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A Comparison of Early and Late Second-Language Learners of English through Their Production of /i/ and /ɪ/

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Abstract

The difference between the second language pronunciation of early learners and late learners has been emphasized over the last decades as a considerable number of studies have proved that the majority of individuals who start their acquisition of L2 phonology earlier in life have a better accent. Relevant theories such as the Critical Period Hypothesis (CPH) or the Speech Learning Model (SLM) agree on the fact that the age of learning affects L2 pronunciation, however, their arguments are dissimilar, being the ones of the SLM generally preferred. Apart from the CPH and the SLM, the Perceptual Assimilation Model of Second Language Speech Learning (PAM-L2) has also gained importance within the field of L2 acquisition. The present study, which aims to compare the speech production of early and late learners of English and focuses on the production of /i/ and /ɪ/ by both types of beginners through a selection of words, shows that the participants who started learning English at an earlier age have clearly obtained better results, as it was hypothesized; nevertheless, it has also been found that late learners have not lost the capacity to pronounce in a native-like fashion. The findings are related to the SLM, to the PAM-L2, and to the influence of both the quantity and the quality of the phonological input the participants received.

Key Words: L2 acquisition, SLM, PAM-L2, phonological input, English vowels

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INTRODUCTION

It is common knowledge that English is the most spoken language in modern-day society, taking into account both native and non-native speakers. Even though the English pronunciation of the latter may often seem identical to the one of native people, it has been argued that it cannot be exactly alike because the input they receive is unquestionably different (Flege and Bohn 2021, 64). Within the category of non-native speakers, a distinction between early learners and late learners has been commonly made, showing that, in general, the ones who started learning the language earlier present a better English pronunciation, closer to the native one. The most influential theories that provide reasons for this fact are Lenneberg's Critical Period Hypothesis (CPH), Flege's Speech Learning Model (SLM), and Best's Perceptual Assimilation Model of Second Language Speech Learning (PAM-L2). Although the three of them state that early learners are more successful, the arguments they propose are completely different: one claims that there is a loss of neural plasticity and the other two that there is a clear influence of the L1. Apart from that, the amount of phonological input and its quality have been considered as factors that equally affect L2 pronunciation.

Literature Review

The pronunciation of English as an L2 across the world is influenced by a variety of factors, including the age of learning (AOL). In general, the pronunciation of early learners who begin the acquisition of an L2 in childhood tends to be closer to the one of native people of that language and more successful than the one of late learners (Flege 2003, 2). The reasons why early learners pronounce better than late learners have been discussed through the development of remarkable hypotheses. One of the most well-known theories that has been frequently used to explain the acquisition of L2 phonology in relation to the AOL is the CPH, which defends that human capacity to learn a language starts to decline at a certain age, being the period of childhood until the age of 6 the optimal time for language acquisition and puberty the stage of completion of the learning ability (DeKeyser 2000, 518). Nevertheless, this hypothesis started being questioned as different theories that proposed other causes for the early learners' general success in L2 pronunciation were developed.

The SLM is the main alternative to the CPH. It states again that late learners do not learn English in the same way as early learners but, according to relevant studies focused on the SLM theories, this is not due to a loss of neural plasticity (Best and Tyler 2007, 24). This model argues that both speakers' perception and production of L2 sounds are influenced by the learning

and development of their first language and its established phonetic categories (Tyler 2019, 608). SLM hypotheses, specifically the ones labelled as H3 and H4, state that "fewer sounds in the L2 will be produced accurately as AOL increases" (Flege 1995, 241) due to the establishment of L1 phonetic categories across the lifespan. In other words, L2 sounds are produced through the establishment of new phonetic categories or through the modification of former ones and this becomes more difficult for late learners as their first language is more developed and its categories expanded (Flege 1995, 233). With regard to the recent revised Speech Learning Model, the SLM-r, it maintains the same postulates (Flege and Bohn 2021, 33), however, in contrast to the SLM, the SLM-r focuses on individuals instead of groups, which might make the results slightly more precise (Flege and Bohn 2021, 58).

The Perceptual Assimilation Model of Second Language Speech Learning (PAM-L2), based on the original Perceptual Assimilation Model (PAM), is another influential model that deals with the formation of L1 and L2 categories and it explains that it is more likely for early second language learners to perceive the L2 speech sounds distinguishing them from the L1 speech sounds and not assimilating them into their L1 phonetic categories (Tyler 2019, 625). It also predicts that the L2 sounds which are more similar to L1 sounds will be perceived more inadequately than the L2 sounds which are completely new for second language learners since these ones will be assimilated to a different L1 category (Flege 2003, 5). Another relevant aspect is that PAM-L2 focuses solely on perception while the SLM takes into account both perception and production (Tyler 2019, 608). These two concepts are always related since our perception of words conditions our production of them: if L2 perception accuracy does not occur, L2 production accuracy will not be possible (Flege 2003, 27). For this reason, "many L2 production errors have a perceptual basis". (Flege 1995, 238).

Apart from the influence of the L1 learning, other factors such as the quantity and the quality of input have an effect on the perception and production of the L2, which need a large quantity of native-speaker input to achieve success (Flege 2003, 13). Both the SLM and the SLM-r state that an adequate input during L2 learning contributes to the learners' distinction between L1 and L2 categories as well as to the establishment of new ones (Flege and Bohn 2021, 32). With regard to quantity of phonological input, recent research proclaims that "given enough input and experience, learners may succeed in establishing long-term memory representations for target L2 sounds, separate from pre-existing L1 categories" (Carlet and Cebrian 2019, 92). As for quality, in the FL classroom the teaching of English by non-native teachers may have an influence on the quality of the input because if their speech "does not maintain certain phonological distinctions then this would clearly reduce the likelihood of

learners acquiring them" (Tyler 2019, 616). Hence, the problem is not the non-native speaker phonological input, but the phonological input produced by teachers whose speech does not provide discernable phonetic differences between L1 and L2 categories (Tyler 2019, 623). Even though the majority of teachers in the FL classroom are non-native, technology has developed and favoured the teaching of L2 pronunciation inside this type of classrooms in the course of time. At present, the vast majority of teachers use audio-visual materials that contain native accent produced by real native speakers (Tyler 2019, 623), which means that now L2 students learn English through songs, listenings, and videos with native pronunciation from the beginning of their second-language acquisition. Finally, it should be taken into consideration that quality of input may be more influencing than AOL (Flege and Bohn 2021, 8).

The Present Study

The contrast between early and late learners has been explored over the last decades, however, less attention has been paid to the pronunciation of specific phonemes by the two types of learners. For this reason, the focus of the study is on the production and analysis of the vowels /ɪ/ and /i/ by two groups of non-native participants that present a different AOL. This paper aims to confirm whether early learners are always more successful and to find out which of the two vowels each type of speaker pronounces in a more authentic way. The research questions of the study are the following:

1. Do early learners pronounce the /ɪ/ and /i/ vowels better than late learners?
2. Are the results obtained consistent with the postulates of the SLM and PAM-L2?
3. Do the quality and the quantity of the input received play an important role in the pronunciation of the participants?

Higher ratings for the early learners are expected as well as a better pronunciation of /ɪ/ in general, since it is a phoneme that is not similar to any of the previously established L1 categories. In order to obtain answers for the research questions, first of all, the speakers will be recorded pronouncing a selection of English words which contain /ɪ/ and /i/, and their production of the target English vowels will be evaluated by three native judges; then, the results will be analysed through a comparison between the scores of the two groups of participants; and finally, these results will be discussed considering the predictions of both the SLM and the PAM-L2 and the influence of the quantity and quality of the phonological input received.

METHODOLOGY

Participants

The participants of this study have been divided into two groups: one was formed by three women in their early 20s who started learning English at the age of 3 (Group 1) and the other one by three women in their early 50s who started learning the same language at the age of 13 (Group 2). They answered a brief questionnaire (see **Appendix A**) through which they informed about the fact of learning English only at school/high school and not outside the classroom. Moreover, they responded that none of their teachers was a native English speaker. Regarding the L1 of these female participants, it is Spanish, and they all speak Catalan, German, and English as an L2. They use English regularly, specifically every year during summer, due to their jobs in hotels and souvenir shops on the Majorcan coast, which means that they sometimes converse with tourists who are native English speakers. As the questionnaire shows, although none of them have lived abroad, in an English-speaking country or in a different state, a participant in Group 1 (Speaker C) often talks with people from Ireland in English.

Collection of data

Apart from the questionnaire, mainly about the participants' current use of English in terms of speaking and about their learning and practice of the language inside and outside the classroom, a selection of 30 images was shown to the speakers of both groups and they were asked to pronounce the words that the objects in the pictures represented while they were recorded. Since the principal objective was to analyse and compare the pronunciation of early and late learners of English regarding the sounds /i/ and /ɪ/, 20 of the objects in the images referred to words that contain this pair of phonemes. Half of them include /i/ as the nucleus of the syllable (*beans*, *bees*, *feet*, *meat*, *peace*, *seat*, *seeds*, *sheep*, *sheet*, and *team*); the other half include /ɪ/ in the same position (*big*, *bin*, *fish*, *king*, *kiss*, *pig*, *pink*, *sick*, *six*, and *thick*). Besides, a list of distractors was also incorporated in order that the participants could do the exercise without noticing that the focus of the study was on /i/ and /ɪ/. In this way, the results in pronunciation were expected to be more natural. Ten more images represented the following terms: *bag*, *bun*, *bus*, *fat*, *foot*, *match*, *sad*, *shapes*, *socks*, *ten*. An important point in this study was to elaborate a list of words that shared similar characteristics; thus, the selected words are monosyllabic and they present a combination of stop, fricative, and nasal consonants with high front unrounded vowels or, in the case of the distractors, with another type of vowels.

Analysis of data

With regard to the analysis of the data, three native speakers of English have participated as judges rating the pronunciation of the vowels. A considerable number of studies that have examined the pronunciation of non-native English speakers have taken into account how native people perceive and evaluate foreign accent (Doel 2006, 3). Following that method, the audio files of this study were sent to the judges in a different order: one judge listened and evaluated speaker A and speaker D first, then speaker B and speaker E, and finally speaker C and speaker F; another judge did the same with speaker B and speaker E first, then with speaker C and speaker F, and finally with speaker A and speaker D; and the third judge examined speaker C and speaker F first, then speaker A and speaker D, and finally speaker B and speaker E. The objective was to avoid the fact of rating the speakers in the same order because the judges might get tired towards the end of the task and this can influence the scores of the last participants listened; thus, a different order of the audio files creates a balance among all of them. Moreover, the native speakers were given an answer sheet that included the target words in the order they were pronounced in the audio files, which means that three different answer sheets were created according to the corresponding judge and order of the audios.

Each word was rated using a Likert scale from 1 to 7 in which 1 means strong foreign accent and 7 means native-like accent. This technique was created to measure "in a scientifically accepted and validated manner" (Joshi et al. 2015, 397), and normally, this type of scales are from 1 to 5 or from 1 to 7. In certain cases the 7 point scale may be preferred because, in comparison to the 5 point scale, it offers more choices to the participants and more possibilities to select the exact option (Joshi et al. 2015, 398). For this reason, a 7 point scale is the one used in this study.

RESULTS

The principal results of the study are presented in **Tables 1** and **2**, which show the averages of the ratings given to the speakers according to the three native judges. Three different means, obtained from each judge, were calculated on the basis of the ratings assigned to the selected 20 words (see **Appendix B**). Despite the small number of participants in this study, the results show that there is a clear difference between the two groups as the ratings of speakers A, B, and C are similar and the same happens with the ratings of speakers D, E, and F.

	Speaker A	Speaker B	Speaker C
Judge 1	5,75	4,5	5,8
Judge 2	6,45	5,75	6,6
Judge 3	6,05	4,85	5,9

Table 1: Means of the Speakers in Group 1

	Speaker D	Speaker E	Speaker F
Judge 1	3,25	3,95	2,3
Judge 2	4,2	4,65	2,9
Judge 3	3,55	4,05	2

Table 2: Means of the Speakers in Group 2

When comparing Table 1 and Table 2, it can be observed that all the means of the ratings for the speakers in Group 1 are above 4, being the highest 6,6 (for Speaker C); whereas all the means for the speakers in Group 2 are below 5, being the lowest 2 (for Speaker F). These tendencies indicate that the early learners' pronounciation of the target vowels is better than the one of late learners and closer to the English native accent. As it was expected, the participant that obtained the highest scores in Group 1 was Speaker C. This was foreseeable because in the questionnaire she responded that she is often in contact with Irish people who speak English with her. Nevertheless, the results of the other participants in this group are also positive since Speaker A achieved almost the same means as Speaker C and the ratings of Speaker B are higher than those of the participants in Group 2 (see **Figures 1** and **2**). Regarding late learners, their overall production of the target English vowels has been less successful but there have been exceptions among the words, specifically in the case of speakers E and D, which show that they have the ability to pronounce in a native-like fashion as well.

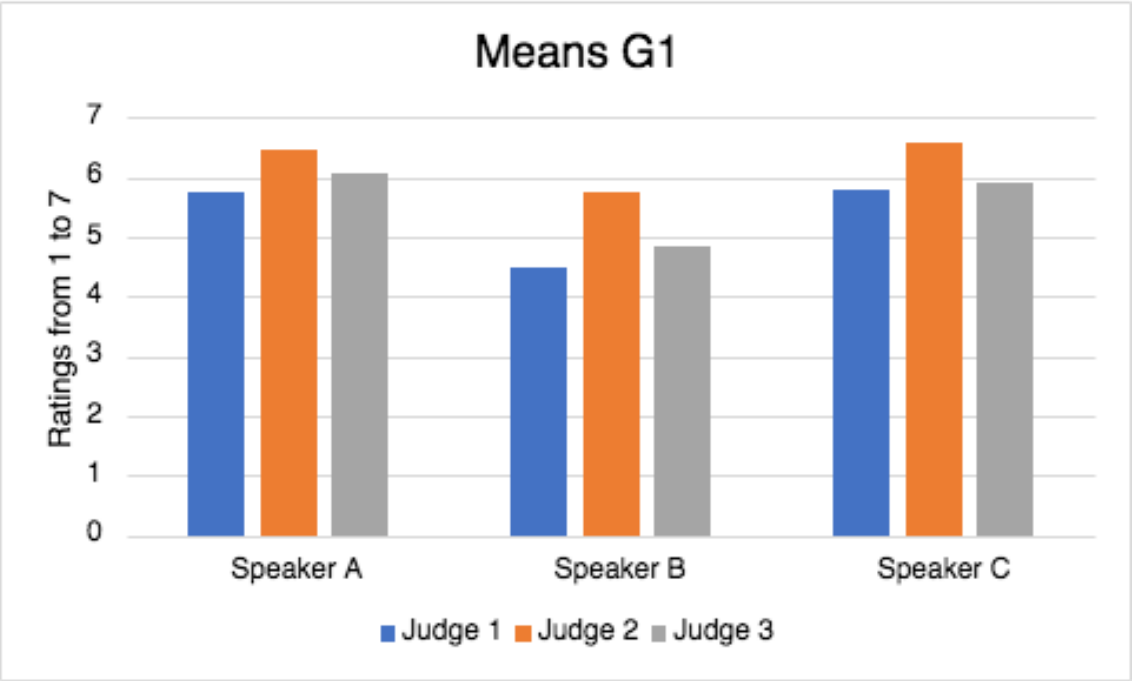

Figure 1: Means for the Early Learners

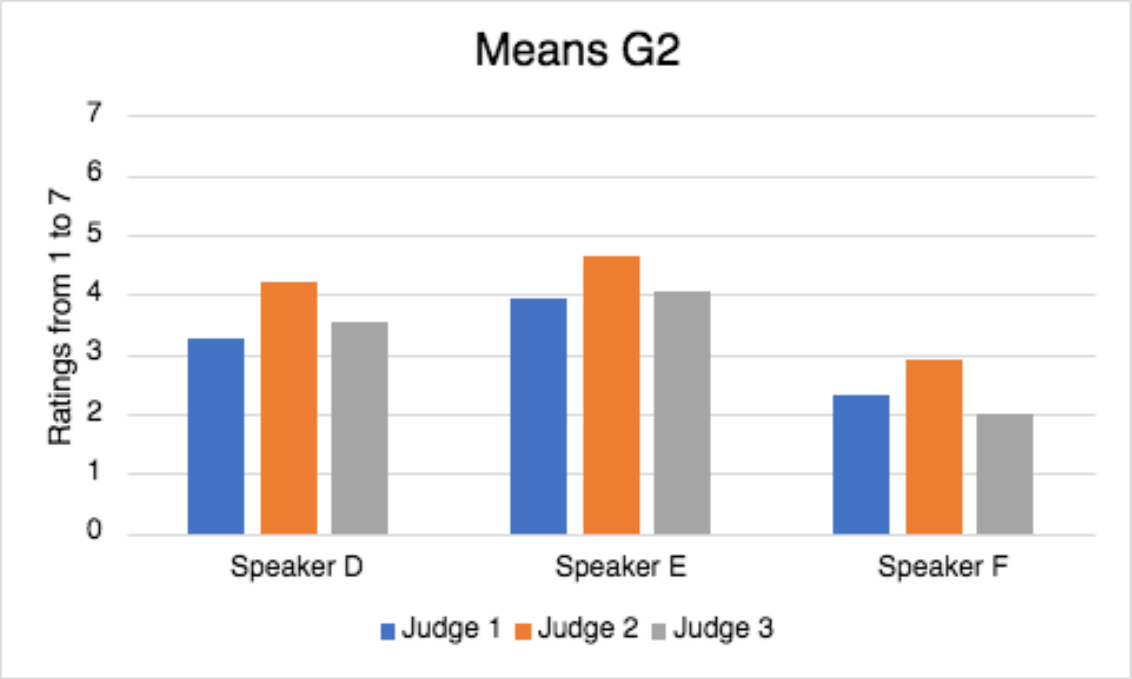

Figure 2: Means for the Late Learners

With respect to the pronunciation of the vowels, a significant difference between the two groups is that Group 1 pronounced better the words with /i/, with the exception of Speaker A, and Group 2 the words with /ɪ/ (see **Table 3**). Within Group 1, the scores of Speaker A indicate that her pronunciation of /ɪ/ and /i/ is balanced but slightly better for /ɪ/; the scores of

Speaker C show that she has pronounced better the phoneme /i/; and with respect to Speaker B, there is a great difference between the ratings for the words with /ɪ/ and the words with /i/, which reveals that the phoneme /ɪ/ is more complicated for her (see **Figure 3**). As for Group 2, the ratings of Speaker D and Speaker F demonstrate that they have almost the same difficulty pronouncing /ɪ/ and /i/ but that they obtained lower scores for /i/, while Speaker E struggles more with the phoneme /i/ (see **Figure 4**).

	Words with /ɪ/	Words with /i/
Group 1	5,52	5,94
Group 2	3,67	3,21

Table 3: Overall Means for the /ɪ/ and /i/ Phonemes Obtained from Each Group

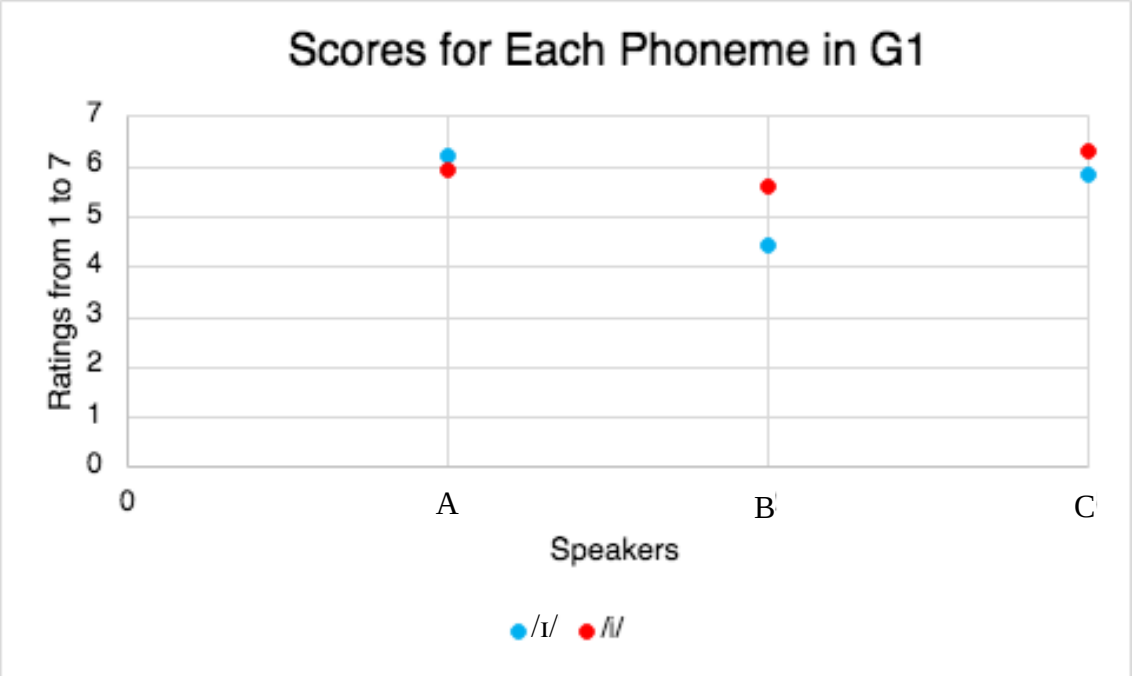

Figure 3: Results Regarding the Production of Each Phoneme by the Early Learners

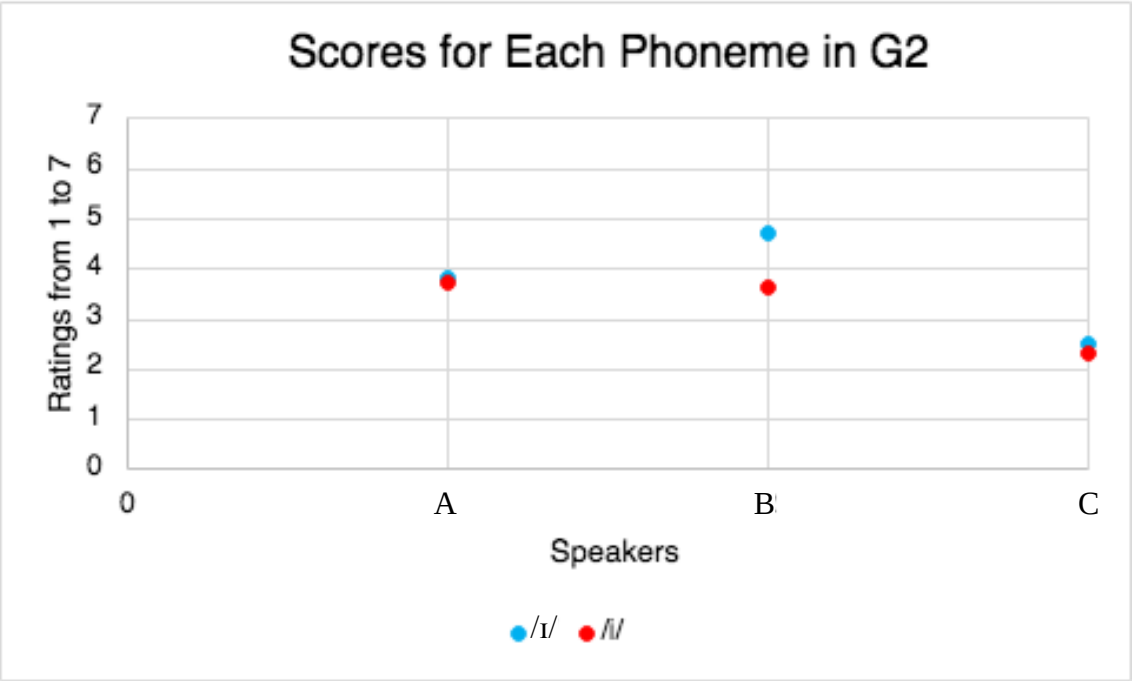

Figure 4: Results Regarding the Production of Each Phoneme by the Late Learners

The words that contain /ɪ/ which present the highest ratings are *thick*, *king*, and *pink* in Group 1 and *pink*, *kiss*, and *six* in Group 2, while the ones with the lowest ratings are *big*, *bin*, and *sick* in both groups. The words including /i/ with the highest ratings are *team* and *feet* in Group 1 and *feet* and *beans* in Group 2, while *sheet* and *seeds* present the lowest ratings in Group 1 and *peace* and *seeds* in Group 2. Comparing the 10 words appearing in **Figure 5** among them (which are the selected words for the phoneme /ɪ/) and doing the same with the words included in **Figure 6** (which contain the phoneme /i/), it can be noticed that almost all the terms with the highest ratings in Group 1 also present the highest ratings in Group 2 and that the majority of terms in intermediate position in Group 1 are in intermediate position in Group 2 as well. The cases in which the groups differ the most are in the pronunciation of *thick*, *pig*, *peace*, and *sheet*. *Thick* is the word better pronounced by the early learners, however, it has a rather low mean in comparison to other words with /ɪ/ in the group of the late learners. As for *pig* and *peace*, their means in Group 2 are one of the lowest, while in Group 1 they are not. Finally, *sheet* presents the lowest mean in the group of the early learners but a mean in intermediate position in the second group. The most striking ratings for the words will be discussed in the next section of this paper.

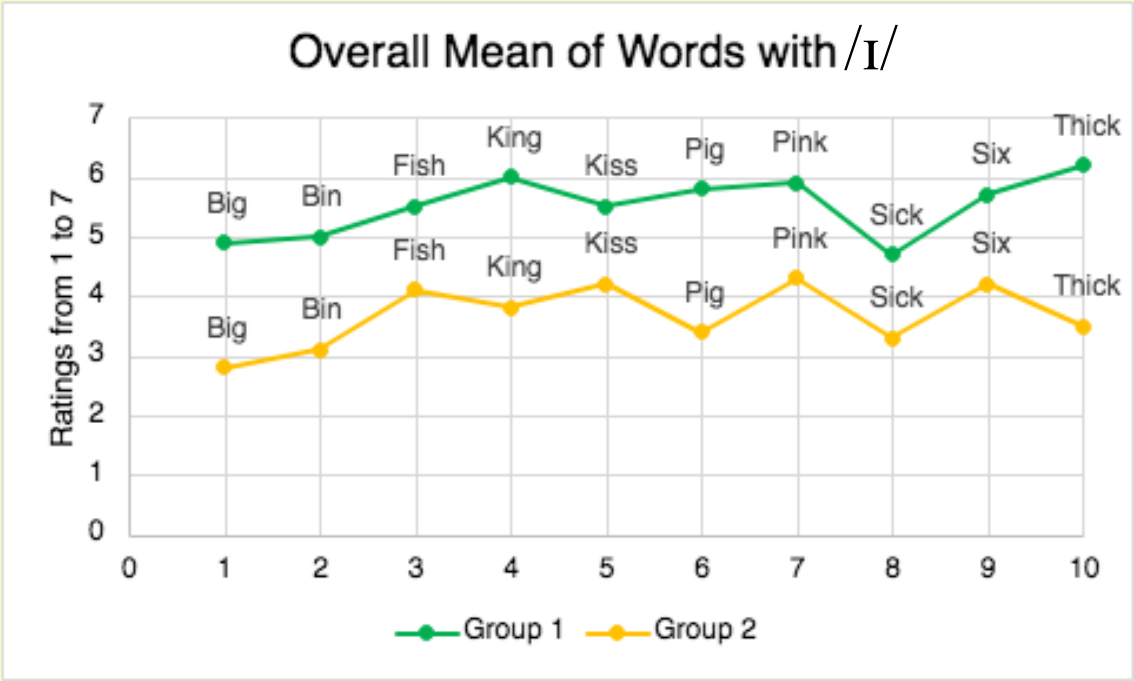

Figure 5: Results in the Production of Each Word by the Early Learners

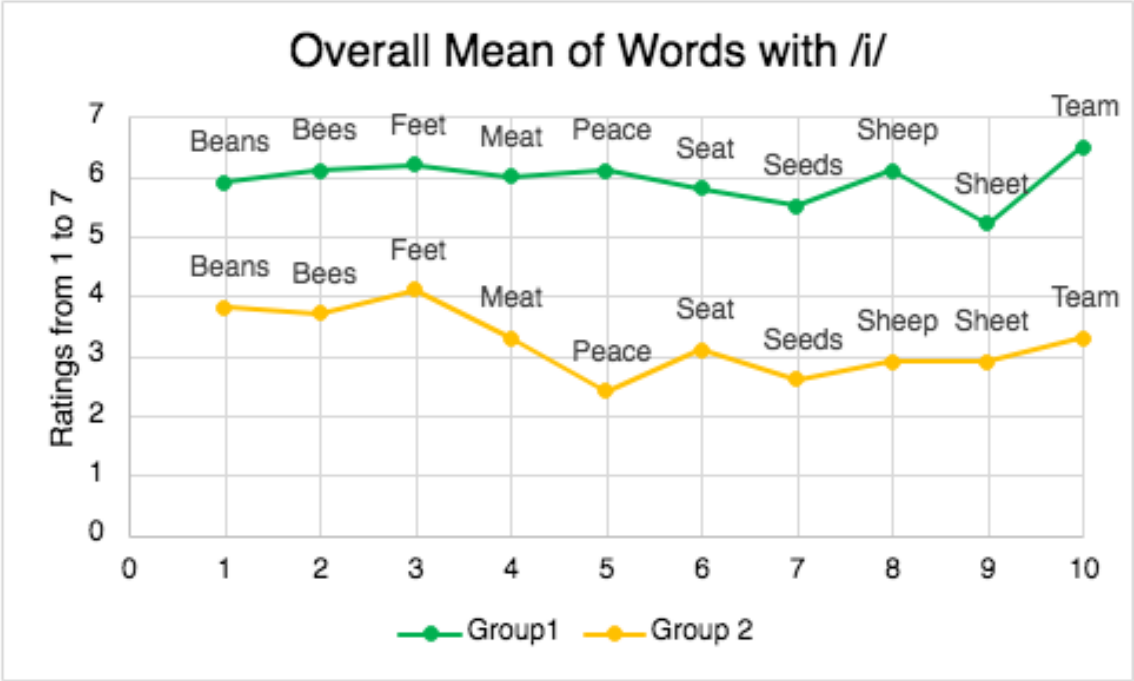

Figure 6: Results in the Production of Each Word by the Late Learners

Although in general there is consistency among the results, the vertical bar charts in **Figures 1** and **2** show that the means obtained from Judge 2 are in all cases higher than the averages obtained from Judge 1 and Judge 3. Of particular significance is the fact that Judge 2 is younger than the other two because, since younger judges are more inexperienced in terms

of language variation, they are considered to be more intolerant than older ones (Doel 2006, 12-13). The fact of having two judges who give almost the same scores and one whose numbers are more dissimilar confirms that not everybody evaluates equally and that ratings may not be completely objective since factors such as the age of the raters influence their perceptual judgement of accent.

DISCUSSION

The results have shown that the group representing late learners has pronounced the target English vowels in a less authentic way than the group of early learners. Nevertheless, both speakers D and E received a rating of 6 from the judges for certain words, especially for words that contain the phoneme /ɪ/ and, apart from that, the three speakers in this group also obtained a rating of 5 many times, with the exception of Speaker F (see **Appendix B**). These numbers indicate that a late learner has not lost the capacity to acquire a pronunciation similar to that of a native speaker. The SLM defends that, as L1 categories expand, the formation of L2 categories becomes more difficult for learners, however, their capacity to establish them does not disappear completely (Flege 2003, 27). In other words, it is possible to distinguish between L1 and L2 categories as well as to acquire new phonetic categories after the closure of a supposed Critical Period. However, it has been discussed that it depends on the quality and amount of input the learners receive (Bongaerts 1999, 155). The SLM also suggests that learners become more able to distinguish phonetic differences between L2 and L1 sounds as they receive more input (Flege 1995, 263), and the results of this study are consistent with this statement since the speakers in Group 1 have received more English phonological input as they started the learning of the language earlier in life.

The questionnaire provided has once more contributed to the understanding of the results obtained. With regard to the quality of the input received, it reveals that the participants who are in the group of early learners were more exposed to English native accent. As Flege argues, production is influenced by perception (Flege 2003, 4), therefore, the more native-like the pronunciation of the L2 sounds that are perceived is, the more likely it is for learners of the L2 to achieve a good accent. At the time when the participants of the second group started learning English in high school, which was during the decade of the 1980s, technology was not as developed as it is today. The speakers of Group 2 informed through the questionnaire about the fact of having a radio cassette player as the only technological device in the classroom. It is also known that English teachers occasionally played English songs and that the learners had

to listen attentively and sometimes memorize the lyrics. Although these late learners listened to native English pronunciation while they were learning the language, the amount of input coming from native speakers they received cannot be compared to the one of the early learners. In the 2000s, which is the time when the participants in Group 1 started learning English, students were more exposed to English native accent owing to the teachers' frequent use of audio-visual materials during the lessons, therefore, the input the students experienced in the classroom had a quality that clearly benefited their acquisition of English pronunciation. Besides, the development of the Internet during the last decades has enabled a broad access to media content that contains native speech production, not only of English but of all languages. It can be concluded that the imbalanced quantity and quality of received input between the early learners and late learners of this study can explain the differences in the results.

Placing the focus on the pronunciation of the selected vowels for this study, the words that contain /ɪ/ and present the highest ratings are *thick*, *king*, and *pink* within the group of early learners and *pink*, *kiss*, and *six* within the group of late learners. The most relevant point is that *pink* has obtained high scores in both groups. This is not surprising since the vocabulary of colours is learnt from the basic level of a language, and it has been argued that L2 learners perceive and produce better the terms they hear more frequently in view of the fact that they become familiarised with them (Trofimovich et al. 2012, 177). With regard to the terms that include /i/, the ones presenting the highest scores are *team* and *feet* in Group 1 and *feet* and *beans* in Group 2. Comparing these pairs of words, it can be noticed that *feet* appears for both groups. This shows once more that frecuency and familiarisation influence pronunciation in a positive way, since the vocabulary of body parts is also usually learnt at the beginning of the process of language acquisition. The lowest scores for the phoneme /i/ were given to *sheet* and *seeds* within the group of early learners and *peace* and *seeds* within the group of late learners. Again, there is a word that coincides and it is *seeds*, which is not a term that teachers and students use very frequently inside the classroom, or, at least, it is not as common as *feet* or *team* are in this type of environment. Finally, the words including /ɪ/ which have the lowest ratings are *big*, *bin*, and *sick*, in the two groups. In this case, although *big* is a highly common word, it is generally pronounced incorrectly by both types of speakers. A possible explanation for this can be the fact of learning the ortography of the word first because if the L1 and the L2 have the same writing system, learners can apply the L1 phonetic categories to the the words they read in the second language (Tyler 2019, 617). For this reason, it has been suggested that the ideal would be to train speakers' perception before their learning of written words (Tyler 2019, 623); in other words, the delay of the teaching of L2 orthography would be beneficial for

the learning of L2 pronunciation.

Regarding the phoneme /i/, it exists both in English and in Spanish, however, it is not exactly identical since in English it is longer and slightly diphthongal (Hualde 2005, 124). Nonetheless, the phoneme /ɪ/ is even more different as it does not exist in Spanish. With respect to the present study, the results have shown that two of the early learners pronounced better /i/ while the late learners /ɪ/, and this tendency shows that late learners are able to obtain higher scores for a phoneme that is new than for a phoneme which has an equivalent in their L1. This fact is consistent with the PAM-L2 since the model argues that an L2 sound that presents a clear similarity with an L1 sound, will be automatically assimilated to an established L1 phonetic category (Flege 2003, 5). As PAM also predicts and the results show, early learners are more able to distinguish similar L1 and L2 sounds, not assimilating the latter into their L1 categories.

CONCLUSIONS

The principal conclusion that can be drawn from this study is that AOL is definitely an influential factor that affects L2 pronunciation as it has been demonstrated that the speakers who are early learners of English have been more successful in terms of phonological production. The CPH cannot explain the results of the study since the late learners have also shown through the production of certain words that they are able to pronounce in a native-like fashion, and this proves that their ability to learn a language does not disappear with increasing age. On the other hand, according to the SLM, the development of the L1 phonetic categories negatively affects the production of L2 sounds; however, the model also defends that the capacity to establish new phonetic categories in order to produce the L2 sounds accurately does not disappear completely across the lifespan (Flege 2003, 27). Considering the scores obtained by the three late learners and by one of the early learners, which show that they pronounce better /ɪ/ than /i/ as it was expected, it is evident that the results are consistent with the previous SLM postulate as well as with the PAM-L2. The speakers who are late learners and one early learner have been able to discern /ɪ/ from L1 sounds and to pronounce it better than /i/, while they have assimilated /i/ to the corresponding Spanish vowel, which is not identical. Furthermore, it can be assumed that what has also influenced the participants' acquisition of English pronunciation is the amount and the quality of the input they have received. Native phonological input provided through technology and the Internet, as well as the exposure to it from childhood, have benefitted the English pronunciation of the early learners. Finally, another important finding of this study is that specific words have proved that their frequency of use and familiarisation also play an important role in their phonological perception and production.

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APPENDICES

Appendix A

Questionnaire:

1. How old are you?
2. What language(s) do you speak as an L2?
3. At what age did you start learning English?
4. Did you learn English outside the classroom at the time you were in school/high school?

Yes

No

·If the answer is Yes, can you specify where?

5. Are you currently studying English?

Yes

No

·If the answer is Yes, can you specify how/where?

6. Was/is any of your teachers native?

Yes

No

7. Did/do teachers use technology during English lessons?

Yes

No

·If the answer is Yes, can you specify how or through which type of electronic device?

8. Do you speak English at present?

Yes, frequently

Sometimes

No

9. Do you speak English with native people?

Yes, frequently

Sometimes

No

·If the answer is Yes/Sometimes, can you specify how often and where are the native speakers from?

10. Have you lived abroad at some point in your life?

Yes

No

·If the answer is Yes, can you specify where?

Appendix B

Ratings for Group 1 (Early Learners):

	Speaker A			Speaker B			Speaker C		
Big	6	7	6	3	5	2	5	6	4
Bin	6	6	6	4	5	2	5	6	5
Fish	5	6	6	4	5	5	6	7	6
King	6	7	6	5	6	5	6	7	6
Kiss	7	7	7	3	5	4	5	6	6
Pig	5	7	7	4	5	4	7	7	6
Pink	6	7	7	3	6	5	6	7	6
Sick	5	6	4	3	4	4	6	5	5
Six	6	7	6	5	6	6	4	6	5
Thick	7	7	7	4	6	5	7	7	6
Beans	6	6	6	4	6	6	6	7	6
Bees	6	7	7	5	6	5	6	7	6
Feet	6	7	6	6	6	5	6	7	7
Meat	5	6	6	5	7	6	6	7	6
Peace	6	6	6	6	6	6	6	7	6
Seat	5	5	6	5	6	5	6	7	7
Seeds	5	6	6	4	6	5	6	6	6
Sheep	6	6	5	6	6	6	6	7	7
Sheet	4	6	5	5	6	5	5	6	5
Team	7	7	6	6	7	6	6	7	7

Ratings for Group 2 (Late Learners):

	Speaker D			Speaker E			Speaker F		
Big	4	4	3	2	3	3	2	2	2
Bin	3	4	2	3	4	5	2	3	2
Fish	5	5	5	4	5	5	3	3	2
King	3	4	3	5	6	6	2	3	2
Kiss	4	5	4	5	6	4	3	4	3
Pig	3	3	2	6	6	5	2	2	2
Pink	5	5	6	5	5	5	3	3	2
Sick	3	3	2	4	6	5	2	3	2
Six	5	4	4	5	6	5	3	3	3
Thick	4	4	3	5	5	4	3	2	2
Beans	3	5	5	4	5	3	3	4	2
Bees	3	3	4	4	5	4	3	4	3
Feet	5	6	5	3	4	4	4	4	2
Meat	3	5	3	5	5	4	2	2	1
Peace	2	4	3	3	3	3	1	2	1
Seat	3	4	3	4	5	4	1	3	1
Seeds	3	4	4	2	2	1	2	3	3
Sheep	2	3	3	3	4	4	2	3	2
Sheet	2	4	3	3	4	3	2	3	2
Team	5	5	4	4	4	4	1	2	1