

SECTION

1

# SOUNDS OF THE LANGUAGE



# ORAL CONVERSATION

## Phonology (Speech sounds of a Ghanaian language)

### INTRODUCTION

Dear learner, you are welcome to this section which discusses the foundation of language (speech sounds). You will be introduced to the concepts of vowels and consonants of your language of study and how speech sounds are described (parametre). It will focus on where the speech sounds occur in words of a Ghanaian language. For example, where vowels and consonants can occur in a word of a Ghanaian language such as initial position, medial position, or final position of a word. Again, Dear learner you will be introduced to the distribution of vowels and consonants in their language, aiding them to form meaningful words and facilitate effective speaking and reading in the language. This section is essential for learners not only in the context of Ghanaian language studies but also to establish links with related subjects such as English and other languages. This section equips you with foundational knowledge and functional understanding of speech sounds and their role in language learning. In summary, you should be able to identify, explain, produce, and label vowel charts and consonant tables of your language of study.

#### After this section, you should be able to:

By the end of the lesson, you should be able to:

1. Describe the vowels of a Ghanaian language using the right parameters (e.g., lip posture, tongue height and part of the tongue).
2. Describe the consonants of the Ghanaian language using the right parameters (e.g., voicing, place of articulation and manner of articulation).
3. Explain the distribution of vowels of the Ghanaian language (e.g., word initial, medial and final).
4. Explain the distribution of consonants of the Ghanaian language (e.g., word initial, medial and final).

**Key ideas**

Production refers to the making or saying of a speech sound in language. Speech sound is a sound used in the formation of words for human communication. The production of speech sound involves obstruction which is the interruption of free flow of air during production of speech sounds. Sounds are distributed in languages and this refers to the place or position in a word where a sound can appear. Sound involves airflow which is a mass movement of air that is meant for the production of speech sounds. Another term for it is *airstream*.

## TYPES OF SPEECH SOUNDS

Speech sounds can be grouped into two main types, namely vowels and consonants. It is the combination of these two types of sounds that produces words. In other words, all words are made up of individual speech sounds. For examples, the word *pan* consists of three individual speech sounds, that is, /p/, /a/, /n/. The sound /a/ is a vowel, whereas the sounds /p/ and /n/ are consonants. In the following topics we discuss both vowels and consonants focusing on how each is produced in a Ghanaian language.

### The concept of vowel

The concept *vowel* refers as a speech sound in which production there is a little or no obstruction of the flow of air in the oral cavity. In other words, a speech sound which when being produced the air is not obstructed or it is minimally obstructed in the oral cavity is referred to as a vowel. Since in their production there is no or very little obstruction of airflow, vowels are comparatively heard louder when they are produced. Vowels are very important part of words. There cannot be a word without a vowel or vowel-like sound. This important role vowel plays in a word will later on in your second year be discussed when we are talking about the *syllable*.

### Description of vowels

Dear learner, in describing vowels of a Ghanaian language, there are certain properties we use. These properties are often termed *parametres*. Parametres simply refer to the characteristics that a vowel possesses. The main parametres used in describing vowels are the tongue height, lip posture, and part of the tongue used during the production of the vowel sound. In addition to the three, there is a fourth parameter called advancement of the tongue root in some Ghanaian languages such as Akan. Let us begin the discussions of these parametres.

#### *Lip position/posture:*

The parametre lip posture is used to determine the position your lips assume when you are producing a vowel. So, at this level, the lips assume two main postures or positions, namely rounded or unrounded. That is, whether the lips are rounded or they are not rounded when a vowel sound is being produced. Based on this posture of the lips, we can divide vowels of a Ghanaian language into two, namely **‘rounded’** and **‘spread/unrounded.’** Some examples of rounded vowels are /u, o, ɔ/. examples of unrounded vowels, on the other hand, are /i, e, a/.

### Activity

At this point, produce rounded and unrounded/spread vowels of your Ghanaian language of study.

#### *Tongue height/Height of the tongue:*

This refers to the position of the tongue in reference to the root of the mouth when producing vowel sounds. It is assumed that when we are producing vowels, the mouth opens when we drop the jaw. This can be **high**, **mid**, or **low**. When we drop our jaws to the lowest possible position, the vowels produced in this way are referred to as low vowels. Examples of low vowel is /a/, and in some Ghanaian languages [æ]. When we open our mouth wide enough but not as low as when producing low vowels, then the vowels we produced are termed mid vowels. Some examples of mid vowels in a Ghanaian language are /e, o/. In producing high vowels, on the other hand, the mouth is significantly opened but not as wide as mid vowels, thereby allowing enough air to flow through the oral cavity. Some examples of high vowels in a Ghanaian language are /i, u/.

### Activity

Begin practicing the *production of vowels* in your language of study focusing on how high or how low you raise your jaws or open your mouth.

#### *Part of the tongue:*

This parametre refers to the area of the tongue where the vowel sound is produced. It is assumed that when we are producing vowels, some parts of the tongue move. We cannot easily feel this movement though. Three parts of the tongue are assumed to be involved when a vowel sounds is being produced. These parts are the front part, middle part, and back part. Based on that, the parametre gives us three classes of vowels, namely **front**, **mid**, and **back** vowels. In producing front vowels, it is the front part of the tongue that moves. Some examples of front vowels of a Ghanaian language are /i, e, ε/. For the production of mid vowels, the middle of the tongue is assumed to move. Therefore, the following vowel is an example of a mid-vowel: /a/. For back vowels, on the other hand, as the name suggests, it is the back of the tongue that is involved in their production. Some examples of back vowels of a Ghanaian language are: /u, o, ɔ/.

### Activity

Practice how to produce vowels of your language of study with focus on the part of the tongue.

Having finished discussing the main parametres we use in describing vowels of a Ghanaian language, there is a fourth parametre as mentioned earlier in this sub-strand which is not common among Ghanaian languages. This parametre is advancement of the tongue.

*Advancement of the tongue root (ATR): (Please, discuss only if applicable in your language)*

This parametre, which is prominent in a few Ghanaian languages including Akan, Dagbani, etc. It is used to determine the position the tongue root assumes when a vowel is being produced. By this parametre, we try to find out if there is tension or pressure on the tongue or not during production of vowels. When a vowel is produced with pressure on the tongue thereby causing the tongue root to draw back, we say that vowel is produced with Advanced Tongue Root (ATR) i.e. (+ATR) vowels. When vowels are produced with the tongue root in its natural neutral position, we label those vowels are Unadvanced Tongue Root i.e. (-ATR) vowels. Some examples of (+ATR) vowels are: /i, e, u, o/, and examples of (-ATR) vowels are /ɪ, ɛ, ɔ/.

### Activity

Produce all the vowels of language Ghanaian language of study paying attention to the movement of your tongue root to distinguish advanced tongue roots (+ATR) from unadvanced tongue root (-ATR) vowels.

### Activity

Complete the table using the parametres you have learnt for describing a vowel

Vowel	Lip Posture	Tongue Height	Part of the tongue
/i/	spread	High	Front
/e/			
/u/			



Vowel	Lip Posture	Tongue Height	Part of the tongue

Having discussed the nature of vowel sounds and the parametres used in describing the vowel sounds of your language, we now focus our attention on the production of consonants.

## The concept of consonant

As was mentioned earlier in the section, consonant is another type of speech sounds apart from vowel. The concept consonant refers to a speech sound in which during production the breath, which we have termed airflow, is at least obstructed. Based on this explanation, we can contrast vowel and consonant by saying that while in the production of vowel there is very minimal or no obstruction of airflow, there is significant obstruction of airflow when producing consonants. We combined vowels and consonants form a word.

### Peloku kalemi

Ke wa nge hlae ne waa kale peloku o, wa daa gle kome a no: Gle ne ome ji, he ne a peeo pemi o nge, bo ne a peeo pemi o ha ke gbihengeemi. Wa maa sese gle ete ne ome a he ne wa ma ha nohye ni.

### He ne a peeo pemi o nge

Ene o tsao bo ne pemi peemi nihi enyo ba blaa nge ke peeo peloku pemihi. Kaa bo ne wa na nge seni o mi ke ko pemi peemi he o, he ne a peeo pemi o nge o nohye ni kome ji nya lo ome, nya lo lungu, te lo lile nya, nyamgba lile kpeti, nyamgba bleke lile se etc. Nohye nihi ne nyee se ome peeo hehi ne a peeo pemi o nge.

- Nya lo ome: Nge pemi ne o peemi mi o, nya lo ome ba naa a sibi. Nohye nihi, /p, b, m/
- Te lo lile nya: Nge pemi ne o peemi mi o, lile nya wo e he no ya naa te lo o. Nohye nihi, /t, d, s, n/
- Nya lo lungu: Nge pemi ne o peemi mi o, sisi nya lo o ke yiti lungu ba naa a bi. Nohye nihi, /f, v/.
- Nyamgba lile kpeti: Nyagba, te lo ke lile nya buaa. Nohye no: /j, /.

- Nyamgba blɛkɛ lile se: Nge pɛmi nɛ ɔmɛ a peemi mi ɔ, nyamgba blɛkɛ kɛ lile se ba buaa. Nɔhyɛ nihi, /k, g/

### Activity

Provide examples of Ghanaian languages word that begins with each of the places of articulation you have learned.

### Bɔ nɛ a peɛɔ pɛmi ɔ ha

Ene ɔ tsɔɔ bɔ nɛ kɔɔhiɔ nya tsimi baa nge pɛlɔku ko pɛmi peemi mi. Kɔɔhiɔ nya tsimi ɔ ma nyɛ pee fa kɛ fa aloo kulaa jɛɔ kpo nge pɛmi ɔ peemi mi. Nɔhyɛ nɔ ji kaa nge pɛlɔku ɔ ekome a peemi mi ɔ, kɔɔhiɔ nya tsimi kulaa baa kɛkɛ a ngmɛɔ kɔɔhi ɔ he si kake. Kɔɔhiɔ nya tsimi aloo he ngmɛɛmi he ɔ haa nɛ wa naa pɛlɔku kome nge Dangme mi. Pɛmi peemi ni ɔmɛ naa a sibi nge pɛmi ɔmɛ a peemi mi. Nɔhyɛ ni kome ji; Pɛmi pɛmi, ahahe pɛmi, tsiji pɛmi, gugwɔ mi pɛmi, liletla pɛmi etc. Nihi nɛ nyɛɛ se n1 ɔmɛ ji nɔhyɛ nihi kɛ ha bɔ nɛ a peɛɔ pɛmi ɔ ha nge Dangme mi:

- Pɛmi (pɛmi pɛmi kɛ gugwɔ mi pɛmi): Nge p1mi ɔm1 a peemi mi ɔ, kɔɔhiɔ nya tsimi baa nge nya mi kulaa aloo bɔɔ aloo kpiti. Kɔɔhiɔ ɔ kɛ pɛmi he wami jee kpo nge nya mi aloo gugwɔ mi si kake. Nɔhyɛ nihi ji; /p, b, t, d, k, g, m, n/. Wa daa he nɛ nya tsimi ɔ ya nɔ nge ɔ kɛ gbaa pɛmi nɛ ɔ kɛ woɔ glɛ enyɔ mi. Mɛ ji; pɛmi pɛmi kɛ gugwɔ mi pɛmi. Ke kɔɔhiɔ ɔ gu nya mi kɛ je kpo ɔ, wa deɔ ke pɛmi pɛmi nɔhyɛ ni; /p, b, t, d, k, g/. Ke kɔɔhiɔ ɔ gu gugwɔ mi kɛ je kpo ɔ, wa deɔ ke gugwɔ mi pɛmi. Nɔhyɛ ni; /m, n/
- Ahahe pɛmi: Nge pɛmi nɛ ɔ peemi mi ɔ, kɔɔhiɔ nya tsimi bɛ mluku se mohu kɔɔhiɔ kɛ eka jɛɔ kpo kɛ pɛmi nɛ haa pɛmi peemi ni ɔmɛ a he. Nɔhyɛ nihi ji; /f, s/
- Tsiji pɛmi: Blɔ enyɔ nɔ n1 a kɛ peɛɔ pɛmi nɛ ɔ. Kekle ɔ, nya tsimi baa kulaa nɛ lɔ ɔ se ɔ, kɔɔhiɔ ɔ jɛɔ kpo blɛuu. Nɔhyɛ ni; /tʃ, d /
- Liletla pɛmi: Nge pɛmi nɛ ɔ peemi mi ɔ, lile ɔ nya ya naa nyamgba a nɛ kɔɔhiɔ guɔ nya a kasa he. Nɔhyɛ nɔ; /l/

### Gbihengmɛɛmi

Gbihengmɛɛmi ji glɛ etene nɔ nɛ wa daa kɛ keleɔ pɛlɔkuhi. Nge a kalemi mi ɔ, kuɔ mi kpa amɛ hosoo aloo a hosoo we. Ke kuɔ mi kpa amɛ hosoo ɔ, a tseɔ lɛ ke pɛmi jejeeje. Ke kuɔ mi kpa anɛ hosoo we ɔ, a tseɔ lɛ ke pɛmi niniini. Pɛmi jejeeje nɔhyɛ nihi /g/, /d/, /m/, /b/, etc. Pɛmi niniini nɔhyɛ nihi; /f/, /s/, /k/, /t/, /p/ etc.



## Activity

1. Watch a YouTube video on how speech consonants sounds are produced. Please click here: <https://www.youtube.com/watch?v=df0RdKuPF9I>.
  - b After watching the video, practise articulating all consonants by placing your forefinger at your larynx in front of your neck as you mention the consonants, and determine which of them are voiced and which ones are voiceless.
  - c Discuss the content in class based on the three parametres for describing consonants in your Ghanaian language of study.

## SOUND DISTRIBUTION

Pɛmi da he tsɔɔ he nɛ gbi pɛmi ko ma nyɛ je nɛ gbi ɔ mi. Gbi fɛɛ gbi nɛ nya tsi mi ko nɛ he nɛ pɛmi ɔ ma nyɛ je nɛ munyungu mi. Hehi nɛ pɛmi ma nyɛ je nɛ munyungu mi ji; munyungu sisije, munyungu kpɛti aloo munyungu nyagbe. Wo pɛli kɛ je nya tsɔɔmi ɔ sisi.

### Pɛlɔ da he

Pɛlɔ da he ji he nɛ a naa pɛlɔ nɛ nɛ munyungu mi. Ke pɛlɔ ko je munyungu sisi ɔ, a deɔ ke pɛlɔ ɔ nɛ Munyungu sisije. Ke e nɛ munyungu kpɛti ɔ, a deɔ ke pɛlɔ ɔ nɛ munyungu kpɛti nɛ ke e gbe Munyungu ɔ nya a, a deɔ ke pɛlɔ ɔ nɛ munyungu nyagbe. Gbi fɛɛ gbi kɛ bɔ nɛ a yoɔ pɛli a da hehi ha. E sa nɛ waa le kaa pɛli kome ma nyɛ hi munyungu sisije, kpɛti kɛ nyagbe. Nyɛ ha waa hyɛ /a/ da he nɛ munyunguhi a mi ha.

1. ati
2. kaplɛ
3. Sika

Nɛ kekle nɔhyɛ nɔ ɔ mi ɔ, pɛlɔ /a/ je munyungu ɔ sisi. Lɔ ɔ he ɔ /a/ ma nyɛ je munyungu sisi. Nɛ nɔhyɛ nɔ enyɔne ɔ mi ɔ, pɛlɔ /a/ nɛ munyungu ɔ kpɛti. Enɛ ɔ tsɔɔ kaa /a/ ma nyɛ hi munyungu kpɛti. Nɛ nɔhyɛ nɔ etene ɔ mi ɔ, pɛlɔ /a/ gbe munyungu ɔ nya. Enɛ ɔ tsɔɔ kaa /a/ ma nyɛ gbe munyungu nya.

### Activity 1 (word-initial vowels)

- List all the vowels in your Ghanaian language of study in the table below.
- For each vowel provide a corresponding word in your language that begins with the vowel.
- Share with your colleague your observation on the answers you provided regarding which vowels cannot occur at word-initial position.
- The pair should present their observations for class discussion.

NB: It is important to note that the vowels to be listed are the phonetic vowels (vowels we speak) and not orthographic vowels (vowels we write).

Vowel	Word-initial
e	

### Activity 2 (word-medial vowels)

- List all the vowels in your Ghanaian language of study in the table below.
- For each vowel provide a corresponding word in your language in which the vowels occur in the middle.
- Share with your colleague your observation on the answers you provided paying attention to which vowels cannot occur at word-medial position.
- The pair should present their observations for class discussion.

Vowel	Word-medial
a	

Vowel	Word-medial

### Activity 3 (word-final vowels)

- List all the vowels in your Ghanaian language of study in the table below.
- For each vowel provide a corresponding word in your language that ends with the vowels.
- Share with your colleague your observation on the answers you provided paying attention to which vowels cannot occur at word-final position.
- The pair should present their observations for class discussion.

Vowel	Word-final
u	

## Consonant Distribution

The concept consonant distribution simply refers to the position in a word where a consonant can occur in a particular Ghanaian language. A consonant that occurs at the beginning of a word is referred to as **word initial** consonant. When a consonant occurs at the middle of a word, we refer to it as **word medial** consonant. When a consonant occurs at the end of a word, we refer to it as **word final** consonant. Let us note that some consonants can occur in all positions of a word. For example, in some Ghanaian languages, the consonant /m/ can occur in the three positions in a word.

In the following activities, we will consider consonants of a Ghanaian language and the position the consonants can occur in a word.

### Activity 1 (word-initial consonants)

- a. List all the consonants in your Ghanaian language of study in the table below.
- b. For each consonant provide a corresponding word in your language that begins with it.
- c. Share with your colleague your observation on the answers you provided focusing on consonants that cannot occur at word-initial position.
- d. The pair should present their observations for class discussion. (Provide a table that reflects all consonants of your Ghanaian language of study).

NB: Please, note that the consonants to be listed are the phonetic consonants (spoken consonants) and not orthographic consonants (written consonants).

Consonant	Word-initial
p	
b	
t	
d	
k	
g	
f	
m	
n	
w	
s	

### Activity 2 (word-medial consonants)

- a. In pairs, list all the consonants in your Ghanaian language of study in the table below.
- b. For each consonant provide a corresponding word in your language in which the consonants occur in the middle.

- c. Share with your colleague pairs your observation on the answers.
- d. The pair should present their observations for class discussion.

Consonant	Word-medial
p	
b	

Consonant	Word-medial
t	
d	
k	
g	
f	
m	
n	
w	
s	

### Activity 3 (word-final consonants)

- a. In your groups list all the consonants in your Ghanaian language of study in the table below.
- b. For each consonant provide a corresponding word in your language that ends with the consonants.
- c. Share with another group your observation on the answers.
- d. The group should present their observations for class discussion.

Consonant	Word-final
p	
b	
t	
d	
k	
g	
f	
m	
n	
w	
s	



# Review Questions

1. Vowels and consonants are speech sounds, in your own words explain two ways in which they differ.
2. Using the three parametres, describe each of the following vowels of your language of study: /o/, /i/, /ɛ/, and /ɔ/.
3. Using the parametres place of articulation, manner of articulation, and voicing, how do you describe the following consonants? /f/, /g/, /m/, /t/.
4. Draw a table similar to the one below and provide examples of words of your Ghanaian language of study in the positions in which vowels can occur.

Vowel	Word initial	Word medial	Word final

5. Draw a table similar to the one below and provide examples of words of your Ghanaian language of study in the positions in which consonants can occur.

Consonant	Word initial	Word medial	Word final

## EXTENDED READING AND RESOURCES:

1. Dolphyne, F. A., (2006). *The Akan (Twi-Fante) language: Its sound systems and tonal structure*. Accra: Woeli Publishing Services.
2. Yule, G. (2010). *The Study of Language (3th ed.)*. Cambridge: Cambridge University Press.
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Fishery, livestock and poultry are aspects of agriculture

# ACKNOWLEDGEMENTS



Ghana Education Service (GES)

