

“I just sound Sco[?]ish now!”: The acquisition of social and linguistic constraints on word-medial glottal replacement by Polish adolescents in Glasgow

Dr Sadie Ryan

sadie.ryan@glasgow.ac.uk

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Smith scholarship



University
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Gies a backie?

Can you give me a
piggyback ride?

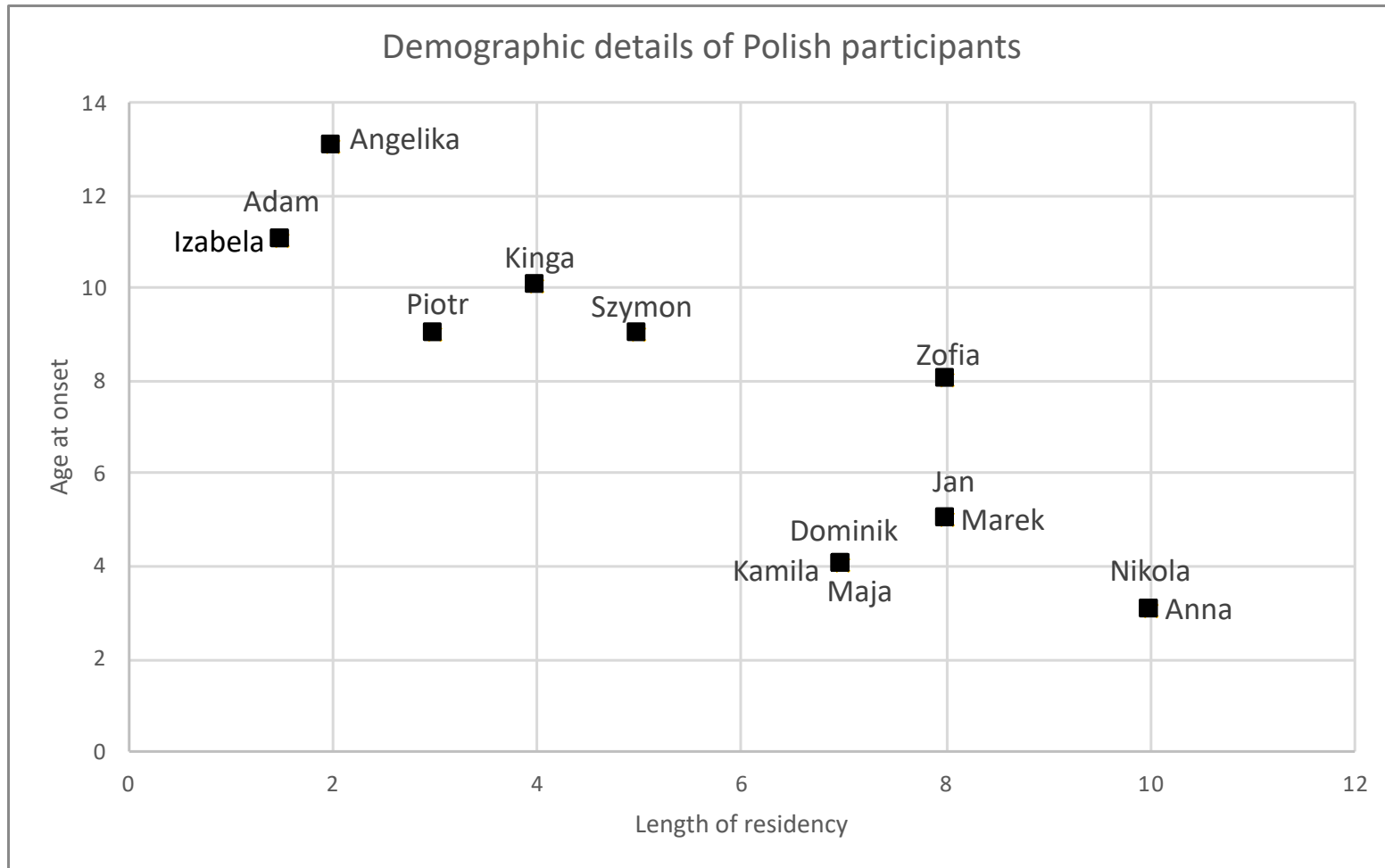


The participants

Working with 14 pupils who were born in Poland...

...comparing their language to that of 7 of their Glasgow-born classmates

The Polish participants



The Glaswegian participants

Speaker	Age
Callum	11y 10m
Laura-Kim	12y 1m
Jake	12y 1m
Candice	12y 5m
Skye	13y 6m
Matt	14y 5m
Jamie	14y 7m

Glottal replacement

- **Word-final /t/** (e.g. *it*, *want*)
- **Word-medial /t/** (e.g. *getting*, *better*)



Word-medial glottal replacement

Exclusions:

1. Before a consonant
(e.g. *football*)
2. After a consonant
other than /rnl/ (e.g.
justice)



Word-medial glottal replacement

For the remaining environments, I took a bottom-up approach, removing all lexical items which never occur with glottal replacement in these data.

- e.g.
- *thirteen*
- *fantʔastic*
- *Itʔalian*
- *Guiʔitar*
- *Tatʔoo*
- *sometʔimes*
- ...

Coding the data

- Categorised tokens as either glottal replacement or released [t] (excluded inaudible / indeterminate tokens)
- Auditory analysis only (some previous research on this variable has used instrumental techniques, but most studies concerned with sociolinguistic patterning use auditory only)
- 1559 word-medial tokens in total (more word-final tokens)

Are the Polish kids using word-medial glottal replacement?

YES.

Izabela



Evelyn: So what sort of books have you read in English?

Izabela: Um...I'm keeping forge[?] the names.

I...I read Harry Po[?]er again in English. I- because I w- eh, read i[?] in Polish.

I- I read Twili[?] in English, but I also read i[?] in Polish.

And I think I read Hunger Games, and I forgo[?], like, other names of the books, because I'm keep forge[?]ing names.

Results

	Glaswegian speakers		Polish speakers	
	N	Rate	N	Rate
[?]	379	80.81%	740	67.89%

Analysis

- Mixed-effects logistic regression analysis comparing the speech of the Glasgow-born group and the Poland-born group
- For each significant constraint, I compared the two groups: do their variation patterns differ, or are the Polish group replicating the constraints in the input from their classmates?

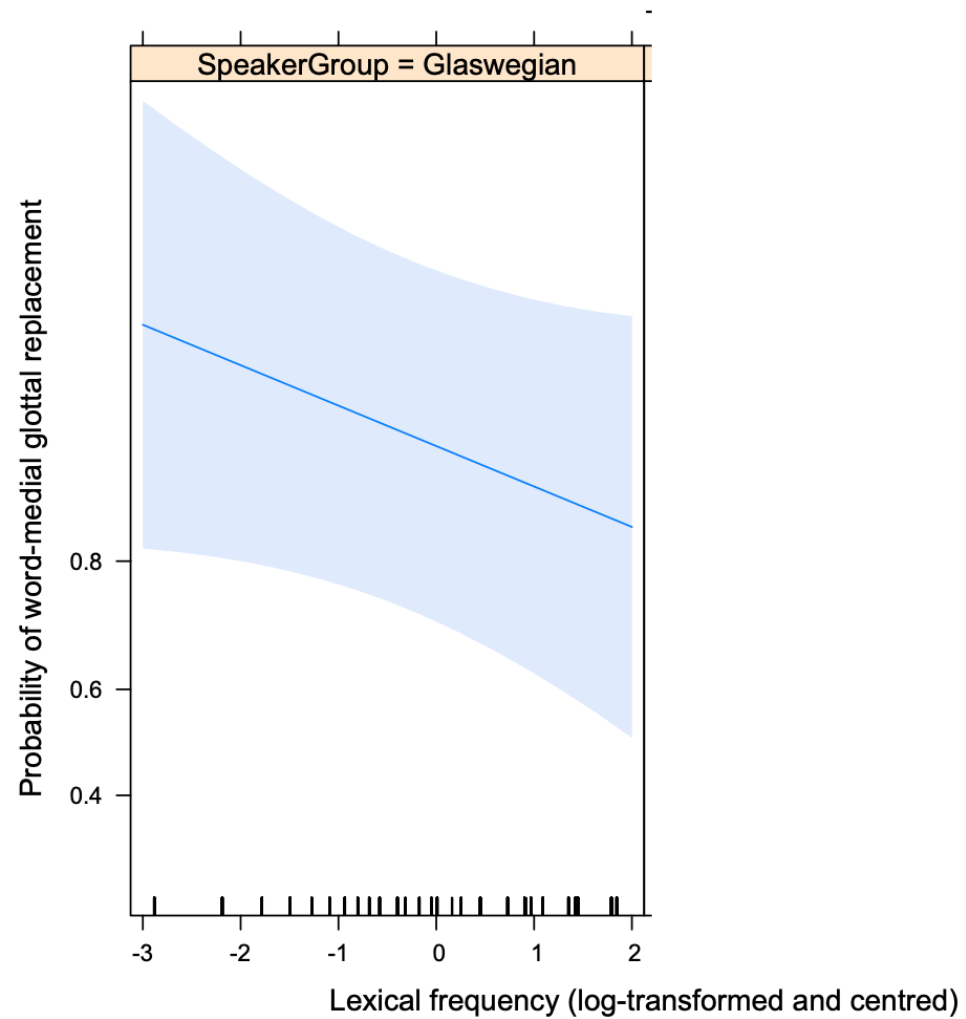
Summary of findings

- Five constraints emerged as significant...
 1. Number of syllables: Constraint has been replicated
 2. Following phonological segment: Constraint has been under-acquired
 3. Lexical frequency: Constraint has been innovated
 4. Speech context: Constraint has been innovated
 5. Preceding phonological segment: Constraint has been innovated

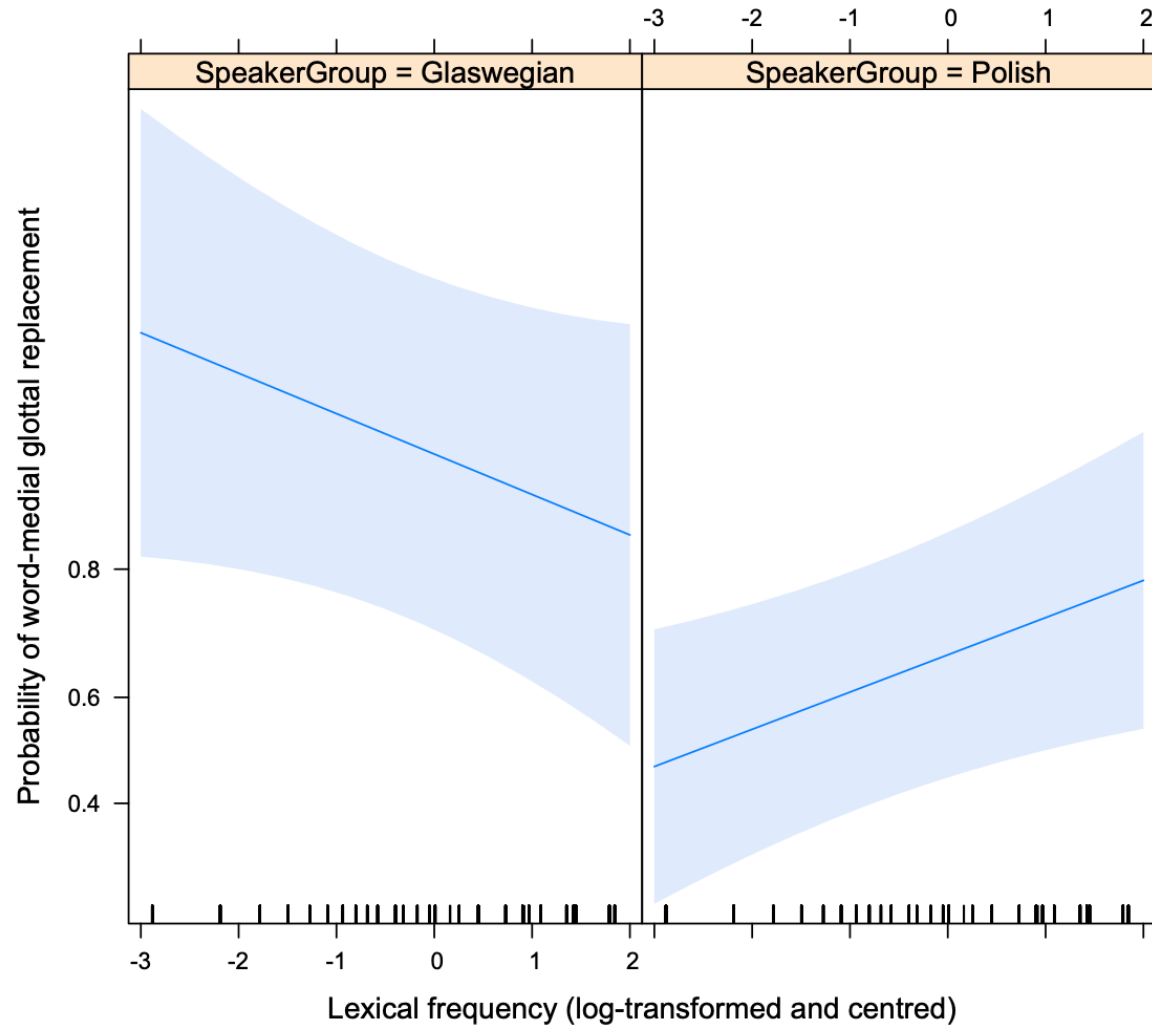
Lexical frequency

- Frequency counts are for whole words
- I extracted frequency counts from my own corpus rather than e.g. BNC (following e.g. Clark & Trousdale 2009: 37-38)
- Continuous numerical predictor

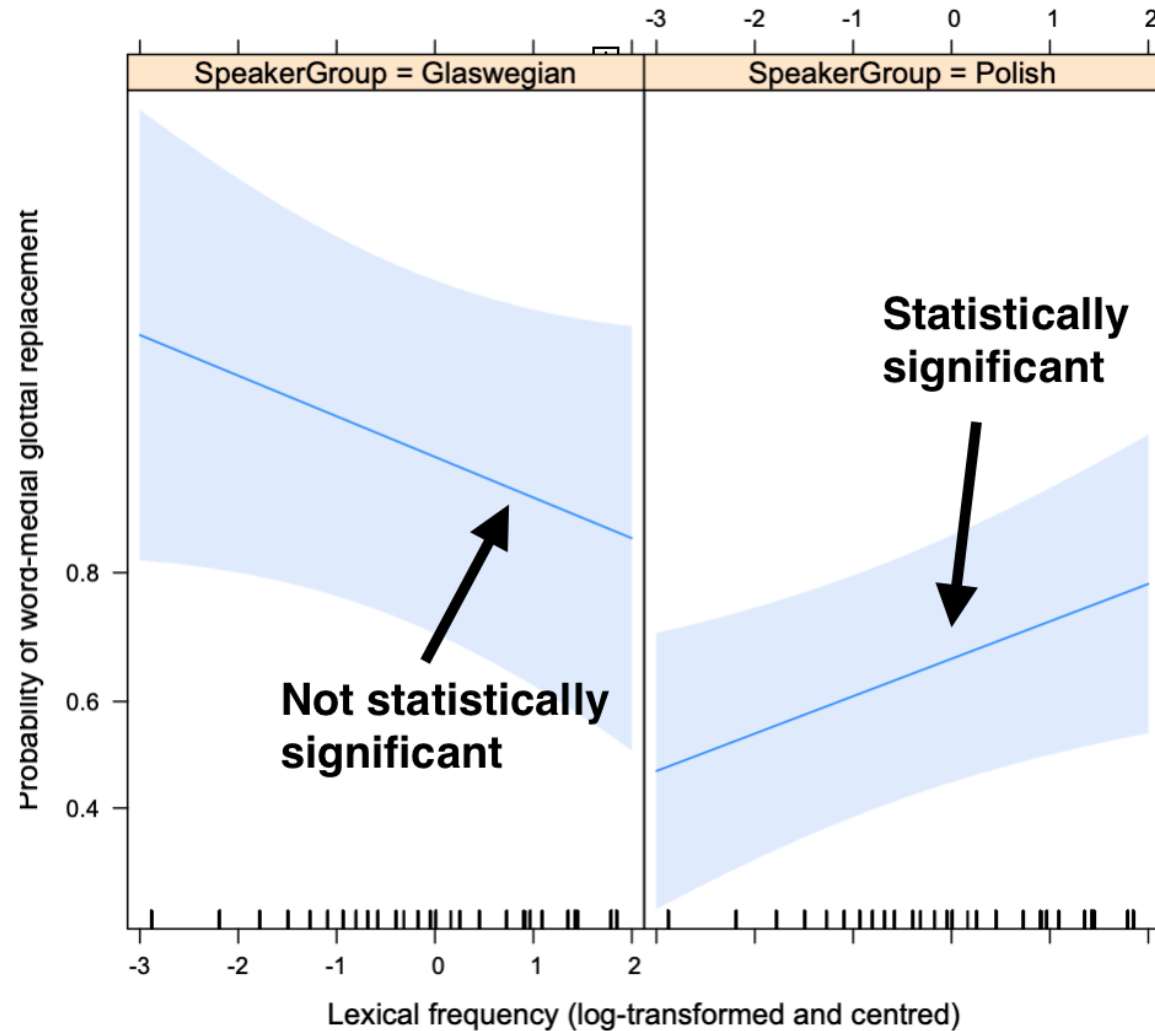
Lexical frequency



Lexical frequency



Lexical frequency



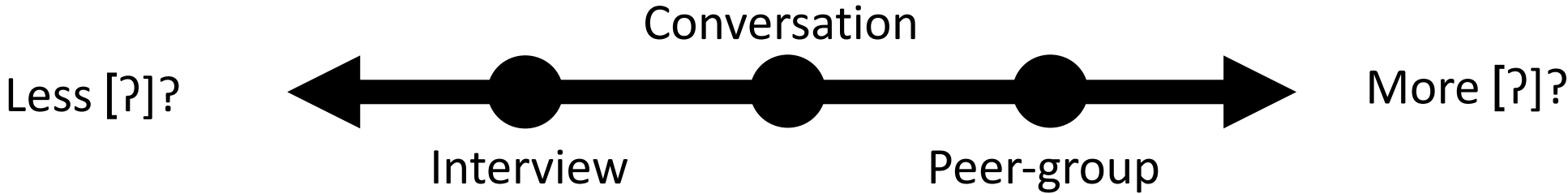
Lexical frequency

‘lexical diffusion may be an active process in the acquisition of local dialects of English’ (Wolfram et al 2004: 345)

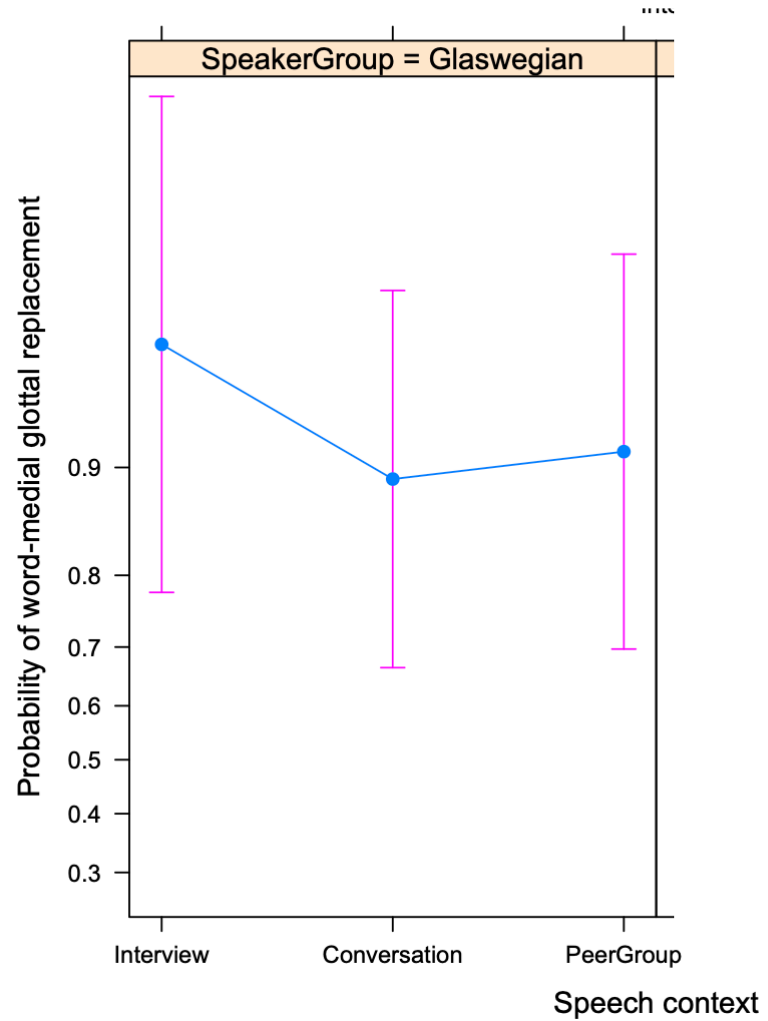
Speech context

- ‘Interview’ context (classroom-like, with an unknown adult, Evelyn)
- ‘Conversation’ context (mid-point, with a well-known adult, me)
- ‘Peer-group’ context (playground-like, with friends)

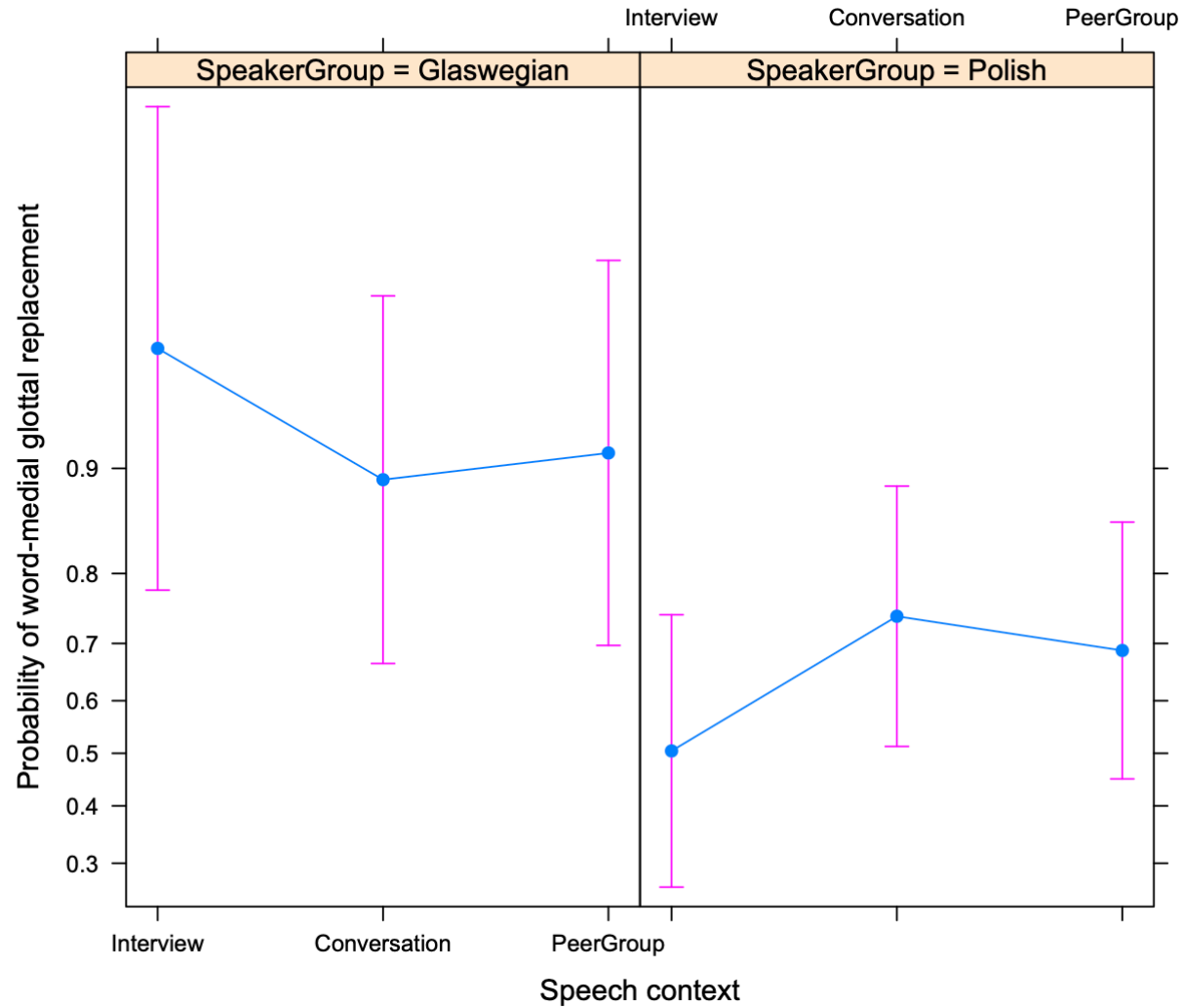
Speech context



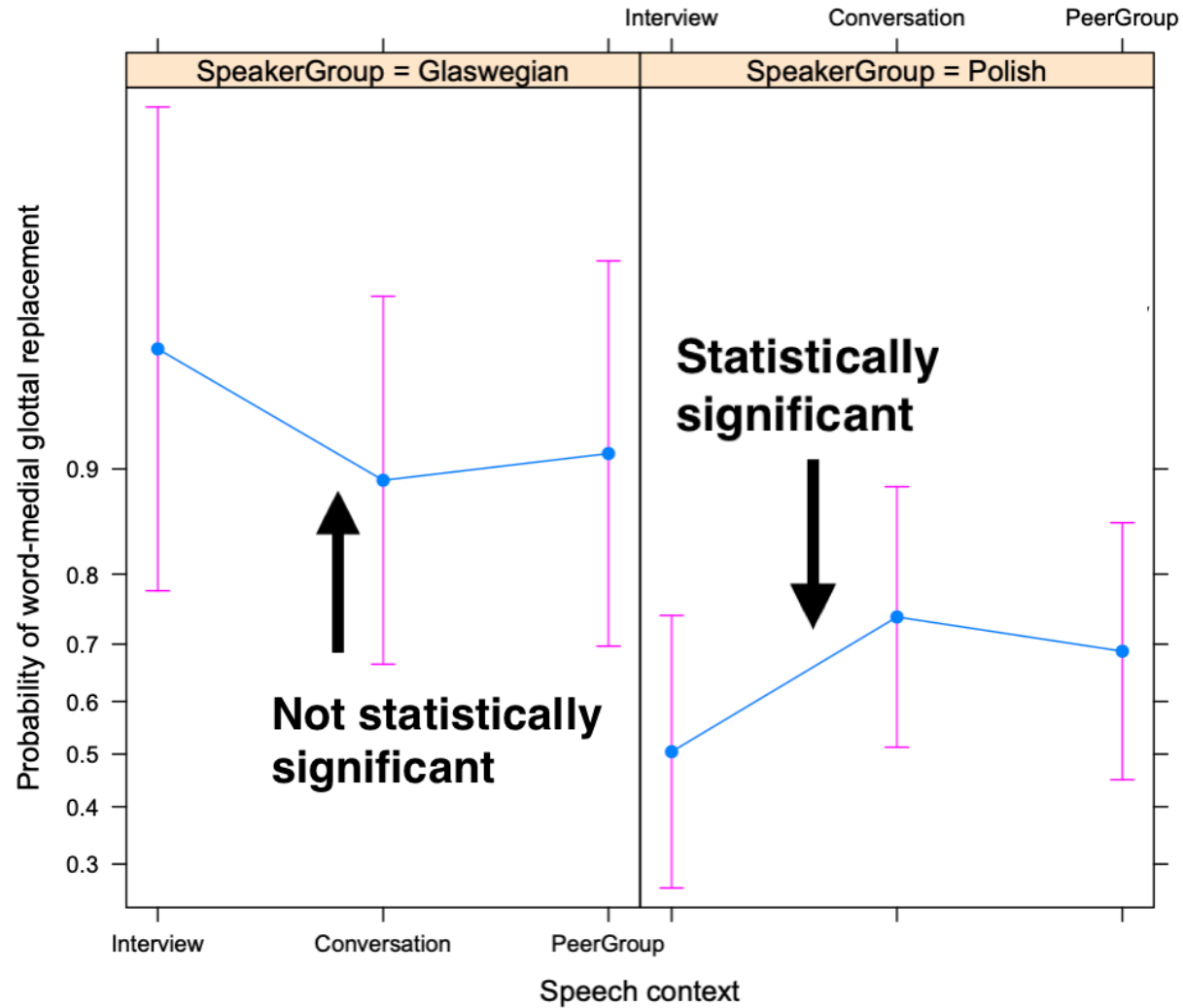
Speech context



Speech context



Speech context



Speech context

- A hypercorrection pattern?

Speech context

- A hypercorrection pattern?
- Multilingualism has sociolinguistic advantages?

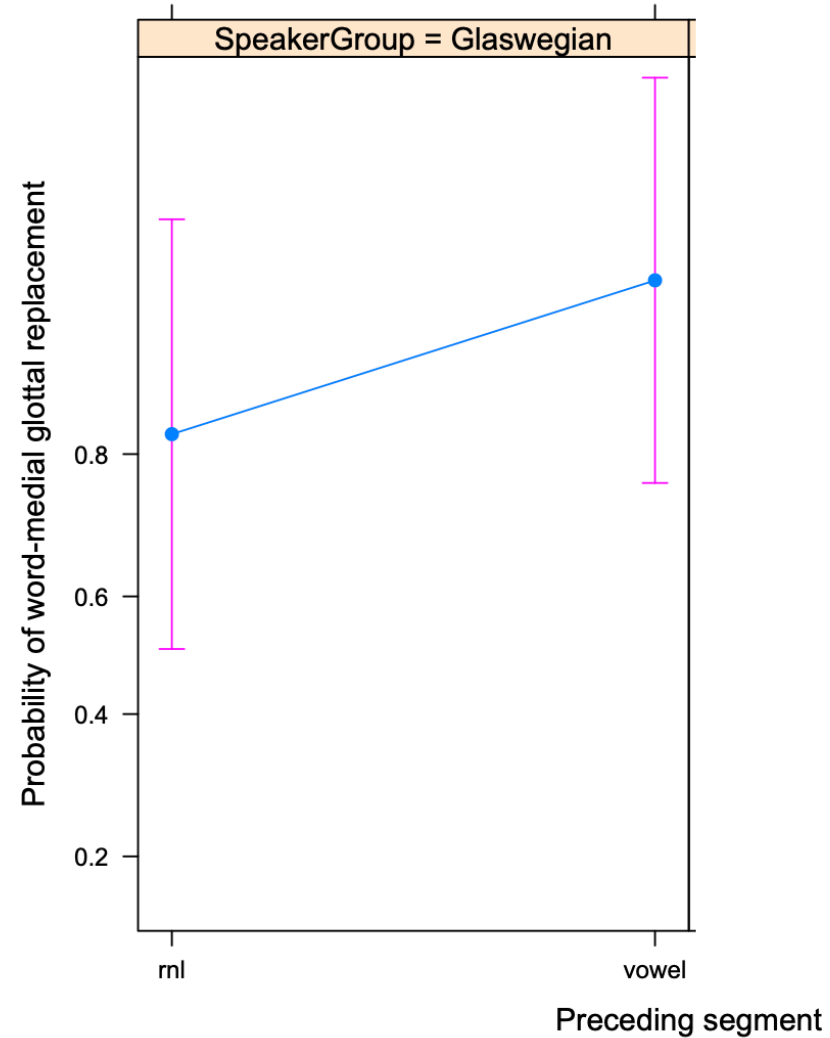
Speech context

- A hypercorrection pattern?
- Multilingualism has sociolinguistic advantages?
- The result of differences in classroom culture between Poland and the UK?

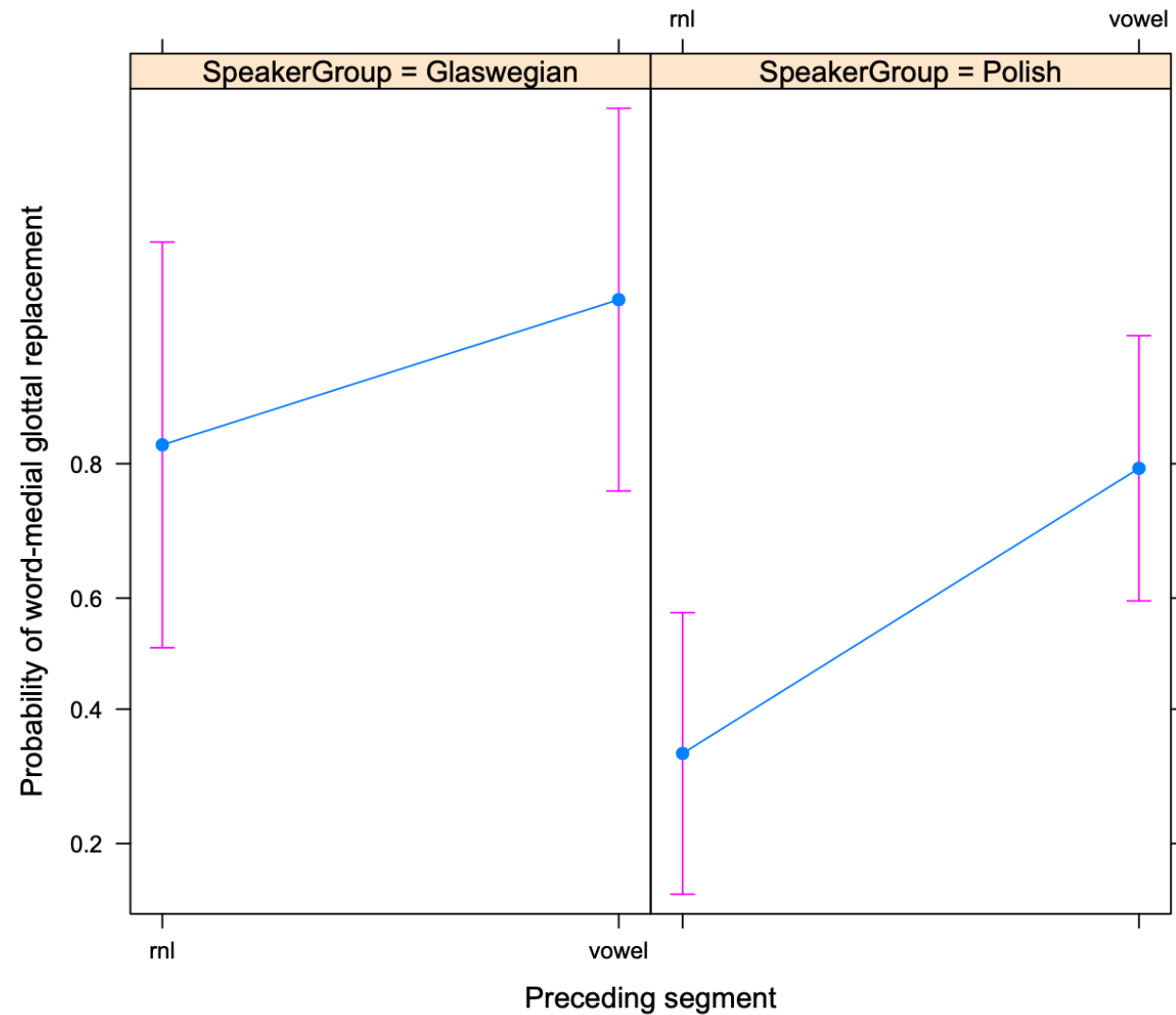
Preceding segment

- I tested for this effect by creating these categories:
 1. /t/ preceded by a vowel, e.g. *patted*
 2. /t/ preceded by /rnl/, e.g. *partted*

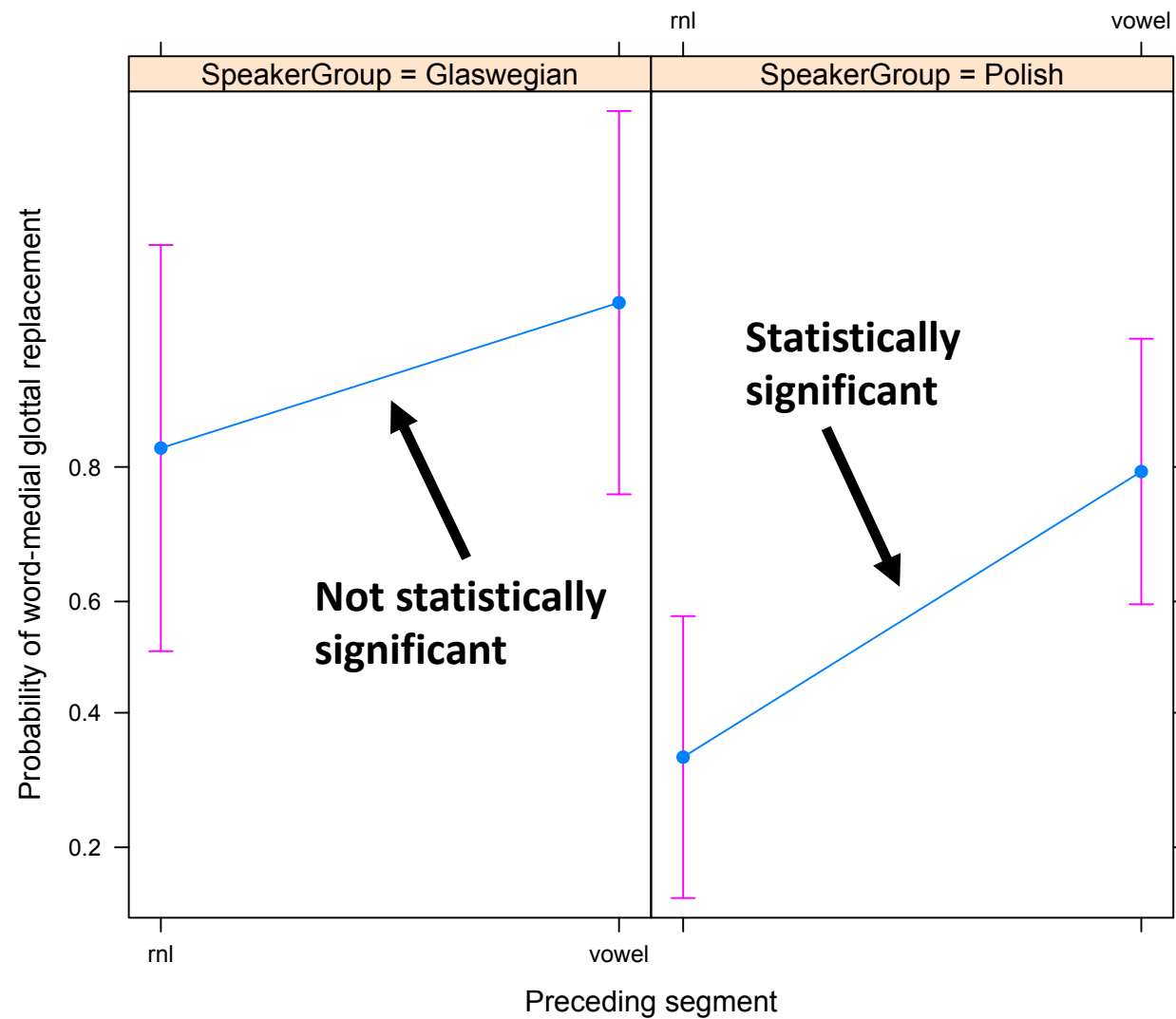
Preceding segment



Preceding segment



Preceding segment



Preceding segment

- Words like parted might be more sensitive to style-shifting than words like patted...?

Preceding segment

- Words like parted might be more sensitive to style-shifting than words like patted...?
- So this difference could be explained by the Polish group's heightened style-shifting patterns...?

Thanks to...

- My supervisors, Professor Jennifer Smith, Professor Evelyn Arizpe, Dr Clara Cohen and Professor Jane Stuart-Smith
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