Phonetics and Linguistics, UCL
PLINX202 ENGLISH ACCENTS
Week 3. Cockney (ii)

1. Diphthong shifts
   - \( \text{ai, ay, ei} \rightarrow \text{ai, ay, oy} \)
   - \( \text{goat, mouth} \)
   - \( \text{two, three} \)

2. L vocalization
   - \( l (= [\text{lj}]) \rightarrow /o/ \{C, ll\} \)
   - Vowel neutralizations
     - \( \text{milk, shelf, middle} \)
     - \( \text{feel-fill, fool-full(-fall)} \)
     - \( \text{doll-dole, well-whirl} \)
     - \( \text{child’s-Charles, veil-vowel-Val} \)

3. T glottalling
   - \( t \rightarrow /\text{t}+/[+\text{son}] /_\text{V-str} \)
   - \( \text{get out, water, little} \)

4. THOUGHT Split
   - \( \text{a} \rightarrow \{ \text{au} - \text{a} : /_C \}
     - \{ \text{oa} - \text{o} : /_# \}
   - \( \text{lawn, morning, board} \)
   - \( \text{law, score, bored} \)

5. Allophony of GOAT vowel
   - \( \text{au} \rightarrow /_C \}
   - \( \text{goalie (cf. slowly)} \)

6. Weakening
   - unstressed \( \text{au} \rightarrow \text{o} \)
   - \( \text{window, pillow/pillar} \)

7. Weak forms
   - \( \text{va, mi} \)
   - \( \text{you, my} \)

8. Postglottal schwa elision
   - \( \text{a} \rightarrow /\text{a}+//_(#)C \)
   - \( \text{quarter past} \)

**Homework assignment** (BA only; counts for 25% of marks for this ½-c.u.):

Look at the cartoon (overleaf). Show how the author, Posy, attempts to reflect features of Cockney pronunciation by exploiting the conventions of English orthography. How successful is the attempt? **Hand in by 15 November.**

Hints:
- how does the spelling used for the dialogue differ from standard spelling?
- what special spelling devices are available to enable an author to indicate unusual pronunciation?
- what is actually implied by – for example – putting the spelling *wot* (rather than *what*) in the mouth of a character?
- **what phonetic characteristics of London pronunciation does Posy want to convey?** (describe each one carefully) — does she succeed?
- is she consistent? ought she to be?
- given that the boys in the cartoon come from an educated middle-class background, why are they represented as speaking this way?