

Phonetic aspect of oral communication

Lectures – 8 h

Seminars – 10 h

CONNECTED SPEECH

- ▶ Connected Speech is the key to gaining a natural, smooth-flowing style of speech.
- ▶ People do not speak in separate words, they speak in logical connected groups of words.

Look at this phrase

*I went to the hotel and
booked a room for two
nights for my father and
his best friend.*

What are the most important words?

I **went** to the **hotel** and **booked** a **room** for **two nights** for my **father** and his **best friend**.

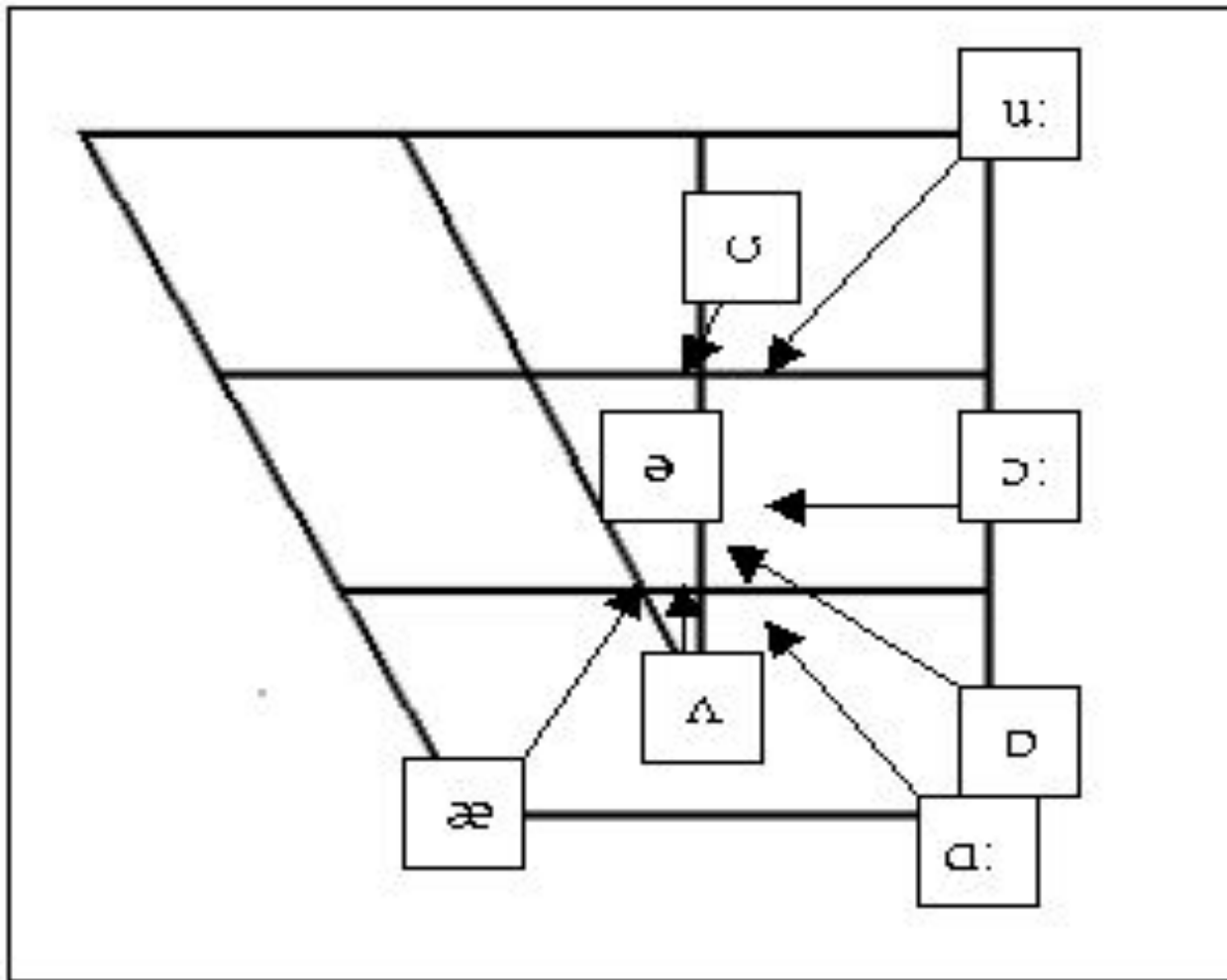
If we eliminate the other words
can we still understand the
message?

went *hotel* *booked*
room *two nights* *father*
best friend.

Let's look at the phrase
transcribed:

/aɪ'went təðəhəʊ 'tel ən'bʊkt ə'ru:m
fə'tu: 'naɪts fəmaɪ'fɑ:ðər ənhɪz'best 'frend/

There is a tendency for vowels in unstressed syllables to shift towards the schwa (central position)



Phonological processes in connected speech

Assimilation

Informal contractions

<https://www.youtube.com/watch?v=rX9cNSisW8s&t=39s>

Reduction

Elision

<https://www.youtube.com/watch?v=aSfHb4Qx2hc&t=57s>

Linking

https://www.youtube.com/watch?v=iuh6_d_pBaE&t=46s

Weak forms

Weak form are commonly used words (form words)

- ▶ Prepositions
- ▶ Auxiliary verbs
- ▶ Conjunctions
- ▶ Articles

- ▶ <https://www.youtube.com/watch?v=PzkzA77RMzg>

Weak=unstressed

In the following sentences the underlined words are stressed and so would be pronounced using the strong form:

I do like chocolate.

She drove to Las Vegas, not from Las Vegas.

We were surprised when she told us her secret.

(stress on 'were' for emphasis)

Assimilation

Definition:

Assimilation is the change in pronunciation of a consonant phoneme under the influence of its surrounding sounds.

1. news /nju^z/ *but* newspaper /nju^speɪpə/
2. This year / ði^ʃ jɪə/
3. Want to / wɒnə/

Assimilation

- ▶ A significant difference in natural connected speech is the way that consonant sounds belonging to one word can cause change in sounds belonging to neighbouring words.
- ▶ <https://www.youtube.com/watch?v=ekQLw1pLxCA>

DIRECTIONS OF ASSIMILATION

- ▶ If a phoneme is affected by one that comes later in the sentence, the assimilation is termed regressive.
- ▶ If a phoneme is affected by one that came earlier in the utterance, the assimilation is termed as progressive.

Regressive assimilation

the sounds assimilated are influenced by the succeeding sounds

- ▶ /nju:z/ (news) → /nju:speipə/ (newspaper)
- ▶ /gu:s/ (goose) → /gu:zbəri/ (gooseberry)
- ▶ /faiv/ (five) → /faifpəns/ (five pence)
- ▶ /hav/ (have) → /haf tu/ (have to)
- ▶ /ju:zd/ (used) → /ju:st tu/ (used to)

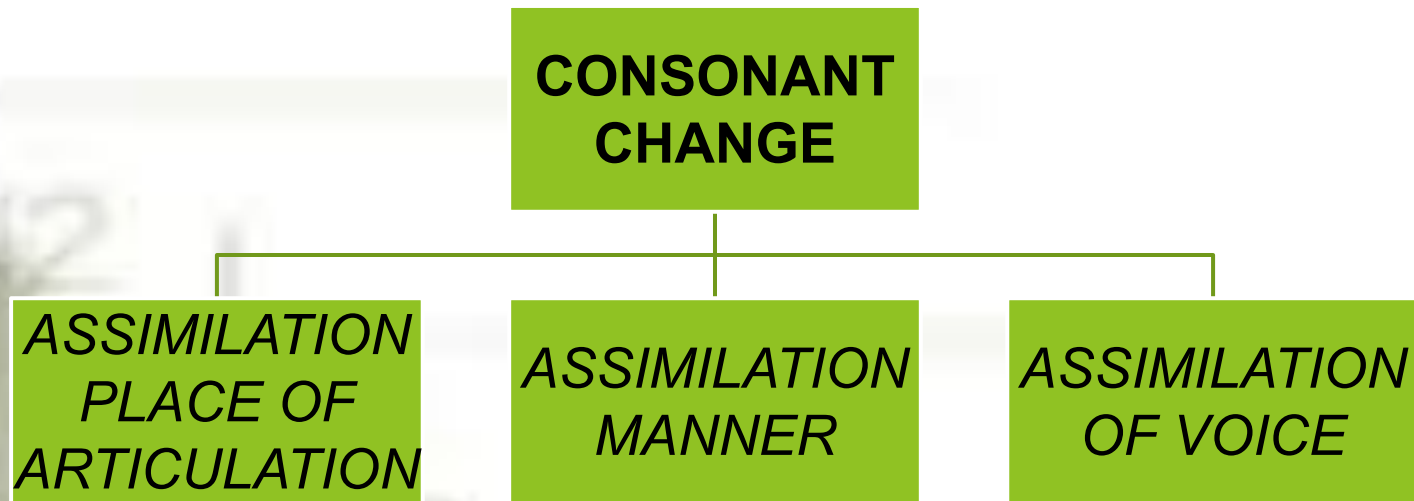
Progressive assimilation:

- ▶ the sounds assimilated are affected by the pronunciation of the preceding sounds.
- ▶ This is often seen in the inflectional endings *-s* and *-ed*.
l
- ▶ *f* preceded by a voiced sound, they become voiced;
- ▶ if preceded by a voiceless one, they become voiceless.

Progressive assimilation

- ▶ **Plural**: students /-s/; books /-s/ girls /-z/; pictures /-z/
- ▶ **Possessive**: students' books /-s/ girls' pictures /-z/
- ▶ **3rd person singular**: He writes /-s/; He speaks /-s/ She reads /-z/; She plays /-z/
- ▶ **Past tense and past participle**: worked /-t/; laughed /-t/ learned /-d/; played /-d/

Types of assimilation



Assimilation according to Place of articulation

The most common form involves the movement of place of articulation of the alveolar stops /t/, /d/ and /n/ to a position closer to that of the following sound.

For instance, in the phrase *ten cars*, the /n/ will usually be articulated in a velar position, so that the tongue will be ready to produce the following velar sound /k/.

Similarly, in *ten boys* the /n/ will be produced in a bilabial position, to prepare for the articulation of the bilabial /b/.

Assimilation according to place of articulation

1. Alveolar + bilabial → bilabial

a. / t / becomes [p] before bilabials

- right place [raɪppleɪs]
- might put [maɪppʊt]
- might make [maɪpmeɪk]
- white bird [waɪpbɜːd]
- might buy [maɪpbɑɪ]
- might win [maɪpwɪn]

b. / d / becomes [b] before bilabials

- hard path [hɑːbpaːθ]
- should put [ʃʊbpuːt]
- should make [ʃʊbmeɪk]
- good boy [gʊbbɔɪ]
- should win [ʃʊbwɪn]
- should buy [ʃʊbbɑɪ]

c. / n / becomes [m] before bilabials.

- gone past [gɒmpɑːst]
- seen Peter [siːmpɪːtə]
- seen Bill [siːmbɪl]
- ten men [temmen]
- seen Mike [siːmmaɪk]
- seen Walter [siːmwɔːltə]

Assimilation of place of articulation

2. Alveolar + velar → velar [g] before /k/ and /g/

a. /t/ becomes [k] before /k/ and /g/

- white coat [waɪkkəʊt]
- might come [maɪkkʌm]
- that girl [ðækɡɜ:l]
- might go [maɪkgəʊ]

- bad cold [bæɡkəʊld]
- should come [ʃʊɡkʌm]
- bad gate [bæɡgeɪt]
- should go [ʃʊɡgəʊ]

c. /n/ becomes [ŋ] before /k/ and /g/

- one cup [wʌŋkʌp]
- seen Karen [si:ŋkeərən]
- main gate [meɪŋgeɪt]
- seen Greg [si:ŋɡreg]

Assimilation according to place of articulation

3. Alveolar + dental → dentalized

- Get there [geʈðeə]
- tenth [teʈθ]
- bad thing [bædθɪŋ]

Assimilation according to place of articulation

4. Alveolar + palato-alveolar or palatal → palato- / or / j /

a. / s / becomes [ʃ] before / ʃ / or / j /

- nice shoes [naɪʃʊ:z]
- this shop [ðɪʃʃɒp]
- this year [ðɪʃjɪə]

- those shops [ðəʊʃʃɒps]
- these sheep [ði:zʃi:p]
- where's yours [weəzjɔ:z]

c. Alveolar stops and a following / j / may merge to form an affricate.

- want you [wɒntʃu]
- individual [ɪndɪvɪdʒuəl]
- did you? [dɪdʒu]
- education [edʒʊkeɪʃn]

BEFORE A VELAR (/k/, /g/)

/d/



/g/

e.g. good girl / /

/t/



/k/

e.g. that kid / /

BEFORE A BILABIAL (/m/, /b/, /p/)

/n/



/m/

e.g. ten men /tem men/

/d/



/b/

**e.g. bad boys /bæb 'bɔɪz/
/**

/t/



/p/

e.g. hot mushrooms / hɒp 'mʌʃru:mz/

Assimilation of manner

- Only regressive assimilation of alveolar consonant

1. Plosive + fricative → fricative

- /t/ + /s/ → /s/ : that side [ðæssaɪd]
- /t/ + /z/ → /z/ : that zoo [ðæzzu:]
- /d/ + /s/ → /s/ : good song [gʊssɒŋ]
- /d/ + /z/ → /z/ : bad zone [bæzzəʊn]

2. Plosive + nasal → nasal

- /t/ + /n/ → /n/ : that night [ðænnait]
- /d/ + /n/ → /n/ : good night [gʊnnait]

Note: /ð/ follow a plosive or nasal at the end of a preceding word

Eg: get them /get ðəm/ → /gettəm/
in the /in ðə/ → /innə/

ASSIMILATION according to work of vocal cords (voicing, devoicing)

The vibration of the vocal folds is not something that can be switched on and off very swiftly, as a result groups of consonants tend to be either all voiced or all voiceless.

Consider the different endings of 'books', bags and 'catches'

Assimilation of voice

- Only regressive assimilation of voice
- **Cf (Lenis) + Ci (Fortis) → Cf becomes devoiced**
- Have to [hæftu:]
- bad tongue [bættʌŋ]
- big car [bɪkkɑ:]

eg: I like that black dog

/ ai laɪk ðæt blæk dɒg/

→ / ai laɪg ðæd blæg dɒg/

- ▶ http://yandex.ru/video/search?p=1&filmId=dE42Ekr2UXI&text=what%20is%20connected%20speech&_id=1444628442281&safety=1 connected speech
- ▶ http://yandex.ru/video/search?filmId=M5CXJqYfUXI&text=assimilation&_id=1444628279887&safety=1 assimilation
- ▶ http://yandex.ru/video/search?p=2&filmId=voaV2i2DUXI&text=what%20is%20connected%20speech&_id=1444628461318&safety=1 weak forms

Tasks for seminar

- ▶ 1. What is connected speech?
- ▶ 2. Weak forms. Examples.
- ▶ 3. Assimilation. Types of assimilation
- ▶ 4. Assimilation according to work of vocal cords.
- ▶ 5. Assimilation according to place of articulation.
- ▶ 6. Assimilation according to manner of articulation.

Study examples. Explain type of assimilation

- ▶ 1- /t/ + /j/ = /tʃ/ (T+Y=CH)

Nice to meet you → meet + you /mi:t ju:/ = /mi:tʃu:/

picture → 1 /pɪktʃʊə*/ → 2 /pɪktʃʊə*/ → 3 /pɪktʃə*/ (1= old fashioned pronunciation, 2= transitional pronunciation, 3= present pronunciation, the vowel /ʊ/ weakened and disappears)

- ▶ 2- /d/ + /j/ = /dʒ/ (D+Y=J)

would you like some tea? → would + you /wʊd ju:/ = /wʊdʒu:/

soldier → /səʊldjə*/ = /səʊldʒə*/

- ▶ 3- /s/ + /j/ = /ʃ/ (S+Y=SH)

special → /spesjəl/ = /speʃəl/

it's just you = it's jus' you → /dʒʌs ju:/ = /dʒʌʃu:/ (in conversational English "just" often loses its final T and it sounds "jus", so S + Y = SH)

- ▶ 4- /z/ + /j/ = /ʒ/

treasure → 1 /trezjʊə*/ → 2 /treʒʊə*/ → 3 /treʒə*/ (1, 2, 3= see comments to the word "picture" above)

Give examples to the following types of assimilation

- ▶ / t / changes to / p / before / m // b / or / p /
- ▶ / d / changes to / b / before / m // b / or / p /
- ▶ / n / changes to / m / before / m // b / or / p /
- ▶ / t / changes to / k / before / k / or / g /
- ▶ / d / changes to / g / before / k / or / g /
- ▶ / n / changes to / ŋ / before / k / or / g /
- ▶ / s / changes to / ʃ / before / ʃ / or / j /
- ▶ / z / changes to / ʒ / before / ʃ / or / j /
- ▶ / θ / changes to / s / before / s /
- ▶ Transcribe your examples and explain the processes.

The following list of examples will help you

- ▶ bus shelter
- ▶ bird call
- ▶ action planning
- ▶ that cake
- ▶ slide guitar
- ▶ town clerk
- ▶ these sheep
- ▶ dress shop
- ▶ fourth summer
- ▶ basket maker
- ▶ blood pressure
- ▶ question mark
- ▶ red carpet
- ▶ golden gate