

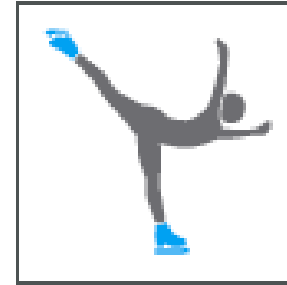
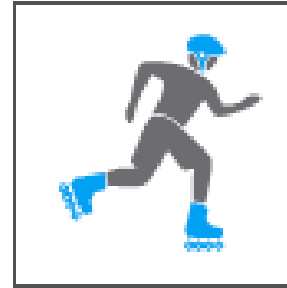
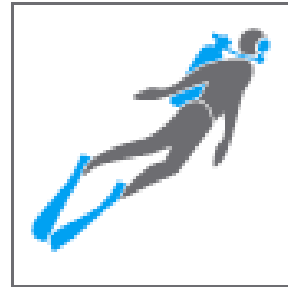
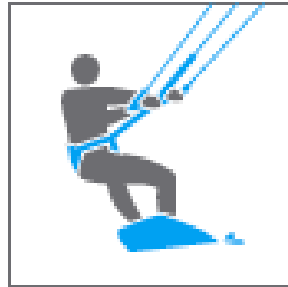
PronSci Supplementary Teaching Materials

Articulatory Settings

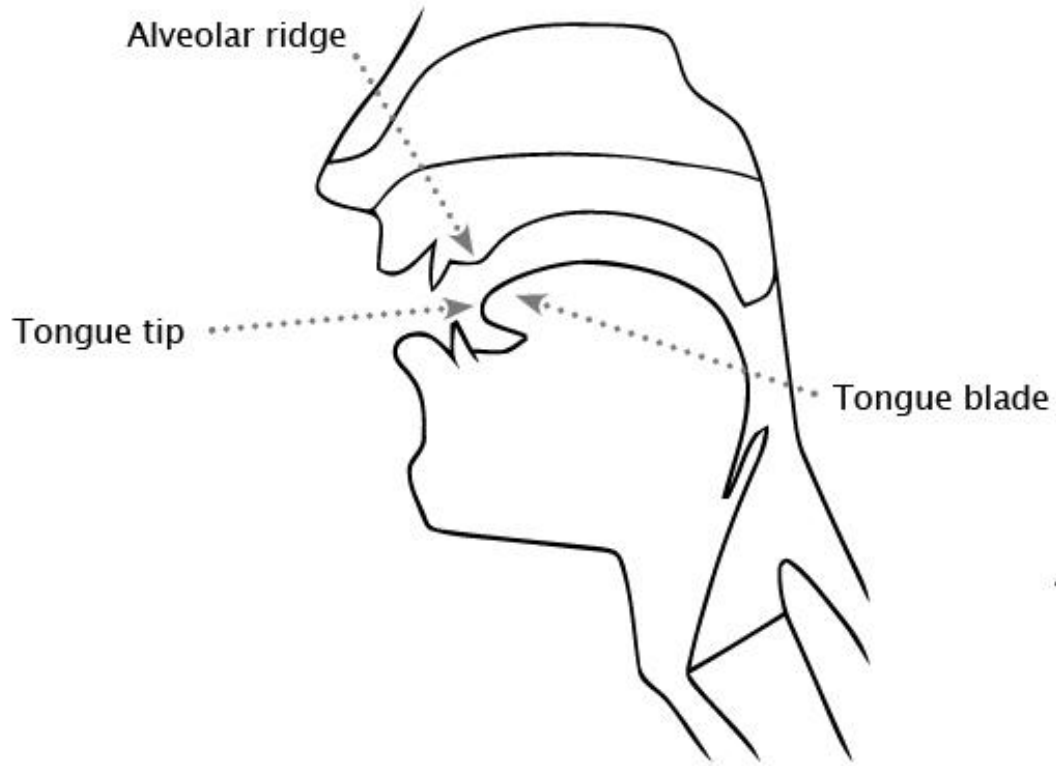
Pronunciation Science Ltd

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'Articulatory settings' for different sports



Essential vocabulary



/prɒnsai/

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Comparing tongue movements

Chinese



<https://www.youtube.com/watch?v=ezOwCf835YA>

“What happens in our mouth
in the process of speaking”

American English



<https://www.youtube.com/watch?v=Nvvn-ZVdeqQ>

“The flexible tongue”

Essential reading available at www.pronsci.com/downloads

In D. Abercrombie, D.B. Fry, P.A.D. MacCarthy, N.C. Scott and J.L.M. Trim (eds), 1964,
In Honour of Daniel Jones, London: Longman, pp. 73-84.

Reset by Pronunciation Science, www.pronsci.com.

Articulatory settings

Beatrice Honikman (1964)

In the study of spoken language, especially in that branch dealing with pronunciation generally and articulation particularly, it would seem that though in our analyses of numerous languages we have described in great or lesser detail the formation of their individual sounds (as well as intonation, rhythm, stress and other phonetic features), yet there is an elusive aspect of articulation which, up to the present, if not totally neglected, has not received the attention it merits. I refer to what is here termed the *articulatory setting* of a language.

SPEAK OUT!

NEWSLETTER OF THE IATEFL PRONUNCIATION SPECIAL INTEREST GROUP



Understanding and teaching the English articulatory setting

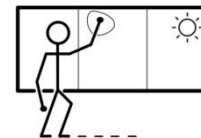
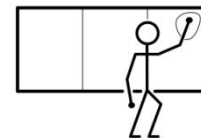
Piers Messum

An articulatory setting (AS) is the basic or underlying configuration of a speaker's vocal apparatus that facilitates pronouncing a given language. It is believed that pronouncing a second AS well requires developing a second AS. However, we do not know how the first language AS is learnt by a child. At the Harrogate conference, I presented an account of that development. It suggests new ways of building on existing techniques to teach the English AS, as part of how we teach pronunciation to older learners.

Unfortunately, we have not yet found a way of turning this potential into anything suitable for widespread adoption by language teachers. I don't have the space here for a review of what has been proposed and achieved to date, but anyone interested in teaching the English AS should certainly read Honikman (1964), Jenner and Bradford (1982), Jenner (1987a) and Mompalán-González (2003).

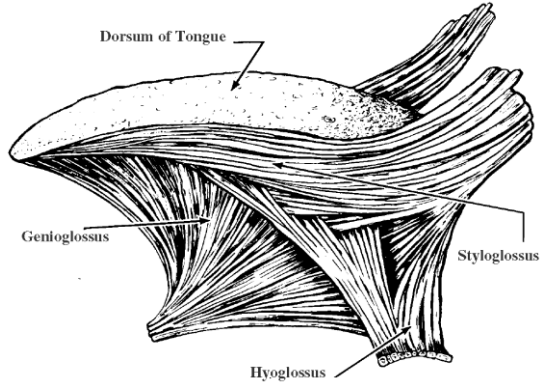
For some years I have been investigating the mechanisms by which children learn to pronounce. Until we understand this, I don't think we can be confident that we are doing the right things with our older learners. Surprisingly, perhaps, no one knows how children learn the systematic aspects of pronunciation. They certainly learn how to pronounce individual words by copying them, but how they learn (1) the qualities of the speech sounds that make up the words and (2) the timing patterns of speech (including 'rhythm') remains unknown. Much of our teaching is based on the assumption that these, too, are learnt by some form of imitation. However, not only is there no evidence for this, but when one begins to examine the issue there turns out to be evidence and good arguments against it. It is certainly possible that these aspects of pronunciation are not learnt by imitation but by other mechanisms.

I have described my ideas about how children learn to

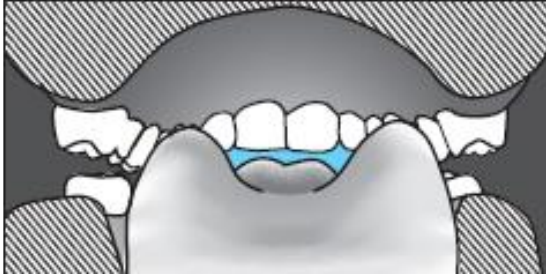


Changing the focus of articulation by a stick figure (Honikman, 1964) and (Mompalán-González, 2003)

Images of muscular hydrostats



Images for the back of the tongue in English



Judy Gilbert
View from the throat
looking out

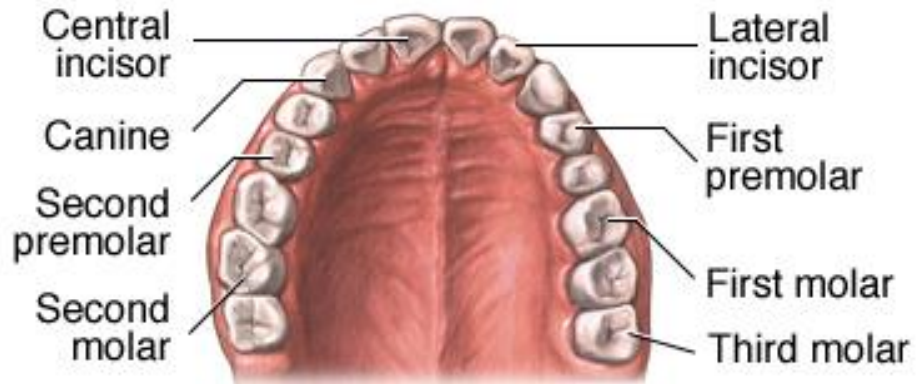


Pam Marshalla's
'Butterfly position'

Cuisenaire rods for model making

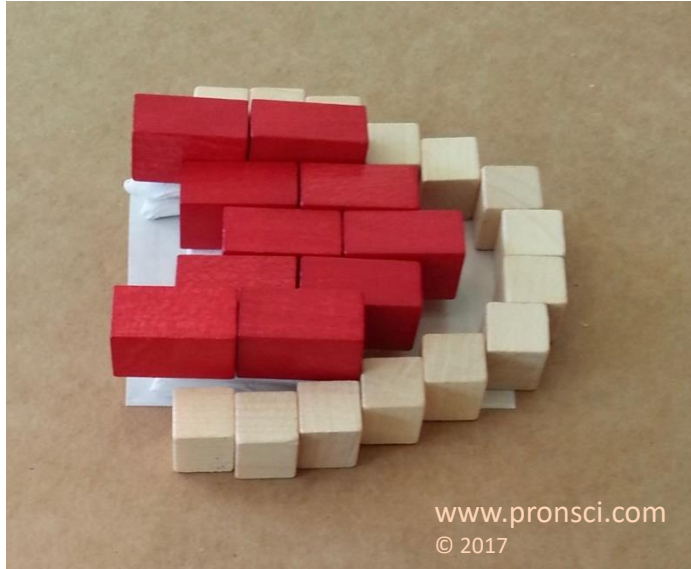


www.cuisenaire.co.uk

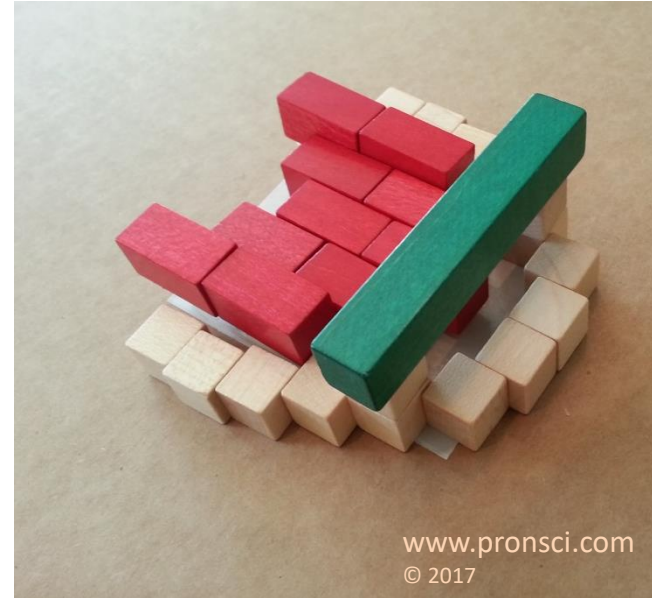


<https://medlineplus.gov/ency/imagepages/9445.htm>

Basic postures of the tongue: French (left) and English (right)



Relationship between blade of tongue (French, left), or tip of tongue (English, right), and alveolar ridge



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