



The Fundamentals of Applied Linguistics: Communication through Language

Chapter 5 **Phonology**

Preparing the Way: Teaching ELs in the PreK-12 Classroom

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Part I. Organs of Speech Production

ESOL in Higher Ed
<http://esolinhighered.org>

Visualization

A tropical beach scene with turquoise water, white sand, and palm trees under a blue sky. The word "Visualization" is written in a large, bold, blue serif font in the upper left corner. In the lower right, three lines of text in a smaller, italicized blue serif font are stacked vertically.

Linguistics is easy.

Linguistics is fun.

Linguistics is logical.

Essential Question:

What should every teacher know about the **Organs of Speech Production** in English in order to effectively serve English learners (ELs)?



Organs of Speech Production



Have you ever wondered how actor Meryl Streep is able to master so many different accents?

She convincingly played a Polish concentration camp survivor in *Sophie's Choice*, a Danish plantation owner in *Out of Africa*, an Italian farm wife in *Bridges of Madison County*, and, more recently, a famous cookbook writer with a very distinctive voice, Julia Child.

Her success is the result of her ***knowledge of linguistics***, particularly the **organs of speech production, place and manner of articulation.**

Photo: <http://thesource.com/tag/meryl-streep/>

Organs of Speech Production

If she wanted to say *хорошо* (good) 

in Russian, she would learn from her coach

that the “kh” sound is produced by raising

the back of the tongue to the soft palate (or “velum”) and allowing air to

flow through the space without allowing her vocal folds to vibrate. This

sound in Russian is a voiceless, velar fricative.



Photo: <http://thesource.com/tag/meryl-streep/>

Organs of Speech Production




If she were to play a Hindi woman and wanted to say “teacher” in English but with a Hindi accent, she would be advised to place the tip of her tongue halfway between the alveolar ridge (the bony area just behind the top front teeth) and the hard palate (the dome-shaped bone at the top of the oral cavity). The result would be more like “deacher” than “teacher,” but she would sound like a Hindi speaker of English. 


Photo: <http://thesource.com/tag/meryl-streep/>

Organs of Speech Production



And how about you? Are you convinced that you can't roll your R's?


Actually you do it every day!

Say the word “butter” as an American would, then say it again as a British person would. What's the difference? In the first pronunciation, the tip of your tongue actually flapped briefly in the middle of the word; in the second pronunciation it rested behind your top teeth and you “spat” out a little puff of air before ending the word. **but-ter** **butter** **budder** 

Organs of Speech Production

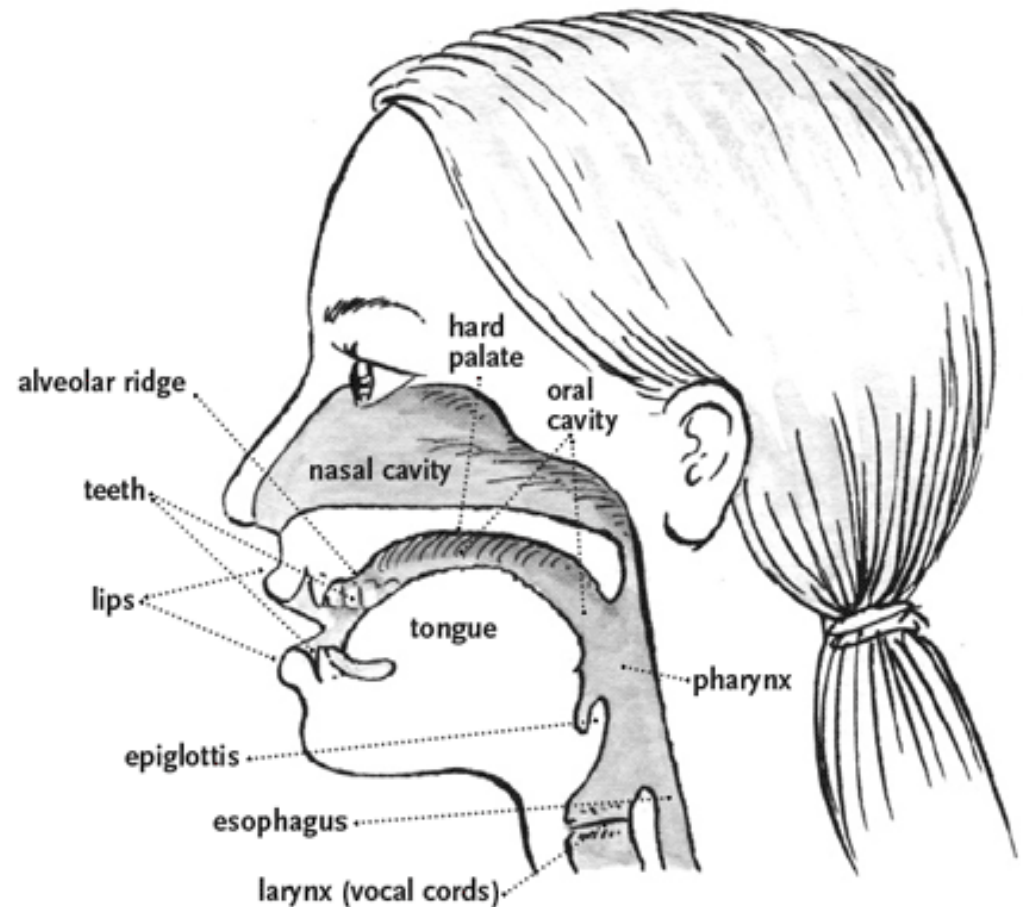


The “alveolar flap” you produced when saying the word “butter” as a North American speaker of English is the same sound that is used to trill the R in the Spanish word “caro” (cheap).

For a more extended trill, say the word “butter” rapidly 3 or 4 times.  Hear the trill? Now practice with the following Spanish words: *gracias*, *claro* (sure), *nombre* (name).

Organs of Speech Production

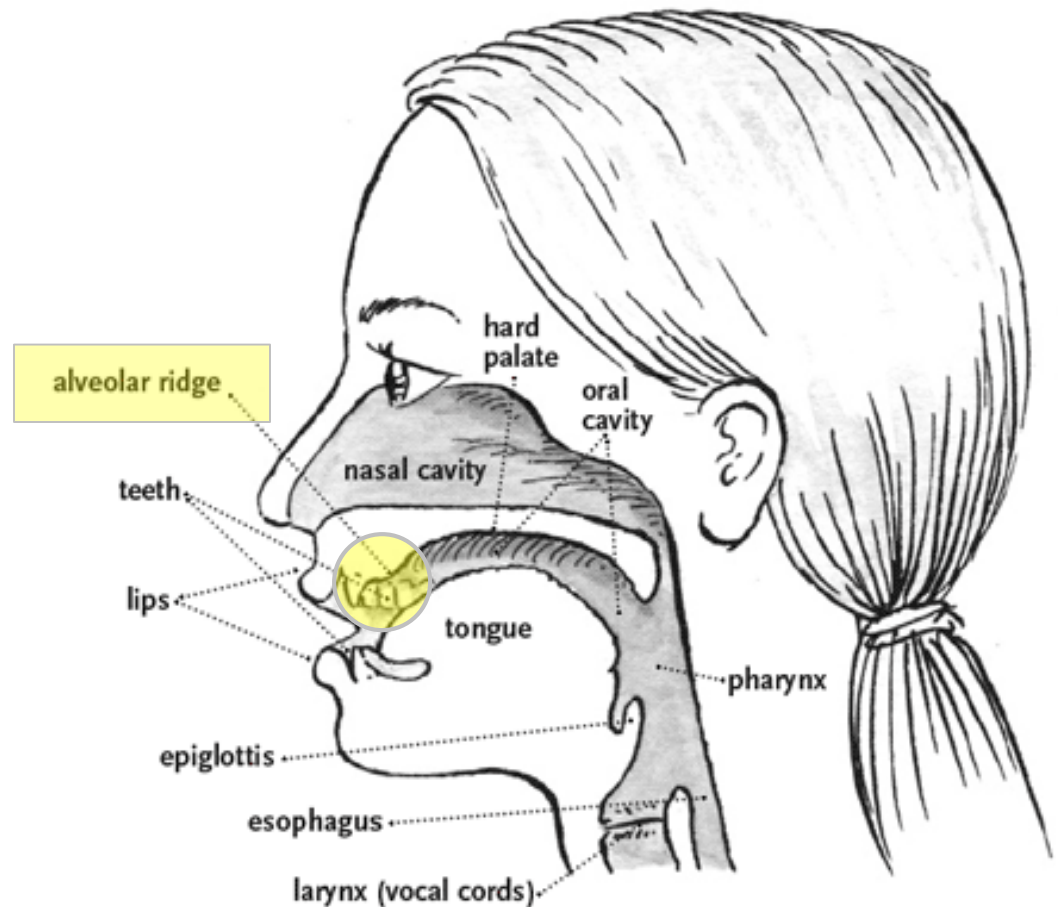
Teachers who are aware of the **speech organs** will be able to **assist ELs** their with **pronunciation of English.**



Organs of Speech Production

- Chew a piece of gum.
- Move it with the tip of your tongue to the *alveolar ridge*.

What sounds are made at this place of articulation?



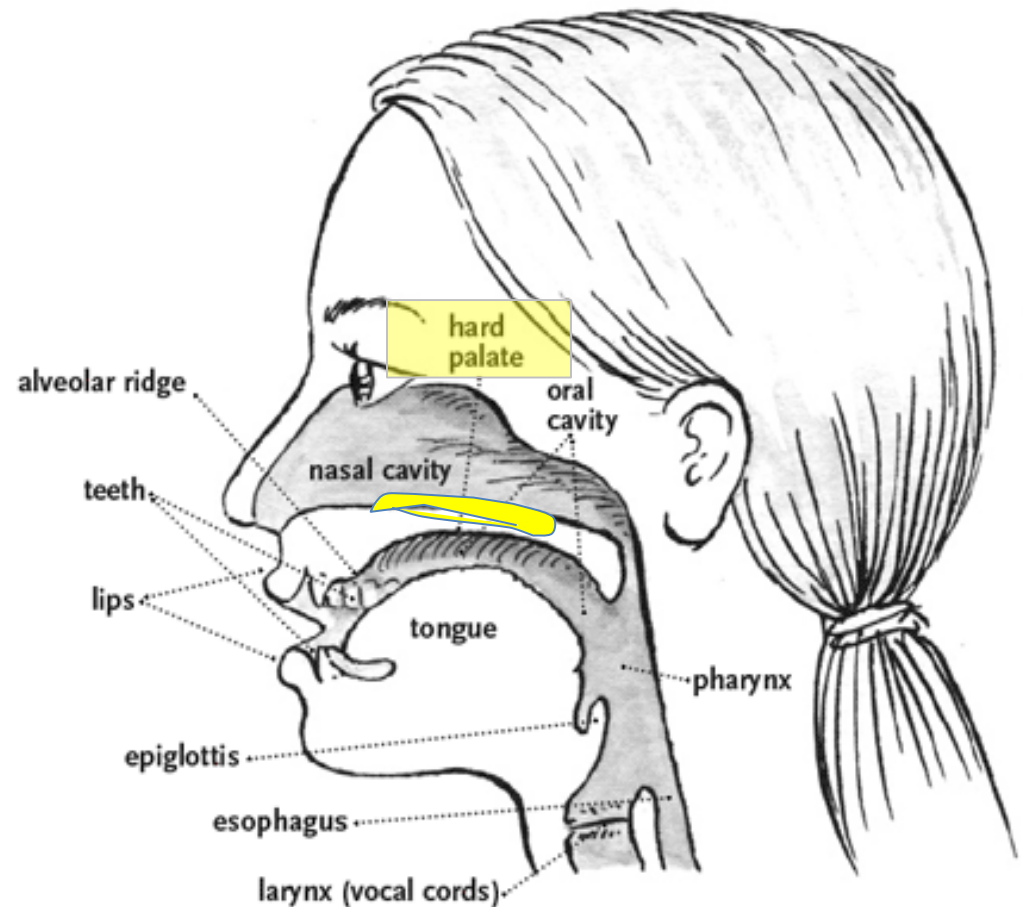
d t n s z l r ch j

Organs of Speech Production

- Now move the gum to the *hard palate*.

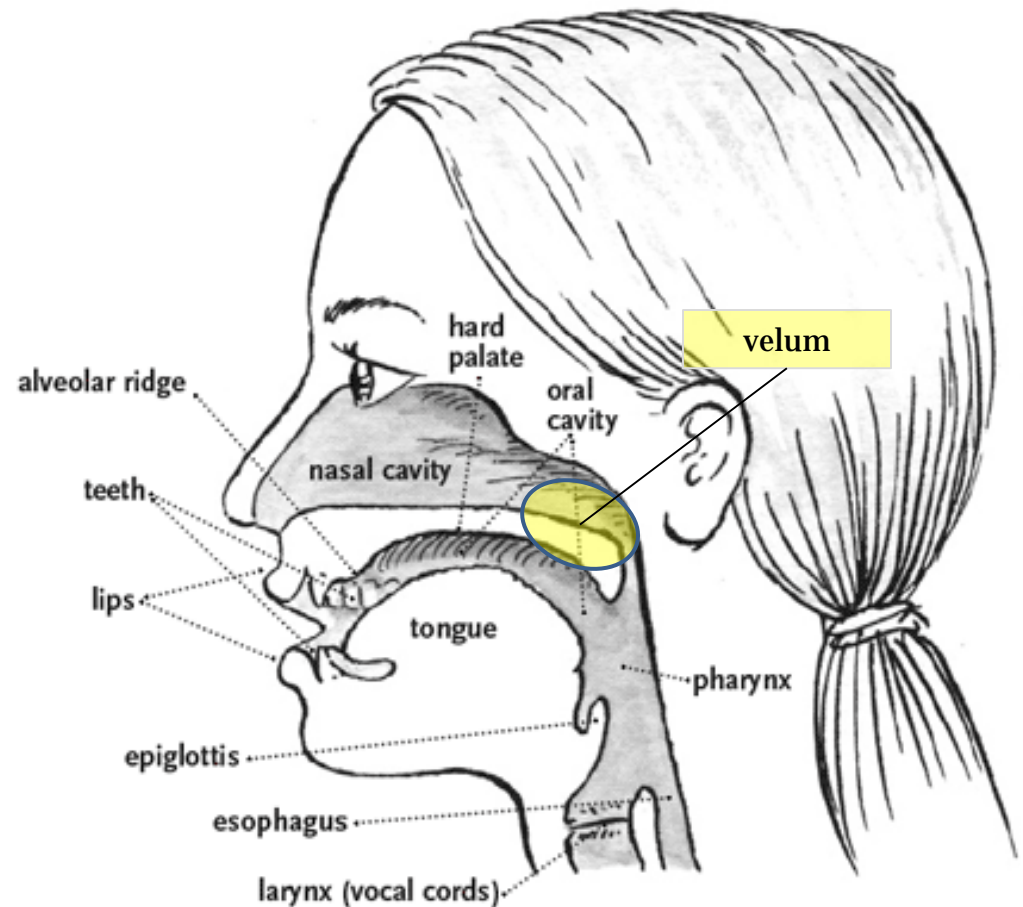
What sounds are made at this point of articulation?

sh zh y



Organs of Speech Production

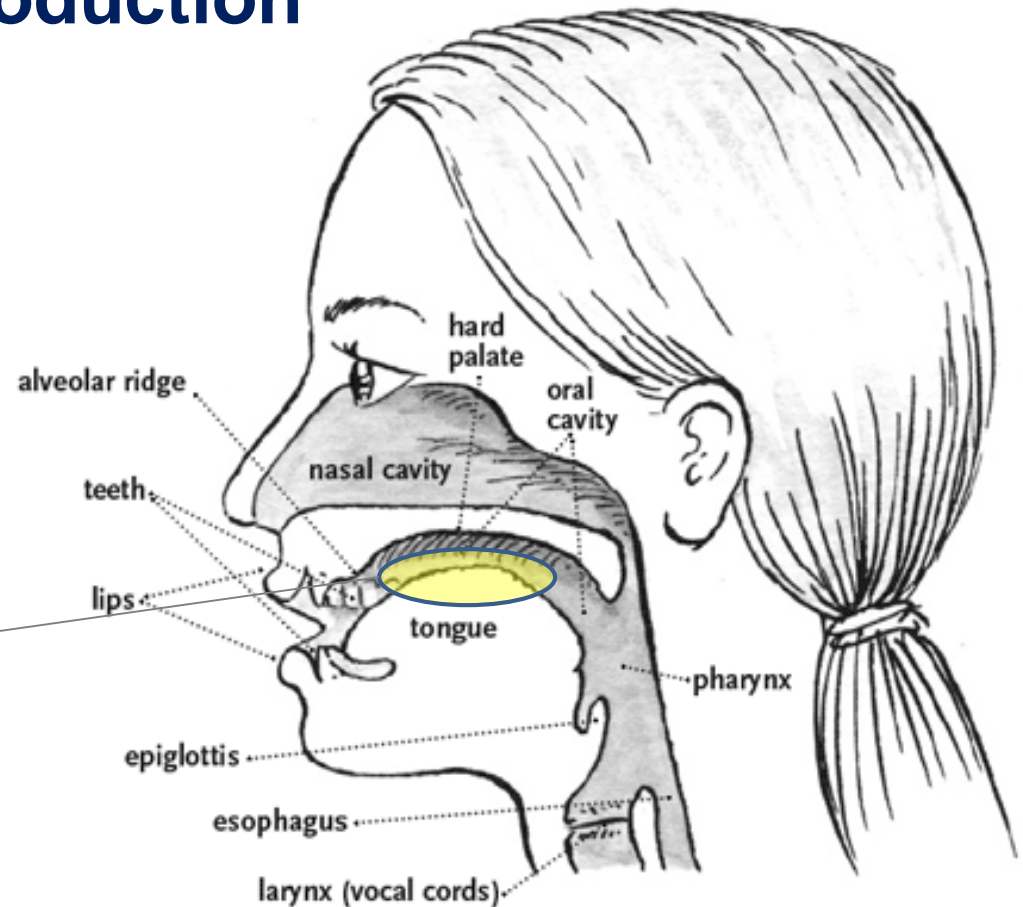
- Do NOT move the gum to your velum (soft palate) as you may choke!
- Remove it but save it.
- Make the /h/ sound.
- Describe the position of your tongue.



back of tongue rises to touch velum

Organs of Speech Production

- Put your gum back in your mouth.
- Repeat the same process but use the *blade* (middle part) of your tongue to move the gum to the alveolar ridge and the hard palate.



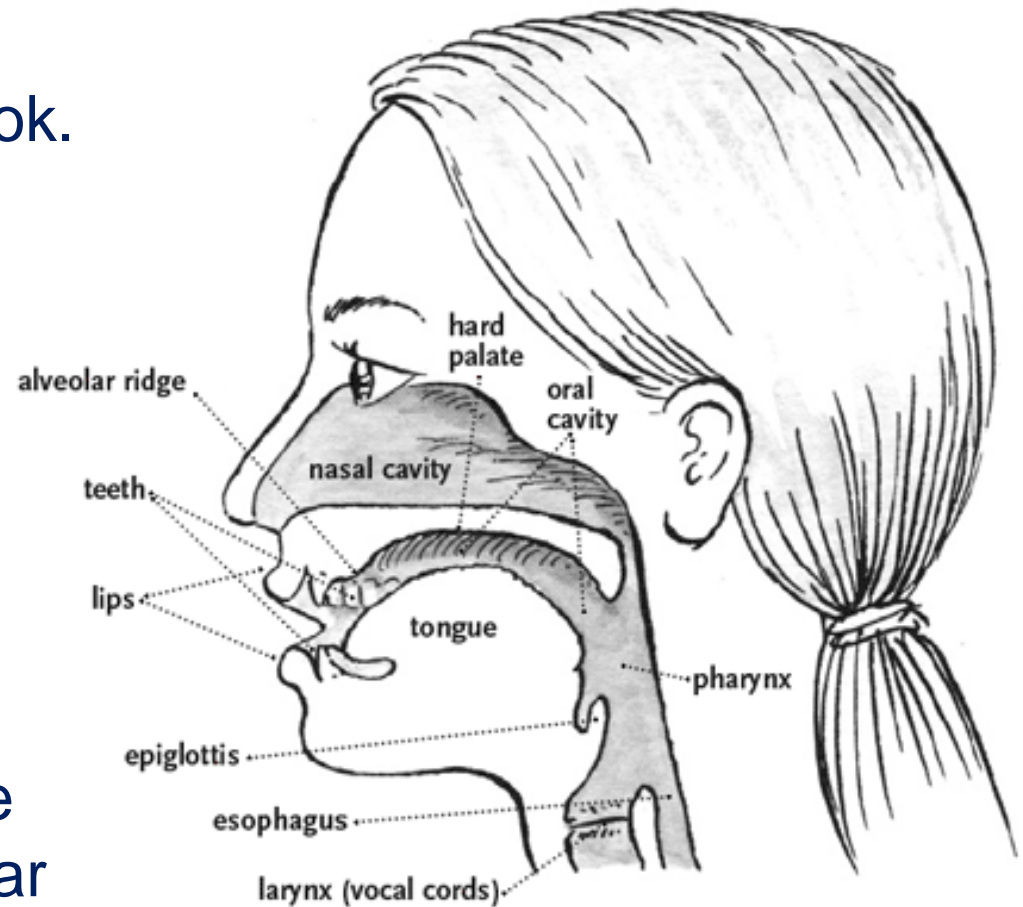
Are there any English sounds made in this manner?

No



Organs of Speech Production

- Go to **Figure 5.3** in textbook. Place a blank sheet of paper on top of the image.
- Trace the parts of the speech articulatory system and label each part.
- Write the sounds that were just identified at the alveolar ridge, hard palate, or velum.





The Consonant System of the English Language

The chewing gum task did more than introduce you to some of the **organs of speech production**.

You also began to learn about **place and manner of articulation**.

Now look at **Figure 5.2** in your textbook.

Does the chart account for all possible sounds made in human speech? **No, only those found in English.**

Does the chart account for all the sounds in English? **No, only English consonants.**



➤ Go to page 67 in textbook.



Complete the **Pause and Reflect** activity using information in Figures 5.2 and 5.3.

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