

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.

At the end of 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 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/			

Vowel	Lip Posture	Tongue Height	Part of the tongue
/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.

Vaolii asusuməketsōmō

Yε vaolii asusuməketsōmō mli lε, otii komεi yε ni akwε; nomεi ji naabu tsōmōi, lilei nōwomō kε lilei hei komεi kε vaolii gbεemōi afeemō.

Hei ni asō gbεemōi yε:

Enε miitsō he i ni gbεemō sōbi enyō kpeō yε kεfεō kōnsonanti gbεemō yε daaη. Taake wōkwε , wiemō gbεemōi yε sini lε mli lε hei komεi ni asō wiemō gbεemōi yε ji naabu kε naabu, naabu kε nyaanyōη, lilei kε tεηloo, daaη agba, sεηkpō kenii. Nibii ni baa nεε tsō he i ni asō kōnsonanti gbεemōi lε yε kε gbεemōi ni ji.

- Naabu ηwεi kε shishi: Yε enε feemō mli lε naabu ηwεi kε shishi lε tsaa, nōkwemōnō: /p, b, m//.
- Tεηloo: Yε enε feemō mli lε, wōkε lilei lε hiε kpeτεō daaη agba lε ni ehaa wō gbεemōi nεε: /t, d, s, n/.
- Naabu kε nyanyōη : Okε ηwεi nyanyōη kε shishi naabu lε tsaa ni no haa wō gbεemōi nεε:/f, v/.
- Daaη agba: kεji wōmiisō gbεemōi yε jεmε lε, wō wō lilei lε tεη gbε nō kεbεηkεō daaη agba kεfεō gbεemō lε. Nōkwemōnō /j/.
- Sεηkpō: Yε enεfeemō mli lε, wōtsiō lilei lε sεε keyaa agba bōdō lε nō gbε, ni ehaa wō

gbεemōi nεε: /k, g/.

Activity

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

Bō ni asō lε

Enε tsō bō ni atsiō kōyōō lε naa ahaa kεji aasō kōnsonanti gbεemōi lε. Aye kōyōō lε naatsii srōtoi yε gbεemōi nεε asō mli. Nōkwemōnō, yε kōnsonantii komεi amli lε, yε amεsō mli lε, atsiō kōyōō lε naa emuu be kukuoo ko kεkε lε aηmεε he. Kεji akwε bō ni atsiō naa ahaa ni aηmεō he lε haa anaa nō gbεemō pōτεε ni asō lε, he ni asō yε lε jieō amεhe kpō ni amεsharaa yε gbεemō sō lε mli. Nōkwemō nibii lε ekomεi yε kōnsonantii lε asō mli lε atsiō kōyōō lε naa emuu ni aηmεō he kpoo, ekomεi hu kōyōō lε hoō, esharaa he kεtsōō gugōjiaη kn .

- Kpoo gbεemō: Yε gbεemōi nεε afeemō mli lε, taake gbεi lε tsō lε atsiō kōyōō lε naa emuu be kukuoo. Ni aηmεō kōyōō lε he kεfεō gbεemōi ni baa nεε:

/p, b, t, d, k, g, m, n/. Gbɛɛmɔi lɛ damɔɔ hɛ ni atsi kɔɔyɔɔ lɛ naa yɛ ni aɲmɛɔ hɛ lɛ. Ayɛ kpoo gbɛɛmɔi srɔtoi enyɔ. Ayɛ nɔ ni tsɔɔ daaɲ kɛ nɔ ni tsɔɔ gugɔɲ. Kɛji kɔɔyɔɔ ni atsi naa lɛ aɲmɛɛ hɛ kɛtsɔ daaɲ lɛ nɔ ji kpoo gbɛɛmɔ lɛ. nkn. /p, b, t, d, k, g/. Nakai nɔɲɲ kɛji eje kpo kɛtsɔ gugɔɲ lɛ, atseɔ lɛ gugɔɲian gbɛɛmɔ. nkn, /m, n, ŋ/.

- Kɔɔyɔɔ hoɔ: Yɛ enɛmɛi ahe nitswumɔ lɛ ajɛɛ gbɛ atsi kɔɔyɔɔ lɛ naa, shi moɲ ahaa lɛ gbɛ leleoo ko ni etsɔɔ jɛmɛ kɛhoɔ ni esharaa hɛ: nomɛi ji /f, s/.
- Gbɛɛmɔi ni anuɔ kɔɔyɔɔ hɛ: Kɛji oosɔ gbɛɛmɔi ni anuɔ kɔɔyɔɔ hɛ lɛ, ayɛ ŋɛlɛi enyɔ nɔ ni atsɔɔ; klɛɲklɛɲ lɛ atsɔɔ kɔɔyɔɔ lɛ naa kwraa, ni naagbee lɛ aɲmɛɔ kɔɔyɔɔ lɛ hɛ blɛoo. Nɔkwɛmɔ nibii lɛ ekomɛ nɛ: /tʃ/
- **Lilɛi koɲ:** Yɛ lilɛi koɲ gbɛɛmɔfeemɔ mli lɛ, lilɛi naa lɛ saa tɛɲloo ni kɔɔyɔɔ jɛɔ naabu afa. Nɔkwɛmɔnɔ; /l/.

Lilɛi kpokpomɔ: Lilɛi akɛ feɔ nekɛ gbɛɛmɔ nɛɛ, lilɛi lɛ saa tɛɲloo lɛ hɛ ni ehaag gbɛɛmɔ nɛɛ. Nɔkwɛmɔnɔ; /r/

Gbee

Mikasɛlɔi, gbɛ nɔ ni ji etɛ nɔ ni wɔtsɔɔ kɛnaa kɔnsɔnati ji gbee. Kɛji wɔmiifɛe loo wɔmiitɛ kɔnsɔnati lɛ, gbee lɛ tsɔɔ gbee kpaa mli ni nekɛ gbɛe kpaa nɛɛ, ehie enitsumɔi enyɔ; kɔnsɔnati ni haa gbɛe kpaa wosɔɔ kɛ nɔ ni haa gbɛe kpaa lɛ awoso. Nɔ ni gbɛe kpaa wosɔɔ; /g/, /d/, /m/, /b/, ni nɔ ni haa gbɛe kpaa lɛ awoso hu ji; /f/, /s/, /k/, /t/, ʃ kn.

Activity

1. Watch a YouTube video on how speech consonants sounds are produced. Please click here: <https://www.youtube.com/watch?v=df0RdKuPF9I>.
2. 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.
3. Discuss the content in class based on the three parameters for describing consonants in your Ghanaian language of study.

Gbee Mlijaramɔi

Gbee mlijaramɔi tsɔɔ hɛ ni vaoli ko gbɛɔ yɛ wiemɔ ko mli. Wiemɔ fɛɛ wiemɔ kɛ hɛ ni vaoli gbɛe lɛ gbɛɔ yɛ loo kɛjɛɔ. Hei ni gbɛe nɛɛ jɛɔ kpo yɛ Ga wiemɔ mli yɛ ji; hie, tɛɲ kɛ sɛɛ. Nyahaa wɔbɔte mli ni wɔkase ni wɔha nɔkwɛmɔ nibii.

Vaoli gbɛhe ji he pɔtɛ ni vaoli lɛ ka yɛ wiɛmɔ ko mli. Vaolii komɛi jɛɔ wiɛmɔ shishi, ekomɛi kaa tɛŋ ni ekomɛi gbɛɔ wiɛmɔkuli naa. Kɛji vaoli ko je wiɛmɔ ko shishi lɛ, atɛɔ lɛ shishijɛɛ. Kɛji eba yɛ wiɛmɔkuli ko tɛŋ lɛ, atɛɔ lɛ tɛŋ. Ni kɛji egbɛ wiɛmɔkuli ko hu naa lɛ, atɛɔ lɛ naagbɛɛ.

Kwɛmɔ vaoli gbɛhe ni /a/ ka yɛ wiɛmɔkulibii ni baa nɛɛ amlɛ:

1. akutu
2. kane
3. sisa

Yɛ nɔkwɛmɔnɔ kome lɛ mli lɛ, /a/ eje wiɛmɔkuli lɛ shishi. No hewɔ lɛ, wɔkɛɔ akɛ /a/ nyɛɔ ejeɔ wiɛmɔkuli ko shishi. Yɛ nɔkwɛmɔnɔ ni ji enyɔ lɛ mli lɛ, /a/ eba yɛ wiɛmɔkuli lɛ tɛŋ. No hewɔ lɛ, wɔkɛɔ akɛ /a/ nyɛɔ ebaa yɛ wiɛmɔkuli ko tɛŋ. Yɛ nɔkwɛmɔnɔ ni ji etɛ lɛ mli lɛ, /a/ eba yɛ wiɛmɔkuli lɛ naagbɛɛ. No hewɔ lɛ, /a/ nyɛɔ egbɛɔ wiɛmɔkuli ko naa.

Activity 1 (word-initial vowels)

1. List all the vowels in your Ghanaian language of study in the table below.
2. For each vowel provide a corresponding word in your language that begins with the vowel.
3. Share with your colleague your observation on the answers you provided regarding which vowels cannot occur at word-initial position.
4. 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)

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

Vowel	Word-medial
a	

Activity 3 (word-final vowels)

1. List all the vowels in your Ghanaian language of study in the table below.
2. For each vowel provide a corresponding word in your language that ends with the vowels.
3. Share with your colleague your observation on the answers you provided paying attention to which vowels cannot occur at word-final position.
4. 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)

1. List all the consonants in your Ghanaian language of study in the table below.
2. For each consonant provide a corresponding word in your language that begins with it.
3. Share with your colleague your observation on the answers you provided focusing on consonants that cannot occur at word-initial position.
4. 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	

Consonant	Word-initial
m	
n	
w	
s	

Activity 2 (word-medial consonants)

1. In pairs, list all the consonants in your Ghanaian language of study in the table below.
2. For each consonant provide a corresponding word in your language in which the consonants occur in the middle.
3. Share with your colleague pairs your observation on the answers.
4. 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 (word-final consonants)

1. In your groups list all the consonants in your Ghanaian language of study in the table below.
2. For each consonant provide a corresponding word in your language that ends with the consonants.
3. Share with another group your observation on the answers.
4. 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 (4th ed.)*. Cambridge: Cambridge University Press. Organs of speech: <https://youtu.be/lg9RkazFZLk?t=378>.

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