

Project Overview

Welcome to [Unlocking Phonetics and Phonology: Investigative Approaches to Easing Learning Challenges for EFL Students] where the captivating world of phonetics and phonology unfolds before your eyes.

This magazine aims to unlock the world of phonetics and phonology for the students of English studies, that face challenges with these branches of linguistics.

According to a survey questionnaire that was done in the Academic year 2023\2024. In order to explore students' preferences, challenges, and needs regarding educational content, with a particular focus on phonetics and phonology. This study employs a mixed-methods research methodology, combining quantitative and qualitative techniques to provide a comprehensive analysis of student experiences and expectations.

The study involved over 50 participants from the English Department at Cadi Ayyad University, all of whom are pursuing a license degree. These participants were selected to provide insights into the unique challenges and experiences encountered while learning phonetics and phonology, as these subjects are integral to their curriculum. The choice of participants aimed to ensure that the data collected was highly relevant to the research questions regarding educational needs and obstacles in these linguistic fields. The survey they completed included both closed-ended and open-ended questions, allowing for a comprehensive collection of quantitative data and qualitative feedback on their learning experiences. The information for this study was gathered throughout the academic year 2023/2024, enabling a detailed longitudinal analysis of student experiences and educational outcomes.

39.3% of the participants have rated the difficulty of phonetics and phonology to be hard, 26.8% rated it to be very hard, and only 1.8% rated it to be very easy. Based on these statistics we conclude that the majority of the students find challenges with these branches. Therefore, it is important to try to create a simplifying tool for these students to enhance their understanding of phonetics and phonology.

Within this magazine you will find exercises, linked websites for pronunciation, and test pages. These supplementary materials were chosen based on the answers provided by the participants on the questionnaire. Since 55.5% of the participants find difficulty in applying concepts to practical examples, 41.1% of them find difficulty in memorizing terms, 35%.7% don't understand theoretical concepts, and 30.4% find problems with pronunciation practice. This interactive content is rated on a scale from 1 to 5 by 37.5% a 5, 32.1% a 3, and 19.6% a 4. Therefore, we conclude the importance of active learning for the students.

In this magazine we will be using simple language to explain complex concepts. 82.1% voted for it in contrast to complex language. Also, you will find a Glossary that will provide you with definitions if they're needed.

What is linguistics?

For our study purposes, we need first of all to know what is linguistics ?

PAROLE VS. LANGUE AND PERFORMANCE VS. COMPETENCE

From ancient times until the present, language purists have believed that the task of the grammarian is to/prescribe (rather than describe) correct usage that all educated people should use in speaking and writing. Prescriptive language scholars have laid down rules that are often based on Latin and Greek, on a classical canon of literary works, on the origin of particular words, on logic, or simply on their personal likes and dislikes. Prescriptivists have been criticized for not taking sufficient account of ongoing language change and stylistic variation. By contrast, the aim of linguistics is to describe language objectively and systematically. Descriptive linguists observe and analyze language as it is used naturally in any given speech community , and they attempt to discover the rules and regularities of the underlying language system, or code. Parole vs. langue and performance vs. competence In order to separate the two meanings of the word language illustrated in the last sentence of the previous paragraph, the Swiss linguist Ferdinand de Saussure (1857-1913) proposed the French terms parole to refer to actual language use (i.e. to concrete utterances) and langue for a speech community's shared knowledge of a language (i.e. for the language system). A similar dichotomy was put forward by the American linguist Noam Chomsky (b. 1928), who used the terms performance and competence to refer to largely the same concepts. Chomsky, however, put more emphasis on the individual nature of language. Performance, then, is the actual language use of an individual speaker, and competence is that individual speaker's knowledge of the language. Chomsky later replaced these terms with E(xternalised)-language and I(nternalised)-language, but the new terms are rarely used.

THE FOUR CORE AREAS OF LINGUISTICS

The system or structure of a language (langue or competence) can be described at four different levels, which form the core areas of linguistics, sometimes called microlinguistics: (1) Phonetics and phonology deal with pronunciation, or, more precisely, with speech sounds and the sound system. (2) Morphology covers the structure of words. (3) Syntax explains sentence patterns. (Morphology and syntax, often combined into morphosyntax, have traditionally been referred to as grammar.) (4) Lexicology and semantics describe the vocabulary, or lexicon, and explore different aspects of meaning. Skandera and Burleigh (2005).

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PHONETICS

Phonetics first of all divides, or segments, concrete utterances into individual speech sounds. It is therefore exclusively concerned with parole or performance. Phonetics can then be divided into three distinct phases: (1) articulatory phonetics, (2) acoustic phonetics, and (3) auditory phonetics. (1) Articulatory phonetics describes in detail how the speech organs, also called vocal organs or articulators, in the vocal tract are used in order to produce, or articulate, speech sounds. (2) Acoustic phonetics studies the physical properties of speech sounds, i.e. the way in which the air vibrates as sounds pass from speaker to listener. A spectrograph is a machine that measures the sound waves and depicts them as images, called spectrograms or sonograms, showing the duration, frequency, intensity, and quality of the sounds. (3) Auditory phonetics investigates the perception of speech sounds by the listener, i.e. how the sounds are transmitted from the ear to the brain, and how they are processed (Skandera and Burleigh (2005).

ARTICULATORY PHONETICS

Organs of Speech Production:

As we have stated, Articulatory phonetics is concerned with the production of sounds. It is important to know the organs that are included in this production. Ladefoges and Johnson (2015) have summarized the speech production mechanism into four main components. First, the airstream process includes all the ways of pushing air out and in, and they have considered the lungs to be the prime mover in this process. The phonation process is the name given to the actions of the vocal folds.

There are two main possibilities: voiced sounds in which the vocal folds are vibrating and voiceless sounds in which they are apart. The possibility of the airstream going out through the mouth, as in [v] or [z], or the nose, as in [m] and [n], is determined by the oro-nasal process. The movements of the tongue and lips interacting with the roof of the mouth and the pharynx are part of the articulatory process. In other words, the organs that take part in the articulation of sounds are lungs, larynx, oral cavity, nasal cavity, and articulators (tongue, lips, teeth, alveolar ridge, and soft palatal or velum). We can see these organs in figure 1.1.

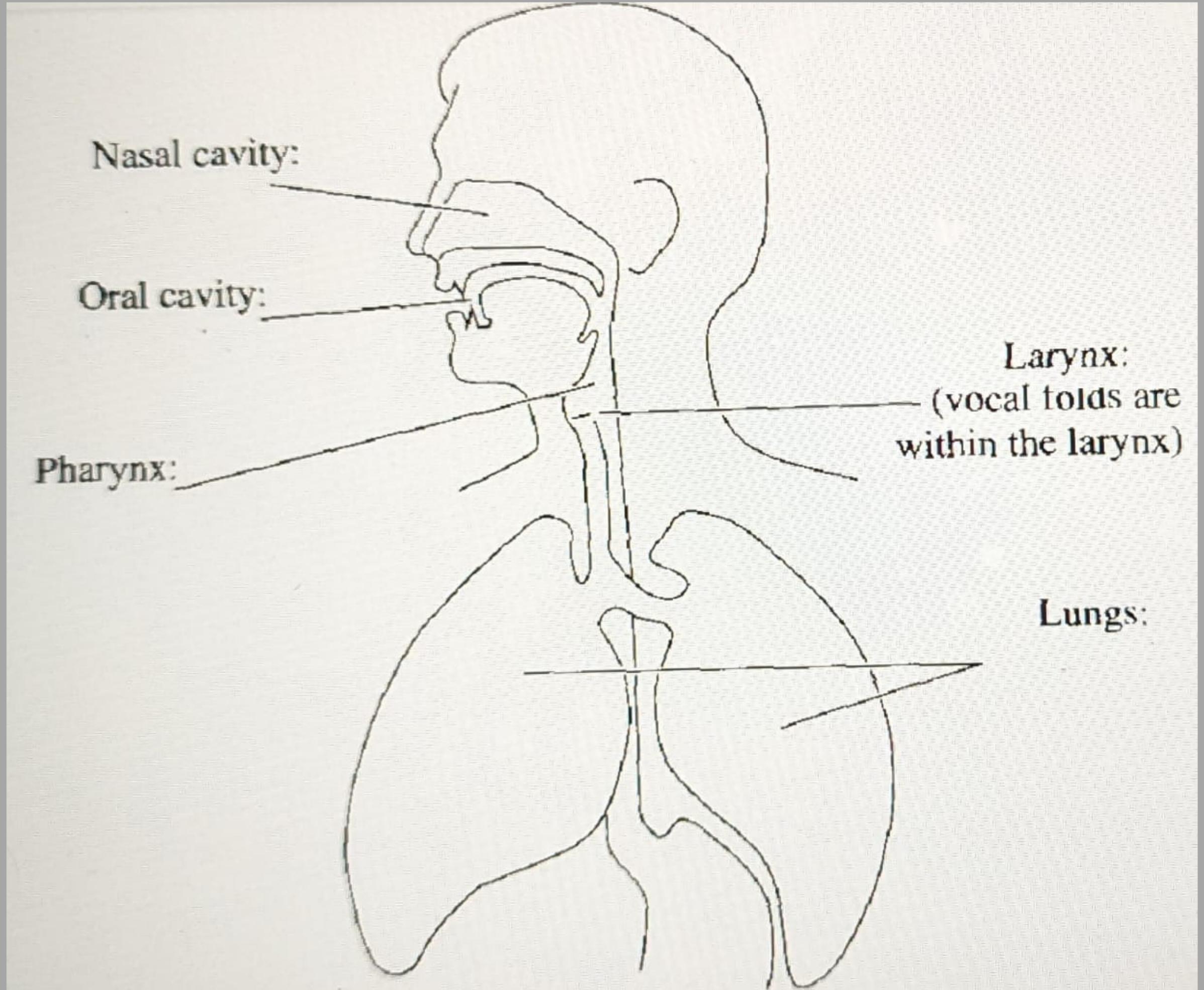


Figure 1



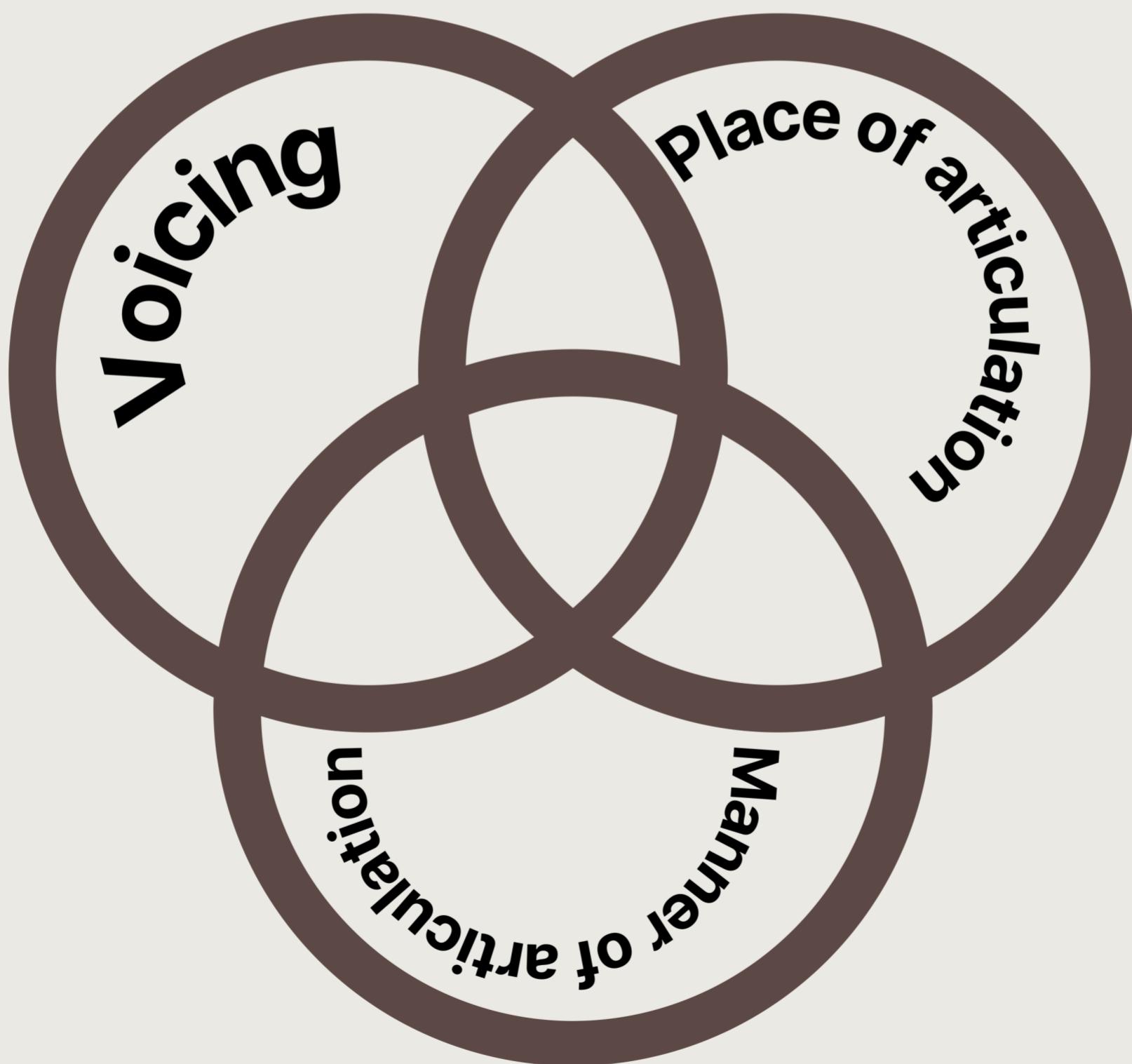
- This is a general overview of the speech organs but later on, we will delve more deep and specific into them at each time we encounter them in our explanation of consonants .

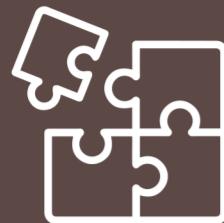
Description of Sounds



Consonants :

Alright, picture the consonants as the quirky building blocks of spoken language. They're like the eccentric characters at a cocktail party – each with their own unique style and flair. So, what do they do? They're like the bouncers of speech, narrowing down the options, and only letting certain sounds through. And just like gossip at a party, we can categorize these linguistic gatekeepers based on three main factors :





Voicing

What is Voicing ?

In the wild world of speech production, air takes the stage as the ultimate performer, but it doesn't just show up on its own – oh no! It's the lungs that kick it off, grooving to the beat set by the ribs. As the air boogies its way out, it carves a path known as 'the airstream.' But here's where the party really gets started: when the air meets the vocal cords. That's where the magic happens, folks! It's like a vocal cords' concert where the operation of **Voicing** takes center stage and sets the tone for the linguistic symphony ahead .

Voicing refers to whether the vocal cords are vibrating or not during the production of a consonant sound. Which will produce to us two kinds of consonant voiced and voiceless. We can understand this distinction through the following explanation: If you make a long English [s] or a long [f], prolonging these sounds for several seconds, and cup the palms of your hands over your ears, you will not feel any buzzing or vibration in your ears. If, however, you pronounce a long [z] or a long [v] in the same manner, prolonging them for several seconds, and hold your hands over your ears in this way, you will feel such a vibration and hear a buzzing in them. This will be very clear if you pronounce first the [f] and then the [v], the [s] and then the [z]. Be sure to prolong them long enough to be able to feel and hear the difference. The sounds which do not have this vibration or buzzing are called voiceless sounds. Those which do are called voiced sounds. All speech sounds are either voiced or voiceless, no matter what the articulation (Smalley. A.,1968).

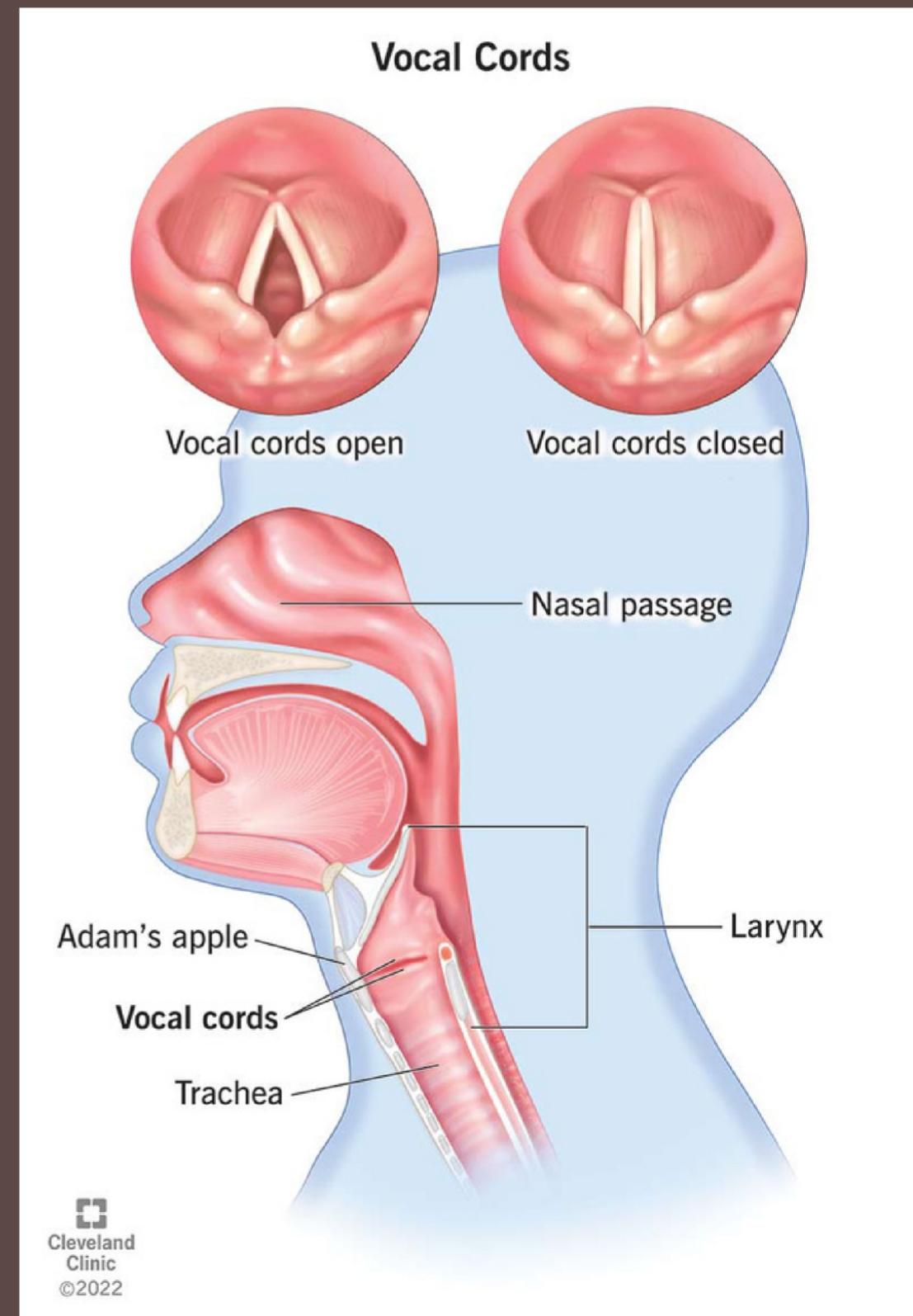
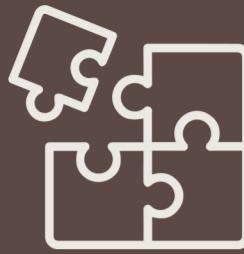


Figure 1.1



The vocal cords are vibrating means refers to the rapid oscillation or movement of the vocal cords .



Place of Articulation:

Place of articulation or the Place of Obstruction tells where the primary modification of the airstream happens in the vocal track. In the classification system for consonants, “place” denotes the location or place of obstruction and the active organ of speech involved in the articulation stage of the production of the consonants Clark and Yallop (1992: 79).

The parts of the vocal tract that can be used to form sounds are called articulators. The articulators that form the lower surface of the vocal tract are highly mobile. They make the gestures required for speech by moving toward the articulators that form the upper surface. Try saying the word - capital-and note the major movements of your tongue and lips. You will find that the back of the tongue moves up to make contact with the roof of the mouth for the first sound and then comes down for the following vowel. The lips come together in the formation of p and then, come apart again in the vowel. The tongue tip comes up for the t and again, for most people, for the final l. The names of the principal parts of the upper surface of the vocal tract are given in Figure 1.2. The upper lip and the upper teeth (notably the frontal incisors) are familiar enough structures. Just behind the upper teeth is a small protuberance that you can feel with the tip of the tongue. This is called the alveolar ridge

You can also feel that the front part of the roof of the mouth is formed by a bony structure. This is the hard palate. You will probably have to use a fingertip to feel farther back. Most people cannot curl the tongue up far enough to touch the soft palate, or velum, at the back of the mouth. The soft palate is a muscular flap that can be raised to press against the back wall of the pharynx and shut off the nasal tract, preventing air from going out through the nose. In this case, there is said to be a **velic closure**. This action separates the nasal tract from the oral tract so that the air can go out only through the mouth. At the lower end of the soft palate is a small appendage hanging down that is known as the uvula. The part of the vocal tract between the uvula and the larynx is the pharynx. The back wall of the pharynx may be considered one of the articulators on the upper surface of the vocal tract (Ladefoged&jonhson,2015). As shown in figure 1.2.

Figure1.2

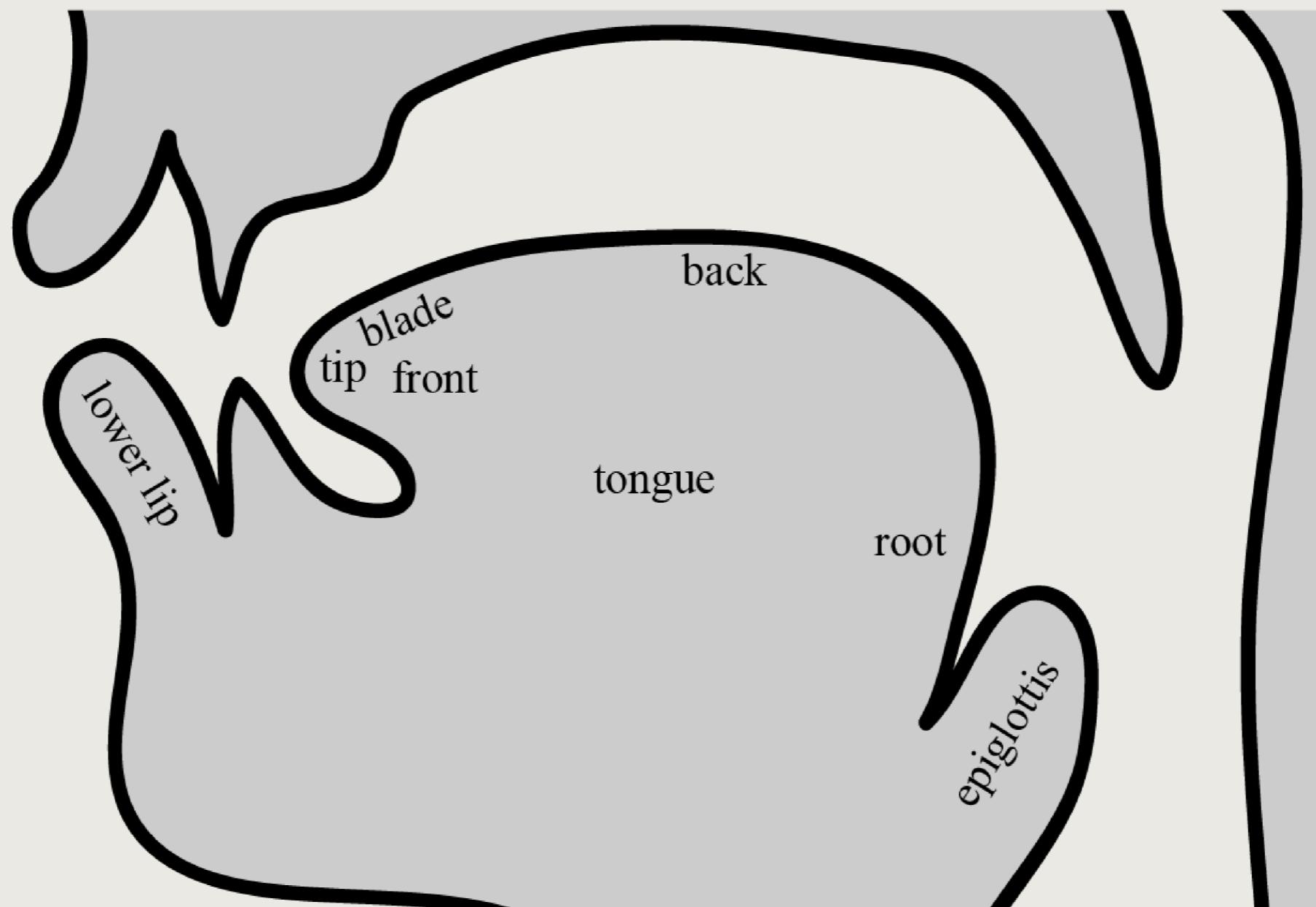
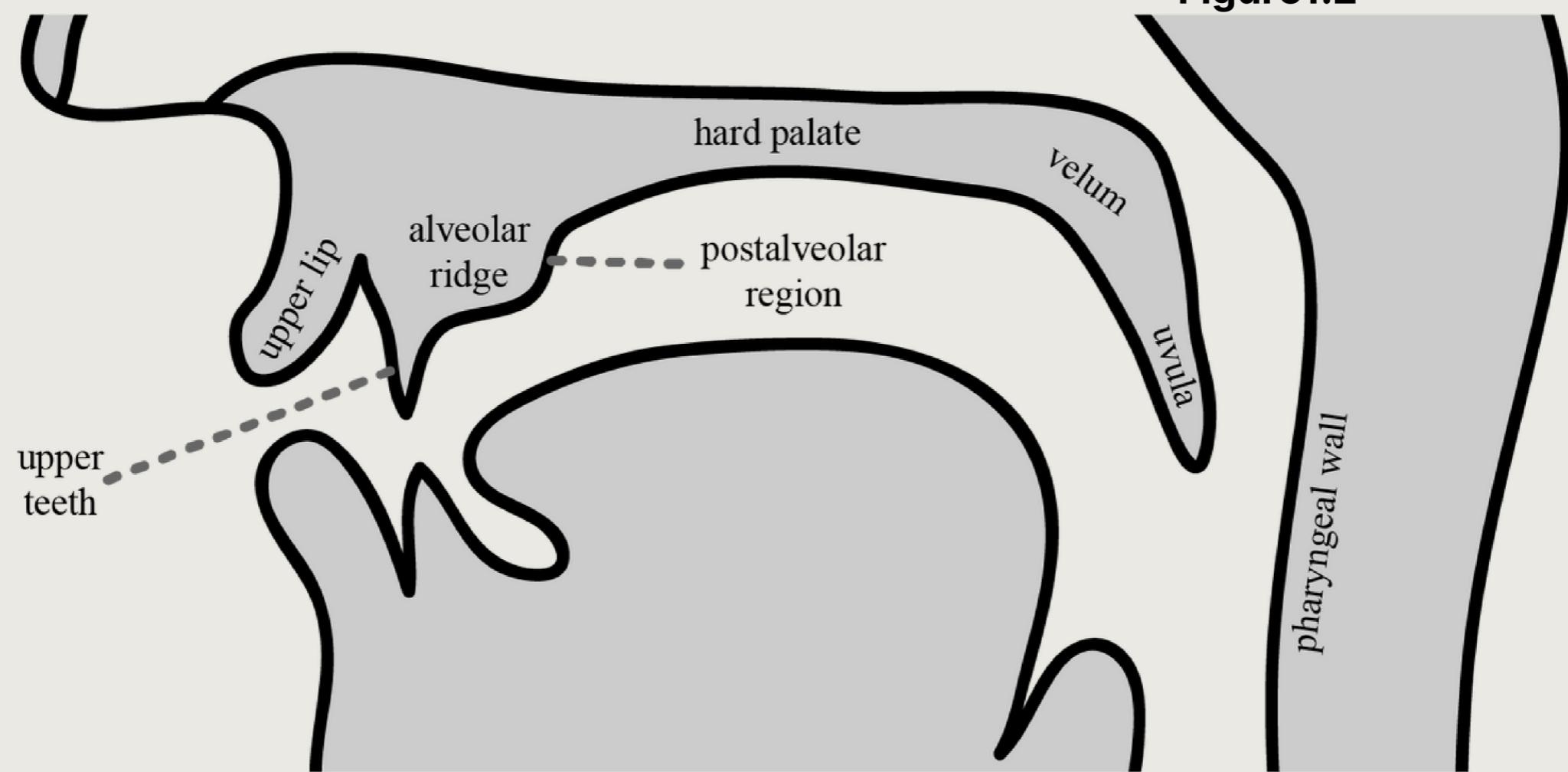


Figure1.3

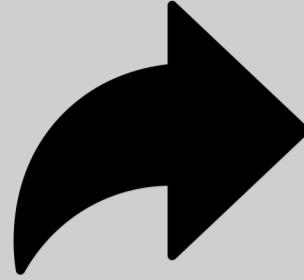


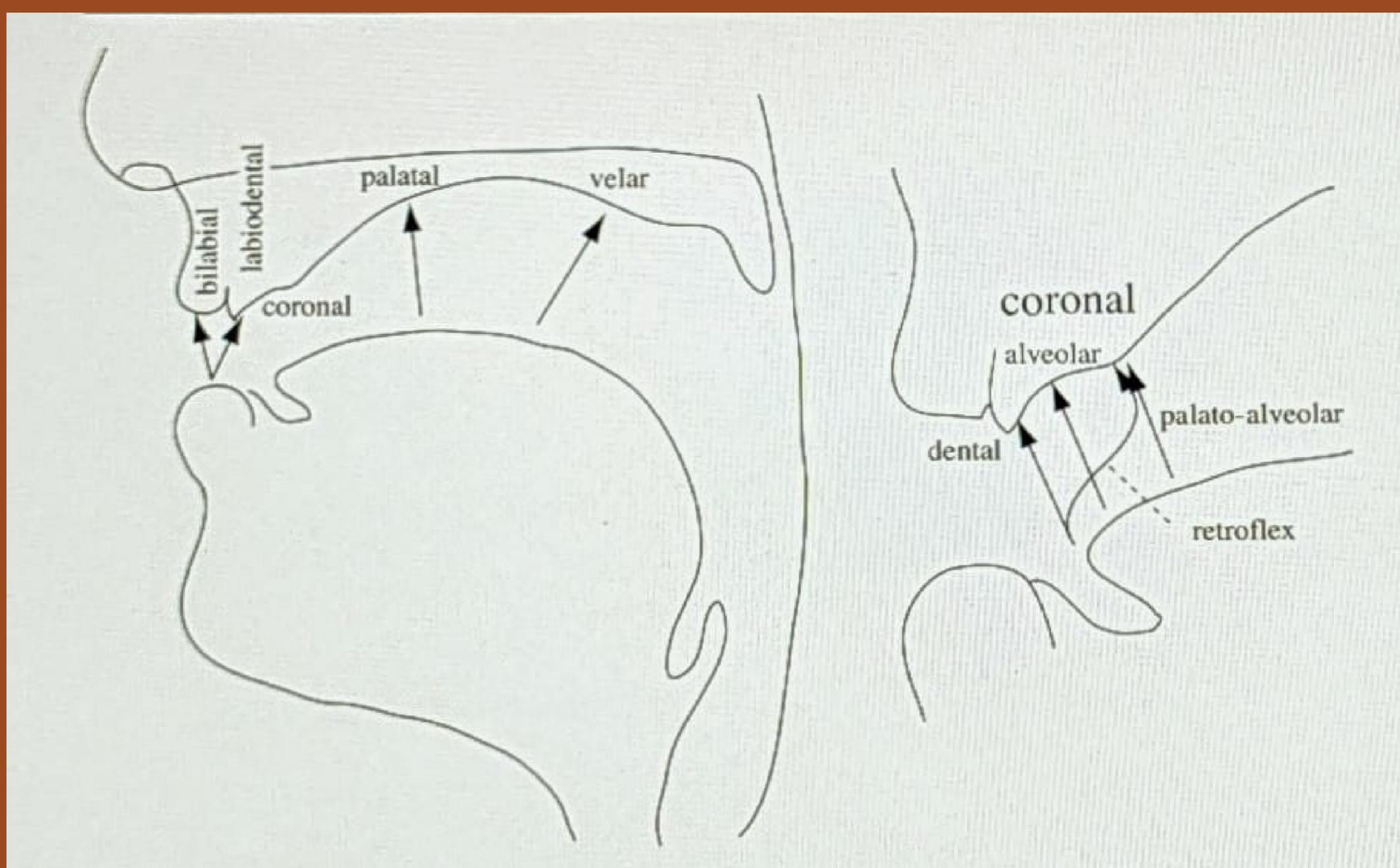
Figure 1.3 shows the lower lip and the specific names for the parts of the tongue that form the lower surface of the vocal tract. The tip and blade of the tongue are the most mobile parts. Behind the blade is what is technically called the front of the tongue; it is actually the forward part of the body of the tongue and lies underneath the hard palate when the tongue is at rest. The remainder of the body of the tongue may be divided into the center, which is partly beneath the hard palate and partly beneath the soft palate; the back, which is beneath the soft palate; and the root, which is opposite the back wall of the pharynx. The epiglottis is attached to the lower part of the root of the tongue (Ladefoged&jonhson,2015).

- Now that we have introduced all the articulators that are important to our classification of consonants according to place of articulation. The primary articulators that can cause an obstruction in most languages are the lips, the tongue tip and blade, and the back of the tongue. Speech gestures using the lips are called **labial articulations**; those using the tip or blade of the tongue are called **coronal articulations**; and those using the back of the tongue are called **dorsal articulations**.



These terms, however, do not specify articulatory gestures in sufficient detail for many phonetic purposes. We need to know more than which articulator is making the gesture, which is what the terms labial, coronal, and dorsal tell us. We also need to know what part of the upper vocal tract is involved.

More specific places of articulation are indicated by the arrows going from one of the lower articulators to one of the upper articulators in Figure 1.4. Because there are so many possibilities in the coronal region, this area is shown in more detail at the right of the figure. The principal terms for the particular types of obstruction required in the description of English are as follows.



The description of English consonants according to place of articulation



Bilabial

(Made with the two lips.) Say words such as pie, buy, my and note how the lips come together for the first sound in each of these words.



Labiodental
The lower lip and upper front teeth.) Most people, when saying words such as fie and vie, raise the lower lip until it nearly touches the upper front teeth.



Dental (Tongue tip or blade and upper front teeth.) Say the words thigh and thy. Some people (most speakers of American English as spoken in the Midwest and on the West Coast) have the tip of the tongue protruding between the upper and lower front teeth; others (most speakers of British English) have it close behind the upper front teeth. Both sounds are normal in English, and both may be called dental. If a distinction is needed, sounds in which the tongue protrudes between the teeth may be called interdental.



Retroflex (Tongue tip and the back of the alveolar ridge.) Many speakers of English do not use retroflex sounds at all. But some speakers begin words such as rye, row, ray with retroflex sounds. Note the position of the tip of your tongue in these words. Speakers who pronounce r at the ends of words may also have retroflex sounds with the tip of the tongue raised in words such as ire, hour, and air.



Alveolar (Tongue tip or blade and the alveolar ridge.) Again, there are two possibilities in English, and you should find out which you use. You may pronounce words such as tie, die, nigh, sigh, zeal, lie using the tip of the tongue or the blade of the tongue. You may use the tip of the tongue for some of these words and the blade for others. For example, some people pronounce [s] with the tongue tip tucked behind the lower teeth, producing the constriction at the alveolar ridge with the blade of the tongue; others have the tongue tip up for [s]. Feel how you normally make the alveolar consonants in each of these words, and then try to make them in the other way. A good way to appreciate the difference between dental and alveolar sounds is to say ten and tenth (or n and nth). Which n is farther back? (Most people make the one in ten on the alveolar ridge and the one in tenth as a dental sound with the tongue touching the upper front teeth.)



Post-Alveolar (Tongue blade and the back of the alveolar ridge.) Say words such as shy, she, and show. During the consonants, the tip of your tongue may be down behind the lower front teeth or up near the alveolar ridge, but the blade of the tongue is always close to the back part of the alveolar ridge. Because these sounds are made at the boundary between the alveolar ridge and the hard palate, they can also be called palato-alveolar. It is possible to pronounce them with either the tip or blade of the tongue. Try saying shipshape with your tongue tip up on one occasion and down on another. Note that the blade of the tongue will always be raised. You may be able to feel the place of articulation more distinctly if you hold the position while taking in a breath through the mouth. The incoming air cools the region where there is greatest narrowing, the blade of the tongue and the back part of the alveolar ridge.



Palatal (Front of the tongue and hard palate.) Say the word (YOU) very slowly so that you can isolate the consonant at the beginning. If you say this consonant by itself, you should be able to feel that it begins with the front of the tongue raised toward the hard palate. Try to hold the beginning consonant position and breathe in through the mouth. You will probably be able to feel the rush of cold air between the front of the tongue and the hard palate.

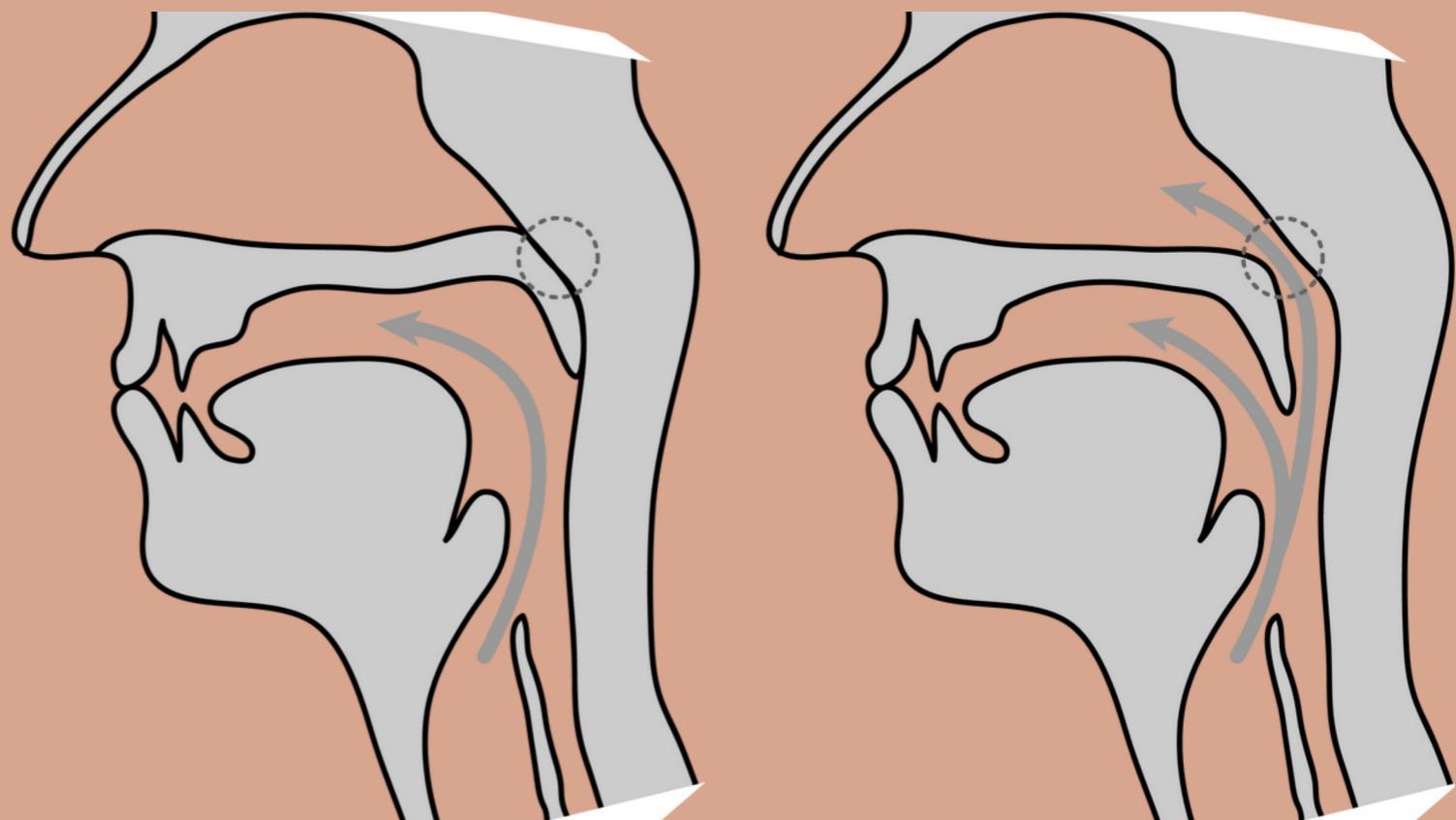


Velar (Back of the tongue and soft palate.) The consonants that have the place of articulation farthest back in English are those that occur at the end of words such as hack, hag, and hang. In all these sounds, the back of the tongue is raised so that it touches the velum.

Now we will examine another classification.

- Consider the final consonants in the words "rang," "ran," and "ram." When pronounced individually, notice that air flows through the nose. As these sounds are produced sequentially, the point of articulation moves forward, transitioning from velar in "rang," to alveolar in "ran," and finally to bilabial in "ram." Despite the closure in the mouth preventing air from escaping through it, the lowered soft palate allows air to exit through the nose. Typically, the soft palate is raised during speech, resulting in **velic closure** (figure 1.5). However, when it is lowered and there's a blockage in the mouth, **nasal consonants** are formed. The movement of the velum controls the balance between oral and nasal sounds in speech(figure 1.6).

Figure 1.5



Nasals



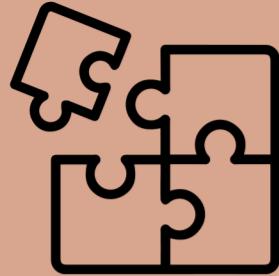
Bilabial: m



Alveolar: n



Velar: ñ



Manner of Articulation

- As we have seen so far two factors of classifying the sounds of consonants, now we will consider the last factor "Manners of Articulation ". Manners of articulation play a key role in the process of understanding how speech sounds are formed. Therefore, it is important to understand and observe this in detail each manner individually.

According to Collins and Mees, M. (2013) Manner of articulation tells us how the sound is produced. All articulations involve a stricture, i.e. a narrowing of the vocal tract which affects the airstream . And he states that generally there are three possible types of stricture, we will list them as follows:



Nature of stricture	Effect of stricture
Complete Closure	Forms obstruction which blocks airstream
Close approximation	Forms narrowing giving rise to friction
Open approximation	Forms no obstruction but changes shape of vocal tract, thus altering nature of resonance

Another definition of Manner of articulation by Ladefoged and Jonhson (2015) expresses that at most places of articulation, there are several basic ways in which articulatory gestures can be accomplished. The articulators may close off the oral tract for an instant or a relatively long period; they may narrow the space considerably; or they may simply modify the shape of the tract by approaching each other .

- This constriction or modification by the articulators results in various manners of articulation.

1. Complete Closure:

- **Stops**

Stop consonants have a stricture of complete closure in the vocal tract which blocks (i.e. stops) the airstream, hence the term stop. The soft palate is raised so that there's no escape of air through the nose. The compressed air can then be released in one of two ways:

- Plosives: The articulators separate quickly, releasing air explosively. Examples include English sounds like /p/, /t/, /k/, /b/, /d/, and /g/.
- Affricates: The articulators open more slowly, creating friction at the same point of articulation. This results in sounds such as the /tʃ/ in "church" or the /dʒ/ in "judge."

- **Nasals**

Like stops, nasals have a stricture of complete closure in the oral cavity, but the soft palate is lowered allowing the airstream to escape through the nose, e.g. English /m, n, ñ ñ/.

2. Close approximation

- **Fricatives**

The articulators are close to each other but don't make a complete closure. The airstream passes through a narrowing, producing audible hiss-like friction, as in English /f/, /v/, /θ/, /q/, /s/, /z/, /t/, /n/, /h/.

- **Open approximation**

(Central) Approximants have a stricture of open approximation. The space between the articulators is wide enough to allow the airstream through with no audible friction, as in English /w j r/. Note that English /j/ and /w/ are like very short vowels – similar to brief versions of /i:/ and /u:/ (we will cover vowels later on) an old term for these sounds was in fact 'semi-vowels'.

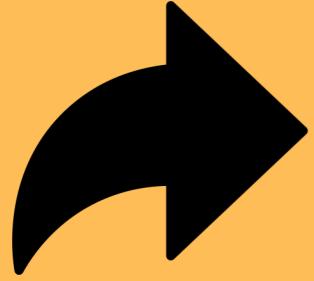
Lateral (approximant)

Lateral consonants are made with the center of the tongue forming a closure with the roof of the mouth, but the sides lowered. Typically, the airstream escapes without friction and consequently this sound is termed a lateral approximant. This is true for most allophones of English /l/, and indeed for [l] as it occurs in most languages. Consequently, the 'approximant' part of the label is usually omitted, and just 'lateral' is used. However, if there's a narrowing between the lowered sides of the tongue and the roof of the mouth

and the air escapes with friction, the result is a lateral fricative.



A useful term to cover both stops and fricatives is obstruents. All other consonant sounds, and also vowels, are classed as sonorants.



Types of Articulators

Since that in our discussion of manners of articulation we have dealt with articulators. It is important to distinguish between two types of articulators:

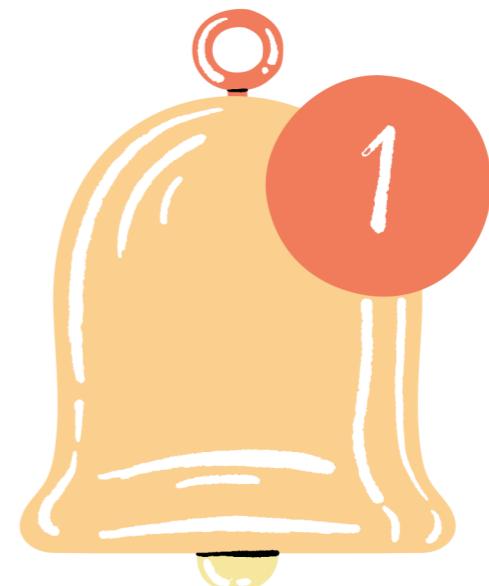
1. **Active Articulator:** This is a part of the vocal tract that moves to create different speech sounds. The active articulator might be the tongue, lips, or any part that can change position or shape to manipulate airflow.
 2. **Passive Articulator:** This refers to the part of the vocal tract that remains relatively stationary during speech production. It serves as the "target" or point towards which the active articulator moves. Common passive articulators include the teeth, the alveolar ridge, the hard palate, and the back of the throat.
- To effectively summarize our exploration of consonants, let's conclude with a comprehensive chart that encapsulates all key points. Additionally, provide examples of words that include each consonant sound.



	Bilabial	Labio-dental	Dental	Alveolar	Palato-alveolar (Post-alveolar)	Palatal	Vocal	Glottal
Unvoiced (-V) Voiced (+V)	-V +V	-V +V	-V +V	-V +V	-V +V	-V +V	-V +V	-V +V
Stops (Plosives)	p b			t d			k g ?	
Fricatives		f v θ ð s z		ʃ ʒ				h
Affricates					tʃ dʒ			
Nasals	m			n			ŋ	
Lateral (approximant)				l				
Approximant	w			r		j	w	

The consonant system of English.

p	pie, spot, tapped	t	rye, barrel, fur
b	buy, lab, bribe	l	lie, sell, slap
m	my, smart, lamb	s	shy, nation, machine
f	fie, awful, laugh	ʒ	azure, vision
v	vie, even, of	tʃ	chide, watch, church
θ	thigh, with	dʒ	judge, gin, lodging
ð	thy, other, that	j	your, beautiful, cute
t	tie, mat, stop	k	kind, think, school
d	die, lad, mobbed	g	guy, lag, eggs
n	nigh, sunny, man	ŋ	bring, gong, angle
s	sigh, pass, rice	h	high, happy, who
z	zap, lose, beds	w	why, wish, award



You can listen to all consonant sounds and practice them through the following link :
<https://linguacomics.com/site/quiz/>

Practice

- Identify the consonant sounds that exist in each word , and give the description of it by means of the three factors of classification we have explained before (Voicing, Place of articulation , and Manner of articulation.



Please note that we're dealing with spoken sounds, not written letters. Some letters may be the same but they are representing different sounds.

- Cats
 - Park
 - Silence
 - Mother
 - Boys
 - Country
 - Hate
 - Vivid
 - Jury



Make sure to write each consonant between slashes : /.../

- Fill in the empty cells with the write consonant ,following the provided clues

- **1.b** : unvoiced velar stop (plosive)
 - **1.d** :unvoiced alveolar fricative
 - **1.e** :unvoiced alveolar stop(plosive)
 - **1.g** : voiced bilabial nasal stop
 - **2.b** : voiced alveolar approximant
 - **2.g** :voiced palatal approximant (semi-vowel)
 - **3.f** : voiced bilabial stop
 - **4.b** : unvoiced alveolar fricative
 - **5.b** : unvoiced alveolar fricative
 - **5.f** : unvoiced labiodental fricative
 - **6.b** : voiced labial-velar (semi vowel)
 - **6.f** : voiced alveolar fricative
 - **7.f** : unvoiced labiodental fricative
 - **8.a** : unvoiced velar stop
 - **8.b** : voiced alveolar approximant
 - **9.b** : unvoiced alveolar stop

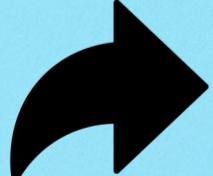


VOWELS

Moving on from consonants, we now turn our attention to vowels, the vocal pillars of language. Vowels are essential for speech, providing sonority and clarity to the sounds of words. In This section we will overview a detailed description about vowels and how they differ from each other.

Ladefoged and Jonhson (2015) in their description of vowels they have made three distinctions between vowels in general.

- The height of the body of the tongue
- The front-back position of the tongue
- The degree of lip rounding.



Based on this overview, it's evident that two key articulators, the tongue and lips, are instrumental in vowel production. A forthcoming diagram will further illustrate the vowel space for enhanced comprehension (Figure 2.1).

Front Central Back

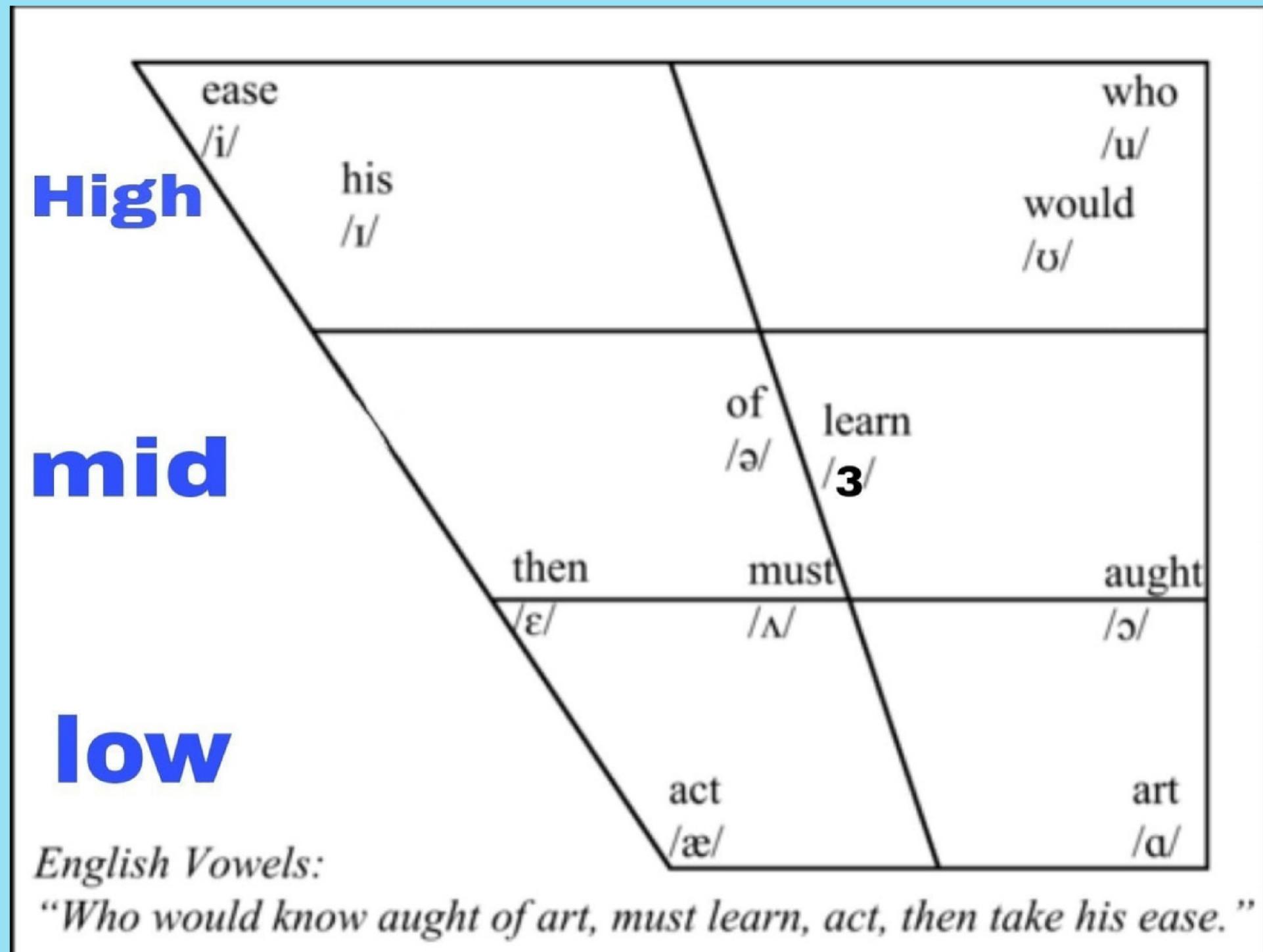


Figure 2.1

- In this diagram we illustrate the position of the tongue inside the mouth in the production of each vowel

Pronouncing the words "seat," "sit," "set," and "sat,"(you can listen to the pronunciation of them through this link : <https://linguacomics.com/site/quiz/>)one can observe that the tongue starts at a high front position and moves progressively lower. In contrast, when articulating words like "you" or "who," the tongue shifts entirely to a high back position. Similarly, in words such as "room," "book," "daughter," and "father," the commonality lies in the tongue being positioned towards the back of the mouth, descending from a higher to a lower placement. As for central vowels, found in words where the tongue rests at the central part of the mouth, a natural and relaxed state is achieved. For example (around, always, cup). It's important to note that all vowel sounds are voiced, although certain contexts may lead to devoicing, a concept further explored in our phonological discussion.



These vowels involve the tongue maintaining a single position during articulation. However, there are also vowels where the tongue moves from one position to another within the same syllable, effectively blending two vowel sounds into a single articulation. These vowels are known as diphthongs.



DIPHTHONGS

Hudson (2008) defines diphthongs as:

- ◆ A diphthong is a long vowel that moves from one mouth position to another (a compound sound).
- ◆ The first position in a diphthong is stronger than the second



In the figure 2.2 we can see the eight diphthongs of English and how that each diphthong consists of two vowels . It start in one position and end in another one

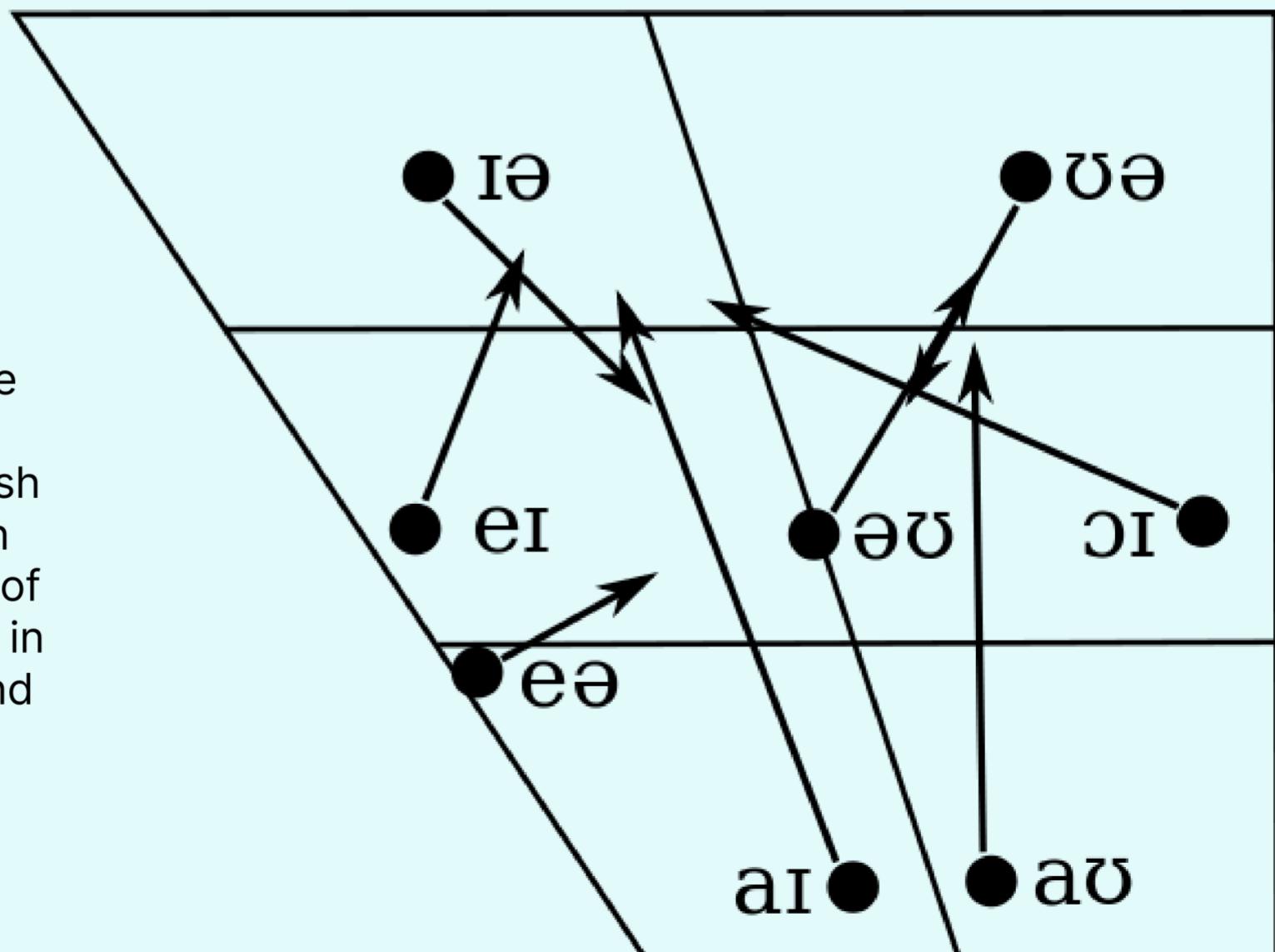


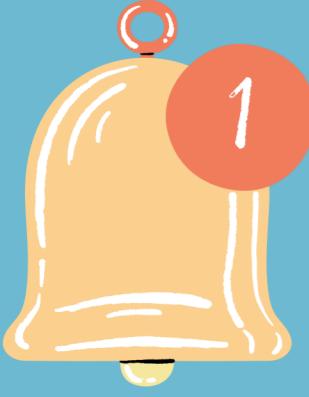
Figure 2.2

In the following chart by Hudson we can see diagrams that illustrates how each diphthongs is made and examples of them. try to practice them , and listen to the sound of diphthongs through the following link : <https://linguacomics.com/site/quiz/>



However Hudson in his book has identified seven diphthongs .But many phonemic charts list eight, including the diphthong /eə/, as noted by Nordquist and Richard (2023). This additional diphthong is somewhat contentious, as some linguists, including Hudson, whose perspective we have just considered, classify /eə/ as a long monophthong vowel /ɛ:/ . This classification implies that it is a single, sustained vowel sound without a noticeable glide, akin to the way "hair" is pronounced in dialects that do not treat it as a diphthong.

Sound	Spellings	Examples	Position 1	Position 2
ei	ay, ea, a_e, ai	pay, break, grade, fail, stay, wait, change	tongue jaw front mid 	tongue jaw front close
ɔɪ	oi, oy	boy, toy, avoid, folk, enjoy, annoy, coin	back mid 	front close
aɪ	ie, i_e, i, y	pie, crime, climb, spy, shine, fly, high	back open 	front close
əʊ	o, o_e, oa, ow	post, tone, soap, show, so, lonely, soda	centre mid 	back close
aʊ	ou, ow	couch, house, allow, brown, voucher, noun, how	front open 	back close
ɪə	eer, ear	peer, gear, steer, fear, beer, rear, cheer, spear	front close 	centre mid
eə	are, ere, ea, ai	spare, where, pair, care, there, aware dare	front mid 	centre mid



**Practicing the sounds is a key element to achieve an accurate pronunciation .
So don't dismiss practicing your pronunciation**



Now that our explanation of articulatory phonetics have come to an end we will examine our understanding through different exercises such as phonetic transcription of words and sentences . identifying the vowel/diphthong sound ...

Practice

1. Provide five words, that each one of them contains two different vowels .

2. Provide five words that each one of them contains a different diphthong .



Make sure to answer these questions , so that you activate your memory about vowels and diphthongs

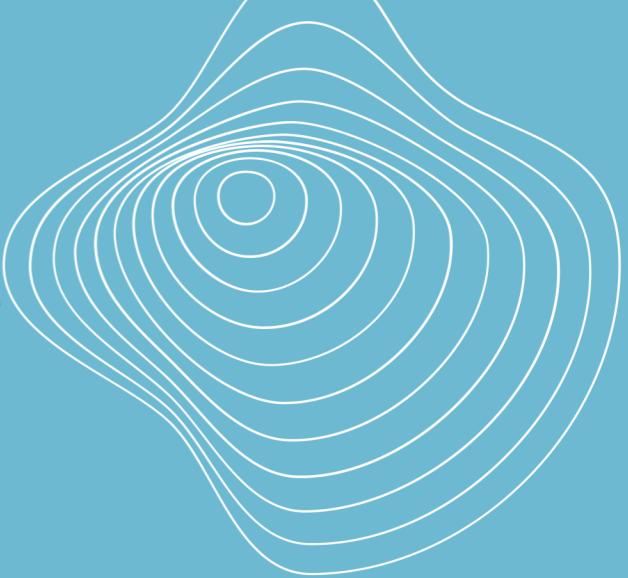
Phonetic transcription :

Phonetic transcription is the process of representing spoken language with a written system, typically using symbols from the International Phonetic Alphabet (IPA). It captures the precise sounds of speech, including consonants, vowels, and suprasegmental features like stress and intonation. Phonetic transcription allows linguists, language learners, and speech professionals to accurately describe and analyze the sounds of spoken language, regardless of the writing system used for the language.

- Now we will do some spoken practice



Try to pronounce the following tongue twisters



1. "She sells seashells by the seashore."
2. "Peter Piper picked a peck of pickled peppers."
3. "How much wood would a woodchuck chuck if a woodchuck could chuck wood?"
4. "Fuzzy Wuzzy was a bear. Fuzzy Wuzzy had no hair. Fuzzy Wuzzy wasn't very fuzzy, was he?"
5. "Betty Botter bought some butter, but she said the butter's bitter. If I put it in my batter, it will make my batter bitter. But a bit of better butter will make my batter better. So she bought a bit of butter, better than her bitter butter, and she put it in her batter, and the batter was not bitter. So it was better Betty Botter bought a bit of better butter."

- Now let's do some transcription of words

Transcribe the following list of words: Cat ,Boat , Fish , Dance , Tree ,Mouth ,Bird , Dry , Love , Bear .

Transcribe the following sentences :

The cat sat on the mat.
I love to dance in the sun.

- Identify the common consonant/vowel/ or diphthong that is common between each pair of the following words :

1. **Cat and Bat.**
2. **Dog and Fog.**
3. **Sail and Mai**
4. **Tree and Free.**
5. **Sing and Ring.**

1. **Choir and Fire.**
2. **Thorn and Storm.**
3. **Space and Grace.**
4. **Flood and Brood.**
5. **Flame and Frame.**

The answers of all the provided in the section of articulatory phonetics questions, and also the pronunciation of the tongue twisters are available through the following link :