

Children's acquisition of phonology

In most cases, children's *underlying* forms are identical or very similar to adult forms. (How do we know this?) Therefore, most differences between the child and adult *surface* forms are caused by the child's phonological grammar.

Data from a child acquiring British English (age 2 years, 2 months)

- How does the child's grammar differ from the target adult grammar? Work out specific answers, and think about this question in general terms as well. (Focus on consonants here—don't worry about vowels and diphthongs.)

	ADULT	CHILD		ADULT	CHILD
<i>spoon</i>	[spu:n]	[bu:n]	<i>bus</i>	[bʌs]	[bʌt]
<i>zoo</i>	[zu:]	[du:]	<i>John</i>	[dʒɔn]	[dɔn]
<i>other</i>	[ʌðə]	[ʌdə]	<i>bump</i>	[bʌmp]	[bʌp]
<i>scream</i>	[skri:m]	[gi:m]	<i>skin</i>	[skɪn]	[gin]
<i>uncle</i>	[ʌŋkl]	[ʌgu]	<i>Smith</i>	[smɪθ]	[mit]
<i>new</i>	[nju:]	[nu:]	<i>brush</i>	[brʌʃ]	[bʌt]
<i>apple</i>	[æpl]	[ɛbu]	<i>bath</i>	[bɑ:θ]	[bɑ:t]
<i>play</i>	[ple:]	[be:]	<i>tent</i>	[tɛnt]	[dɛt]
<i>swing</i>	[swɪŋ]	[wiŋ]	<i>crumb</i>	[krʌm]	[gʌm]