/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

本研究旨在探讨中等英语程度学生「香港英语」唇齿摩擦音/v/。此次研究选取了12位香港中四及中六的中学生。该十二名学生均来自一所中学。每名对象均须朗读预先设计的两份生字表。每份表有39个精心挑选的英文生字。每一份生字包括一个唇齿摩擦音/v/，分别在字首、字中及字尾。此研究收录他们的读音，观察及分析他们在字首、字中及字尾读出的唇齿摩擦音/v/的特征。

研究发现两组对象读出的/v/在字词不同位置上读法各异。其中部份受访对象将/v/读成舌根浊音/w/或唇齿摩擦音清音/f/。一些受访对象将字首的/v/读成浊音/v/，而字中及字尾的/v/则读成清音/f/。小数受访对象将字首及字中的/v/读成浊音/v/，字尾则读成清音/f/。

研究结果显示唇齿摩擦音的差异正反映他们不同的英语水平。其中一组对象只读出/w/或/f/。另一组对象读出/v/或/f/，他们的读法较接近英语为母语人士的读法，这反映他们有较高的英语水平。小数受访对象在字首及字中读出/v/，只在字尾读/f/。这等同英语为母语人士的读法。研究结果证实香港中等英语程度的中学生有独特的语音系统。

除此之外，本文亦探讨不同结果的成因，学生在不同的语音环境下学习「香港英语」音系的策略，及其他影响学生「香港英语」音系的因素。研究结果有助英语教师加深了解香港中等英语程度学生学习英语的困难。
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