

L2 Learning of Phonology: Accents and Loanwords

LINGUIST 591B

Oiry

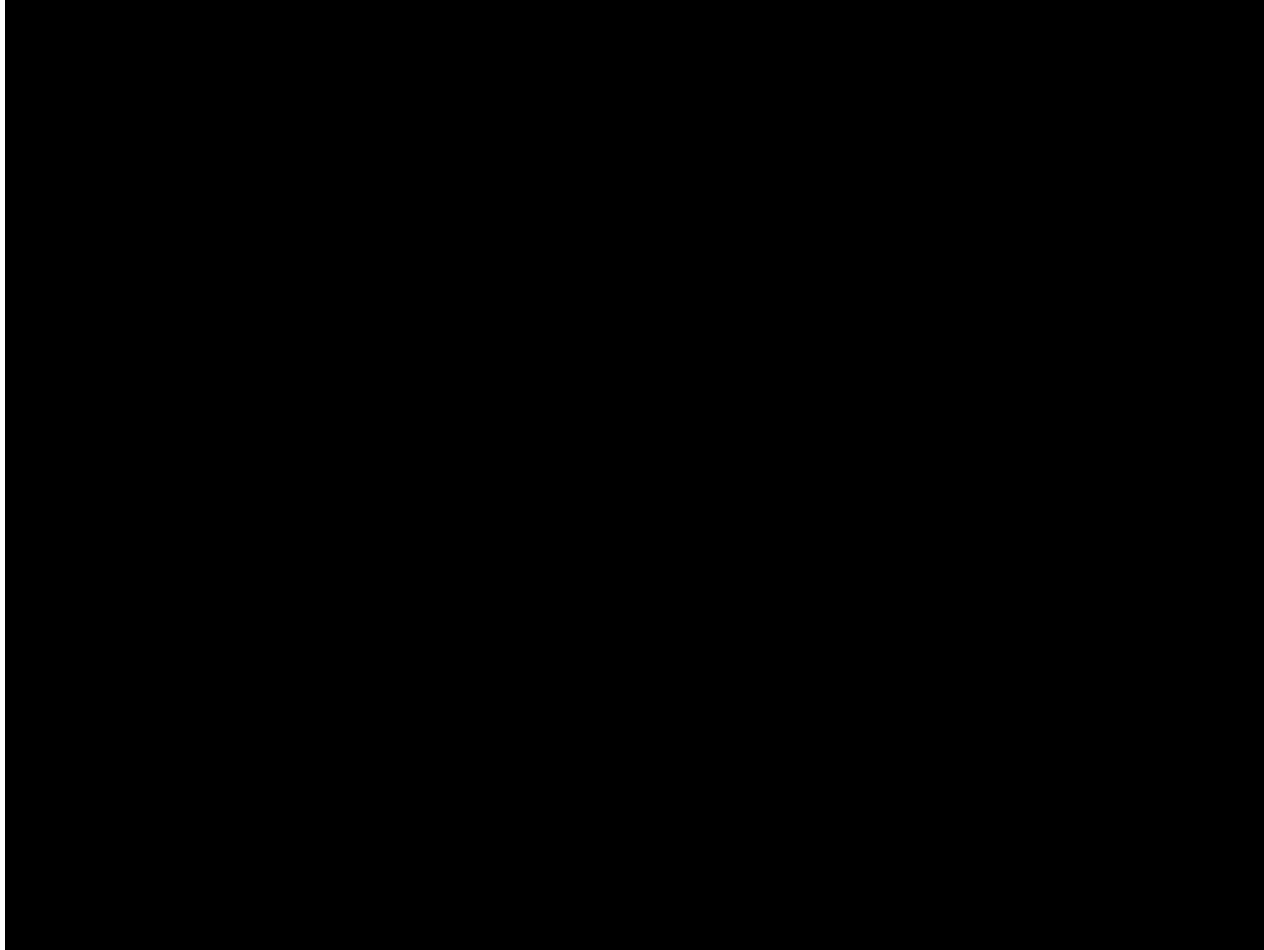
L1 vs L2 phonological errors

- Both influenced by alternative phonemic inventories.
- In L1 learners, this is the restricted phonemic inventory of the child (limited by articulatory difficulties.)
- In L2 learners, it is phonemic inventory of the native language (L1).

Variation in phonemic inventories:

- Languages vary widely in their **phonemic inventories** (their set of sounds).
- The size of phonemic inventories in the world's languages varies from around 12 to around 150.
- Varieties of English have around 36-47.

Accents and Loanwords



[German coast guard commercial]

Accents and Loanwords

- Why does [θ] become [s]?
- What other phonological changes occur?

German L2: [zɪs ɪs zə tʰɪfɔ:mɪn ko:st ga:t]

English L1: [ðɪs ɪz ðə dʰɪzərmɪn k^howst gɑ:d]

Factors in L2 Phonology

- Phonemic Inventory of L1
- Phonotactics of L1
- Stress patterns of L1
- and more (tonal properties, etc.)

Accents are informative:

Whenever the Ephraimite fugitives said, “Let me cross,” the men of Gilead would ask,

“Are you an Ephraimite?”

If he said, “No,” they then said:

“Very well. Say [ʃibolet] (שבֹּלֶת)”

And if anyone said [sibolet] (סבֹּלֶת), because he could not pronounce it, then they would seize him and kill him by the fords of the Jordan.

Judges 12:5-6 (IPA added)

ACCENT 1

Please call Stella. Ask her to bring these things with her from the store: Six spoons of fresh snow peas, five thick slabs of blue cheese, and maybe a snack for her brother Bob. We also need a small plastic snake and a big toy frog for the kids. She can scoop these things into three red bags, and we will go meet her Wednesday at the train station.



[plis k^həl stelə ask hɜr tu brɪŋə dis
θɪŋsə wɪð ɛrə frām ðə stɔː sɪks
spūns ɔf frɛʃ ɪʃnoʊ piːs faɪf ʒɪk
ɪʃlæʃsə ɔfə blu tʃiːz əneɪ meɪbi ə
znækə fɔr ə brʌðər bɒbə wi ɔlˈsɔ
nɪd ə smɔlˈ plɛstɪk ɪʃneɪkə ɛn ə
bɪgəv tɔɪ frɔgə fɔrə ðə kɪdz ʃi kɛn
ɪskɒpɛ ðɪz θɪŋsəː ɪntu ʒri rɛd bɛgə
ɛn wi wɔlˈ goː mɪt hɜ wɛnzdeɪ ɛt
ʒrə treɪn steɪʃən]

ACCENT 2

Please call Stella. Ask her to bring these things with her from the store: Six spoons of fresh snow peas, five thick slabs of blue cheese, and maybe a snack for her brother Bob. We also need a small plastic snake and a big toy frog for the kids. She can scoop these things into three red bags, and we will go meet her Wednesday at the train station.



[pl^ʏis kɔl^ʏ stɛlɑ æsk h^jɪ tu
b^ʌŋk zis θɪŋs wɪθ h^jɪ frɒm ðɛ
stɔː sɪks spʊns ɒf frɛʃ sno piːs
faɪf θɪk sleɪps ɒv blu tʃiːz ænd
meɪbi ə snek fɔː h^jɪ brʌðəː
bɒp vi el^ʏso nɪt ə smɔːl plæstɪk
snek ænd bɪk tɔː fɔː frɔːk fɔː
zə kɪts ʃi kæn skʊp^ɪ zis ʃɪŋks
ɪntu θri ɹɛt bæks ænd vi wɪl^ʏ go
mɪt h^jɪ wɛnde æt zə tɹɛn
steɪʃən]

ACCENT 3

Please call Stella. Ask her to bring these things with her from the store: Six spoons of fresh snow peas, five thick slabs of blue cheese, and maybe a snack for her brother Bob. We also need a small plastic snake and a big toy frog for the kids. She can scoop these things into three red bags, and we will go meet her Wednesday at the train station.



[p^hri:z k^ha stɛrǎ ask ha tə briŋ
ðɪ θiŋks wið ha fɪl̩m ðə stɔ:
sɪks spūnz ʌv fɪɛhʃ sno pi:z
faɪv θɪk sræbz əv brʊ tʃɪz ɛn
meɪ ə znæk fɔ̃ hə bɪʌðə bɒb^ɪ
wi aɪz nɪd^ɪ ʌ sməl^v p^h.jæstɪk
snek əd ə bɪk tɔɪ frɔg fɔ̃ ðə
k^hi:dz ʃɪ kæn skʊp zɪs sɪŋz tu
θri: lɛd^ɪ bægz ærə wə go: mit
hə wɛnzdeɪ ət^ɪ ðə tɹeɪn steɪʃn]

ACCENT 4

Please call Stella. Ask her to bring these things with her from the store: Six spoons of fresh snow peas, five thick slabs of blue cheese, and maybe a snack for her brother Bob. We also need a small plastic snake and a big toy frog for the kids. She can scoop these things into three red bags, and we will go meet her Wednesday at the train station.



[plɪs kɔl stɛlə ask ə tu brɪŋ ði
θɪŋks wɪθ həɪ frɔm nə stɔːr sɪks
spuːns ɔf frɛʃ snəʊ piːs faɪf θɪk
slæps əv blu tʃiːz æn meɪbi ə snæk
fɔː həɪ brʌðə bɔːp vi əlsoʊ nɪt ə
smɔl plæstɪk sneɪk ən ə bɪk tʰɔɪ
frɔk fɔː ðə kɪts ʃɪ kæn skuːp skuːp
əm sɔːɪ ʃɪ kæn skuːp ði θɪŋks ɪntu
sɪɪ ɹed bæːks ən wɪl goʊ mɪt həɪ
wɛnzdeɪ æt ðə treɪn steɪʃən]

ACCENT 5

Please call Stella. Ask her to bring these things with her from the store: Six spoons of fresh snow peas, five thick slabs of blue cheese, and maybe a snack for her brother Bob. We also need a small plastic snake and a big toy frog for the kids. She can scoop these things into three red bags, and we will go meet her Wednesday at the train station.



[p^hris k^hal stɛlɑ as hɜɪ tʊ bɪŋ
dis fɪŋs wɪf hɜɪ wɪf hɜɪ fɪɔm
də stɔɪ sɪs spun ʌv fɪɛfs snou
p^his faɪ fɪk sɳæps ʌf blu tʃ^hɪz
æŋ mebi eɪ snɛk foɪ hɜɪ bɪʌrə
bɒb wi ɔlso nɪtʃe smɔl ?
p^hrædɪs snɛk ɛn e bɪk^ɪ t^hɔɪ fɔs
foɪ rɪ k^hi:s ʃɪ kæn sput^ɪ dis
fɪŋs ɪntu: tɪ ɪst^ɪ bæz æn vi
wɪl^v goʊ mɪt hɜɪ vɛnzde ɛt də
t^hɔɪ.ɛŋ stɛʃən]

Extreme borrowings

Hawaiian consonant inventory

Consonants	Labial	Alveolar	Velar	Glottal
<u>Stop</u>	p		k	ʔ
<u>Fricative</u>				h
<u>Nasal</u>	m	n		
<u>Lateral</u>		l		
<u>Approximant</u>	w			

- What consonants are the same?
- What English consonants get borrowed as [k]?
- What other changes do you notice?

Source (English) word

diamond

ticket

diphtheria

soap

brush

zodiac

pitcher

croquet

Gilbert

Peter

king

Hawaiian word

kaimana

kikiki

kipikelia

kopa

palaki

kokiaka

pika

koloke

Kilipaki

pika

kini