

A soft-focus background image featuring a white ceramic cup filled with a light-colored liquid, likely tea, resting on a matching saucer. To the right of the cup, there is a decorative blue snowflake or star-shaped ornament. The overall scene is set against a light, airy background with a hint of a blue sky at the top.

# **How the Phonology of English in L2 Speakers Are Affected By Their Native Languages**

CHAN Ka Lam, Micky  
CHEUK Wing Tung Alice  
GENG Xiao Lin, Daisy  
Samuel Kwan-lok LO  
WANG Yu Lu, Erin



# **General Introduction**

➤ **IPA:**  
**International phonetic Alphabet**

- **Consonants of English**

Fortis		Lenis	
/p/	pit	/b/	bit
/t/	tin	/d/	din
/k/	cut	/g/	gut
/tʃ/	cheap	/dʒ/	jeep
/f/	fat	/v/	vat
/θ/	thigh	/ð/	thy
/s/	sap	/z/	zap
/ʃ/	dilution	/ʒ/	delusion
/x/	loch		
/h/	ham		
		/m/	map
		/n/	thin
		/ŋ/	thing
		/j/	yes
		/w/	we
		/r/	run
		/l/	left

- **Vowels of English**

Received Pronunciation<sup>[25]</sup>

	Front		Central		Back	
	long	short	long	short	long	short
<b>Close</b>	i:	ɪ			u:	ʊ
<b>Mid</b>		e <sup>1</sup>	ɜ:	ə	ɔ:	
<b>Open</b>		æ		ʌ <sup>2</sup>	ɑ:	ɒ
<b>Diphthongs</b>	ei ai ɔɪ aʊ əʊ iə eə ʊə					
<b>Triphthongs</b>	(eɪə aɪə ɔɪə aʊə əʊə)					

General American

	Front		Central		Back	
	long	short	long	short	long	short
<b>Close</b>	i:	ɪ			u:	ʊ
<b>Mid</b>		ɛ	(ɜ:)	ə	ɔ:	
<b>Open</b>		æ		(ʌ) <sup>2</sup>	ɑ:	
<b>Diphthongs</b>	ei ai ɔɪ aʊ ɔʊ (ɪə) (eə)					

## ➤ **Lexical Stress of English:**

- phonemic (INcrease (noun), inCREASE (verb))
- three degrees of stress: primary, secondary, unstressed
  - 1 primary stress, 1 optional secondary stress, others unstressed
  - e.g. “amazing”
    - primary stress: 2nd syllable
    - unstressed: 1st and 3rd syllable
  - “organization”
    - primary stress: 4th syllable
    - secondary stress: 1st syllable
    - unstressed: 2nd, 3rd and 5th syllables
- IPA symbols for primary and secondary stress (which are ' and , respectively), placed before the syllables to which they apply.

## ➤ English Intonation:

--Example of phonological contrast involving **placement of intonation unit boundaries** :

- a) Those who ran quickly | escaped. (the only people who escaped were those who ran quickly)
- b) Those who ran | quickly escaped. (the people who ran escaped quickly)

--Example of phonological contrast involving **placement of tonic syllable**:

- a) I have plans to LEAVE. (= I am planning to leave)
- b) I have PLANS to leave. (= I have some drawings to leave)

--Example of phonological contrast involving **choice of tone**:

- a) She didn't break the record because of the \ WIND. (= she did not break the record, because the wind held her up)
- b) She didn't break the record because of the √ WIND. (= she did not break the record, but not because of the wind)

TONE	ATTITUDE
Fall	Neutral statement
Rise	Neutral question, doubt
Fall-Rise	Skepticism
Rise-Fall	Emphatic statement
Level	Boredom, disinterest

A white ceramic cup filled with a light-colored liquid, likely tea, sits on a matching saucer. To the right of the cup is a decorative blue snowflake ornament. The background is a soft, out-of-focus light blue and white, suggesting a winter or indoor setting.

**Now, we focus on three specific languages**

- Spanish
- Japanese
- Cantonese

**To further illustrate how the effect works.....**



# Vowel Inventory

SPANISH

ENGLISH

/a/

/e/

/i/

/o/

/u/

/æ/ /ɔ/ /ʊ/

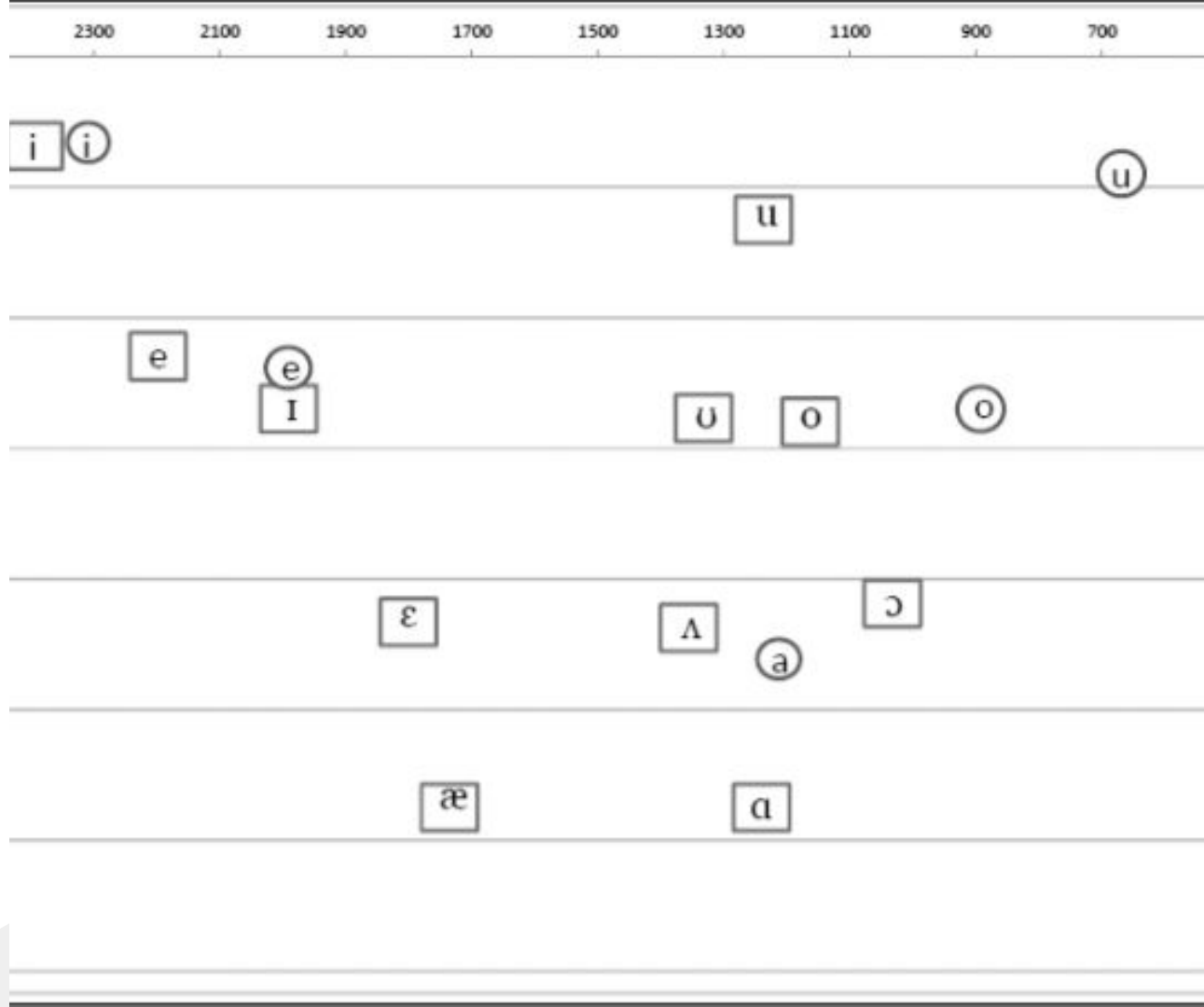
/ʊ/ /ʌ/ /ɛ/

/ɪ/ /i/

**Vowels:  
Spanish VS English**



# Spanish VS English



## Spanish:

5 vowels

/i/, /e/, /a/, /o/, /u/

no vowel length

constructed by only 1 letter

## English:

At least 13 vowels

/i/, /ɪ/, /e/, /ɛ/, /æ/, /ɑ/, /ʌ/, /o/, /ɔ/, /ʊ/, /u/, /ɜ/,  
/ə/

has vowel length

can be constructed by more than 1 letter

English & Spanish: /i/, /e/, /a/(/a/~ /ɑ/), /o/, /u/ common in GENERAL

- + slight DIFFERENCE (in terms of narrow transcription)
- /i/, /u/ in English - tongue lower
- /a/~ /ɑ/, but the position of the tongue is lower for /ɑ/
- + DIFFERENCE in vowel length
- + Perception of vowels by written texts
- + R-colored vowel in English /ɜ/
- + Weak vowel in English

- Confusion of /æ/ /ɑ(:)/ /ʌ/, usually realized as [a]
  - ('hat' /hat/ for /hæt/ )
- Confusion of /ɪ/ /i(:)/, usually realized as [i]
  - Vowel length confusions (/kis/ for /kɪs/ 'kiss' )
- Confusion of /ʊ/ /u(:)/, usually realized as [u]
  - ('good' gud for gud)
- Confusion of /ɔ(:)/ /ɒ/, usually realized as [o]
  - ('odd' /od/ for /ɒd/)
- Confusion of Perception of vowels: diphthongs and monophthongs (beat VS beata);('home' houm for hom)
- Confusion of R-colored vowel ('curb' kɜːb VS kɛɪb)
- Confusion of Weak vowel ('balloon' bəlun VS balun)

# Japanese. vs. English

Japanese:

14 phonemes

25 counting allophones

[p] [b] [t ts tɕ] [d dz dʒ] [k] [g] [m]

[n ŋ N] [h ç φ] [s ɕ] [z ʒ] [ɺ ɾ] [j] [ɰ]

English:

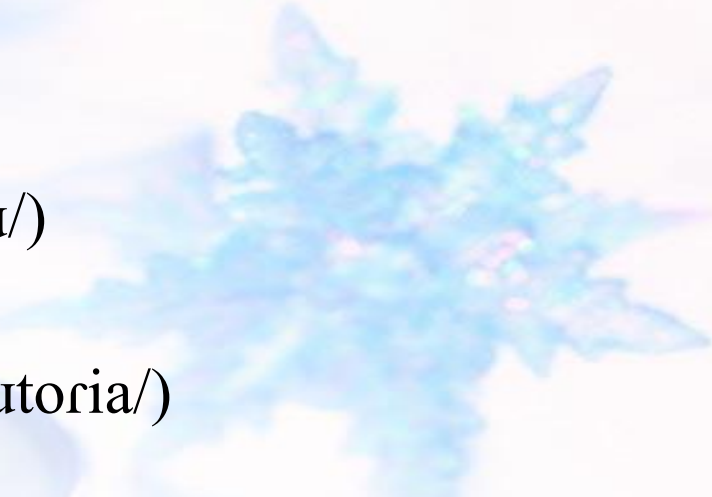
24 consonants

/b/ /d/ /ð/ /dʒ/ /f/ /g/ /h/ /j/ /k/ /l/ /m/ /n/ /ŋ/ /θ/

/p/ /r/ /s/ /ʃ/ /t/ /tʃ/ /v/ /w/ /z/ /ʒ/

English & Japanese: /p/ /b/ /t/ /d/ /k/ /g/ /m/ /n/ /ŋ/ /s/ /z/ /j/ in common

- Highly affected by the Katakana script (in loanwords)
- Consonant codas in English have different vowels inserted in the Japanese accent (cake ケーキ /ke:ki/ but box ボックス /bokusu/)
- word-final /n/s in English are often pronounced [ẽ, õ, ĩ, õ, õ]

- Pronouncing /ʃ/ as /ɕ/ (sharp シャープ° /ɕaapu/) 
  - /tʃ/ as /tɕ/ (chart チャート /tɕaato/)
  - /dʒ/ as /dʒ/ (jam ジャム /dʒamuu/)
  - /θ/ as /s/ (three スリー /suurii/)
  - /ð/ as /dz/ (rhythm リズム /ridzuumu/)
  - /f/ as /ɸ/ (farce ファース /ɸaasu/)
  - /v/ as /b/ (Victoria ヴィクトリア /bikuɽoria/)
- Reserved /ɰ/ in wh- words
  - white ホワイト /howaito/

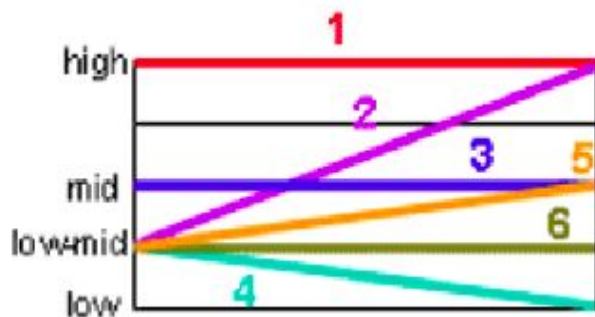
● Consonant codas/clusters:

- -p プ /pu/      -t ト /to/      -k ク /ku/ (rarely キ /ki/)
- -b ブ /bu/      -d ド /do/      -g グ /gu/
- -m ム /mu/      -n ン /N/      -ng ング /ŋgu/
- -s ス /su/      -z ズ /dzu/ -r/l ル /ru/
- -ts ツ /tsu/ -ds ズ /dzu/
  - strike ストライク /sutoraiku/

- vowel + /n/ + vowel (in the next word)
  - in /ĩ/      on /õ/
- Intervocalic voiced stops
  - -b- /β~b/      -d- /ð~d/      -g /ɣ~ŋ/
- Short vowels → consonant gemination
  - lip リップ /riᵝppu/

# Tone/Intonation

**Cantonese:**



Tone	Pitch	Contour
1	⌋	High Level
2	↗	Low-Mid to High Rising
3	┆	Mid Level
4	↘	Low-Mid to Low Falling
5	↗	Low to Low-Mid Rising
6	┆	Low-Mid Level

**English:**

four contrastive levels of pitch:  
low (1), middle (2), high (3), and very high(4)

TONE	ATTITUDE
Fall	Neutral statement
Rise	Neutral question, doubt
Fall-Rise	Skepticism
Rise-Fall	Emphatic statement
Level	Boredom, disinterest



# Tones in different purposes

- **Cantonese:** distinguish the word from another with the same vowels and consonants
- eg1 : 詩史試時市事( uses tone contours to distinguish words)
- **English:** produce changes in emotion or to show question/statement
- eg2: Wh-questions *Who (middle) will (middle) **help** (high ↘low)?* and *Who (middle) **did** (high) it (low)who shows doubts and questions,helps and did shows emphazise)*

## **English is an intonation language**

-no individual tones for each words

-intonation changes when emphazie the key words or express emotions or specific purposes for whole sentences

## **Cantonese is a tonal language**

-not only will the phonemes make up the pronunciation of the word, but also conclude the pitch variations of the syllables or words instead of a stretch of utterance or the entire sentence

**Still, the intonation of Cantonese is existed. The intonation mostly falls on the ending of the words, a slight variation on the basis of the word.**

**Eg:** *“Shall we go now?” ↗ becomes “Shall we go now (↗)?” (Putting rising tone for “now” only instead of carrying gradual rising intonation for the whole sentence.)*

In fact, there is **NO** specific tone in English

- the intonation naturally rises and falls with the **rhythm** of various words
- the tones in English can be variable

**The tone/intonation present in the same statement in English and Cantonese**

Example:

-I(**low**) love(**high**) you(**middle**) very(**middle**) much(**high ↘ low**)

The statement lays emphasis on the word '**love**' and shows the strong emotion of adoring someone.

-ngo<sup>4</sup> hou<sup>2</sup> zung<sup>1</sup> ji<sup>3</sup> nei<sup>4</sup> 我好鍾意你

The tone in the statement distinguishes the individual meanings of the words.

我:I 好:very much 鍾意:love 你:you

Limited pitch accent in Cantonese English:

Homophones in English diverges in pronunciation:

for (fo6)          four (fo1)  
e.g. table for four (tei1 bou1 fo6 fo1)

to (tu6)          too/two (tu1)  
e.g. to two people (tu6 tu1 pi1 pou4)

A soft-focus photograph of a white ceramic cup filled with a light-colored liquid, likely tea, resting on a matching saucer. To the right of the cup is a decorative snowflake ornament with a blue and white color scheme. The background is a bright, out-of-focus white surface, possibly snow or a light-colored tablecloth, with a hint of a blue sky or light source at the top. The overall mood is calm and serene.

**To draw a conclusion.....**

# Reasons of Having An Accent

- Some certain sounds of English do not exist in their native languages
  - Japanese speakers do not have the /r/ sound, which is common in English, and must replace it with /l/ .
  - The interdentalals /θ/ and /ð/ (both written as th) are relatively rare in other languages.

• They transfer the phonology of their native languages into English (Languages transfer/L1 interference)

--Native speakers of Spanish may pronounce [h]-like sounds where a /r/, /s/, or /g/, respectively, would be expected, as those sounds often or almost always follow this process in their native language, what is known as **debuccalization**.

--If their native languages end every words with vowel sound, they may end with vowel sound when pronouncing every English words as well, then *make*/meik/ may be pronounced like [meikə].

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