

MASTER'S THESIS

N's realization in Hong Kong English interlanguage

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**/V/'S REALIZATION
IN HONG KONG ENGLISH INTERLANGUAGE**

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Abstract

The study investigates the realization of /v/ in Hong Kong English (HKE) interlanguage phonology. 12 Hong Kong intermediate level English speakers from a local secondary school were chosen for the present study.

Two word lists including as many possibilities for the subjects' realizations in word-initial, word-medial and word-final position as possible were created. The subjects had to pre-listen a New Zealander's reading of both word lists. The subjects' voice of both word lists was then recorded, transcribed and analyzed.

Subjects produced two different patterns of realizations. One pattern showed /w/ in word-initial, /w/ and /f/ in intervocalic position and /f/ in coda. Another pattern showed /v/ in word-initial and /f/ in intervocalic and word-final position. It is found out that these two patterns had two different UR, one with /v/, one without /v/. Rules were postulated for these two realizations. Factors favouring the realizations were accounted for separately. Different learners' strategies were explored.

The findings show that there is a tendency for majority of HKE intermediate speakers to have no /v/ in their UR. There are some exceptions that showed /v/. The variability in their UR stems from different levels of English proficiency, with more proficient subjects perceived and produced /v/ and less proficient subjects perceived /f/ or /w/ and produced with them. They were two groups of learners clustered at two different positions in the learning continuum heading towards the same direction of English.

提要

本研究旨在探討中等英語程度學生的「香港英語」唇齒摩擦音 /v/。此次研究選取了 12 位香港中四及中六的中學生。該十二名學生均來自一所中學。每名對象均須朗讀預先設計的兩份生字表。每份表有 39 個精心挑選的英文生字。每一個生字包括一個唇齒摩擦音 /v/，分別在字首、字中及字尾。此研究收錄他們的讀音，觀察及分析他們在字首、字中及字尾讀出的唇齒摩擦音 /v/ 的特徵。

研究發現兩組對象讀出的 /v/ 在字詞不同位置上讀法各異。其中部份受訪對象將 /v/ 讀成舌根濁音 /w/ 或唇齒摩擦音清音 /f/。一些受訪對象將字首的 /v/ 讀成濁音 /v/，而字中及字尾的 /v/ 則讀成清音 /f/。小數受訪對象將字首及字中的 /v/ 讀成濁音 /v/，字尾則讀成清音 /f/。

研究結果顯示唇齒摩擦音的差異正反映他們不同的英語水平。其中一組對象只讀出 /w/ 或 /f/。另一組對象讀出 /v/ 或 /f/，他們的讀法較接近英語為母語人士的讀法，這反映他們有較高的英語水平。小數受訪對象在字首及字中讀出 /v/，只在字尾讀 /f/。這等同英語為母語人士的讀法。研究結果證實香港中等英語程度的中學生有獨特的語音系統。

除此之外，本文亦探討不同結果的成因，學生在不同的語音環境下學習「香港英語」音系的策略，及其他影響學生「香港英語」音系的因素。研究結果有助英語教師加深了解香港中等英語程度學生學習英語的困難。

CONTENTS

1. INTRODUCTION	1
1.1. Definitions of different concepts	1
1.1.1 Hong Kong English (HKE)	1
1.1.2 HKE as an Interlanguage	3
2. LITERATURE REVIEW	6
2.1 The production of labio-dental fricatives /v/ and /f/	6
2.2 Comparison of the fricative systems between English and Chinese	6
2.2.1 Cantonese fricatives inventory is smaller than English's	7
2.2.2 No voiced fricative in Cantonese	8
2.2.3 There is no /v/, but /f/ in Cantonese	8
2.3 Substitution of /v/ by /w/ in word-medial position in HKE	8
2.4 There is no /v/, only as /f/ or /w/ in HKE	10
2.5 Devoicing of /v/ in HKE to correspond to the surface phonetic constraints of NL	11
2.6 Factors affecting the realizations	11
2.6.1 Realizations of /v/ because of surface phonetic constraint of NL	11
2.6.2 Realizations of /f/ or /w/ because of misidentifications in HKE	12
2.7 Phonological process	13
2.7.1 Voicing	14
2.7.2 Substitution	15
3. METHODOLOGY	16
3.1 Research questions	16
3.2 Methodology	17
3.3 The subjects	18
3.4 The word lists	19
3.5 Procedures	22
4. DATA ANALYSIS	24
4.1 /v/'s realization in different positions	24

4.2	Realization in onset position	24
4.2.1	Realizations of /v/ for F.4 students in the syllable onset	24
4.2.2	Realizations of /v/ for F.6 students in the syllable onset position	25
4.2.3	Comparison of the findings of both groups of students	25
4.3	Realization in intervocalic position	26
4.3.1	Realizations of /v/ for F.4 students in intervocalic position	26
4.3.2	Realizations of /v/ for F.6 students in intervocalic position	27
4.3.3	Comparison of the findings of both groups of students	27
4.4	Realization in word-final position	28
4.4.1	Realizations of /v/ for F.4 students in word-final position	28
4.4.2	Realizations of /v/ for F.6 students in word-final position	29
4.4.3	Comparison of the findings of both groups of students	29
4.5	Summary of the observations	29
4.6	Comparison of subjects in Pattern 1 and 2 in terms of voicing feature	30
5.	DISCUSSION	32
5.1	Is there a phoneme /v/ in HKE intermediate level speakers?	32
5.1.1	Voicing features as an indicator of underlying /v/	33
5.1.2	The phonemes realized in different positions as indicators	35
5.1.3	Different underlying representations	37
5.1.4	The implications	38
5.1.5	There is no /v/ in majority of the subjects	38
5.1.6	There is /v/ in two of the subjects	39
5.1.7	There is a tendency to have no /v/ in majority of the HKE intermediate	40

	speakers	
5.1.8	Reasons for the discrepancies in the underlying representation (UR)	40
5.2	What are the phonological realizations of /v/ in different positions – word-initial, intervocalic, word-final for the HKE intermediate learners of English?	41
5.2.1	Pattern 1	
5.2.1	Pattern 1 subjects' realization in word-initial position	43
5.2.1.1	/v/ and the diphthong /aɪ/	43
5.2.1.2	/v/ and the diphthong /əʊ/	44
5.2.1.3	/v/ and the diphthong /ɔɪ/	44
5.2.1.4	/v/ and the long vowel /ɜ:/	44
5.2.1.5	/v/ and the short vowel /æ/	44
5.2.1.6	/v/ and the short vowel /e/	44
5.2.1.7	/v/ and the short vowel /ɪ/	44
5.2.1.8	Summary of the observations	45
5.2.2.	Pattern 1 subjects' realization in intervocalic position	46
5.2.2.1	/v/ and the diphthong /aɪ/	46
5.2.2.2	/v/ and the diphthong /ɔɪ/	46
5.2.2.3	/v/ and the diphthong /eɪ/	47
5.2.2.4	/v/ and the long vowel /ɜ:/	47
5.2.2.5	/v/ and the long vowel /i:/	47
5.2.2.6	/v/ and the short vowel /ə/	47
5.2.2.7	/v/ and the short vowel /ɪ/	47
5.2.2.8	Summary of the observations	48
5.2.3	Pattern 1 subjects' realizations in word-final position	49
5.2.3.1	/v/ and the diphthong /aɪ/	49
5.2.3.2	/v/ and the diphthong /eɪ/	50
5.2.3.3	/v/ and the diphthong /eɪ/	50
5.2.3.4	/v/ and the long vowel /i:/	50
5.2.3.5	/v/ and the long vowel /u:/	50
5.2.3.6	/v/ and the short vowel /ɪ/	50

	5.2.3.7	/v/ and the short vowel /ə/	50
	5.2.3.8	/v/ and the short vowel /ʌ/	51
	5.2.3.9	Summary of the observations	51
5.3		What factors favors /v/'s realizations?	53
	5.3.1	Factors for the realization in Pattern 1	53
	5.3.1.1	Phonetically similar phonemes - /f/ and /w/	53
	5.3.1.2	/f/ may cause misunderstanding in word-initial position.	55
	5.3.1.3	/w/ fits the voiced feature in word-initial position	55
	5.3.1.4	/f/ or /w/ as substitution in intervocalic position	56
	5.3.1.5	Imitate the voicing feature	56
	5.3.1.6	The influence of the neighbouring segment	56
	5.3.1.7	/f/ in word-final position	57
	5.3.2	Factors for Pattern 2's realization	57
	5.3.2.1	/v/ in initial position	58
	5.3.2.2	/f/ in intervocalic position	58
	5.3.2.3	/f/ in word-final position	58
5.4		What are the variations in the data?	59
5.5		Why is there a difference in realizations in the data? What implications do it have on intermediate learners' strategies of HKE interlanguage?	60
	5.5.1	L1 transfer	60
	5.5.2	Approximation of the TL system	62
	5.5.3	Misidentification	62
5.6		What implications do it have on the HKE interlanguage learning?	63
	5.6.1	Two coexisting situations in an interlanguage learning process	63
	5.6.2	Target for this study	65
6.		LIMITATIONS	67
7.		TEACHING IMPLICATIONS	69
8.		CONSLUSIONS	73

APPENDICES	74
Appendix I: The first word list	74
Appendix II: The second word list	75
REFERENCES	76