摘要

本文以上海外国语大学法语专业不同方言背景的学习者为实验对象，以VOT作为相关声学参量，探讨中国学习者的法语塞音习得情况，以及有无浊塞音方言背景对习得效果的影响，以期丰富中国学习者习得法语塞音的研究。采用的研究方法包括：问卷调查法、声学实验语音法、感知识别实验法以及统计分析法。

通过对30名中国法语学习者分别进行二语产出实验和感知实验，其中，语音产出包括词首塞音分别在元音/a, i, u/前的单念结果和载体句结果，语音感知包括两次清浊识别任务，刺激音VOT范围分别为-150ms～150ms和-50ms～50ms。

结果表明，中国学习者作为整体在法语塞音的产出上呈现出清浊塞音同化为普通话中不送气塞音的趋势。与此同时，学习者的浊塞音在发音中出现两类错误，分别为“浊音清化”和语音模仿过度。感知实验中，中国学习者在刺激音VOT范围较大时表现出送气与否的感知对立模式，呈现出“感知同化模型”中的“SC型”感知模式，在刺激音VOT范围较小时对双唇和齿龈塞音的清浊感知混乱，而对软腭塞音呈现出明显的清浊对立感知模式，可能与“感知磁石效应”有关。

对于不同方言背景对法语塞音习得的影响，语音产出结果表明，浊塞音方言背景学习者的优势体现为更高的浊塞音浊化率，然而两组学习者都存在浊音清化和过度浊化的问题。感知实验中，在刺激音VOT范围较大时，两组学习者对双唇塞音均表现出送气与否的感知对立模式，有浊塞音方言背景的学习者有微弱优势，表现为更接近法语母语者的清浊感知边界。在刺激音VOT范围较小时，两组学习者感知差异不大。

本文认为，中国学习者在法语塞音习得中，明显受到母语普通话的影响，表现为清浊塞音混淆为普通话中不送气清塞音，符合“语音学习模型”中的“等同分类”和“感知同化模型”中的“SC型”感知模式。

关键词：法语塞音；中国学习者；VOT；二语语音习得

Abstract

This study examines the production and perception of French stops by Chinese learners of French, using Voice Onset Time (VOT) as an acoustic cue and dialectal background (i.e., with voiced stops or not) as an essential factor of variation. Research methods like questionnaire, acoustical experiments, perceptional experiments and statistics are adopted.

By collecting French stops' production and perception data of thirty Chinese learners of French, this study examines the acquisition of participants as a whole and as two groups with different dialect backgrounds. The production data is collected from stops in citation forms and carrier sentences, while perception data is gathered from two identification tasks with their stimuli VOT ranging from -150ms～150ms and -50ms～50ms.

The analysis shows that participants as a whole tend to assimilate French voiced and voiceless stops to Mandarin unaspirated ones. For French voiced stops, participants make two kinds of mistakes, namely, devoicing and exaggerated speech imitation. Meanwhile, analysis shows that Chinese learners' perception boundary for French stops is heavily influenced by their mandarin experience, a result that corresponds to the "single category" in the Perceptual Assimilation Model framework. In the identification task with narrower stimuli VOT range, Chinese learners fail to show a clear perception boundary for bilabial and alveolar stops, while the perception boundary for velar stops are similar to that of French natives', which may be accounted for by the perceptual magnet effect.

In terms of the influence of different dialect backgrounds on French stops' acquisition, production comparison of the two groups of learners shows that learners from a dialectal background with voiced stops have a higher voicing rate for voiced stops, but have no advantage in its accuracy. For perception data, learners from a dialectal background with voiced stops are relatively closer to native speakers of French in the first identification task, though significant differences also exist.

However, in the identification task with narrower stimuli VOT range, the two groups show no significant differences.

The result indicates that Chinese learners of French stops tend to confuse voiced stops with voiceless ones, which can be accounted for by “equivalence classification” in SLM and “single category” in the PAM framework.

Keywords: French stops; Chinese learners; Voice Onset Time; Second language phonology