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FACULTAD DE CIENCIAS SOCIALES

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INGLÉS

PHONETICS AND PHONOLOGY

APOLO CAJAMARCA YHIRA JOHANNA
LICENCIADA EN CIENCIAS DE LA EDUCACIÓN

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EXAMEN COMPLEXIVO

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SARMIENTO CHUGCHO KLEBER OSWALDO

MACHALA, 27 DE AGOSTO DE 2019

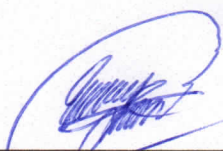
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ABSTRACT

ESTRATEGIAS PARA IDENTIFICAR LOS SONIDOS SONOROS Y NO SONOROS DE LAS CONSONANTES DEL IDIOMA INGLÉS

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This project is aimed at knowing the practical strategies that will help us to articulate the voiceless and voiced sounds in English language. This study will help us to know the difference in the pronunciation of these sounds.

The main reference of this research is the experience and the analysis of the vocabulary for an effective and meaningful teaching. It is well known that the English Language presents a certain intonation pattern, even the speed of the speaker seems very similar in certain words with different meanings.

The purpose of this important research is to provide teachers appropriate methodological strategies that will help us in the understanding of clear pronunciation in the production of sounds.

Keywords: Strategies, place of articulation, articulators, voiceless sound and voiced sounds, production.

RESUMEN

Este proyecto está dirigido a conocer las estrategias prácticas que nos ayudará a la articulación de los sonidos sonoros y no sonoros de las consonantes del idioma inglés, estudio que nos ayudará a conocer la diferencia en la pronunciación de fonemas.

El referente principal de esta investigación es la experiencia y el análisis del vocabulario para una enseñanza eficaz y significativa ya que el Idioma Inglés presenta cierta entonación, acentuación y hasta la velocidad del hablante muy parecida en ciertas palabras con significado distinto.

El propósito de esta importante investigación es proveer a los profesores las estrategias metodológicas adecuadas que ayudarán en la en la comprensión de la pronunciación clara y la producción de los sonidos.

Palabras clave: Estrategias, lugar de articulación, articuladores, voces no sonoras y voces sonoras, producción.

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INTRODUCTION

The English language is a language known throughout the world for the importance it has gained internationally in some places. Therefore, it is identified as a universal language. At the time of learning it, the phonetics of its alphabet have become somewhat complex and therefore in its vocabulary to discover some very similar words in pronunciation and with a very different meaning.

The teaching of the English language has been modified over the years, when we remember how it was to learn the language, I particularly consider that the teachers focused on grammar instruction of vocabulary and the management of grammatical structures that helped communicate with foreign people. Although there were many inconveniences at the time of speaking since each language has its own phonetics that characterize it and that prevented articulate new sounds correctly which often discouraged the speaker.

Currently, the teaching of the English language has evolved through technology that has allowed global communication in view of the need for the environment where an individual develops, whether to make purchases, study, work, schedule trips and meet and interact with other people. Situations that have caused the search to improve teaching through new strategies where the constant practice of pronunciation predominates especially where the student must know the articulators that promote the correct sounds of English speaking.

The practice is developed through English speaking skills: listening, reading, speaking, and writing the same that lead us to improve our correct pronunciation of voiced sound and voiceless sound every day and differentiate words with characteristic sounds.

It would be very important to assume the pronunciation problem as a priority when studying a second language, I think that knowing the phonemes that the International Phonetic

Alphabet (IPA) teaches to students would be very useful. Through a constant theoretical and practical study, it will be easier for all students to understand articulated sounds and we will easily understand the language and, above all, we can recognize both the voiced and voiceless sound of the English language consonants.

DEVELOPMENT

COMPLEXIVE EXAMEN PRACTICAL DIMENSION

Some teachers do not know how to teach students to identify voiced and voiceless sound of the Consonants.

What strategies should the teacher use to teach students to articulate and recognize between the voiced and voiceless sound of consonants of the English language.

CONSONANTS

There are 24 English consonant phonemes that we are familiar with. They differ in their voicing, manner and place of articulation.

In English sometimes the consonants are doubled this is possible when the word uses a gerund, for Example: hop/hopping (Safotso, 2018)

PLACE OF ARTICULATION

It talks about the points where the articulators come close to make sounds.

The place where the main articulator activates the movement producing the sound whether it is voiced or voiceless sound.

These places of articulation are exactly where one or more mouth organs are used that, with the passage of air, make contact with each other, forcing the air to come out or repressing it.

MANNER OF ARTICULATION

According to the mode of articulation, the different consonant sounds are produced. These vary by the relationship that exists in some cases between the articulators who when working together produce a new sound or a new phoneme.

There are several ways to produce a sound and this depends on the air flow if it is limited, interrupted, developed or conducted, to obtain the various forms. For Example:

Plosive: *pin/bin/, cap/cab, pig/pick*

Affricates: *church, judge, nature, larger*

Fricatives: *fan/van, phase, above, these*

Nasal: *more, room, sing, know*

Lateral: *pulling, live, pool*

Approximant: *hurry, car, young, wet* (Karen L. Ford, 2014)

Table 1. English Consonant Phonemes

ENGLISH CONSONANT PHONEMES									
Voiceless/ Voiced									
How to make the sound? What happens?			PLACE OF ARTICULATION						
			Bilabial	Labio-dental	Dental	Alveolar	Palato-alveolar	Palatal	Velar
			Put both lips together	Use top teeth and bottom lip	Use tongue behind top teeth	Touch bump behind teeth with tongue	Between	Hard bit on the roof of mouth	Touch roof of mouth (the soft bit) with your tongue
MANNER OF ARTICULATION	Plosive	Stop air. Let it go suddenly	p b			t d			k g
	Affricate	Stop air. Let it go gradually					tʃ dʒ		
	Fricative	Let air pass through		f v	θ ð	s z	ʃ ʒ		h
	Nasal	Let air out of your nose	m			n			ŋ
	Lateral	Air goes round tongue				l			
	Approximant	Nearly touching	(w)				r	j	w

In this table can find the Place of Articulation explaining the mouth organs to do activity and describe the Manner of Articulation or way in which consonant phonemes are produced.

Source, How to teach pronunciation by Gerald Kelly.

VOICING

It is the sound that is produced when processing or activating the articulation points, normally these sounds are appreciated when pronouncing the consonants in which the vocal cords produce vibration or a particular sound that allows differentiating the different phonemes from the English language. Among them we have the Voiced and Voiceless

Voiced and Voiceless

There are two types of consonant sounds which are distinguished by the way in which these sounds are produced by the position and movement of the articulating points causing a Voiceless-sound sound with normal breathing and open vocal cords. When the vocal cords are closed the air is controlled by the muscles which causes the vibration of the vocal cords when emitting a sound giving a different tone known a voiced sound.

Voiced Consonant

When the vocal cords produce VIBRATION can feel putting the fingers on the larynx. For example, if we articulate the voiced consonant / v / the vibration will be feel easily. /b/ - /d/ - /g/.

There is vibration when the air comes out of the breath producing sound waves in the vocal cords.

Voiceless Consonants

Try to pronounce other consonants as /p/, /t/, /k/ this kind of articulation does not produce vibration. (HILLES, 2016)

This type of articulation is different because the strings do not produce vibrations, and sometimes they have the same position but occupy the same air of their breathing. (Mensah, 2014)

STRATEGIES TO RECOGNIZE THE VOICED AND VOICELESS CONSONANTS SOUND.

1.-IPA

The first strategy that we must apply with our students is to teach them the basics of the International Phonetic Alphabet (IPA) i.e. the place of articulation, manner of articulation, and voicing. By doing this, students will be able to produce the consonant sounds properly.

2.-GRAPHEMES

A grapheme is the single unit of a writing system of any particular language. Teachers should teach the students how the graphemes represent the speech sounds in the IPA system. By doing this, English learners will know how to produce the sounds correctly. (BROOKS, 2015)

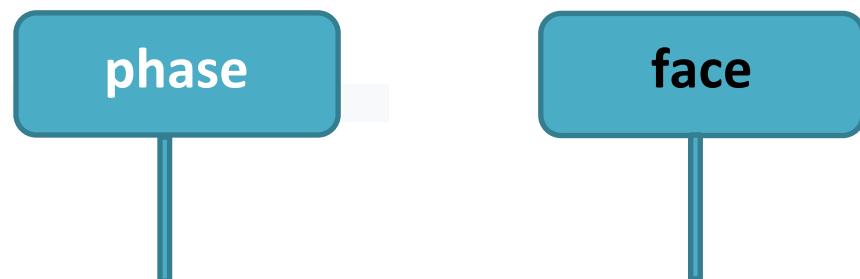
3.-DRILL PRACTICE

This learning is a very old, but effective strategy for English teachers and students because the repetition helps us to recognize the phonetic in order to produce the sound. We are familiarizing our ear to a second language. (Vera, 2017)

4.-CARDS

Using cards to identify sounds is a very entertaining and useful practice where we must listen and recognize the word written on the card in this way we develop our ears and learn to identify the word.

Example: Identify the word.



5.- PHONETIC TRANSCRIPTION

The Phonetic Transcription is the graphic representation of the phonemes. This exercise will be very useful. The students could make a reading through graphemes or writing in this way we will know if their learning has been significant.

6.-MINIMAL PAIRS

This practice is very important since in this way we will know the difference between the very different words in their meaning with very similar sounds to each other.

Example:	
tan	than
tear	their
toes	those
tease	these
ten	then
toe	though

7.-FEEDBACK TRAINING

This strategy trains the brain and language where memory assimilates sounds through practice with the use of useful skills to learn English as listening and speaking, reading and writing through a means of co-communication where the practice is real and sometimes necessary. (Education, Vol. 10, No. 8; 2017)

8.- READING, PRONOUNCE AND MATCH

This very entertaining and useful strategy where the student has to link the transcription to the word that corresponds to that sound. This activity could be done with any vocabulary.

9.- TRANSCRIPTIONS AND PICTURES

An alternative to entertain and learn the phonemes of English where the student has to recognize the transcription that corresponds to the graph an activity that would make the class more motivating.

Example: Match the animal with their Phonetics name correctly.



eləfənt



dʒərəɛf



ləjən



tajgər

10.-DICTATION

This teaching strategy is where students will analyze their learning, when listening and understanding the word correctly, identifying the sound sounds of the non-sounds of the consonants and the words with similar articulation but a different sound and meaning.

RESULT

At the end of this thesis we learned the importance of understanding the sound and non-sound sounds of consonants. Taking as a main reference the International Phonetic Alphabet (IPA). Certainly many teachers have not used the IPA in the teaching of the English language is the reason why many students do not know the graphemes of the language and when they observe it in a dictionary they do not know how to identify it due to the lack of that knowledge.

Through this research we have known some strategies that will help us to know, identify and articulate the sounds correctly.

The importance of this work is that if we understand what we hear we can talk without fear of being wrong. In this way we will have effective communication.

A boring English class results in students with a low level of knowledge in the subject, and many fail. This is one reason why we provide help to teachers and provide the option to improve English language teaching. These strategies change the tedious learning environment, in a place full of motivation and interest.

CONCLUSIONS

One of the main problems both in teaching and in learning the English language has been the lack of understanding of the sound and non-sound sounds of the English language.

mainly the teacher must start his teaching together with the international phonetic system so that the student begins his study clearly knowing the sounds of a new language and that these can be very different that to be able to pronounce it they must know the IPA, but above all carry out continuous and meaningful practices so that our brain retains the sounds of the foreign language.

To provide students with knowledge, the teacher must apply some skills that will allow them to master these sounds in some cases some sounds that are not emitted in our mother tongue. The teacher should consider the constant practice of English phonetics.

The communication between students and student-teacher will be much more continuous since through the practice of conversation they develop the skills of listening and speaking. Getting familiar with the language is the goal, and detachment from the mother tongue when trying to learn a new language is the job where it should start.

Students are often discouraged because they say that the English language understands one word and writes another, and for that if learning begins with phonetics, they will have a better understanding.

Through different activities the student must remain in practice until he can recognize or identify the phonemes specifically between the Voiced sound and Voiceless sound of the consonants in the English language.

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