\right)
\end{array}
\rightarrow
\left(\begin{array}{c}
\left(+\text{hi}\right) \\
\left(+\text{cor}\right)
\end{array}\right)
\bigg/ V
\left(\begin{array}{c}
\left(-\text{syl}\right) \\
\left(-\text{cons}\right) \\
\left(-\text{lab}\right) \\
\left(+\text{hi}^*\right) \\
\left(+\text{cor}\right)
\end{array}\right)
\]

N   ň   j
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(*note: Such distinctive features as [+cor, +hi] are redundant/predictable features here. However, I intend to designate these features [+cor, +hi] influence the [N], and, as a result, the [N] changes the feature [−hi, −cor] into the feature [+hi, +cor]. Thus, [N] → [ñ].)

hoNja → hoñja (a book store → ?)
koNjakuu → koñjakuu (an engagement → a kind of food)

This kind of mispronunciation causes break in communication. A possible remediation is to lower the tongue when attempting these combinations.

V-7. VOWEL SHORTENING

ERROR 9:

\[
\begin{array}{c}
\text{−hi} \\
\text{−lo} \\
\text{+long} \\
\text{+syl}
\end{array}
\rightarrow \begin{array}{c}
\text{−long} \\
\end{array} /\#\#____
\]

E:, o: E,o

(note: The 3-height vowel system is adopted; see chapter II.)

The observed vowel shortening in the informant's speech is shown in the following example:

o: KI: mono → okI: mono (a big thing → ?)
E: ga → Ega (a movie → ?)
E: → E (yes → ?)
V - 8. VOWEL LENGTHENING

\[ \begin{align*}
\text{ERROR 10:} \\
\begin{cases}
\text{+ syl} \\
\text{+ bk} \\
\text{− lo} \\
\text{− long}
\end{cases} & \rightarrow 
\begin{cases}
\text{+ long} \\
\# \\
\#
\end{cases} \\
\text{u, o} & \text{uu; o:}
\end{align*} \]

(note: the 3-height vowel system is adopted; see chapter II)

Contrary to the previous section V - 7, vowel lengthening was also observed in the informant's interlanguage, consistently word-finally.

\[ \begin{align*}
\text{Izšu} & \rightarrow \text{Ižšu}; \quad (\text{a kind} \rightarrow \text{one round}) \\
\text{kaku} & \rightarrow \text{kakur}: \quad (\text{to write} \rightarrow \text{a fiction}) \\
\text{Ido} & \rightarrow \text{Ido}: \quad (\text{a well} \rightarrow \text{movement}) \\
\text{junjo} & \rightarrow \text{junjo}: \quad (\text{an order} \rightarrow \text{naivenss})
\end{align*} \]

V - 9. VOWEL DEVOICING

\[ \begin{align*}
\text{RULE:} \\
\begin{cases}
\text{+ syl} \\
\text{+ hi}
\end{cases} & \rightarrow [− vd] \quad \begin{cases}
\text{[C] } \quad \text{[C]} \\
\text{[C]} \quad \# \quad \#
\end{cases} \\
\text{I, w}
\end{align*} \]
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When pronouncing Japanese, there are times when the vowel is not actually voiced, which is called “vowel devoicing” (Kawase. 1983. Pronunciation of Japanese). Vowel devoicing generally takes place under the following circumstances: when the short vowel [I] or [u] occurs between voiceless consonants such as [k], [s], [t], [s], [ts], [č], [č], [φ], [p], etc. Frequently [i] and [u] are also devoiced in final position after voiceless consonants.

The occurrence of the vowel devoicing was also examined in the speech patterns of the informant. He was taught how to pronounce randomly-chosen Japanese words or sentences and then requested him to practice for one week. One week later, his pronunciation was recorded. The results showed that he had learned to use a certain degree of devoicing in his speech as follows: (The underlined vowels are devoiced.)

\[
\begin{align*}
\text{klk\text{u\text{u}}} & \quad \text{hear} & \quad \phi\text{wuk\text{u}} & \quad \text{clothing} \\
\text{k\text{u\text{s\text{a}}}} & \quad \text{grass} & \quad \phi\text{wuk\text{a\text{l}}} & \quad \text{deep} \\
\text{s\text{l\text{k\text{a\text{l}}}}} & \quad \text{chairmanship} & \quad o\text{c\text{l\text{sama}}} & \quad \text{sun} \\
\text{s\text{\text{u\text{k\text{l}}}}} & \quad \text{fondness} & \quad t\text{s\text{\text{u\text{k\text{u\text{e}}}}} & \quad \text{desk} \\
\text{\text{č\text{l\text{kara}}} & \quad \text{strength} & \quad k\text{l\text{k\text{a\text{l}}}}} & \quad \text{machine} \\
\text{t\text{\text{a\text{č\text{l\text{k\text{l}}}}} & \quad \text{living tree} & \quad k\text{l\text{\text{t\text{n\text{a\text{l}}}}} & \quad \text{dirty} \\
\text{o\text{č\text{l\text{k\text{om\text{u}}} & \quad \text{to fall into} & \quad k\text{l\text{i\text{l}}} & \quad \text{oyster} \\
\text{č\text{l\text{\text{k\text{u\text{u\text{l}}} & \quad \text{low} & \quad a\text{r\text{l\text{\text{m\text{a\text{s\text{u}}}}} & \quad \text{to exist}}}
\end{align*}
\]

This is the evidence of his successful acquisition of a new phonological rule: the Japanese vowel devoicing rule.

VI. DISCUSSION

As demonstrated in the previous section V, the processes of shaping my informant’s IL are as follows:
1. NATIVE TRANSFER FROM NL (see ERROR 1)
2. SUBSTITUTION／APPROXIMATION (see ERRORS 2, 3, 4)
3. PHONOTACTICS (see ERROR 5)
4. AVOIDANCE (see ERROR 6)
5. EPENTHESIS (see ERROR 7)
6. REGRESSIVE ASSIMILATION (see ERROR 8)
7. VOWEL SHORTENING (see ERROR 9)
8. VOWEL LENGTHNING (see ERROR 10)

All of the above-mentioned rules are explained by the knowledge of systematic phonological rules. This knowledge suggests an appropriate way to remedy any observed problems. IL deviation should, of course, be established on the basis of systematic phonological rules; if one is familiar with phonological rules of both NL and TL, in this case, English and Japanese, one can predict most errors which may occur.

Therefore, if one plans to remedy his/her speech concerning ERROR 1, one needs to pronounce those sounds in front portion of the oral cavity; i.e., dental or alveolar. Similarly, if the informant finds it difficult to pronounce /ɾ/ (see ERROR 2), it would be helpful to illustrate that the Japanese /ɾ/ is very similar to [ɾ] as in [bʌɾə]. In this case, it is important not to make too firm a contact between the tip of the tongue and the alveolar ridge since this will result in producing the /d/ sound instead.

The informant has shown tremendous improvement in learning/adapting to the phonological rules of his interlanguage. Most of the ERRORS except ERROR 5 and ERROR 6 have been resolved in the
latest data. Especially, the VOWEL DEVOICING (see section V -8) which because apparent in the fourth interview endorses the necessity of the knowledge of phonology; the informant’s pronunciation has become much more similar to a Japanese native speaker’s pronunciation by learning the vowel devoicing rules. Therefore, this IL analysis shows that ESL/EFL teachers strictly need a working knowledge of phonology in order to successfully lead their students through various IL systems to a proficient TL.

VII Conclusion

One specimen suffices here of nonnative speakers’ deviant pronunciation of Japanese to endorse the phonological rules. Tarone (1978) suggests that IL is systematic. This further implies that a foreign language teacher should know the phonological systems of both NL and a target language and should learn the nature of the shaping of interlanguage phonology.

However, there still seem to be many questions which remain yet to be answered. One of them is that:

What are the relative influences of as transfer, overgeneralization, avoidance, and first language acquisition processes on the shape of IL phonology? (Tarone 1978)

These remaining problems should be solved by further research of the complex interrelationships of language, human mind, and society in relation to the process of second language acquisision.

Note
1. Only one informant is mentioned for economy’s sake in this paper.
2 ~ 7. The Halle Chart of Distinctive Features is adopted here, because TL is not American English, i.e., Japanese.

Bibliography


Halley, M. "Chart of Distinctive Features." Handout in class, Ohio University.


