

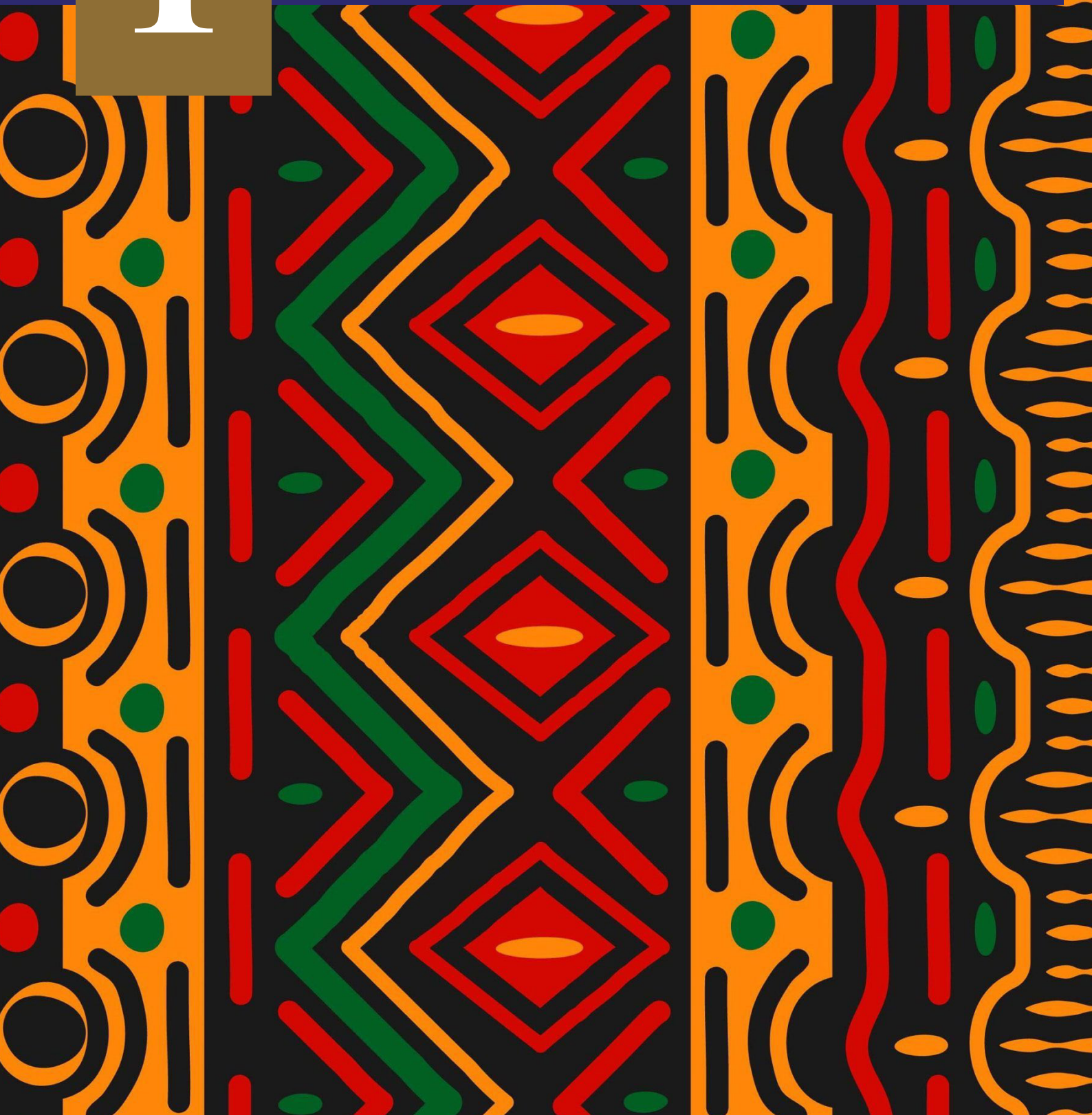
Asante Twi

Year 1

SECTION

1

# SOUNDS OF THE LANGUAGE



# ORAL CONVERSATION

## Phonology (Speech sounds of a Ghanaian language)

### INTRODUCTION

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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.

#### **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 parameters.

### *Lip position/posture:*

The parameter 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, ε, 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/			
/ɛ/			
/ɔ/			
/o/			
/a/			

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.

## Description of consonants

Sɛ yɛpɛ sɛ yɛkyɛrɛkyɛrɛ anom nnyɛgyɛɛɛ su a, yɛwɔ akwan ahodoɔ bi a yɛfa so yɛ no. Akwan ahodoɔ mmiensa a yɛfa so kyɛrɛkyɛrɛ anom nnyɛgyɛɛɛ su no ne: beaɛ a yɛyɛ nnyɛgyɛɛɛ no, nnyɛgyɛɛɛ no yɛbea ɛna dwɛdwɛɛwa no gyinabea. Yɛde nhwɛsoɔ a ɛsɛ ɛfata bɛkyɛrɛkyɛrɛ akwan ahodoɔ mmiensa yi biara mu.

### *Beaɛ a yɛyɛ nnyɛgyɛɛɛ no:*

Yɛi yɛ beaɛ a honam akwaa mmienu hyia wɔ berɛ a yɛrɛyɛ anom nnyɛgyɛɛɛ ahodoɔ no. Mmɛaɛ a yɛyɛ Asante Twi kasa anom nnyɛgyɛɛɛ ahodoɔ tɛ sɛ dɛɛ yɛhunuu no wɔ sini no mu bi ne anofafa, anobatase, ɛsɛakyi, dadam denden, dadam bɛtɛɛ, ne dɛɛ ɛkɛka ho. Mmɛaɛ ahodoɔ a yɛyɛ Asante Twi kasa anom nnyɛgyɛɛɛ no bi na ɛdidi soɔ yi.

- Anofafa: Saa nnyɛgyɛɛɛ yi yɛ mu no, yɛn ano soro ne fam no ka bom. Nhwɛsoɔ /p, b, m/.
- ɛsɛakyi: Sɛ yɛrɛyɛ ɛsɛakyi nnyɛgyɛɛɛ a, tɛkyɛrɛma no ano ma ne ho so kɔ ɛsɛakyi. Nhwɛsoɔ /l, r, t, d, s, n/.
- Anobatase: Saa nnyɛgyɛɛɛ yi yɛ mu no, anofafa a ɛwɔ fam no ma ne ho so kɔhyia ɛsɛ a ɛwɔ soro no. Nhwɛsoɔ /f/.
- Dadam denden: Yɛrɛyɛ dadam denden nnyɛgyɛɛɛ a, tɛkyɛrɛma no mfimfini ma ne mu so kɔ dadam denden ho. Nhwɛsoɔ /j/.
- Dadam bɛtɛɛ: Sɛ yɛrɛyɛ dadam bɛtɛɛ nnyɛgyɛɛɛ a, tɛkyɛrɛma no akyi twe ne ho kɔ dadam bɛtɛɛ ho. Nhwɛsoɔ /k, g, ŋ/.

### Activity

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

### *Nnyɛgyɛɛɛ no yɛbea:*

Yɛi kyɛrɛ ɛkwan a ɔkasa nkwaadɔm no fa so danedane mframa a ɛfiri yɛn ahurututuo anaa ahrawa mu ba no wɔ berɛ a yɛrɛyɛ anom nnyɛgyɛɛɛ ahodoɔ no. Yɛwɔ akwan ahodoɔ a ɔkasa nkwaadɔm no fa so danedane mframa no mu wɔ berɛ a yɛrɛyɛ nnyɛgyɛɛɛ ahodoɔ no. Nhwɛsoɔ, anom nnyɛgyɛɛɛ no bi yɛ mu no, ɛkwan a ɛda anom no mu to pru ma mframa no de ahooɔden pue prɛkɔpɛ. Sɛ yɛhwɛ sɛdɛɛ anofafa no si to fa a, ɛma yɛhunuu ɛkwan a ɔkasa nkwaadɔm no danedane wɔn ho nam so ma yɛhunuu Asante Twi kasa anom nnyɛgyɛɛɛ ahodoɔ no mu nkyɛkyɛmu. ɛkwan a yɛfa so yɛ anom nnyɛgyɛɛɛ ahodoɔ no mu bi na ɛdidi soɔ

yi: agyinaeɛ, nkyeremu, agyinaeɛ-nkyeremu, ehwenem, latera, ne deɛ ɛkeka ho. Deɛ edidi soɔ yi ye akwan ahodoɔ a wɔfa so ye nnyegyeeɛ no ne emu biara ho nhwesoɔ wɔ Asante Twi kasa mu.

- **Agyinaeɛ:** Sɛdeɛ ne din si tee no, sɛ yereye agyinaeɛ nnyegyeeɛ no a, mframa a ɛfiri yen ahurututuo anaa ahrawa mu ba no begyina ano a emu ato no akyi. Afei mframa no de ahooɔden pue prɛkope. Nhwesoɔ /p, b, t, d, k, g/. Esiane sɛ mframa a ɛfiri yen ahurututuo anaa ahrawa mu reba no gyina wɔ ano a emu ato no akyi nti na ɛma yɛfrɛ no agyinaeɛ nnyegyeeɛ no.
- **Nkyeremu:** Yereye nkyeremu nnyegyeeɛ yi a, anofafa no mu nto pru na mmom, ɛgya ɛkwan kakra to mu ma mframa a ɛfiri yen ahurututuo mu reba no ho kyere no. Nkyeremu nnyegyeeɛ ho nhwesoɔ ne /f/. Esiane sɛ mframa a ɛfiri yen ahurututuo anaa ahrawa mu reba no ho kyere no wɔ bere a ɛrepue no nti na ɛma yɛfrɛ no nkyeremu nnyegyeeɛ no.
- **Agyinaeɛ-nkyeremu:** Sɛ yereye agyinaeɛ nkyeremu nnyegyeeɛ a, mframa a ɛfiri yen ahurututuo anaa ahrawa mu reba no begyina ano a emu ato no akyi afei, na mframa no apue bɔkɔɔ. Nhwesoɔ /tɛ, dz/. Esiane sɛ mframa a ɛfiri yen ahurututuo anaa ahrawa mu reba no gyina wɔ ano a emu ato no akyi na ɛma no pue bɔkɔɔ a ne ho kyere no nti na yɛfrɛ no agyinaeɛ-nkyeremu nnyegyeeɛ no.
- **Latera:** Sɛ yereye latera nnyegyeeɛ a, tɛkyerɛma no anim ma ne ho so kɔ ɛseakyi wɔ bere a mframa a ɛfiri yen ahurututuo anaa ahrawa mu reba no pue fa tɛkyerɛma no nkyenkyen. Latera nnyegyeeɛ ho nhwesoɔ ne /l/. Esiane sɛ tɛkyerɛma no anim ma ne mu so kɔ ɛseakyi na mframa a ɛfiri yen ahurututuo anaa ahrawa mu reba no pue fa tɛkyerɛma no nkyenkyen nti na ɛma yɛfrɛ no latera nnyegyeeɛ no.
- **Mmobɔeɛ:** Yede tɛkyerɛma na ɛye mmobɔeɛ nnyegyeeɛ no a ɛno ne ɔkasa akwaa a ɛkeka ne ho wɔ bere a ɛbobɔ ɛseakyi a ɛnkeka ne ho hɔ no mpen pii. Mmobɔeɛ nnyegyeeɛ ho nhwesoɔ ne /r/. Esiane sɛ tɛkyerɛma no anim bɔ ɛseakyi hɔ mpen pii no nti na ɛma yɛfrɛ no mmobɔeɛ nnyegyeeɛ no.

### *Dwɛdwɛɛwa gyinabea:*

ɛkwan a ɛto so mmiensa a yɛfa so kyerekyere anom nnyegyeeɛ su mu ne *Dwɛdwɛɛwa gyinabea*. Sɛ yereye anom nnyegyeeɛ a, ntini a ɛwɔ yen dwɛdwɛɛwa mu no kɔ gyinabea ahodoɔ mmienu mu, sɛ emu bepo anaase emu rempo. Sɛ ntini no mu po a, yɛnya anom nnyegyeeɛ a emu pi ɛna sɛ ntini no mu ampo a, yɛnya anom nnyegyeeɛ a emu mpi. Anom nnyegyeeɛ a emu pi no mu bi ne /g/, /d/, /m/, /b/, ɛna anom nnyegyeeɛ a emu mpi no mu bi ne /f/, /s/, /k/, /t/, /ʃ/.



## Activity

1. Watch a YouTube video on how speech consonants sounds are produced. Please click here: <https://www.youtube.com/watch?v=dfoRdKuPF9I>.
- 1b. 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.
- 1c. Discuss the content in class based on the three parameters for describing consonants in your Ghanaian language of study.

## Sound distribution

Sɛ yɛka sɛ nnyegyɛɛ dwumadie a, na yɛrɛpɛ akyerɛ beaɛɛ a nnyegyɛɛ bi tumi di anaase ɛba wɔ asemfua bi mu. Okasa biara wɔ mmara a ɛfa beaɛɛ a nnyegyɛɛ bi tumi di anaa ɛba wɔ asemfua bi mu. Beaɛɛ ahodoɔ mmiensa a nnyegyɛɛ tumi di anaa ɛba wɔ asemfua mu nonom ne asemfua anim, asemfua mfimfini ne asemfua akyi. Ma yɛnhɛ ɛne nnyegyɛɛ dwumadie ho mpensempensemu no ase.

## ɛne nnyegyɛɛ Dwumadie

ɛne nnyegyɛɛ dwumadie kyere beaɛɛ a ɛne nnyegyɛɛ bi hyɛ wɔ asemfua mu. ɛne nnyegyɛɛ no bi tumi di asemfua anim, ebi nso tumi di asemfua mfimfini ɛna ebi nso tumi di asemfua akyi. Sɛ ɛne nnyegyɛɛ bi ba asemfua anim a, yɛka sɛ ɛdi **asemfua no anim**. Sɛ ɛba asemfua no mfimfini a, yɛka sɛ ɛdi asemfua no mfimfini ɛna sɛ ɛba asemfua no awieɛɛ a, yɛka sɛ ɛdi **asemfua no akyi**. Sɛ yɛhwɛ nkyerɛkyeremu a ɛwɔ ɛsoro hɔ no mu a, ɛda adi pefee sɛ, okasa biara wɔ mmara anaa nhyehyɛɛ a ɛwɔ ɛne nnyegyɛɛ dwumadie ho. Hyɛ no nso sɛ, ɛne nnyegyɛɛ no mu bi tumi di beaɛɛ ahodoɔ mmiensa no nyinaa wɔ asemfua mu. Momma yɛnhwɛ ɛne nnyegyɛɛ /a/ dwumadie ho nhwesɔɔ a ɛwɔ nsemfua a ɛwɔ fam hɔ no mu.

1. asem
2. tam
3. asaawa

Nhwesɔɔ 1 mu no, ɛne nnyegyɛɛ /a/ di asemfua no anim. Yei mu no, yɛka sɛ /a/ tumi di asemfua anim. Nhwesɔɔ 2 mu no nso, /a/ no hyɛ asemfua no mfimfini nti yɛka sɛ /a/ no di asemfua no mfimfini. Nhwesɔɔ 3 no mu no, /a/ ne nnyegyɛɛ a ɛtwa toɔ wɔ asemfua no mu ne saa nti, /a/ tumi di asemfua akyi.

### Activity 1

- 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

- 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	


### Activity 3

- 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

- 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

- 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	
t	
d	
k	
g	
f	
m	
n	
w	
s	

## Activity 3

- 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/, /ε/, 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


# SUGGESTED ANSWERS TO REVIEW QUESTIONS

The following are suggested responses to the review question.

1. While in the production of vowels there is little or no obstruction of airflow, in producing consonants there are varying significant degrees of obstruction of airflow. Again, while all vowels are voiced, not all consonants are voiced; some consonants are voiceless.
2. The following are the three parameters used for the description of vowels.

Vowels	Part of tongue	Height of tongue	Lip position/posture
i. /o/	Back	Mid	Rounded
ii. /i/	Front	High	Unrounded
iii. /ε/	Front	Mid	Unrounded
iv. /ɔ/	Back	Mid	Rounded

3. The following are the 3 parameters used in describing the following consonants: /f/, /g/, /m/, /t/.

Consonants	Place of articulation	Manner of articulation	Voicing
i. /f/	Labio-dental	Fricative	Voiceless
ii. /g/	Velar	Stop (plosive)	Voiced
iii. /m/	Bilabial	Stop (nasal)	Voiced
iv. /t/	Alveolar	Stop (plosive)	Voiceless

**NB:** Responses to questions four and five are Ghanaian language-specific. Therefore, the learners will do self-assessment.

## EXTENDED READING

Dolphyne, F. A., (2006). *The Akan (Twi-Fante) language: Its sound systems and tonal structure*. Accra: Woeli Publishing Services.

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Organs of speech: <https://youtu.be/lg9RkazFZLk?t=378>.

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