

Information about Korean speech

1. A comparison between Korean and English phonology

Aspect	Language	Number	Details	Source
Consonants	Korean	19 consonants	/p, p*, p ^h , t, t*, t ^h , k, k*, k ^h , m, n, ŋ, (r), s, s*, h, l, tɕ, tɕ*, tɕ ^h /	Kim & Pae (2007)
	English	24 consonants	/p, b, t, d, k, g, m, n, ŋ, θ, ð, f, v, s, z, ʃ, ʒ, h, tʃ, dʒ, j, w, ɹ, l/	Smit (2004)
Consonant clusters	Korean	No syllable-initial or syllable-final only intersyllabic		Kim & Pae (2007)
	English	Approx. 29 syllable-initial and many syllable-final consonant clusters	Many 2 and 3 element consonant clusters in initial position including /pl, bl, kl, gl, fl, sl, pɹ, bɹ, tɹ, dɹ, kɹ, gɹ, θɹ, fɹ, ʃɹ, pj, tj, fj, mj, nj, sm, sn, sp, st, sk, spl, spɹ, stɹ, skw/ and many 2 to 4 element consonant clusters in final position	McLeod (2007) Smit (2004)
Vowels and diphthongs	Korean	7 vowels + 10 diphthongs	Vowels: /i, ε, a, u, ʌ, u, o/ Diphthongs: /ja, jʌ, jo, ju, jε, wa, wʌ, wε, wi, wɪ/	Kim & Pae (2007)
	English (US-General American)	14 vowels + 3 diphthongs	Vowels: /i, ɪ, e, ε, æ, ə, ɝ, ɚ, u, ʊ, o, ʌ, ɔ, ɑ/ Diphthongs: /aɪ, aʊ, ɔɪ/ (Smit also lists 5 'r'-colored diphthongs)	Smit (2007)
	English (Canadian)	14 vowels + 3 diphthongs	Vowels: /i, ɪ, e, ε, æ, ə, ɝ, ɚ, ʌ, ʊ, o, ʌ, ɔ, ɑ/ Diphthongs: /ʌɪ, ʌʊ, ɔɪ/	Bernhardt, & Deby (2007)
	English (UK-Received Pronunciation)	12 vowels + 8 diphthongs	Vowels: /i, ɪ, e, æ, a, ə, ɜ, u, ʊ, ʌ, ɔ, ɒ/ Diphthongs: /aɪ, aʊ, ɔɪ, eɪ, oʊ, iə, eə, uə/	Howard (2007)
	English (Australian)	12 vowels + 8 diphthongs	Vowels: /i:, ɪ, e, æ, ɛ:, ɐ, ɔ, o:, ʊ, ʉ:, ɜ:, ə/ ⁱ OR /i, ɪ, e, æ, a, ʌ, ɒ, ɔ, ʊ, u, ɜ, ə/ ⁱⁱ Diphthongs: /æɪ, aɛ, əɜ, æɔ, ɔɪ, iə, eɪ, uə/ ⁱ OR /eɪ, aɪ, oʊ, aʊ, ɔɪ, iə, eə, uə/ ⁱⁱ	ⁱ Harrington, Cox, & Evans, (1997) ⁱⁱ Mitchell (1946)
	English (New Zealand)	12 vowels + 8 diphthongs	Vowels: /i, ɪ, e, æ, ə, ɜ, u, ʊ, ʌ, ɔ, ɒ, ɑ/ ⁱ OR /i, ɪ, e, æ, a, ə, ɜ, ʊ, ʌ, ɔ, ɒ/ ⁱⁱ Diphthongs: /aɪ, aʊ, ɔɪ, eɪ, oʊ, iə, eə, uə/ ⁱ OR /aɪ, aʊ, ɔɪ, eɪ, oʊ, iə, eə, uə/ ⁱⁱ	ⁱ Bauer & Warren (2004) ⁱⁱ Maclagan (2009)
Tones	Korean	0 tones	-	
	English	0 tones	-	
Syllable shape	Korean	C ₍₀₋₁₎ VC ₍₀₋₁₎		Kim & Pae (2007)

	English	C ₍₀₋₃₎ VC ₍₀₋₄₎	The smallest syllable is V and the largest is CCCVCCCC <i>strengths</i> .	Smit (2004) McLeod (2007)
Stress	Korean		Stress on first syllable.	Kim & Pae (2007)
	English	Stress-timed	Syllables can be strong or weak. Stress also is used for emphasis.	
Varieties	Korean	Six regional dialects		
	English	Many dialects	Many dialects including General American English, Received Pronunciation (England), Scottish English, Irish English, Australian English, New Zealand English, South African English etc.	
Writing system	Korean	Hangeul script	Hangeul script with 10 vowels and 14 consonants.	Kim & Pae (2007)
	English	Latin alphabet	Latin script loosely related to phonetic realizations of the consonants and vowels.	

References

Korean studies

Kim, M., & Pae, S. (2007). Korean speech acquisition. In S. McLeod (Ed.), *The international guide to speech acquisition* (pp. 472-482). Clifton Park, NY: Thomson Delmar Learning.

English studies

Bauer, L., & Warren, P. (2004). New Zealand English: Phonology. In E. Schneider, K. Burridge, B. Kortmann, R. Mesthrie & C. Upton (Eds.). *A handbook of varieties of English: Vol. 1. Phonology* (pp. 580-602). Berlin, Germany: Mouton de Gruyter.

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Comparative summaries

Lee, J. (2001). Korean speakers. In M. Swan & B. Smith (Eds.), *Learner English: A teacher's guide to interference and other problems* (pp. 325-342). Cambridge: Cambridge University Press.

2. Korean speech assessments

For a list of speech assessments in Korean see: www.csu.edu.au/research/multilingual-speech/speech-assessments

3. Monolingual speech acquisition (summaries and studies written in English)

Kim, M., & Pae, S. (2007). Korean speech acquisition. In S. McLeod (Ed.), *The international guide to speech acquisition* (pp. 472-482). Clifton Park, NY: Thomson Delmar Learning.

Studies of monolingual Korean speech acquisition

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4. Multilingual speech acquisition (summaries and studies written in English)

General summaries

Goldstein, B. A., & McLeod, S. (2012). Typical and atypical multilingual speech acquisition. In S. McLeod & B. A. Goldstein (Eds.), *Multilingual aspects of speech sound disorders in children* (pp. 84-100). Bristol, UK: Multilingual Matters.

Grech, H., & McLeod, S. (2012). Multilingual speech and language development and disorders. In D. Battle (Ed.), *Communication disorders in multicultural and international populations* (4th ed., pp. 120-147). St Louis, MO: Elsevier.

Zhu Hua & Dodd, B. (Eds). (2006). *Phonological development and disorders in children: A multilingual perspective*. Cleavdon, UK: Multilingual Matters.

Yavaş, M. (2007). Multilingual speech acquisition. In S. McLeod (Ed.), *The international guide to speech acquisition* (pp. 96-100). Clifton Park, NY: Thomson Delmar Learning.

Summaries of multilingual Korean speech acquisition

Ha, S., Johnson, C. J., & Kuehn, D. P. (2009). Characteristics of Korean phonology: Review, tutorial, and case studies of Korean children speaking English. *Journal of Communication Disorders*, 42(3), 163-179.

Kim, M., & Stoel-Gammon, C. (2012). Translation to practice: Acoustic analysis of the speech of multilingual children in Korea. In S. McLeod & B. A. Goldstein (Eds.), *Multilingual aspects of speech sound disorders in children* (pp. 207-210). Bristol, UK: Multilingual Matters.

Studies of multilingual Korean speech acquisition

Languages	Country	Study	Age of children	Total number of children (no. of multilingual children)**	Typically/atypically developing children	Speech /language	Production/perception
Korean-English	USA	Ha, S., Johnson, C. J., & Kuehn, D. P. (2009). Characteristics of Korean phonology: Review, tutorial, and case studies of Korean children speaking English. <i>Journal of Communication Disorders</i> , 42(3), 163-179.	3;10, 6;0, 11;0	3 (3)	typical	speech	production

Note. * Studies of typically and atypically developing multilingual children published in English were included; however, studies that only included monolingual children were excluded.

**The total number of children may have included both multilingual and monolingual children, so the number in brackets provides the total number of multilingual children.