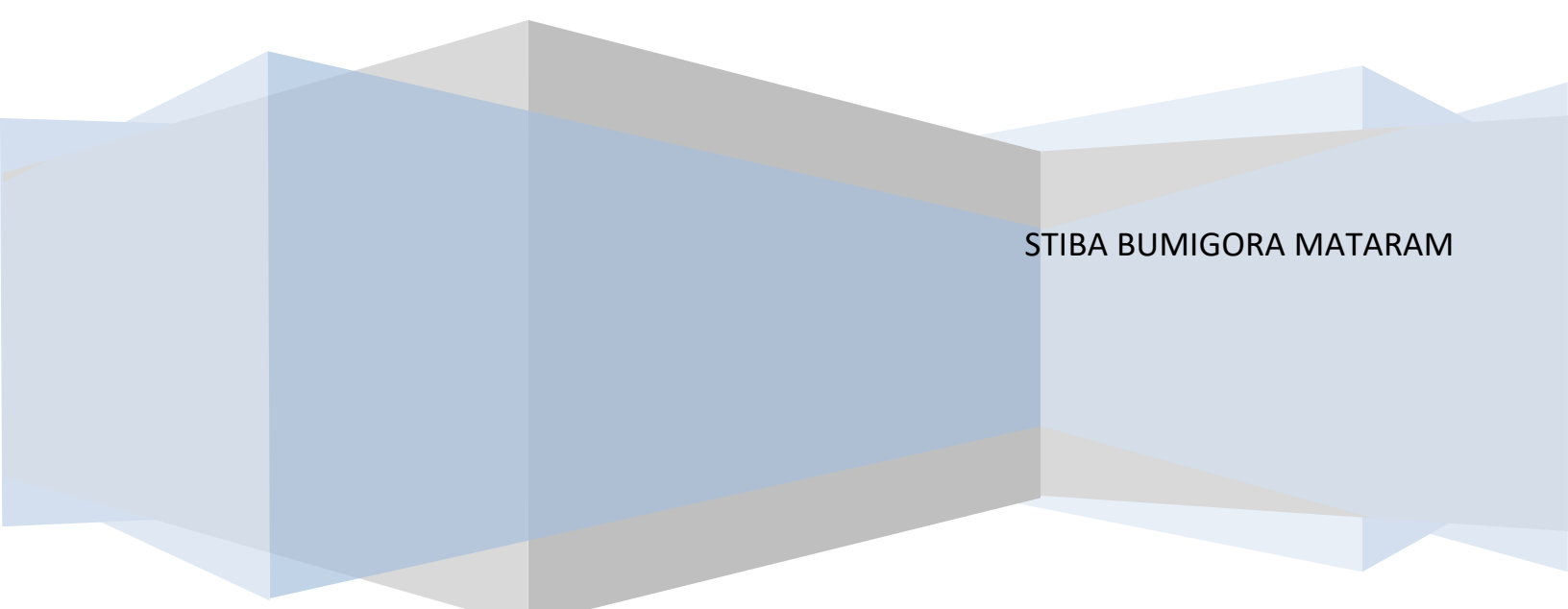


Pronunciation Practice

Diah Supatmiwati, SS.,M.Hum

2017



STIBA BUMIGORA MATARAM

Contents

Course Description and Outline.....	1
Chapter 1 Pronunciation Practice.....	3
Chapter 2 Speech Organs and Sound Mechanism.....	4
2.1 Speech Organ Diagram (Face Diagram).....	5
2.2 Articulators and Points of Articulation.....	6
2.3 Lips.....	6
2.4 Tongue.....	7
2.5 Uvula.....	7
2.6 Vocal Cord.....	7
2.7 How Speech Sounds Are Made.....	7
Chapter 3 Consonants: Points of Articulation.....	8
3.1 Consonants versus Vowel.....	8
3.2 Points of Articulation.....	8
3.3 Bilabial.....	8
3.4 Labio Dental.....	9
3.5 Apicodental.....	9
3.6 Apicoalveolar.....	9
3.7 Apicoalveolar.....	9
3.8 Dorsovelar.....	10
3.9 Glottal.....	10
Chapter 4 Consonants: Manner of Articulation.....	12
4.1 What is manner of articulation.....	12
4.2 Voice and Voiceless.....	12
4.3 Stop.....	13
4.4 Affricate.....	13
4.5 Fricative.....	13
4.6 Nasal.....	14
4.7 Lateral.....	14
4.8 Flap or Thrilled.....	14
4.9 Semivowel.....	14
4.10 Summary.....	15

4.11 Consonant Chart	15
4.12 Articulatory Terms	16
Chapter 5 Vowels	19
5.1 What is a vowel	19
5.2 How to describe vowels	19
5.3 The relative position of the tongue in the mouth cavity.....	20
5.4 Vowel Area	20
5.5 Full Vowels	20
5.6 How to Pronounce-ed in English	21
Pronunciation Practice Through Dialog Scripts	25
Dialog Practice Develops Meaningful Word Fluency and Communication	25
Dialog Script Sample for Pronunciation	25
Bibliography	26

Course Description and Outline

English Department
STIBA Bumigora Mataram

COURSE IDENTITY

Subject Name : Pronunciation Practice

Subject Code : MKK 201

Credit Hour : 2

DESCRIPTION

This course is designed to introduce students to and expose them with English sounds, specifically vowels, diphthongs and consonants. It also covers some problematic consonants, word and sentence stress, intonation, as well as weak and strong pronunciation.

OBJECTIVES

At the end of the semester, students should be able to:

- Obtain knowledge of English pronunciation
- Produce English vowels and diphthongs either in isolation or in words correctly
- Deal with problematic consonants
- Put proper stress on the right syllable of words and on the right word of sentences
- Apply correct intonation in pronouncing sentences
- Recognize two degrees of pronunciation, i.e. weak and strong pronunciation

STRATEGIES

As the name suggests, this course uses practice as the primary strategy to achieve the objectives.

REFERENCES

The course uses the following references:

Sukrisno, Alim. 2010. English Pronunciation Practice.

Kelly, Gerald. 2000. How to Teach Pronunciation. Essex: Longman

ATTENDANCE

Students are all expected to attend every class and come on time, though I do know occasionally for whatever reason you might be absent. If you do happen to miss a class (not more than 25 % though), please make sure you keep up with the course work. Contact one of your peers for an update.

ASSESSMENT

Students will be assessed using the following criteria percentage:

- Attendance 10%
- Class Participation 10%
- Assignment 1 15%
- Assignment 2 15%
- Mid-test 20%
- Final-test 30%

Chapter I

Pronunciation Practice

English

English is a West Germanic language related to Dutch, Frisian and German with a significant amount of vocabulary from French, Latin, Greek and many other languages.

English evolved from the Germanic languages brought to Britain by the Angles, Saxons, Jutes and other Germanic tribes, which are known collectively as Anglo-Saxon or Old English. Old English began to appear in writing during the early 8th century AD.

Approximately 341 million people speak English as a native language and a further 267 million speak it as a second language in over 104 countries including the UK, Ireland, USA, Canada, Australia, New Zealand, South Africa, American Samoa, Andorra, Anguilla, Antigua and Barbuda, Aruba, Bahamas, Barbados, Belize, Bermuda, Botswana, British Indian Ocean Territory, British Virgin Islands, Brunei, Cameroon, Canada, Cayman Islands, Cook Islands and Denmark.

English alphabet

A a	B b	C c	D d	E e	F f	G g	H h	I i	J j	K k	L l	M m
a	bee	cee	dee	e	ef	gee	(h)aitch	i	jay	kay	el	em
[eɪ]	[bi:]	[si:]	[di:]	[i:]	[ɛf]	[dʒi:]	[(h)ertʃ]	[aɪ]	[dʒeɪ]	[keɪ]	[ɛl]	[ɛm]
N n	O o	P p	Q q	R r	S s	T t	U u	V v	W w	X x	Y y	Z z
en	o	pee	cue	ar	ess	tee	u	vee	double-u	ex	wy(e)	zed/zee
[ɛn]	[ou]	[pi:]	[kju:]	[ɑ:/ɑr]	[ɛs]	[ti:]	[ju:]	[vi:]	['dʌbəlju:]	[ɛks]	[waɪ]	[zɛd/zi:]

Chapter II

Speech Organs and Sound Mechanism

This chapter will present bit much about *Speech Organ and Sound Mechanism, Articulators and Point of Articulation. Lips, Uvula, Vocal Cords, How Speech Sound Are Made.*

2.1. Speech Organ Diagram (Face Diagram)

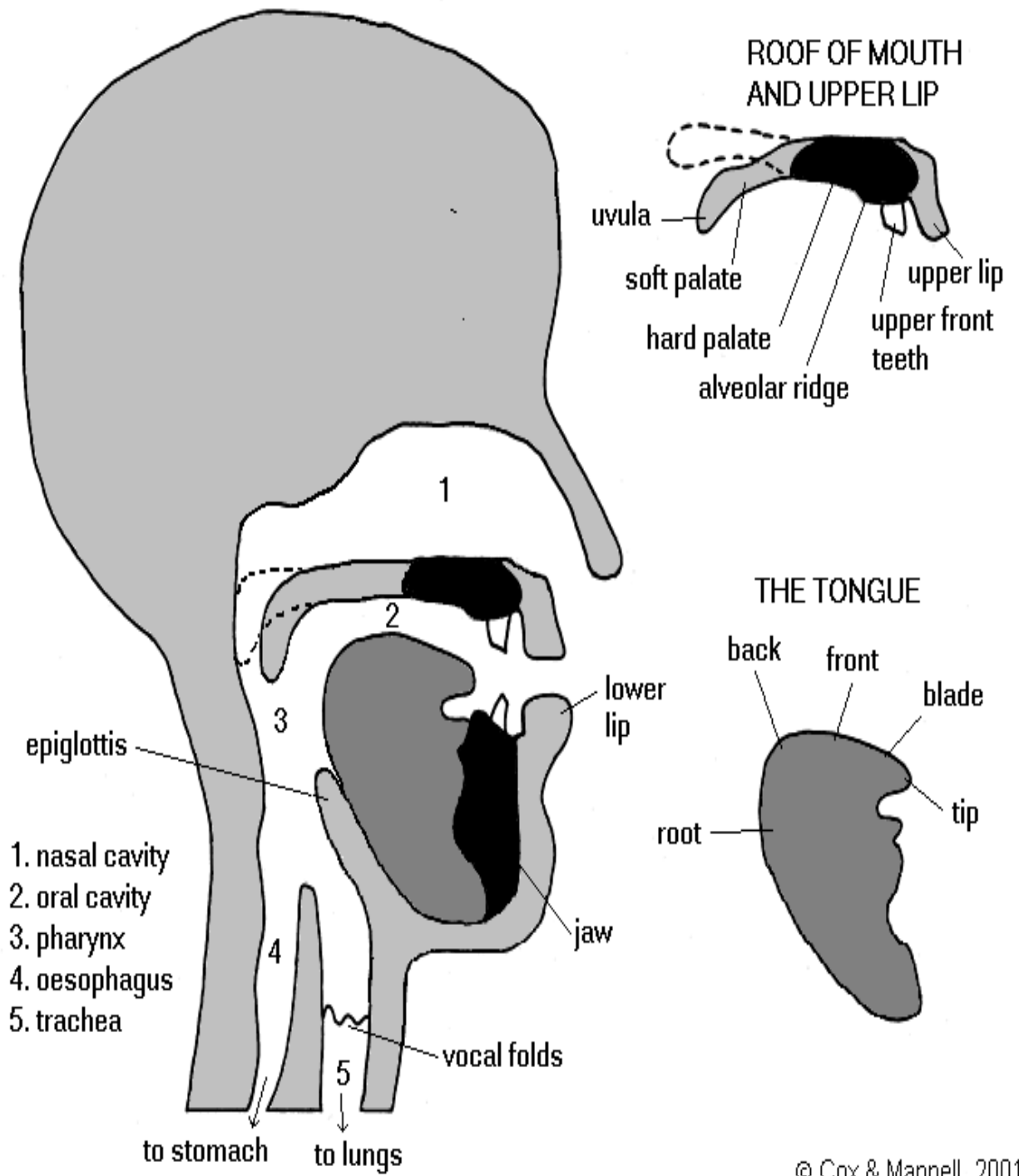
Since the phonology is as a branch of linguistics, which studies about sound production, then the vital thing that has to be learned is about organ of speech. Organ of speech is a part of human body that is used in producing speech sound , for instance, Lips, Tongue, Uvula, Vocal Cord, etc.

This is the picture that shows organ of speech, which taken principal things in producing sound, this picture called Face Diagram

Face Diagram

First, here is a picture of the inside of your mouth and the important *articulators*, the parts of your mouth that help you to make the sounds.

Your lips, teeth, tongue, nose, and roof of your mouth are all important for pronunciation. The epiglottis is also important. That is the thing that you use to hold your breath and to swallow. It closes your windpipe so the air cannot come out.



© Cox & Mannell, 2001

2.2. Articulators and Points of Articulation

The main point of speech organ, which has vital function in producing sound is lower parts of speech organ and they are very active in making articulation. These lower speech organs also called *Articulators*. These speech organs are; lower lip, tongue and epiglottis. Those speech organs modify air stream as they go through mouth cavity.

The next speech organs are called *Point of Articulation*, which most located is in upper organ of speech. In producing sound they do not move or not as active as lower organ of speech that is why it is not called *Articulators* because they remain in their position.

These are some examples of points of articulation: upper teeth, tooth ridge, hard palate, soft palate, etc.

2.3 . Lips

As it already discussed in the former chapter about organ of speech, in producing sound especially in English it may be involved many organs or articulators. Let us see some articulators, which have main part in producing sound. As we speak of any language, organ of speech lips must be involved such in producing sounds /p/,/b/,/m/. In producing these sounds we have to close our lips tightly, and block the air stream in the mouth cavity then we release the air through out the mouth cavity.

Notice in producing sound /p/ the air stream that is blocked in the mouth cavity should be released at once, and it will produce aspirated sound, as if there is *h*. But it is just happened at the beginning of the word. See the examples bellow:

- Pin [p^hIn]

- Pot [p^hot]

The exceptional /p/ in: Phone [foun]

Telephone [telefoun]

And sound /w/ is semivowel, which the sound is making by just narrowing our lips. Sounds that are produced by lips are *Labial*. And the sounds that are articulated or made by both lips are called *Bilabial*.

We also find this articulators in producing sounds /f/,/v/. The sounds are called *Labio Dental* because these involved lower lip and upper teeth. To produce these sounds we need to put lower lip against our upper teeth. And sometimes lower lip is placed between upper and lower teeth. In

articulating sound /w/ we are not closing our lips tightly but just narrowing our lips, and this sound known as semivowel or approximate.

2.4. Tongue

Besides lips as the main part of articulators the tongue also takes the most important part in articulating sounds because the tongue is flexible, as it can move to various parts in the mouth cavity or thrilled. The tongue can be put against the ridge, hard palate, velum or soft palate, etc.

2.5.Uvula

Uvula is located just behind velar or soft palate which the upward movement of this might close the nasal cavity and the air goes through mouth cavity and the sounds that produced by this way is called oral sound. When it is moved downward it may open the nasal cavity and the air goes through it then may produce nasal sound as /m/,/n/,/ŋ/.

2.6.Vocal Cord

Vocal cord is also known as membranes of sound which the location of it is inside the *Adam apple* (larynx). It is like thin lips that are situated across the wind pipe. It may open and close the wind pipe. When it is closed the wind pipe, the air that goes out the vocal cords will vibrate and create hissing sound that is usually called voiced sound. But whilst the vocal cords are wide opened and the air stream goes out, we will produce the “breath” and when the sounds are not accompanied by vibration in the vocal cords are called voiceless sound.

2.7.How Speech Sounds Are Made

Making sound is as easy as making tune of flute, the sound of it will be created as the air stream goes out of it. But that sound is not as the same as in producing sound by organ of speech. In articulating the speech sounds the air passage of this is very complex. Since the various kind of speech sounds are produced in different ways they articulate the air stream combined with the place of articulation can produce unlimited sound. Further more since the size of the speech organs and the manner to modify the air passage is different from person to person, and then we could never find the two people producing the same color of speech. Let’s take the example how the mechanism involved when we are articulating sound /b/. first of all let make the air stream through the lungs, and the vocal cords are closed each other then the nasal cavity will closed it will make voiced sound.

We might be bit surprised to see how complicated it is to produce a single sound.

Chapter III

Consonants: Points of Articulation

3.1. Consonants versus Vowel

Consonants are speech sounds which are produced with some obstruction of the air stream in the mouth cavity; whereas vowels are speech sounds which are produced without any obstruction of the air stream in the mouth cavity. What is meant by obstruction is either a complete closure of the air stream or partial blockage which is narrow enough to produce friction of the air stream.

Notice when we produce vowel /a/, as an example, the mouth cavity is open wide enough so that the air stream going out of the lungs do not find any obstruction in the mouth cavity. On the contrary, when we produce sound /b/, for example, the air stream going out of the lungs are blocked by the closure of the lower lip against upper lip. It is obstructed. And so does sound /b/ is consonant, whereas sound /a/, which is not obstructed, is a vowel. Likewise when we make sound /s/ the air stream is forced to go through the narrow space so that it produces friction, and so sound /s/ is a consonant. In making sound /i/, the mouth cavity is made narrow, but it is not narrow enough so that no friction is heard. That is why sound /i/ is a vowel.

3.2. Points of Articulation

Since consonants are always produced with some obstructions of the air stream in the mouth cavity, then the first step to analyze consonants is by describing 'where the obstruction takes place, which is often termed as 'points of articulation. The place where the air is blocked (the point of articulation) can take place at the lip, between the teeth, or somewhere in the mouth cavity. The most commonly technique used in describing the points of articulation is from the outset part and goes deeper into the mouth cavity.

3.3. Bilabial

Consonant which is obstructed by the lower lip against the upper are called bilabial consonants. The obstruction can be a complete closure can also be a partial obstruction. These bilabial consonants consist of /b/, /p/, /m/, and the approximately sound is /w/. in producing sounds /b/ and /p/ the air stream is blocked using both lips, and then the blockage is release suddenly producing '*explosion*'. In the sound /b/ the vocal cords vibrate, but in producing sound /p/ the vocal cords are wide open so that they do not vibrate.

In producing sound /m/, the air stream is also blocked at the two lips, but we open the nose cavity so that the air goes through the nose cavity. And it is called nasal sound. In producing

sound /w/ the lips do not make completely closure, but it is still noticeable that they make a narrow space. Bilabial consonants: /b/, /p/, /m/, and /w/.

3.4. Labio Dental

Labio Dental sounds are articulated by putting the lower lip between the upper teeth and the lower teeth. The English consonants produced this way are /v/ and /f/. both sounds are produced by narrowing the air passage so as to produce friction. The sound /v/ is accompanied by the vibration of the vocal cords (voiced), whereas the sound /f/ is not vibration (voiceless). Labio Dental consonants: /v/ & /f/.

3.5. Apicodental

Apico is from the word *apex* means the tip of the tongue, and *dental* means related to teeth. English has two apicodental consonants, namely /ð/ and /θ/. These sounds are not found either in Indonesian or Javanese language. The sound /ð/ is found in the beginning of the words ‘they’, ‘that’, ‘those’, and the sound /θ/ is found at the beginning of the words ‘think’, ‘thin’, ‘thick’, ‘thought’. Those both sounds are produce with some frictions. The sound /ð/ is accompanied by the vibration of the vocal cords (voiced), whereas the sound /θ/ is not vibration (voiceless).

3.6. Apicoalveolar

Apicoalveolar consonants re articulated by putting the tip of the tongue (apex) against the alvelum (tooth ridge). This is by far the most productive point of articulation, means that many sounds are articulated at this point, by putting the tip of the tongue against the alvelum. The ways they articulate the air stream will make the sounds different. Sometimes the articulators make a complete closure and release the air suddenly, and produce sounds /t/ and /d/. Sometimes the articulators make a narrow space and produce friction, and thus, we produce sounds /s/ and /z/. Sometimes the air is blocked completely but the nose cavity is opened, and thus nasal sound /n/ is produced. We can also make the tip of our tongue thrill or flap against the alvelum, and so we produce sound /r/. And last of all we make the tip of the tongue narrow enough but do not produce clear friction, and so we produce semivowel /y/.

3.7. Frontopalatal

These consonants are articulated by putting the front of the tongue against the hard palate. One kind of frontopalatal consonants are articulated by closing the air stream altogether and then release it suddenly. These consonants are called ‘*africate*’ and consist of /d / and /t /. The other kinds of consonants are articulated by making a narrow space that produce friction, and are often called ‘*fricative*’. It consists of / / and / /.

3.8. Dorsovelar

Dorso comes from the word *dorsum* means the back of the tongue, velar from the noun *velum* means the soft palate. These sounds are articulated by putting the back of the tongue against the soft palate. There are three English dorsovelar consonants, namely /ŋ/, /k/, /g/. In producing sound /ŋ/ we block the mouth cavity by using the back of the tongue against the alveum, and at the same time we open the nose cavity so that the air goes through the nose cavity. And this is nasal sound.

Sound /g/ and /k/ are articulated almost in the same way. The air is blocked at the same place. In producing sound /g/ the vocal cord is vibrate, and so it is voiced sound; but in producing sound /k/ the vocal cords do not vibrate (voiceless sound).

3.9. Glottal

It is articulated by narrowing the air stream near the epiglottis. The space is not narrow enough to produce friction, but it is legible. This kind of sound is often called semivowel sound. There is only one glottal sound in English is that /h/.

The classification of English consonant phonemes based on point of articulation:

1. Bilabial : /b/, /p/, /m/, /w/
2. Labiodental : /v/, /f/
3. Apicodental : /ð/, /θ/
4. Apicoalveolar : /s/, /z/, /t/, /d/, /l/, /r/, /y/, /n/
5. Frontopalatal : /j/, /ç/, /ʃ/, /tʃ/
6. Dorsovelar : /k/, /g/, /ŋ/
7. Glottal : /h/

The total of English consonant phonemes is: 24 consonants

Consonants chart

Letters	IPA	Examples	Notes
b	[b]	bee, sob	
c/k/ck/q	[k ^h , k]	car, skill, quack	[k ^h] at the beginnings of words, [k] elsewhere
ch/t	[tʰ, t]	chain, nature	[tʰ] at the beginnings of words, [t] elsewhere
d	[d]	dog	
f/ff/gh/ph	[f]	faff, tough, photo	
g	[g]	grand	
h	[h]	hand	initial h's are not pronounced in some dialects
j/g/dg	[dʒ]	judge, gin	
l	[l]	laugh	
m	[m]	moon	
n	[n]	note	
ng/n	[ŋ]	sing, linger, drink	
p	[p ^h , p]	pig, spot, top	[p ^h] at the beginnings of words, [p] elsewhere
r	[ɹ ^w , ɹ, r]	read	varies considerably between dialects
s/ss/c	[s]	sock, lass, city	
sh/s/ti	[ʃ]	share, sure, emotion	
t	[t ^h , t]	tea, stick, let	[t ^h] at the beginnings of words, [t] elsewhere
th	[θ]	three, fifth	
th	[ð]	the, mother	
v/f	[v]	voice, of	
w/u	[w]	wet, quiet	
x	[ks, eks]	box, x-ray	
y	[j]	yacht	
z	[z, s]	zoo, prose	
s/ge/z	[ʒ]	measure, beige, seizure	
ch	[x]	loch	appears in Scottish English

Chapter IV

Consonants: Manner of Articulation

4.1 What is manner of articulation

Manner of articulations are the ways or the manner we articulate (modify the air stream) the speech sounds. Sounds that articulated in the same point of articulation may be different to each other if the manners to articulate the sounds are different. Notice that all /b/, /p/, /m/, and /w/ are all bilabial sounds. They are distinctively different from each other because the ways or manners to articulate them different. In pronouncing sound /b/ we vibrate the vocal cords, but in pronouncing /p/ we do not vibrate the vocal cords. In pronouncing sound /m/ the vocal cords vibrate, and also we open the nose cavity, but in /b/, and /p/ we close the nose cavity. In pronouncing the /w/ we vibrate the vocal cords and close the nose cavity, but the lips do not make complete closure; they just make a narrow space. So the way we articulate the sound will make sounds different from each other.

4.2 Voice and Voiceless

One important point of manner of articulation is seeing whether the sounds are accompanied by the vibration of vocal cords or not. Sounds which are produced with some vibration of vocal cords are called “*Voiced*”; whereas those which are not called “*voiceless*”.

The existence of vibration of the vocal cords can be detected by closing our ears tightly with our fingers. Then we produce the sound. If there is a hissing sound in the ears, the sounds are voiced. If there is not hissing sounds in the ears, the sound is voiceless.

Based on the vibration of the vocal cords, English consonants can be divided into voiced and voiceless.

1. Bilabial : Voiced : /b/, /m/, and /w/
Voiceless : /p/
2. Labiodental : Voiced : /v/
Voiceless : /f/
3. Apicodental : Voiced : /ð/,
Voiceless : /θ/

4. Apicoalveolar : Voiced : /z/, /d/, /n/, /l/, /r/, /y/
 Voiceless : /s/, /t/
5. Frontopalatal : Voiced : /dʒ/, and /tʃ/
 Voiceless : /tʃ/, and /dʒ/
6. Dorsovelar : Voiced : /g/, and /ŋ/
 Voiceless : /k/
7. Glottal : Voiced : /h/

4.3 Stop

Another point to describe the manner of articulation is by describing the modification of the air passage as the air goes out. Sometimes the airstreams is blocked completely and then release it at once. This called stop sounds. They are consisting of ; /b/, /p/, /d/, /t/, /g/, and /k/.

The six stop consonants can be classified into two categories based on the vibration of the vocal cords, and so we may have:

- a. Stop voiced : /b/, /d/, /g/
 b. Stop voiceless : /p/, /t/, /k/

4.4 Africate

This sound is articulated almost in the same way as stop sounds. First we block the airstreams tightly; but then we release them gradually, not at once like stop. It has two sounds are; /tʃ/ , and /dʒ/

4.5 Fricative

Fricative sounds the sounds which are produced by narrowing the air passage so that it produces friction when the airstreams goes through it. Here we do not block the airstreams tightly, but rather we just put the articulators close to each other. The space must be close enough so that it

will produce friction when the airstreams goes through it. This sounds consist of ; /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/. If we apply the principles of voiced and voiceless, then we can group the fricative sounds into two:

a. Fricative voiced : /v/, /ð/, /z/, and /ʒ/

b. Fricative voiceless : /f/, /θ/, /s/, and /ʃ/

Remember: there is affricate, fricative, but no affricative.

4.6 Nasal

If the airstreams is blocked somewhere in the mouth cavity, and at the same time the uvula is lowered down so the nose cavity is open., then we produce nasal sounds. Those sounds include: /m/, /n/, and /ŋ/.

In producing sound /m/ we block the airstreams by two lips (bilabial) whereas to produce sound /n/, we block the airstreams by the two tip of the tongue against the alveum (apicoalveolar). In order to produce sound /ŋ/ we block the airstreams by putting the back of the tongue (dorsum) against the soft palate (velum). All three nasal sounds are voiced.

4.7 Lateral

This sound is articulated by placing the tongue in the middle of the mouth cavity so that the airstreams can go through its both sides. There is only one single lateral consonant in English that is /l/. It is accompanied with the vibration of vocal cords, and so it is voiced.

4.8 Flap or Thrilled

Many people disagree about the position of English /r/. it is called flapped, because in producing it we curl the tongue backward and it flaps against the hard palate. Some other people called it thrilled, because in producing it we make our tongue thrill against the hard palate, especially American /r/ or Indonesian /r/. some other people call it fricative since they consider the narrow opening between the tongue and the hard palate. Still others call it semivowels.

4.9 Semivowel

It is called semivowel because in producing these sounds no friction is heard, so that the definition is not a consonant. But the articulation is legible enough, we still can feel it. And so it is in between, and so we call these sounds “*semivowel*”

4.10. Summary

Based on the manners of articulation, English consonants can be classified into:

1. Stop : a. Voiced : /b/, /d/, /g/
 b. Voiceless : /p/, /t/, /k/
2. Affricate : a. Voiced : /tʃ/ /
 b. Voiceless : /tʃ/ /
3. Fricative : a. Voiced : /v/, /ʒ/, /ʒ/ /
 b. Voiceless : /f/, /s/, /s/ /
4. Nasal : a. Voiced : /b/, /d/, /g/
 b. Voiceless : /m/, /n/, /ŋ/
5. Lateral : Voiced : /l/
6. Flap/trilled : Voiced : /r/
7. Semivowel : a. Voiced : /w/, /y/
 : b. Voiceless : /h/

4.11. Consonant Chart

After discussing point of articulation and manners of articulation, we can now put all English consonants in diagram showing their points and manners of articulation. This diagram is often called consonant chart.

<i>Chart of English Consonant Phoneme</i>									
<i>It possesses 24 voiced/voiceless consonant phonemes, as follows:</i>									
Place of Art.		Labio			Palato				
Manner of Art.	Bilabial	Dental	Dental	Alveolar	Alveolar	Palatal	Velar	Glottal	Jumlah

Stop	Voiceless	P			t			k		6
	Voiced	B			d			g		
Fricative	Voiceless		f	θ	s	ʃ				8
	Voiced		v	ð	z					
Affricate	Voiceless									2
	Voiced									
Nasal	Voiceless									3
	Voiced	m			n			ŋ		
Lateral	Voiceless									1
	Voiced				l					
Flap/Thrilled	Voiced				r					1
Semivowel	Voiceless							h		3
	Voiced	w				y				

4. 12. Articulatory Terms

Having put all the consonants in a consonant chart like the one above, we can now give the technical term for each English consonant. In the discussion that follows these technical terms are used to call the name of English consonants.

/b/: bilabial stop voiced

/p/: bilabial stop voiceless

/d/: apicoalveolar stop voiced

/t/: apicoalveolar stop voiceless

/g/: dorsovelar stop voiced

/k/: dorsovelar stop voiceless
/d /: frontopalatal fricative voiced
/t /: frontopalatal stop voiceless
/v/: labiodental fricative voiced
/f/: labiodental fricative voiceless
/ð/: apicodental fricative voiced
/θ/: apicodental fricative voiceless
/z/: apicoalveolar fricative voiced
/s/: apicoalveolar fricative voiceless
/ ʃ /: apicopalatal fricative voiced
/ ʃ /: apicopalatal fricative voiceless
/m/: bilabial nasal voiced
/n/: apicoalveolar nasal voiced
/ŋ/: dorsovelar nasal voiced
/r/: apicoalveolar flap voiced
/l/: apicoalveolar lateral voiced
/w/: bilabial semivowel voiced
/y/: apicoalveolar semivowel voiced
/h/: glottal semivowel voiced

REVIEW EXERCISES:

A). Give the technical terms for the following descriptions:

1. Two lips
2. Teeth
3. Tooth ridge
4. Hard roof of the mouth
5. Soft roof of the mouth
6. Appendage behind the soft palate
7. Appendage behind the tongue
8. opening in the mouth
9. Opening in the nose
10. Tip of the tongue
11. Back of the tongue
12. Membranes in the larynx

B). Give definition to the following terms:

1. Consonant
2. Vowel
3. Point of articulation
4. Bilabial sound
5. Labiodental sound
6. Apicoalveolar sound

Chapter V

Vowels

5.1 What is a vowel

As when we are talking about consonants, the term vowel must be defined as a speech sound; it is not a letter. Contrasted to consonants, vowels are speech sounds which are produced with out clear production of the air stream in the mouth cavity. The air is just modified slightly in the air passage so as to make different kind of vowels. But the friction is not narrow enough so that there is no hissing sound or friction as the vowels are produced.

Take as an example sound /s/. Whilst we produce it, the air stream is not completely blocked, but is narrowed down so that as the air passes it, it will produce friction. When we produce sound /i/, which is a vowel we also narrow down the air passage in the mouth cavity, but the passage is not narrow enough so that there is no friction when we pronounce /i/. So hissing line here is considered to be limit between a consonant and a vowel. If the air passage is not narrow enough so that there is no friction, then we produce vowels; but when the air passage is narrow enough so that there is friction when we produce consonants.

The imaginary line in the mouth cavity that separates vowels and consonants is often called ‘vowel limit line’

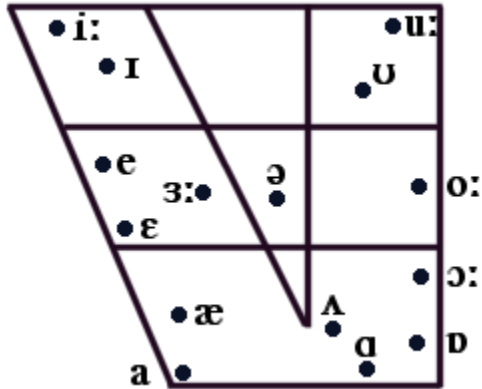
5.2 How to describe vowels

Vowels can be described conveniently based on the obstruction of the air stream, which is based on the point of articulation and the manner of articulation. Because vowels do not have obstruction, it is impossible for us to describe them on the base of their articulation. On the other hand, we can describe vowels based on the following activities.

- 1.The relative position of the tongue in the mouth cavity
- 2.The position of the lips
- 3.The muscular effort in their production

5.3 The relative position of the tongue in the mouth cavity

Notice the Face Diagram bellow



5.4 Vowel area

In producing vowels, the tongue can freely move within the vowel area. It cannot cross the vowel limit, because once it crosses the vowel limit, it will produce friction or even closure of the air passage and consequently consonants are produced, instead of vowels.

The vowel area, as it is seen in the face diagram should be divided into smaller areas in order to locate the position of the tongue in producing a certain vowel sound. Horizontally it is divided three parts; front, central and back and vertically it is also divided into three parts: high, mid, low. (pay attention to the terms central and mid)

5.5 Full vowels:

Full vowels are those that appear in stressed syllables.

Monophthongs	Short		Long		
	Front	Back	Front	Central	Back
Close	I	ʊ	i:		u:
Mid	ɛ	ʌ		ɜ:	ɔ:

Open	æ	ɒ		ɑɪ
------	---	---	--	----

- /ɪ/: **bid**
- /ʊ/: **good**
- /ɛ/: **bed** (sometimes transcribed /e/)
- /ʌ/: **bud**
- /æ/: **bat** (sometimes transcribed /a/)
- /ɒ/: **pot**
- /i:/: **bead**
- /u:/: **booed**
- /ɜɪ/: **bird** (sometimes transcribed /əɪ/)
- /ɔɪ/: **bought, board**
- /ɑɪ/: **father, bard**

Diphthongs	Closing		Centring
	to /ɪ/	to /ʊ/	
Starting close			ɪə ʊə
Starting mid	eɪ ɔɪ	əʊ	ɛə
Starting open	aɪ	aʊ	

- /eɪ/: **bay**
- /ɔɪ/: **boy**
- /əʊ/: **toe**
- /aɪ/: **buy** (sometimes transcribed /ʌɪ/)
- /aʊ/: **cow**
- /ɪə/: **beer**
- /ʊə/: **boor** (falling out of use in British English; often replaced by /ɔɪ/)
- /ɛə/: **bear** (sometimes transcribed /ɛɪ/)

Reduced vowels:

Reduced vowels occur in unstressed syllables.

- /ɪ/: roses

- /ə/: Rosa's, runner
- /l/: bottle
- /n/: button

/m/: rhythm

5.6 How to Pronounce -ed in English

The past simple tense and past participle of all regular verbs end in -ed. For example:

base verb (v1)	past simple (v2)	past participle (v3)
work	worked	Worked

In addition, many adjectives are made from the past participle and so end in -ed. For example:

- I like painted furniture.

The question is: How do we pronounce the -ed?

The answer is: In 3 ways - / Id/ or / t/ or / d/

If the base verb ends in one of these <u>sounds</u> :		example base verb*:	example with -ed:	pronounce the -ed:	extra syllable?
unvoiced	/t/	want	wanted	/ <u>Id</u> /	yes
voiced	/d/	end	ended		
Unvoiced/ voiceless	/p/	hope	hoped	/ <u>t</u> /	no
	/f/	laugh	laughed		
	/s/	fax	faxed		

	/s/	wash	washed		
	/tʃ/	Watch	watched		
	/k/	Like	liked		
voiced	all other sounds, for example...	Play	played	/d/	
		Allow	allowed		
		Beg	begged		

* note that it is the sound that is important, not the letter or spelling. For example, "fax" ends in the letter "x" but the sound /s/; "like" ends in the letter "e" but the sound /k/.

Exceptions

The following -ed words used as adjectives are pronounced with /ɪd/:

- aged
- blessed
- crooked
- dogged
- learned
- naked
- ragged
- wicked
- wretched

1. What is meant by “good speech” and “bad speech”?
2. Tell briefly the organs speech and each position?
3. What is the definition of diphthong?
4. Write the vowels phonetic symbols then divide them into pure vowel, centring diphthong and closing diphthong?
5. Classify the consonant according to the organs which articulate them and according to manner in which the organs articulate them?
6. Change this sentence into phonetic spelling sentence?
It was really good time when I met my girl friend at the old campus.
7. Practice pronouncing the words below (Test Orally)

I take it you already know
of tough and bough and cough and dough?
Others may stumble but not you
on hiccough, slough and through.
Well done! And now you wish perhaps,
to learn of less familiar traps?

Beware of heard, a dreadful word
That looks like beard and sounds like bird.
And dead, it's said like bed, not bead-
for goodness' sake don't call it 'deed'!
Watch out for meat and great and threat
(they rhyme with suite and straight and debt).

A moth is not a moth in mother,
Nor both in bother, broth, or brother,
And here is not a match for there,
Nor dear and fear for bear and pear,
And then there's doze and rose and lose-
Just look them up- and goose and choose,

And cork and work and card and ward
And font and front and word and sword,
And do and go and thwart and cart-
Come, I've hardly made a start!
A dreadful language? Man alive!
I'd learned to speak it when I was five!
And yet to write it, the more I sigh,
I'll not learn how 'til the day I die.

Pronunciation Practice Through Dialog Scripts

Dialog Practice Develops Meaningful Word Fluency and Communication

Dialog pair work is indispensable as a method of improving fluency, turn-taking, voice inflection and useful, meaningful language. Any kind of script will serve the same cause, but working specifically with dialogs gives students the opportunity to work with a partner and not a larger group in which some learners may be intimidated.

Dialog Script Sample for Pronunciation

Dialog Script Using “F” and “V” sounds:

- Valerie: Hey Fred. I’m very hungry. Will you do me a favor?
- Fred: Sure Valerie. For you...anything.
- Valerie: The vending machine is broken. The factory will only fix it next week. Will you buy me some fries, fish and vegetables at the fast-food place on Valley Street?
- Fred: Sure. It will probably be more than five dollars. Do you have money to give me?
- Valerie: Here is five dollars. Today the sodas are free. Thanks very much Fred.
- Fred : You’re welcome. By the way, are you free on Friday night? We are all going to the Food Fair on Van’s farm?
- Valerie: Actually, I really don’t like fairs, but you know, for you, I am free on Friday night.
- Fred: Great. I have your cell-phone number...so I’ll call you soon.
- Valerie: Fine.

Working on dialogs will facilitate practice and sharpening of clear sounds in the context of real conversation in the new language. In general, acting out dialogs either in front of the whole class, or in small groups, gives all the students the platform to participate, practice, listen to others, and improve in their pronunciation skills.

Bibliography

Sukrisno, Alim. 2010. English Pronunciation Practice. Unpublished Handout.

Kelly, Gerald. 2000. How to Teach Pronunciation. Essex: Longman

Fry, D.B. 1987. *The Physics of Speech*. Cambridge: CUP.

Johnson, K. 1997. *Acoustic & Auditory Phonetics*. Oxford: Blackwell.

Ladefoged, P. ²1996. *Elements of Acoustic Phonetics*. Chicago: University of Chicago Press.