1.0 Introduction

My name is Sylvia Glynn. I am twenty-three years old and I have lived the majority of my life in Minnesota. I was born in Scottsdale, Arizona, but when I was two months old, my parents moved to Delano, MN. Delano is a small town about twenty miles outside of the Twin Cities. My graduating class was only about 150 students. In this small town, the speech seemed to exhibit more rural patterns. There was not much diversity in my town. There were no foreign students with different first languages or accents. For the most part, the student body consisted of European Americans and Native Americans.

After I graduated from High School, I went to study abroad in Finland. I studied for one year at a Music and Language school. I studied the Finnish language and though I cannot speak it fluently, I can understand it and can communicate what I need to, even if it is not always 100% correct. Most of the language I used in Finland was musical terminology since I was studying classical music in Vocal Performance and in Organ and Piano. The school I attended was an International school. Most of the students were Finnish, but the school also had some Russian, Swedish, Canadian, and American students. At the school, the goal was for the foreign students to learn Finnish and for the Finnish students to learn English. This being the case, I tutored many Finnish and Russian students in the English language and this is when I became interested in ESL and language acquisition. My roommate was Swedish, and I was inspired by how quickly she learned English and Finnish. In fact, in one year, she was able to fluently learn two languages and she had also started to learn Russian as well. I wondered why some people learned languages so quickly while others struggle for years to even speak a minimal amount of another language.

After returning to the United States, I realized that studying in Finland had affected my English grammar. My grammar was not permanently affected, but after many months of speaking in Finnish and hearing Finnish people speak English, I found myself saying and thinking things like, “I am going to outside” and “I have hunger now.”

After studying in Finland, I moved to Phoenix for a few months. I noticed the different dialect of native Arizonians and when I returned to Minnesota, my family commented that there were some words that I pronounced differently. Even today, I notice that some of my words I pronounce like Arizonians do. I especially notice in words like “bagel.” Instead of saying /bɛɡəl/, I now say /bæɡəl/. I do not consciously change the way I say the word, but I think that my speech was changed when I moved to Phoenix. Also, many of the people in my family throughout my life have been from the Southwest, so I have grown up hearing many Southwestern speech patterns.
### Bar Graph

<table>
<thead>
<tr>
<th>Speaker</th>
<th>Vowel</th>
<th>F1</th>
<th>F2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sylvia</td>
<td>Heed</td>
<td>381</td>
<td>2665</td>
</tr>
<tr>
<td>US Female</td>
<td>Heed</td>
<td>310</td>
<td>2790</td>
</tr>
<tr>
<td>Sylvia</td>
<td>Hid</td>
<td>602</td>
<td>2333</td>
</tr>
<tr>
<td>US Female</td>
<td>Hid</td>
<td>430</td>
<td>2480</td>
</tr>
<tr>
<td>Sylvia</td>
<td>Hayed</td>
<td>541</td>
<td>2564</td>
</tr>
<tr>
<td>US Female</td>
<td>Hayed</td>
<td>536</td>
<td>2530</td>
</tr>
<tr>
<td>Sylvia</td>
<td>Head</td>
<td>807</td>
<td>1942</td>
</tr>
<tr>
<td>US Female</td>
<td>Head</td>
<td>610</td>
<td>2330</td>
</tr>
<tr>
<td>Sylvia</td>
<td>Had</td>
<td>777</td>
<td>2085</td>
</tr>
<tr>
<td>US Female</td>
<td>Had</td>
<td>860</td>
<td>2050</td>
</tr>
<tr>
<td>Sylvia</td>
<td>Hawed</td>
<td>852</td>
<td>1457</td>
</tr>
<tr>
<td>US Female</td>
<td>Hawed</td>
<td>590</td>
<td>920</td>
</tr>
<tr>
<td>Sylvia</td>
<td>Hoed</td>
<td>549</td>
<td>1193</td>
</tr>
<tr>
<td>US Female</td>
<td>Hoed</td>
<td>555</td>
<td>1035</td>
</tr>
<tr>
<td>Sylvia</td>
<td>Hod</td>
<td>829</td>
<td>1468</td>
</tr>
<tr>
<td>US Female</td>
<td>Hod</td>
<td>850</td>
<td>1220</td>
</tr>
<tr>
<td>Sylvia</td>
<td>Hood</td>
<td>690</td>
<td>1661</td>
</tr>
<tr>
<td>US Female</td>
<td>Hood</td>
<td>470</td>
<td>1160</td>
</tr>
<tr>
<td>Sylvia</td>
<td>Who’d</td>
<td>379</td>
<td>1202</td>
</tr>
<tr>
<td>US Female</td>
<td>Who’d</td>
<td>370</td>
<td>950</td>
</tr>
<tr>
<td>Sylvia</td>
<td>Hud</td>
<td>820</td>
<td>1749</td>
</tr>
<tr>
<td>US Female</td>
<td>Hud</td>
<td>760</td>
<td>1400</td>
</tr>
</tbody>
</table>

### Front Vowels F1

![Front Vowels F1 Diagram]
Front Vowels F2

Back Vowels F1
2.0 Observations

I noticed that my back vowels are more different from the American NORM than my front vowels are. The F2 on my back vowels tend to be much higher than the F2 of the American NORM back vowels. The biggest difference I saw between my vowels and the NORM vowels was in the phoneme /ɔ/. In my pronunciation, the F1 and the F2 are much higher frequencies. The F2’s of my front vowels are very close in frequency to the ones of the American Female on the NORM website.
Word: <heed>
Phoneme: /hid/
F1 mean: 381 Hz
F2 mean: 2665 Hz
Duration mean: 317 ms

Word: <hid>
Phoneme: /hId/
F1 mean: 602 Hz
F2 mean: 2333 Hz
Duration mean: 310 ms
Word: <hayed>
Phoneme: /hed/
F1 mean: 541 Hz
F2 mean: 2564 Hz
Duration mean: 340 ms

Word: <head>
Phoneme: /hed/
F1 mean: 807 Hz
F2 mean: 1942 Hz
Duration mean: 303 ms
Word: `<had>`
Phoneme: `/hæd/`
F1 mean: 777 Hz
F2 mean: 2085 Hz
Duration mean: 365 ms

Word: `<hawed>`
Phoneme: `/hɔd/`
F1 mean: 852 Hz
F2 mean: 1457 Hz
Duration mean: 397 ms
Word: <hoed>
Phoneme: /hod/
F1 mean: 549 Hz
F2 mean: 1193 Hz
Duration mean: 362 ms

Word: <hod>
Phoneme: /had/
F1 mean: 829 Hz
F2 mean: 1468 Hz
Duration mean: 409 ms
Word: `<hood>`
Phoneme: `/hud/`
F1 mean: 690 Hz  
F2 mean: 1661 Hz  
Duration mean: 295 ms

Word: `<who'd>`
Phoneme: `/hud/`
F1 mean: 379 Hz  
F2 mean: 1202 Hz  
Duration mean: 344 ms
Word: <hud>
Phoneme: /həd/
F1 mean: 820 Hz
F2 mean: 1749 Hz
Duration mean: 344 ms

Word: <hag>
Phoneme: /hæg/
F1 mean: 754 Hz
F2 mean: 2179 Hz
Duration mean: 256 ms
A Story by Sylvia Glynn

I have a nephew and his name is Ely. Ely is four years old and he is one of the most important people in my life. Not only is Ely my nephew, he is also my godson and this makes him even more special to me.

Every time I go to Ely’s house, I feel very happy. He is always able to bring a smile to my face.

word: <hack>
phoneme: /hæk/
F1 mean: 849 Hz
F2 mean: 2086 Hz
Duration mean: 185 ms

3.0 IPA Transcription

ə stɔrɪ bɛi sɪlvɪə ɡlɪn

I have a nephew and his name is Ely. Ely is four years old and he is one of the most important people in my life. Not only is Ely my nephew, he is also my godson and this makes him even more special to me.

Every time I go to Ely’s house, I feel very happy. He is always able to bring a smile to my face.
matter how I am feeling that day. There are a few activities that Ely and I really enjoy doing together. Our
favorite thing to do is to play cars. Ely likes to race the cars and he also likes to set up a car shop. Another
thing we like to do is to go to the bookstore. At the bookstore, I get a cup of coffee and Ely gets a
chocolate milk or an apple juice. We usually share a chocolate chip cookie too. Then we go read some books in
the back of the bookstore and play with the train set that they have for kids to play with. Ely also loves to
play video games. This is not an activity that I always enjoy, but I usually play with him because I
know that it makes him happy. Ely’s favorite video game is Mario Kart. I always let him win because he is
a sorry loser sometimes. Another game that Ely likes to play is Angry Birds. This year I even got him an
Angry Birds shirt for Christmas. Now, his mom gets annoyed because he wants to wear that shirt every day. I guess
It must of been a really good gift! Finally, I have to say that I really would do anything for that boy. He’s the
switest thing in my world.
4.0 Lexical Acoustics Project

Pitch Analysis

The pitch of first homograph is greater on the first syllable and the pitch of the second homograph is greater on the ultimate syllable. Overall, the pitch of the first homograph is greater than that of the second homograph.

Intensity Analysis

The intensity on the first homograph is the greatest on the ultimate syllable, though there is only
a difference of four decibels. On the second homograph, the first syllable has greater intensity, though like the first homograph, there is only a difference of four syllables.

**Duration Analysis**

The first syllable of the first homograph has a longer duration than the ultimate syllable and the same is true for the second homograph. With the first homograph, there is only a difference of 64 ms in duration and with the second homograph there is a greater difference in duration between the syllables of 112 ms.