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**Iňlis diliniň nazary fonetikasy. Iňlis dili we edebiyaty hünäri üçin.**  
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Iňlis diliniň nazary fonetikasy häzirki zaman iňlis dilinde beýan edilýär. Gollanma ýedi bölümden ybarat. Her bir bölümiň häzirki zaman iňlis diliniň iň möhüm fonetiki teoriýasyna bagyşlanan.: fonema teoriýasy, basym, bogun, heň ýaly teoriýalar giňişleýin berilýär. Diliň ses sistemasy we onuň aýdylyş aýratynlyklary, diýalekt we Amerikan iňlis görnüşlerini giňişleýin beýan edilýär. Her bir tema üçin ugrukdyryjy soraglar we teklip hem berilýär. Gollanma iňlis dilini öwrenýän türkmen talyplary üçin niýetlenen.

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## **Introduction. The subject and Purpose of Theoretical Phonetics of the English Language.**

Phonetics is a branch of linguistics which deals with the ways of forming speech sounds with their acoustic, physiological and semantic properties. Phonetics being a branch of linguistics occupies a peculiar position. It is quite independent and develops according to its own laws. Phonetics is an essential part of the language, because it gives the language a definite form; - the vocabulary and grammar of the language can function only when the language has phonetic form. The reason of this is that the lexical and grammatical forms are expressed phonetically.

The term “phonetics” comes from the Greek word “fonetikos” which means “science of speech sounds”.

Phonetics as a science is based on the principles of scientific language theory. This theory has two main principles: thinking and speaking. According to the first principle language is connected with thought. Thoughts can be expressed in actual speech. According to the second principle language is the most important means of human intercourse. Human thinking is expressed by means of words and words form sentences. The words of the sentence consist of sounds. So language can exist with the material forms which are the sound system of the language. And the sound system of the language is the subject matter of phonetics. Phonetics was known to ancient Greeks and to the ancient Hindus. The scientists of that time studied only the speech

sounds. Phonetics as an independent science began to develop in Western Europe and in Russia only in the 19<sup>th</sup> century. New phonetic schools and theories appeared only in the 20<sup>th</sup> century.

### **Components of the phonetic system of English.**

The phonetic system of English consists of some basic components. The first and basic component of the phonetic structure of English is the system of phonemes. This phonetic component has a systematic character, which finds its expression in different classifications of phonemes. The phonemes are divided into vowel phonemes and consonant phonemes. Vowels are divided into **monophthongs** and **diphthongs** long vowels and short vowels. Consonants are divided into voiced and voiceless consonants and noise consonants and sonorants.

The phonemic component of the phonetic structure of the English language does not only **consist** of the system of phonemes described above, but also of the combinations of their allophones. Thus the phonemic component of the phonetic system of English has three aspects:

1. The system of its phonemes.
2. The presence of allophones.
3. The ways of joining speech sounds as **VC**, **CVC**, **CV** and so on.

The second component of the phonetic system of English is the syllabic structure of the words. The syllabic structure of words has two aspects which are inseparable from each other:

1. Syllable formation.
2. Syllable division.

In English syllables may be formed by a single vowel, by a vowel and a consonant and also by consonants only. The third component of the phonetic system of English is the accentual structure of words. By accentual structure we understand the word-stress which may be divided into primary word stress, secondary word stress and a weak word stress. So in word stress we distinguish three aspects:

1. The physical nature of word stress (strong or weak).
2. The position of word stress in disyllabic and polysyllabic words.
3. The degrees of word stress. We distinguish different degrees of stress in disyllabic and polysyllabic words.

The fourth component of the phonetic system of English is the intonation of the sentence. In the language sentences are pronounced with different kinds of intonation as rising and falling intonation.

### **Connections of phonetics with other sciences.**

Phonetics is a branch of linguistics and it is closely connected with other branches of linguistics. Phonetics is closely connected with grammar. In grammar the plural form of some nouns is formed with sound interchanges (e.g. *man-men, foot-feet*) ; some morphological forms of the verbs are formed also with the help of sound interchanges (*know-knew-known*). English word stress helps to distinguish different parts of speech (*Import-noun, im'port-verb, perfect-adjective, per'fect-*

verb) English intonation shows different communicative types of the sentence.

Phonetics is closely connected with **lexicology**. Lexicology studies words and these words consist of speech sounds. There are different lexical words in English with short and long vowels, as in “*ship-sheep*” which belong to different parts of speech. In stylistics a number of devices are called phonetic devices, as for example, rhymes in poems or poetic rhymes:

*Early to bed, early to rise*

*Makes a man healthy,*

*Wealthy and wise.*

*Man is a fool*

*When it is hot*

*He wants it cool.*

Phonetics is connected not only with linguistic sciences, but also with many other sciences. For example, the study of intonation is impossible without a good knowledge of logic. Acoustic phonetics is connected with physics, mathematics and cybernetics. Phonetics is also connected with physiology, anatomy and with the general history of the language.

### **Branches of phonetics.**

English phonetics has several branches, such as :

1. *General phonetics.*

2. *Special phonetics.*
3. *Phonology.*
4. *Historical phonetics.*
5. *Comparative phonetics.*
6. *Comparative historical phonetics.*

**General phonetics** studies all the sound producing possibilities of human speech apparatus, it finds out what types of speech sounds exist in the languages of the world, and what role they play in expressing thoughts. It gives general conclusions about the phonemic theory, the theory of syllable formation, syntagm, stress and intonation, also about graphical rules and the rules of orthography. So general phonetics provides valuable theoretical material which helps to understand correctly different phonetic phenomena of concrete languages.

**Special phonetics** studies the present phonetic system of a given language, at the given period synchronically. It gives a description of the system of pronunciation of the given individual language. Special phonetics may be subdivided into descriptive and historical phonetics. It is concerned with the study of the phonetic structure of a concrete language as the phonetics of the Turkmen language, phonetics of the Russian language etc.

**Historical phonetics** studies the changes in the phonetic system of a given language at different stages of its historical development. Historical phonetics uses the philological method of investigation, which consists of studying written documents and comparing

different spellings of one and the same word. Historical phonetics is very important also for the study of modern phonetics, because without the historical approach it is impossible to understand the modern phonetic system of the language.

**Comparative phonetics** studies the phonetic system of two or more languages comparatively finding out the sameness or differences of the phonetic system of those languages.

**Practical application of phonetics.** Phonetics has a wide field of application. It is widely used in teaching. The children learn to read and write in their mother tongue. They are taught to understand the relations between sounds and letters. The practical importance of phonetics is closely connected with teaching foreign languages. Main methods of teaching foreign languages are based on phonetics. The pioneer of this method is professor Scerba, who introduced it in teaching in the 20<sup>th</sup> century. The phonetic method of teaching is widely used in correcting speech defects, in teaching dialect speakers of the language. Creating new alphabets and changing orthographical principles are also based on phonetic investigations.

a) Answer the following questions:

1. What is a phoneme?
2. What components of phonetics do you know?
3. Where and how did phonetics develop?
4. With what other sciences are phonetics connected?
5. What branches of phonetics do you know?
6. What is special phonetics?

b) Recommendations for widening your knowledge:

1. Read about the theoretical value and importance of phonetics in the book “English phonetics. A Theoretical Course” by V.A.Vassilyev. Pp.26-28.
2. Read about “Phonetics and phonology” in the book “English phonetics” by O.J. Dickushina. Pp.14-15.

### **Part I. Methods of Phonetic Investigation.**

The methods of investigation which are widely used in phonetic investigations are different. We distinguish in phonetics such methods as 1) the method of direct observation; 2) the experimental physiological and experimental acoustic method; 3) the method of substitution and the distributional method; 4) the comparative and comparative historical method;

The method of direct observation is the oldest and the simplest method. It is also called auditory or visual method. It consists of observing the movements and positions of one’s own or other people’s organs of speech in producing various speech sounds. This method comprises three important models of phonetic analysis: by ear, by sight and by muscular sensations. That is why the method of direct observation is called a subjective method.

The experimental method is based on the use of special instruments. That is why this method may be called the objective method. They use

such instrumental techniques as artificial palate, magnetic tape recorders, photo cameras, kymograph, x-ray photography, and others.

The rapid development and great popularity of experimental phonetics during the high development of the technique science gave good results in learning the speech sounds of the language. Now laboratories for phonetic research exist in all higher educational institutions with up-to-date apparatus. Modern computers and other electronic machines for investigations are at the disposal of the linguistic scholars and students.

One of the basic methods of investigation is the method of substitution which deals with the phonemes of a given language. In this method one speech sound is replaced by another in the same position. So one phoneme is substituted by another phoneme and these two phonemes form a paradigm or a minimal pair of different forms, as in the example “He works [s], He worked [t]. In these examples the phonemes [s] and [t] show different tense forms of the same word, present tense and past tense.

When two words or two grammatical forms of a word are differentiated by two different speech sounds in identical positions, such a pair is called a minimal pair.

E.g. ten-pen [t] > [p]

In Turkmen: bagt-wagt [b] > [w]

The name of this method comes from the Latin word “transposito”, which means “changing the places”. It was first used by the great

phonetician O.Jespersen. The main aim of this method is comparison of phonemes in the same position of words. E.g.

Stopped [t] – listened [d]

Helped [t] – changed [d]

Worked [t] – distributed [id]

The method of distributional analysis establishes the distribution of speech sounds. It deals with the distribution of speech sounds of all positions and combinations in which the speech sound can occur in the words of the language, as, for example, the English sounds [ŋ] and [u] never can stand at the beginning of the word. The sounds [æ] and [h] never can come at the end of the words. The English sound combinations [tl] and [dl] always come at the end of the words (little, middle), but they never come at the beginning of the words.

The comparative and the comparative historical methods. The comparative method is used for analysis of the phonetic structure of one language with the phonetic structure of another language. With the help of this method we can compare the phonetic structure of two or more languages. As a result of comparison we find out the structure of the compared languages. A good example of the use of this method is Professor Gurdow's work "Phonetical and morphological typology of English and Turkmen". (Turkmenabat-2000).

The comparative historical method is used when we analyze the phonetic structure of one language at different stages of its historical development. We can compare the historical development of the pronunciation of words in old English , Middle English and New

English.(e.g. OE. man [mʌn] > NE man [mæn] . In this example we can see the pronunciation differences at different periods of the development of the English language. Historical phonetics is used by linguists to show the successive changes in the phonetic system of the language. In their investigations the linguists use the philological method of investigation which consists of studying the existing written documents of different periods of the English language.

Historical comparative phonetics also studies the correlation between the phonetic system of two or more languages, especially of kindred languages , and in this way it finds out the correspondences between the speech sounds of kindred languages. For example , the comparative historical phonetics tells us that to every initial prevocalic [z] of modern German language corresponds the consonant [s] in modern English. In the German word “Zenden” the sound [z] corresponds to [s] in modern English “Send” Another example, the German word “Zilber” – English – silver, [z]>[s].

### **Phoneme theory investigation methods.**

The phoneme theory came into being in Russia. Its originator was Professor Baudouin De Courtenay. He is the founder of Kazan linguistic school. His investigations of the phoneme theory may be divided into two periods: The 1<sup>st</sup> period. Investigations with the morphological approach. By this method Bedouin tried to analyze the phonemes according to their functions in morphemes, as for example, the morpheme sound interchanges (rise-rose-risen). The morpheme sound

interchanges [ai>ou>i] help to form the basic forms of the verb in English. This method of investigation had its followers. N.S.Trubetskoj was influenced by it and continued this method of investigation. The second period. Investigations with the psychological approach. In this approach Baudouin calls the phoneme as a complex perception of a sound. This perception is the result of articulatory muscular movements while producing the sound. This approach to the phonemes did not become widely spread, because this phoneme idea was known to a very few linguists being published in the Polish language.

Professor Scerba was the most gifted pupil of Professor Baudouin De Courtenay. The principal points of Scerba's phoneme investigations consist of two parts: the theory of phonemic variant and the theory phonemic independence. Scerba gives very great importance to phonemic variants. The phonemic variants are very important, because they may develop into new phonemes. In this way they may become independent a phonemes variant. For example, the three pairs of consonants [e-ǝ]; [f-v]; [s-z] were variants of one phoneme each in the Old English period, but in Modern English each of them is an independent phoneme.

a) Answer the following questions:

1. What main methods of phonetic investigation do you know?
2. Why is the method of direct observation called a subjective method?
3. What objective instrumental techniques are used in studying phonemes?

4. What sounds cannot stand at the beginning of words?
5. What is comparative historical method?
6. How do you understand by phonemic variants and phonemic independence?

b) Recommendations for widening your knowledge:

1. Read about the phoneme theory in other countries in the book “English Phonetics” by O.J. Dickushina pp.37-43.
2. Read about more investigations of speech sounds in “English Phonetics” by V.A. Vassilyew . Pp.10-19.

## **Part II. Oral and written forms of speech in English.**

### **1. Formation of English literary pronunciation in English.**

A national language has two material forms: written form and spoken form. The written form of the language is generally accepted as the standard form in the whole country. But the spoken form of the language may differ from locality to locality. Such different spoken forms of the language are called dialects. The dialects may differ from one another in the following aspects: in grammar, in vocabulary and in pronunciation. In phonetics such differences in pronunciation in different dialects are called dialectology. Differences between dialects may be in pronunciation of words, in word stress and also in

intonation. Dialectal differences in word stress may be illustrated by the word „industry“ where the word stress is on the first syllable. In some English dialects the word stress is on the second syllable as in the example „in' dustry“. Local dialects have not disappeared, but continue to exist. We can name such dialects as:

- 1) The Cockney dialect;
- 2) The Northern dialect;
- 3) The Southern dialect;
- 4) The Scottish dialect;

The Cockney dialect has differences in the pronunciation of the vowels and consonants.

E.g. please [pleiz]

Saturday [sæd rdi]

Bank [bŋk]

tube [tu:b]

In the process of the economic, social and political development of the country one of the local dialects becomes a literary language in the country. The same happened with the London dialect in the 15<sup>th</sup>-16<sup>th</sup> centuries. In the formation of English national language the London dialect was accepted as the basis of the national English language. The pronunciation of this dialect became the orthoepic standard of the English language. The norms of writing, pronunciation and intonation became the norms of the standard English language.

At the present time we can distinguish different types of cultivated English, these are large regional types which are different from local dialects. In the British Isles there are the following three types of pronunciation; the Southern type of English pronunciation, the Northern

type of English pronunciation and the standard Scottish type of pronunciation.

## **2.The Southern type of English literary pronunciation.**

The Southern type of English pronunciation is known as standard English pronunciation. It is also called Public school pronunciation. The Southern English pronunciation is the Received standard English pronunciation which is widely known and was accepted by radio and television. The British Broadcasting Corporation ( the BBC) adopted the Southern type of English pronunciation for its announcers mainly because it is the type which is most widely known and understood all over the country. The Southern English pronunciation is widely used in book printing, used by newspapers, magazines and also in teaching. The Southern type of pronunciation is used in teaching not only in England, but also in the countries where English is taught as a foreign language.

## **3.The Northern type of pronunciation.**

The Northern English pronunciation is the speech used in the region between Birminham and the borders of Scotland. This type of pronunciation is very close to the Southern type of pronunciation. This type of pronunciation has some differences in the use of vowel sounds. The main differences between the Northern and Southern types of pronunciation in the use of vowels are the following:

1.Southern English [æ]	Northern English [a]
Man [ mæn ]	[ man ]
Cap [ kæp ]	[ kap ]
2.Southern English [ɑ:]	Northern English [æ]
Glass [gla:s]	[glæs]
dance[da:ns]	[dæns]
3.Southern English [ʌ]	Northern English [u]
Love [lʌv]	[luv]
Cup [kʌp]	[kup]
4.Southern English [ei]	Northern English [E:]
Take [teik]	[te:k]
May [mei]	[me:]

The Northern English pronunciation represents the earlier type of the London dialect pronunciation, which was used as the standard English pronunciation in the 17<sup>th</sup> and 18<sup>th</sup> centuries. This early type of pronunciation was also taken to the United States of America with the English invaders of the American continent. That is why there are many features in common between American English pronunciation and the Northern type of English pronunciation.

#### **4.Scotland English type of pronunciation.**

The Scotland English type of pronunciation is very close to the Southern English type of pronunciation. Some features of Scotland English type go back to the Northumbrian dialect of the Anglo-Saxon speech. That is why the Scotland type of pronunciation differs from the Standard English in the use of different phonemes. The most important differences of the Scottish English are the following:

1. The consonant [r] is pronounced in all positions. E.g. more [mor], born [born]

2. The phoneme [x] is used in such words as loch [lox], caught [koxt].

The consonant [x] is characteristic only of the Scottish type of pronunciation. In all other types it is not present.

3. The palatal consonant [ç] (German ich) is used in words like „light“ [liçt]

4. The letter combination „wh“ is pronounced in Scottish English as [hw]. Such pronunciation was used in old English language which is preserved in the Scottish English pronunciation.

5. In Scottish English the sound [æ] is used instead of long [ɑ:].

E.g. glass [glæs], dance [dæns] etc.

6. The vowel [a] is used instead of the vowel [æ]. E.g. bad [bad], bag [bag]

7. In Scottish English the diphthongs, formed with [r] are changed into monophthongs. E.g. here [hir], there [ðè:r], poor [pur], sure [fu:r] etc.

## **5. Graphical forms of English orthography.**

Language performs its function as the most important instrument in human intercommunication. This instrument is human speech which exists in two forms: Oral speech and written speech.

In oral form of speech we utter the words in the form of sounds and the listener hears these sounds and gives the needed answer in the same way.

In the written form of speech we write those sounds with graphical symbols which are called letters. So in the written form of speech the language is made up of graphical symbols. Each language has its own alphabet to express the written form of speech. The English alphabet consists of 26 letters. This alphabet is based on the Latin alphabet. The Latin alphabet was adopted into English writing in the 7<sup>th</sup> century AD.

The knowledge of the writing system includes the knowledge of the principles of orthography. The English language is well-known with its most difficult writing or orthography. This unusual difficult spelling rules of English words can be explained by the influence of other languages on English writing. In its historical development the English language was influenced by two main languages. First the English writing was in the hands of the Romans. Beginning from the 12<sup>th</sup> century till the 15<sup>th</sup> century English writing was in the hands of French scribes. That is why in modern English we have a very difficult spelling system in English.

In the written form of the English language we have symbols for vowels and consonants. We must not mix these symbols with letters of the alphabet. Symbols may be separate letters or letter combinations which correspond to vowel and consonant phonemes. These symbols are called graphemes. The graphemes are divided into vowel graphemes and consonant graphemes. English vowel graphemes consist of 20 symbols and the consonant graphemes are 24 symbols.

The vowel graphemes are vowel letters and vowel letter combinations, such as „a,ar,ea,i,ir,ai,ei,oor,aw,au,ee,oo“etc.

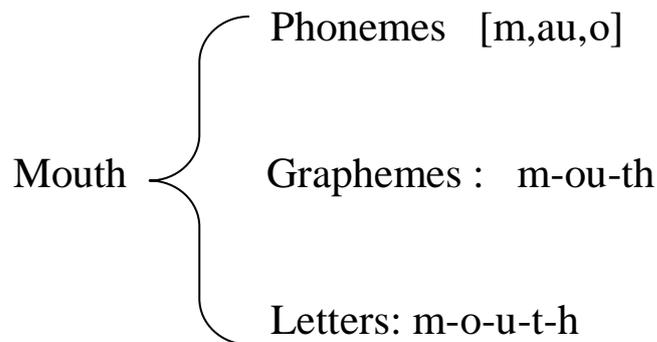
The consonant graphemes are consonant letters and consonant letter combinations, such as „d,dg,g,gh,p,ph,q,tch,th,sh,wh“ etc.

As a rule one grapheme may be used for different phonemes, as for example, the grapheme „a“ is used for the phonemes [æ] man, [ei] baby, [o:] ball, etc.

**Kinds of graphemes** Graphemes may be simple (a) and complex (ing, tch, ough).

When a grapheme consists of one letter it is called a monograph (a,b), a grapheme consisting of two letters is called a digraph (ng,ck,ch), a grapheme consisting of three letters is called a trigraph (sch,tch), four letter graphemes are called polygraph (ough) thought.

From the orthographical point of view we must be able to distinguish phonemes from graphemes, also the graphemes from letters. For example, the word „mouth“ consists of 3 phonemes, 3 graphemes and 5 letters.



## **6.Main principles of orthography.**

There are different principles of English orthography. We can distinguish such principles of orthography as: Phonetic principle, morphological derivational principle, syllabic principle and the historical principle of writing. These principles of orthography are analysed in detail in the book by Professor Vasilyev. He writes: All the principles of orthography are present in English writing, except the so called phonetic principle, (Vassilyev V.A. English phonetics. Theoretical course. M. 1970 pp. 219)

Some other linguists consider that this phonetic principle of writing is present in English orthography. And to illustrate the use of the phonetic principle of writing in English they give such examples as, "pin, lot, left, felt, fit," etc. According to the phonetic principle of writing the words are spelt in the same way in which they are pronounced. So in the phonetic principle, in writing a word the number of the letters must be equal with the number of phonemes (E.g Pin [pin], ten [ten] etc). Those linguists who think that phonetic principle of writing is characteristic of English writing, do not take into consideration the

existence of the allophones of the phonemes, as in the examples, "left", "felt" the phoneme [l] is used differently, because the phoneme [l], is used differently, and the phoneme [l], in the word "felt" may be an allophone of the phoneme [l] in the word "left" as the clear [l] and the dark [l].

### **The morphological principle of writing.**

According to the morphological principle of writing different forms of the same morpheme is spelt identically, but pronounced differently. For example, the plural ending of nouns "s" is written in the same way (books, bags), but pronounced as [s] and [z], or the ending "ed" in the past forms of verbs (opened [d], wanted [ɪd]). So different phonemes express one morphological form, that is why this principle is also called morphological derivational principle.

The doubling of consonant letters is another morphological principle of writing. This principle shows that the change of the vowel as a result of doubling forms from this word another part of speech. For example: later – the latter, diner – dinner, bony – bonny (owadan).

### **The Syllabic principle of writing .**

In the the syllabic principle of writing the words are divided into syllables. Each syllable consists of a consonant and a vowel. But in English one syllable may consist of several letters, as for

example, "note, write, ". These words are one syllabic words. They have two vowels, but only one syllable. That is why we must distinguish the pronounced vowels from „mute“ vowels. In the given examples the vowels "o" "i" are pronounced vowels and they form a syllable, but the final „e“ is not pronounced and cannot form a syllable.

### **Historical principle of writing.**

According to the historical principle of writing words are written as they were spelt centuries ago. In the middle English period the word „brought“ was pronounced as [bruhte]. The spelling of the word remained unchanged, but the pronunciation changed as [bro:t]. In middle English the diagraph „gh“ was pronounced as [x]. In modern English this letter combination is written, but it is not pronounced. In some words the diagraph „gh“ began to be pronounced as [f], as in the examples, "rough", enough [f].

### **7. Transcription and its forms in English.**

In English the spelling of words is not the same with its pronunciation. That is why special transcription symbols are used to show the correct pronunciation of words. Transcription of words may be of two kinds: phonemic and phonetic transcription.

Phonemic transcription is used to represent the phonemic system of the language. There one symbol stands for one phoneme. The symbols of

phonemic transcription are placed between vertical lines as [e]. This type of transcription has its shortcomings, because it does not denote the allophones of the phoneme separately, as for example, the phoneme [e] has always the same symbol for its allophones.

The second kind of transcription is a phonetic transcription. This transcription is based on the principle „one symbol for each allophone“. So the phonetic transcription provides a separate symbol for each variant of the phoneme. For example, the [e] phoneme has a separate symbol for its allophone [E] which shows the more open form or variant of [e]. In Modern English we use this phonetic form of transcription. It is given in square brackets as [ E ]. In transcription the symbols of the primary and the secondary stresses are also indicated.

**a) Answer the following questions:**

1. What local dialects of the English language do you know ?
2. What regional types of pronunciation can we distinguish in Modern English?
3. Which type of English literary pronunciation is known as the Standard English pronunciation?
4. What kinds of graphemes do you know?
5. What principles of orthography do you know?

**b). Recommendations for widening your knowledge:**

1. Read about the styles of pronunciation in the book „English phonetics“ by O.S. Dickushina pp.47-50.

2. Read about Orthopedic Norms and the choice of teaching Norm, in the book English Phonetics by Vassilyev V.A. pp 36-70

### **Part III. The sound system of the English language. Classification of speech sounds.**

#### **1. The principles of vowel and consonant formation.**

The sound system of the English language is divided into vowel sounds and consonant sounds. The reason and the principles of the division into vowel and consonant is not known yet. Vowels are usually syllabic sounds, but consonants also can form syllables [s:] Silence!

Acoustically vowel sounds are musical sounds, but consonants can also be musical. According to D. Jones, the division between vowels and consonants is not physiological distinction. The difference between them is based on acoustics or on the utterance of sounds. Vowels are more sonorous (sesli), than consonants. This is correct in most cases, but some consonants are also very sonorous, as for example: [l,] [m, n,].

D. Jones gives the following definition to vowels: A vowel is defined as a vowel sound in producing of which there is no obstruction and no narrowing. All other sounds are consonants (D. Jones. An outline of English phonetics. Cambridge, 1957. P. 23). ;

Baudouin De Courtenay found a physiological distinction between vowels and consonants. According to this theory the articulation of vowels and consonants is different.

Baudoin formulated the general principles of vowel articulation: Vowels are based on voice which is modified in the supra-laryngeal cavities. The air-stream passes through the supra-laryngeal cavities freely, no narrowing, no obstruction is formed in its way. Muscular tension is spread all over speech organs.

In this way we know that vowels have no special place of articulation- in pronunciation of vowels the whole of speech organs takes part in producing them. So the classification of vowels is based upon the work of all organs of speech.

Vowel sounds are divided into two kinds: monophthongs and diphthongs. Monophthongs are vowel sounds consisting of one vowel sound, as for example; [i], [i:] [ɔ], [ɔ:] etc.

Diphthongs are usually defined as vowels consisting of two distinct vowel sounds forming one phoneme, as for example, [ei],[ou],[ai] etc. By the way of pronunciation diphthongs may be divided into three kinds: the rising diphthong Oh! [ou-uu] , the falling diphthong [ai-aa] (aayjemal) and diphthongoids [ii], D. Jones defined a diphthongoid as an independent vowel-glide, that is a diphthongoid is an "imperfect" diphthong as [ii]. D. Jones distinguishes also short and long diphthongoids: short diphthongoid, long diphthongoid. [u:], [uu] > [ai],[ei]

## 2. The system of Vowels in English.

The English vowel system consists of 20 vowel phonemes which may be classified according to the following principles.

1) The principle of stability of articulation. According to this principle vowels are divided into monophthongs and diphthongs. In English there are 12 monophthongs and 8 diphthongs.

In English there are the following monophthong phonemes: [i, i:, e, ɛ, æ, ʌ, ə, ɒ, ɔ:, u, u:, ʌ, ə, ]

In English there are the following 8 diphthongs: [ai, ei, au, ou, i, əi, ɛə, uə]

2) The second principle is the principle of the tongue position. According to this principle we distinguish the following groups of the vowel phonemes:

a) Front vowels [i: e, æ]

b) Back vowels [ɔ:, ɒ, u, u:, ʌ]

c) Open vowels [ a, ɒ ]

d) Closed vowels [ i:, u: ]

3) The third principle is the principle of lip position. According to this principle we distinguish the following groups of vowel phonemes:

a) Labialized or rounded vowels [o,u]

b) Non-labialized or unrounded vowels [i:,e,i]

4) The fourth principle is the principle of duration or quantity. According to this principle we can distinguish the following groups:

a) Short vowels [ɔ, i, ʌ, e, ə, u]

b) Long vowels [ə:, i:, u:, o:, ɑ:]

The second type of vowel sounds is the diphthong. In English there are 8 diphthongs. They are: [ai, ei, au, ou, i, əi, εə, uə]

When two vowel sounds are pronounced together as one sound we call it a diphthong. So a diphthong consists of two elements, the first element is pronounced fully and it is called the nucleus of the diphthong, the second element is pronounced shortly and weakly. This second element of the diphthong is called a glide of the diphthong. For example the diphthong [ai] consists of the nucleus [a] and the glide [i].

There are cases when three vowels are pronounced as one phoneme, as in the example [aiə, ]. This form of vowel combinations is called triphthongs.

In the Turkmen language the subdivision of the vowels into monophthongs and diphthongs is not typical. In the Turkmen language vowels are monophthong vowels, but there are also some combinations of vowels which are very similar to diphthongs, as for example, in the word "Haitmurat", "Beytme", "Toy" etc.

Professor Gurdow investigated the problem of diphthongs in the Turkmen language, but he called them "as similar to diphthongs."

### 3. English consonants and their classification.

English consonant system consists of 24 consonants. From the acoustic point of view, English consonants are speech sounds made of noises. From the physiological point of view the consonants are speech sounds made by noise -producing obstructions.

English consonants are classified according to the following principles:

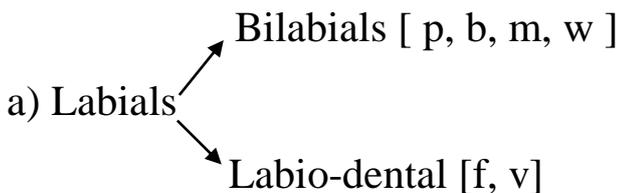
1)According to the work of vocal cords (ses perdejikleriniň işleýşi boyunca) consonants are divided into the following principles:

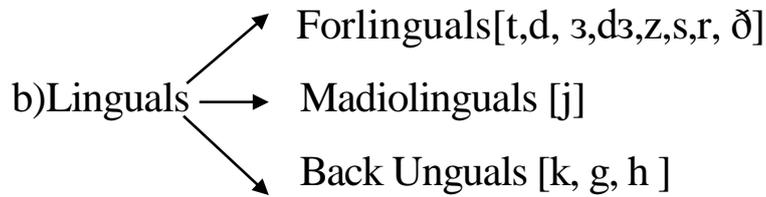
- a)Voiced consonants [b,d,g,z,v,ð,m,n,ŋ,r,j,ʒ,dʒ]
- b)Voiceless consonants [p, t, k, s, f, θ, h, ʃ, tʃ ]

2)According to the degree of voice consonants are divided into the following groups:

- a)Sonorant consonants (sesli çekimsizler) [ m, n, ŋ, w, l, r ,j ]
- b)Non-sonorant consonants [b,d,g,z,v,dʒ,ð,ʒ]

3)According to the place of articulation are divided into the following groups



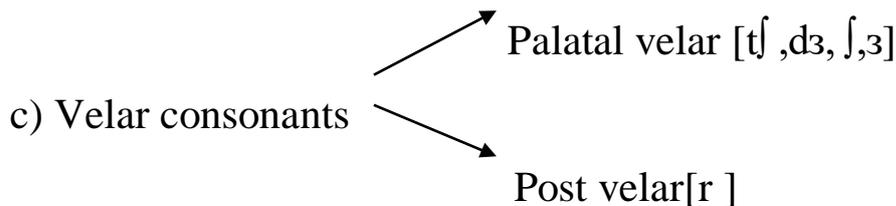


4) According to the type of obstruction consonants are divided into the following groups:

- a) Occlusive consonants [p, b, t...]
- b) Constrictive consonants [f, v, h, z...]
- c) Affricates (zaply aydylyan cekimsizler) [tʃ, dʒ].

5) According to the passive speech organs the consonants are divided into the following groups:

- a) Dental consonants [ð, θ]
- b) Alveolar consonants [t, d, n, l, s, z,]



6) According to the position of soft palate consonants are divided into the following groups:

- a) Nazal consonants [m, n]
- b) Oral consonants [the rest except m, n]

#### **4. The Phonetic Power of Sounds.**

The main linguistic unit in phonetics is the phoneme. The phoneme is the smallest distinctive unit which is reflected in its distinctive functions. The distinctive function of the phoneme is the subject matter of a branch of linguistics which is called phonology. The main difference between the sounds and phonemes is in their distinctive meaning. That is why the phoneme is defined by Trubetskoy as the smallest meaningful phonological unit of speech. So if the sound is capable of distinguishing meaning it is considered to be a phoneme. They are meaningful when they are used in words, but out of the words the sounds are simply sounds, they are meaningless.

### **5. English Phonetic Regularities.**

In English there are several phonetic regularities, such as:

- a) Assimilation of sounds
- b) Elision
- c) Reduction
- d) Sound interchanges
- e) Palatalization (Labialization, Nasalization, Aspiration)

Assimilation of sounds. The most widely used phonetic regularity in phonetics is assimilation. What is assimilation? In the process of speech the articulation of one sound in the word becomes very similar to

another sound under the influence of the next-by sound and this process of the change is called assimilation. For example, asks, cats [s]-voiceless sounds; reads, beds [z]-voiced sound. In these examples we can see that the ending “s” remains as voiceless after the voiceless consonants (cats) and after the voiced consonants it becomes voiced [z] (beds). In Turkmen this process of the change is called “meñzeşleşme”.

From the acoustic point of view linguists distinguish two types of assimilation: historical and living or contemporary assimilation. (Leyontyeva p.144.).

Historical assimilation can be explained historically which took place somewhere in the Middle English period mostly, because many words were borrowed into English from the French language. Those French borrowings became assimilated in English.

For example: Middle English: Permission [pə :mi'sjon]>

[pə:'miʃn] ʃn

Nature [natjur]>[neɪtʃ ] ə

Pleasure [plezjur]>[ple ] ʒə

The assimilation which is present in everyday speech of to-day is called living or contemporary assimilation. Living assimilation is divided into two kinds:

1) Full assimilation.

2) Partial assimilation.

**Full assimilation** is also called complete assimilation. As a result of full assimilation one sound is completely changed into another sound under the influence of the neighbouring sound.

For example: Cupboard [kʌbəd] p>b

Horse-shoe [həʃu] s>ʃ

Full assimilation is also widely used in Turkmen. Compare the examples in Turkmen :

usta>ussa

ýasdyk>ýassyk;

**Partial assimilation** is the change of one sound partially under the influence of another sound in the word. E. g. Speakes [s], reads [z]. Compare examples in Turkmen: ot-ody [t>d]; ak-agy [k>g]; kitap-kitaby [p>b].

According to the direction of the influence, assimilation may be subdivided into three kinds:

- 1)The Progressive assimilation.
- 2)The Regressive assimilation.
- 3)The Reciprocal assimilation.

### **Progressive assimilation.**

Assimilation is progressive when the preceding sound assimilates the following sound.

Examples: Watched [watʃt]

Makes [meɪks]

Sound [saundz]

Noticed [noutist]

Examples in Turkmen: Ýasdyk [jassyk]

Usta [ussa]

### **Regressive assimilation.**

Assimilation is regressive when the following sound of the word assimilates the preceding sound and changes its quality. For example, in the words “congress, conquest” under the influence of the sounds [g, k] the sound [n] changes into the sound [ŋ],

[k ŋ g r s], [k ŋ kw st]

Examples in Turkmen: ts>ss-gitse [gisse]

t[d>]d-göçdi [gə: ʃdɪ]

pg>kg-alyt git [alykgit]

### **Receprocal assimilation.**

Assimilation is receprocal when two sounds influence on each other and both of them change their quality. For example, in the word „twice“ the sound [t] under the influence of the sound [w] changes into a labial [t] and at the same time the sound [w] under the influence of [t] changes into a voiceless consonant.

### **Elision.**

English spelling is full of silent letters, the reason of which can be explained from the history of English orthography. For example, in the words „write, walk, knee, knight, castle, iron“ etc. There are non-pronounced letters and these letters are silent letters in the pronunciation of words. These non-pronounced letters are called elision. In the given examples elision is called the historical elision. Elision of letters may be also contemporary or modern elision. This type of elision is found mostly in combinations of words. In the combinations „waste paper“ „dubbed film“ the consonants [t, d] are not pronounced, as [weɪs peɪp] [d b film].

### **Reduction of sounds.**

Reduction is also a phonetic regularity, which is widely used in English. Reduction can be defined as the following: reduction is weakening or shortening or dropping of the sound in the unstressed syllables of the word. Reduction as a phonetic regularity may take place both in the vowels and in the consonants.

The vowel reduction. In the vowel reduction any unstressed vowel becomes reduced into a neutral sound [ə]. Compare, for example, the stressed and unstressed positions of the same vowel:

Man [æ]-stressed position;

Postman [ə]-unstressed position.

Reduction may be full when one vowel is fully dropped in oral speech, as for example, „dictionary“ [dikʃnrɪ]. This kind of reduction is widely used in the Turkmen language.

For example: Alty-atar [altatar]

Almata [a]

Annaoraz [annoraz]

Consonant sounds may also be reduced. Some of the consonants are often dropped in pronunciation. This usually happens with the consonants [t, d].

For example: Next day [neksdeɪ]

Mustn't [mʌsnt]

### **Sound interchanges.**

One of the phonetic phenomena in English is sound interchanges. In different forms of words one sound is changed by another sound, and this change of the sounds is called sound interchanges. The sound interchange in English helps to form a new form of words. It is mostly used in English as a form-building or word-building means. Sound interchanges may be of two kinds: consonant interchanges and vowel interchanges.

### **Consonant interchanges.**

By consonant interchange we understand the change of the consonant sound of the same word in its different forms. The change of

the consonant sound can form a new morphological form of the word (spend-spent [d>t]). This kind of the consonant interchange is called a form-building interchange.

With the help of the consonant interchange we can build a new part of speech of the word (advise- advice [z>s]; use [s] N.-use [z] Verb). This type of the consonant interchange is called a word-building consonant interchange.

### **Vowel interchanges.**

By the vowel interchange we understand the change of a vowel in the word in its different forms, as for example, man-men, foot-feet. In the morphological structure of the English language we use the vowel interchanges to form the new morphological forms of words. The irregular verbs form their past and participle II forms with the help of vowel interchanges (write-wrote-written), some nouns form their plural forms with vowel interchanges (man-men, foot-feet). Vowel interchanges are also used in word-building (live-life, breathe-breath). The vowel interchanges can also be found in the Turkmen language (sen-saňa, men- maňa).

### **Palatalization. (Ýumşaklaşma)**

In palatalization some plosive consonants change into palatal consonants. The plosive consonant [k] under the influence of the vowel [i:] becomes palatalized and changes into the palatal [kʲ].

For example: Key [kʲi:]

### **Labialization. (Dodaklaşma)**

Under the influence of labial vowels or under the influence of the consonant [w] the consonants [k, t, s] become labialized.

For example: Cool [ku:l]

Twenty [twenti]

Swim [swim]

### **Nazalization. (Burunlaşma)**

Under the influence of the nasal consonants, the vowel [o:] becomes nasalized.

For example: Morning [m :niŋ]

### **Aspiration. (Bogazlaşma)**

If the consonants [p, t, k] are followed by a long vowel, they become aspirated.

For example: Pete [pɪ:t]

Tea [ti:]

Cool [ku:l]

#### **a) Answer the following questions:**

- 1) What kinds of vowel sounds do you know?
- 2) How many vowels and consonants are there in English?
- 3) What is a diphthong?
- 4) What is the difference of the phoneme from a sound?
- 5) What phonetic regularities are there in English?

6)What is assimilation?

7)In what morphological forms can we find sound interchanges?

8)What is elision?

**b) Recommendation for widening your knowledge of the sound system.**

1.Read about the functional aspect of speech sounds in the functional aspect

of speech sounds in the book “A theoretical Course of English Phonetics”

by S.F. Leontyeva. Pp.48-143.

2. Read about the acoustic aspect of the English speech sounds in the book

“English Phonetics. A Theoretical Course” by V.A. Vassilyev. M.1970. pp. 120-133.

**Part IV. Syllable and syllable division in English.**

**1. Syllable and syllable formation of words.**

The definition of the syllable. Syllable is a phonetic unit bigger than a speech sound. When we learn the structure of words we divide words into syllables. The sounds of words form syllables. So syllable may be defined as one or more speech sounds forming a single unit of the

utterance. According to S. Kenyon a syllable is one or more speech sounds forming a single uninterrupted unit of utterance, which may be a word or a commonly recognized substitution of the word.

So a syllable may consist of a whole word, as for example, pen, ten, in etc, or it may be a part of the word as “la-ter”. In English long words may consist of several syllables as “in-te-res-ting”.

The ways of forming syllables may be different. The first way: syllables are formed by one vowel sound. These syllables may be a separate word or the first syllable of many syllabic words. For example: are [a:] err [a :] (adaşmak), army [a:mi] order [o:de]

The second way: Syllable may be formed by a vowel plus a consonant (v+c). Such syllables can also be a separate word (it,on) or they may be in any place of many syllabic words (following, institute).

The third way: Syllable may consist of a consonant plus a vowel plus a consonant (c+v+c). For example: pen, ten, can etc.

The forth way: Syllables may be formed by a diphthong. For example: I [ai],

Air [ea], D=syllable

The fifth way: Syllables may be formed by consonants only (c). This way of forming syllables is characteristic only of the English language. In Turkmen this way of forming syllables is not present. The consonants [l, m, n,] at the end of the words are combined with the preceding consonant and form syllables (c+c). For example: table [tei-bl], rhythm [ri- ðm]

When the consonants [l, m, n] are preceded by a vowel, they do not form separate syllables (sand, don't)

Syllable is a phonetic unit, that is why it shouldn't be confused with morphemes. Morphemes are grammatical units. These two units may or may not coincide in the use of words. Sometimes the syllable fully coincides with the grammatical morpheme, as for example, "late-ly". In this word there are two morphemes and two syllables. They fully coincide: late-is one morpheme and one syllable and "ly" is another morpheme and another syllable. In the next example the syllable doesn't coincide with the morpheme (maker [meike] (make-er-ma-ker)).

Speech sounds capable of forming syllables are called syllabic. When one or more consonants are pronounced together with a vowel in the same syllable, the vowel sound forms the centre of the syllable, and it is pronounced louder with a greater force. The consonants of the syllable have a weaker pronunciation. For example : man [mæn], listening [lis-niŋ].

In the phonetic analysis the structure of the syllable is indicated by special letters. For example, the vowel sound is indicated by the symbol "V" which means "vowel" for the consonant sound the sign "c" is used, which means "consonant". The word "man" is expressed by the symbol =c v c; going-cv+vc [gou-in]

### **3. Classification of syllables.**

In English syllables are divided into two main classes: open syllables and closed syllables.

The syllable is open when it ends in a vowel. For example: he, she, me, tea, sea, etc.

Syllable is closed when it ends in a consonant. For example : it, man, at, pen, put, cut etc

Open syllables have two forms: completely open syllable and conditional open syllable. The syllable is completely open when it ends in a vowel both in spelling and in pronunciation. For example: go, she, sea, me, he etc. The syllable is conditional open when the syllable ends in a vowel only in spelling, but in pronunciation it ends in a consonant. For example: note, take Pete etc. C V C.

Closed syllables are also divided into two kinds: uncovered closed and covered closed. The syllable is uncovered closed when it begins with a vowel sound (on, in-vc). The syllable is covered closed when it begins with a consonant (pit, got-cvc).

According to the length syllables may be divided into long syllables and short syllables (it- short syllable; more- long syllable).

Syllables may also be classified as stressed syllables and unstressed syllables. Syllables are usually stressed at the beginning of words. In some words the stress falls on the second syllable. Syllables at the end of the words are usually unstressed .For example: dinner, English, brother, until, myself, engineer etc.

#### 4. Syllable division in English words.

In English there are two ways of syllable division:

- 1) Phonetic syllable division.
- 2) Orthographic syllable division.

In phonetic syllable division words are divided into syllables by their pronunciation. But in the orthographic syllable division words are divided into syllables by their ways of writing. Compare them in examples:

<b>Words</b>	<b>phonetic syllable</b>	<b>orthographic syllables</b>
Border	[ bo:-d ]	Bor-der
Later	[ lei-te]	lat-er
Laden	[ lei-dn]	la-den
Poet	[ pou-it]	po-et

The following specific features of syllable formation are closely connected with the syllable division of English words:

- A) If a long vowel or a short vowel is separated by another vowel or by a consonant, the boundary line of the syllable is before the mid consonant. E.g. teacher [ ti:t ], copy [ ko:pi ].

- B) When two vowels are separated by two consonants the syllable boundary line is before the first consonant. E.g. agree, abroad etc.
- C) If an unstressed vowel comes before the stressed consonant, the unstressed vowel also forms a separate syllable E.g. ago, idea.
- D) When two vowels in one word are separated by three consonants, the boundary line of the syllable comes after the first or the second consonant. E.g. extra [eks-trə] or [ek-strə].

### **5. Functions of the syllable.**

In English the syllable has two functions:

A) The Constitutive function (duzuji funksiya)

B) Distinguishing function.

According to the constitutive function syllable fulfils the function of forming morphemes and words. One word may consist of one syllable and of many syllables, as for example, may, tie, cup, passer -by, sister-in-law etc.

Grammatical and lexical suffixes and prefixes also consist of syllables. That is why we can say that the syllable fulfils the morpheme building and word building functions. E.g. long-er, speak-ing help-ful etc.

According to the distinctive function the syllable helps to distinguish words which have almost the same pronunciation. E.g. a name [neim]- an aim [n eim] a nice house-an ice house.

Syllable is also used to distinguish a word from a sentence.

E.g ice-cream-I scream

Syllable may also be used to distinguish a sentence from another sentence having almost identical pronunciation. E.g I saw the meat – I saw them eat.

**Answer the following questions:**

- 1) What is the syllable?
- 2) What ways of syllable formation do you know?
- 3) What do you understand by “c” “d” syllable formations?
- 4) Are the syllables and morphemes the same or different?
- 5) What sounds are called syllabic?
- 6) What classes of syllables do you know?
- 7) What is a phonetic syllable division?
- 8) What functions of the syllable do you know?

a) Recommendations for additional reading:

- 1) Read about the acoustic structure of the syllable in the book “English Phonetics by Vassilyew V.A. pp.234-257.
- 2) Read about theories of syllable formation and syllable division in the book “A Theoretical Course of English Phonetics by Leoyontyeva S.F. pp. 165-167.

## Part V. WORD STRESS IN ENGLISH

### *1. Word stress and its different degrees.*

In the process of speech syllables of words are pronounced with different degrees of voice. Some syllables are pronounced with a greater force and some of them are pronounced weaker. Pronouncing one syllable stronger than the other syllables of the word is called **word stress**. E.g Family [ fæmil i], pioneer [ pa ni ].

D. Jones defines word stress as the degree of voice which is accompanied by a strong force, which gives an impression of loudness. H. Sweet also stated that stress is connected with a force of breath.

English phoneticians such as Vassilyev V.A and others distinguish in English the following three degrees of word stress:

- 1) The primary stress
- 2) The secondary stress
- 3) The weak stress

Pronouncing one of the syllables in the word stronger than other syllables of the word is called **the primary stress**. So primary stress is the strongest stress of the word. E.g, in the word “language” the first syllable is pronounced louder and with a greater force [ læŋ ] than other syllables of the word, but in the word “exchange” [ iks't eɪndʒ ] the primary stress is on the second syllable, because the second syllable is pronounced stronger than the first syllable. In transcription the primary stress is marked on the top of the stressed syllable [ t eɪndʒɪŋ ] .

The secondary stress is pronounced with a weaker force of voice. It is usually at the beginning of the word and comes before the primary stress. Secondary stress is not used alone, it always comes together with the primary stress. In transcription the secondary stress is marked under the syllable as [ ɪg,zæmineɪ n].

The weak stress. Weak stress is an unstressed syllable of the word. The unstressed syllables are pronounced with a very weak force of voice and they are called **weak stress**. E.g, In the word “discovery” [dɪk v ri ] the syllables [dɪk v ri ] have the weak stress ,because they are unstressed syllables. In transcription the weak stress is not marked by any symbol.

## ***2. Phonetic types of word stress***

In English there are several types of word stress. We can distinguish the following phonetic types of word stress in English:

- a) The dynamic word stress
- b) The musical word stress
- c) Quantitative word stress
- d) The Qualitative word stress
- e) Fixed, unfixed, free word stress
- f) The Rhythmical word stress

### *The dynamic word stress.*

One of the syllables in the word may be pronounced with a greater force of utterance than the other syllables in the same word, as in the example, "England, beautiful". Such word stress is called **dynamic word stress**.

### *The musical word stress.*

A stressed syllable may be pronounced on different pitch level or with a different pitch direction than other syllables. Such word stress is called musical stress. E.g

historical [ his torik 1 ]

### *Quantitative word stress.*

A vowel in a stressed syllable is pronounced longer than the same vowel in the unstressed position. E.g export [iks po :t] export [‘eks po:t].

### *Qualitative word stress.*

A vowel in the stressed syllable can keep its own quality in the unstressed syllable. E.g Extract (N) [ ektrækt]-bólek. Extract (V) [iks trækt] – goparmak.

### *Fixed and Free word stress.*

Word stress is fixed when the stress of the word is on the given syllable. It may either be at the beginning or at the end of the word. In the Turkmen language the word stress is fixed, because in Turkmen the

word stress is always on the last syllable of the word. So the word stress in Turkmen is fixed, and it is fixed on the final syllable. For example: gitdi, gitdiler, gitdilermi, oglan-oglanlar, oglanlarda, etc.

Word stress is free when it falls on different syllables of words in the sentence. When the word stress is free the character of the stress is changeable, it is not fixed on a given syllable of the word. In English word stress is free, but its freedom is restricted by different tendencies. The oldest tendency of using word stress is the use of the recessive stress. Recessive stress is characteristic and typical of all Germanic languages. That is why in the Old English period the main stress was placed on the root syllable.

Recessive stress may be also on the root syllable of words with prefixes where the meaning of the prefixes is lost, but the stressed syllable is not the first syllable. This type of the stress is called restricted recessive stress. For example, among, before, forget etc. In modern English most notional words have the stress on the root syllable, as for example; give, month, morning, ready, speak etc. When the words end in suffixes such as –“at,-e, -ize, -ise, -fy” the stress usually falls on the second syllable. E.g. dic'tate, e'cononize, sur'prise.

### ***Rhythmical stress.***

In English there are a great number of words short and monosyllabic. In speech these short, monosyllabic words are usually form-words, such as articles, particles and prepositions. Such monosyllabic words are usually unstressed in the sentence. Together

with the stressed words these monosyllabic words form a certain rhythm in connected speech as stressed word, unstressed word and again stressed word etc. Such use of stressed and unstressed words caused the development of the Rhythmical stress in English. This Rhythmical tendency of English speech changed the place of the stress in borrowed words. The English words such as “radical, courage, nature” and many other words were borrowed from French in the Middle English language. In French these words had the stress on the last syllable as [radi kal] , [kura ə] In English these borrowed words became assimilated and the place of the stress changed. First these words received the recessive stress. That is why for some time these words had two stresses as, for example, [nat ju: r]. But gradually the stress on the last syllable began to weaken, because it was contrary to the strong tendency of native English. In Modern English such words retained only one stress on the 1 st syllable, as ‘nature, ’courage, radical etc.

### *3. Stressed and unstressed words in English.*

As a rule the notional parts of speech are stressed words. They are nouns, verbs, adjectives, adverbs, numerals, interrogative and demonstrative pronouns etc. The structural parts of speech are usually unstressed in the sentence. Here belong articles, particles, prepositions, conjunctions, auxiliary verbs , personal and possessive pronouns.

Note: Any word in the sentence can be stressed if it is important for the speaker. Such stressed word is called **the logical stress**. Sentence stress usually falls on the last word of the sentence. When the speaker changes the place of the sentence stress, this stress is called logical

stress. The speaker uses the logical stress to underline the meaning of the exact word in the sentence. For example, He's lost my book . He's lost my book.

#### ***4. Functions of word stress.***

Word stress has two functions: constitutive function and distinctive function. Every word has stress. Word stress is the finishing element in forming the phonetic structure of the word. It falls on a certain syllable and constitutes or forms the word.

The second function is the distinctive function. Word stress helps to distinguish words from word combinations. E.g. a 'blackboard, a 'black 'board. In Turkmen: Ogulgerek, ogul gerek.

##### ***a) Answer the following questions:***

- 1. What is word stress?
- 2. What degrees of word stress do you know?
- 3. How can you explain the rhythmical stress?
- 4. What do you know about the qualitative stress?
- 5. Is word stress fixed in English?
- 6. What word stress is present in Turkmen?
- 7. What words are usually stressed words in the sentence?
- 8. What is the logical stress?

##### ***b) Recommendations for widening your knowledge:***

1. Read about the nature of stress and other theories of word stress in the book "English Phonetics" by O.J. Dickushina pp 118-124.

2. Read about the word stress of compound words in the book “English Phonetics” by Leontyeva S.F. pp 179-186.

## **Part VI. Intonation of the sentence in English.**

**1. Definition of intonation.** Intonation is characteristic of every sentence and it is the most important part of the sentence. Intonation is present in oral speech and also in written speech. In written sentences the form of the intonation depends on the punctuation marks used in the sentence. The sentence has such punctuation marks as: full stop (.), comma(,), the interrogative mark (?), the exclamatory mark(!), the colon(;), many dots(...), the dash(-), the brackets(). In oral connected speech these punctuation marks are expressed by intonation with short or long pauses.

**What is intonation?** Intonation is the pronunciation of the sentence with a definite tone. This tone may be rising or falling tone, it depends on the kind of the sentence or on the importance of saying.

Most foreign phoneticians define intonation as a pitch variation only. However they understand the connection of intonation with stress.

Professor Vassilyew gives the following definition to intonation: Intonation is a combination of speech melody, tempo of speech, stress, rhythm and timbre of voice. So as we see from this definition intonation is a complex unity of several components such as: *Pitch of*

*voice, stress, rhythm, tempo of speech and timbre of voice.* This definition is more acceptable. We approve of it, and join this point of view.

**The pitch** component of intonation (it is also called melody), is the change in the pitch of voice.

**The stress** (accent) is the greater prominence of one or more words among other words in the sentence.

**The rhythm** is a regular change of stressed and unstressed syllables.

**Tempo of speech** is the relative speed with which the sentence is pronounced.

**Timbre of voice** is a special colouring of voice which shows the speaker's emotions: such as *pleasure, displeasure, sorrow etc.*

**2. The function of intonation** .Intonation serves to form sentences and intonation groups. Besides, intonation defines the type of the sentence and is used to express the speaker's thoughts. The main function of the intonation is *the constitutive function*. This function is present in every sentence. According to this function intonation turns a word or a group of words into a sentence. This function is used both in oral speech and in the written form of speech.

Another function of intonation is the *delimitative function* (*çäklendiriji*). Long sentences and also extended simple sentences are divided into intonation groups with pauses. The intonation groups are also called as "sense groups" or "syntagms" .The short pauses show the end of the sense group.

### **3. Intonation groups (sense groups, syntagms), Intonation patterns.**

Long sentences are divided into intonation groups. The division of the sentence into intonation groups depends on the meaning of the sentences, the grammatical structure of the sentence and also on the style of speech. Each intonation group is characterized by a separate *intonation pattern*. The number of intonation groups in the sentences depends on the importance of the meaning of the words in the sentence. That is why in the same sentence there may be different number of intonation groups. For example, in the sentence “In June \ July \ and August \ our children don’t go to school, there are four intonation groups, if we pronounce this sentence with another intonation, there will be only two intonation groups: In June, July, and August \ our children don’t go to school.

**Intonation Patterns.** Each intonation group has a typical intonation pattern. Intonation pattern consists of the following parts: *the pre-head, the head, the nucleus and the tail*. In some sentences all these parts are present, in some other sentences some parts may be missing.

**The pre-head** is the first element of the intonation group which usually comes at the beginning of the sentence. The pre-head includes the unstressed and half stressed syllables till the first stressed syllable.

**The head includes** the stressed and unstressed syllables beginning from the first stressed syllable up to the last stressed syllable.

**The nucleus** is the last stressed syllable.

**The tail** is the unstressed syllables after the nucleus.

**For example:** *It was a very sunny day yesterday.*

**Nuclear tones.** Intonation pattern can be formed by one word or by a group of words. The change of the pitch within the last stressed word of the intonation group is called *a nuclear tone*. In the sentences there maybe different nuclear tones. We can distinguish the following nuclear tones in different sentences:

1. Low falling 
2. Low rising 
3. High falling 
4. High rising 
5. Falling-rising 
6. Rising-falling 

Nuclear tones have a changeable character. For example:

*He is here a' gain.*

*He is' here again*

The falling nuclear tone shows that the non-final intonation group is complete, important by itself, and is not so closely connected with the next intonation group.

The rising nuclear tone shows that the non-final intonation group is closely connected in meaning with the next intonation group. For example: *Generally speaking I prefer tennis.*

The nuclear tone is the most important part of the intonation. It defines the communicative type of the sentence and indicates the communicative centre of the intonation group or of the whole sentence. The communicative centre is associated with the most important word of the sentence. For example: *What is he going to do?*

In this sentence the communicative centre is the verb “do”.

In English notional words (nouns, verbs, adjectives, adverbs, etc) are usually stressed words and may form the communicative centre of the sentence. Structural or form words are generally unstressed in the sentence, but any part of speech can be stressed if it is semantically important and can form the communicative centre of the sentence. For example: *What is he going to do?*

In this sentence the pronoun “he” is stressed and it is the communicative centre of the sentence

### **3. Methods of indicating intonation.**

The unstressed syllables are represented by dots, the stressed syllables are marked by dashes or curves.

1. A dash represents a level tone. 
2. A downward curve represents the final fall. 
3. An upward curve represents the final rise 
4. Two parallel lines show the upper and lower limits of human voice. 
5. Two vertical bars II denote a long pause which usually occurs at the end of the sentence. 
6. One vertical bar I denotes a short pause at the end of each intonation group, but it is no final. 

**a) Answer the following questions:**

1. *How do you define intonation?*
2. *What components are there in intonation?*
3. *What function has intonation?*
4. *What is an intonation group?*
5. *Of what parts does intonation pattern consist?*
6. *What do you understand by syntagm?*
7. *What nuclear tones do you know?*
8. *What do you understand by the communicative centre of the sentence?*

**b) Recommendations for widening your knowledge of intonation:**

1. *Read about "Intonation of Colloquial English" in the book by Arnold G.F.*

2. Read about “Terminal tone and clause-terminals» in the book by Vassilyew pp.292-294.

## **VII. General American variant of English pronunciation**

### 1. The Received Standard English and its American variant.

The English language is spoken in many countries, such as in Great Britain, in the United States of America, in Australia, in New Zealand, and in the greater part of Canada. In all these countries the English language is spoken as the native language. English is also the native language to many who live in India, Isreal, Malta and Ceylon.

The English language spoken in Great Britain is the Received Standard Form of the English language. But the English language spoken in other countries is a variant of the English language. The English language spoken in the United States of America is the American Variant of English.

The Received Standard Form of English is used in Great Britain. It is the teaching norm at schools and higher educational establishments in Great Britain and also in different other countries. It is also widely used as the degree of understandability in English speaking counties, it is also used in investigations and publications.

The variants of the English language have very many in common with the Received Standard Form of English, but they have some differences in pronunciation of sounds, in vocabulary and also some little differences in grammar and spelling.

The American English variant has some regional types too, such as the General American type, the Eastern American type and the Southern American type. Among these types there are some differences in pronouncing sounds and also in the use of some new phonemes.

In the United States of America the most wide-spread type is the General American English type. Like the Received Standard English, the General American type in the USA is the social received standard. The General American English is used by radio and TV, in scientific and business discourse. General American English is spoken by educated Americans. In the USA and the Latin American countries the teaching norm is the General American type of pronunciation. The teaching in the British Isles and in the former British colonies is the Received Standard English pronunciation. It is also called Public school pronunciation.

So now we know that the Received Standard English and General American English are most widely used types of English. The English learners should know the principal differences between them.

## 2. Principal differences of the Received Standard English and General American English.

a) Differences in the vocalic system.

<u>Received English</u>	<u>American English</u>
Ask [ α: ]	[ æ ]

Turn	[ ə: ]	[ əhr ]
Boot	[ u: ]	[ uw ]
Make	[ ei: ]	[ e ]
Home	[ ou ]	[ ow ]
Here	[ iə ]	[ ihr ]
How	[ au ]	[ aw ]
Poor	[ uə ]	[ uhr ]

b) Main differences in the system of consonants.

The pronunciation of the consonant [r] is the most characteristic form of American English. It is pronounced not only in the initial position, but also before a consonant and in the final position. For example: farm [farm], sister [sister].

In the consonant system there are the following differences of American English:

<u>Received English</u>	<u>American English</u>
Which [ w ]	[ hw ]
News [ ju: ]	[ u: ]
Tune [ tj ]	[ dʒ ]
Due [ dj ]	[ dʒ ]
Asia [ s ]	[ ʒ ]

c) Main differences in the word stress. In word stress the difference between the Received English and American English is in the place

of the stress. In American English such suffixes as “-ary,-eri”, -ory, -mony, -arily, -nary, -tory, -marily, etc. are usually stressed while in Received British English these suffixes are unstressed. For example:

<u>British English</u>	<u>American English</u>
‘dictionary [ əri ]	‘dictio,nary [ eri ]
‘territory [ əri ]	‘terri,tory [ ɔ ri ]
‘testimony [ məni ]	‘testi,mony [ mɔ ni ]
‘ordinarily [ əri ]	‘ordi,narily [ erili ]
‘customarily [ əri ]	‘custo,marily [ merili ]

In compound words there are also differences in word stress. In British Received English both words are stressed while in American variant one of them is stressed. In such compound words with the second element “ body, day, ham, etc. in British English the one stress is at the beginning. while in American English both parts of the words are stressed.

<u>British English</u>	<u>American English</u>
New ‘York	‘New ‘York
‘Anybody	‘Any’body
‘Sunday	‘Sun’day

d) Main differences in intonation. The intonation of some sentences differs in American English. American English intonation differs from British Standard English mainly in unemphatic emotionally neutral speech. American English intonation produces an impression of level,

monotonous melody. The main differences in the pronunciation of general questions is that in American English general questions are pronounced with a falling intonation, as in example, “Are you ready?” In British Standard English general questions are pronounced with the rising intonation. The rising tone in American English questions is used to show the politeness of the speaker. The use of the intonation in other variants of English, such as, Australian and the Canadian variants, is almost the same with the American English intonation.

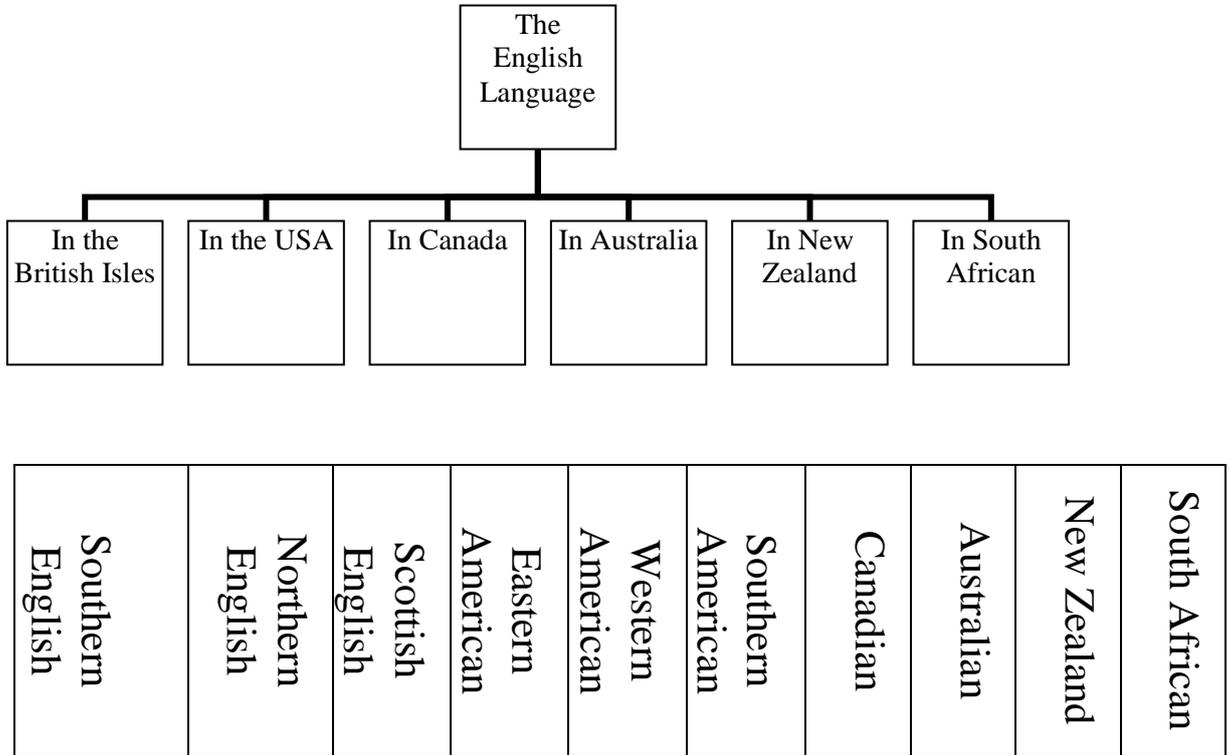
### 3. The Canadian, Australian, New Zealand variants of the English language.

In the American continent there is one more national type of English pronunciation, which is called the Canadian pronunciation type. The Canadian variant of English is used by English Speaking Canadians. In Canada the English Speaking people are about 14 mln people. The Canadian variant of pronunciation is very close to General American pronunciation. Like the American Speakers the Canadians pronounce the sound [ æ ] instead of British English [a:], as for example, Canadian pronunciation “dark” [dærk].

The peculiarities of English pronunciation in Australia and New Zealand are still less investigated and are not described in scientific literature. But we can speak about the most characteristic features of the Australian and New Zealand types of English pronunciation. The most distinguishing feature in the pronunciation of Australian and

New Zealand types is the use of the diphthong [ʌi] in place of British English [ei]. For example: nation[nʌʃn], Australia[ɔːstrəljə].

The principal types of pronunciation and their interrelation may be graphically represented in the following way:



It is clear from this diagram that the English language is the most wide-spread language in the world. As a mother tongue English is spoken by more than 250 mln people in the world. As the language of people's second language the English language is also the most wide-spread language in the world. English is learned in all countries of the world at schools, institutes, collages and universities. But in the countries where English is taught at educational establishments the question naturally arises: what type of pronunciation should be taught at those schools? The answer may be only one: the widespread

national British English pronunciation type is the best and most correct type of English pronunciation , it should be used in teaching.

Why are there so many types of pronunciation of English? In answering this question D.Jones points out: even the native English speaker may pronounce one and the same sound differently in different situations, he may pronounce the same word or combinations of words quite differently under different circumstances. For example, in ordinary conversations the word “and” is often pronounced [n] when unstressed. But in serious conversations it may be pronounced [ and].

Besides, English is spoken in different countries and it is in close relation with local languages of those countries and is influenced by them. Another reason of different pronunciations is that the English language was taken to those countries in different periods of time and it could keep the earlier forms of pronunciation.

a) Answer the following questions:

1. In what countries is English spoken?
2. What variants of the English language do you know?
3. What regional types are there in American English?
4. What principal differences can we distinguish between British English and American English?
5. What is the main difference of American English in using intonation?

6. What differences are there in word stress?
7. What can you tell us about the Canadian and Australian variants of the English language?
8. Why are there so many types of pronunciation of English?
9. What type of English pronunciation is widely used in teaching?  
Why?

b) Recommendations for additional reading:

1. Read about the problems of the American Pronunciation in the book “English phonetics M.1965 by Dikushina O.J. pp. 191-200.
2. Read about the peculiarities of the pronunciation of diphthongs in American English in the book “A Theoretical Course of English phonetics” by S.F.Leontyeva M.1980. pp. 209-212.

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