Linguistic Portfolios

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Phonetic Portfolio

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PHONETIC PORTFOLIO

MAKENZIE EWINS

Biography

My name is Makenzie Ewins and I am a student at St. Cloud State University in Saint Cloud, Minnesota. I was born in Salem, Oregon, lived in Bloomington, Illinois for ten years, and moved to Minnesota in late 2004. I am twenty years old and currently pursuing a Bachelor of Arts degree in Spanish and a Bachelor of Science minor in teaching English as a second language. I am seeking to obtain licensure in ESL to reach my ultimate goal of teaching ESL in an elementary or high school in the United States. In addition to being a full time student, I also work part-time at the SCSU Computer Store as a Front Lead, I volunteer regularly at Hands Across the World, and I am the captain of the SCSU football and basketball cheerleading teams.

1.0 Introduction

My phonetic portfolio contains three important aspects of phonetic projects that I completed for an introductory phonetics and phonology course. First I wrote a short story about my experience volunteering abroad in Costa Rica and transcribed it phonetically according to the IPA standards. The transcription method utilized can be described as an allophonic method because it represents the various pronunciations of the same basic phoneme or morpheme based on the environment in which it occurs. The second portion of my portfolio compares and contrasts my vowel pronunciations with those of General American English (GAE). The data from GAE is taken from Peterson and Barney 1952. For the third and final portion of my analysis, I produced the sentence "The farm used to produce produce" and measured the acoustic correlates of stress to see what acoustic strategies I employ when I pronounce the two words 'produce' and 'produce'. All of my acoustic data was recorded on a MacbookPro in a quiet room.

2.0 IPA Transcription

Lǽs tsə́mər ɑɪ hǽd ði ə̀pərtúnəti ə́v e láɪftàɪm áɪ lɪvd ǽnd vɔ̀ləntírd ɪn kʰóstə ríkə fór θrí mə́nθs

Last summer I had the opportunity of a lifetime. I lived and volunteered in Costa Rica for three months.

bifór lívɪŋ áɪ wəz véri nə́rvəs ǽnd hǽd sékʌnd θɔ̀ts áɪ hǽd névər bín əwé frʌ́m hóm fór ðǽt

Before leaving, I was very nervous and had second thoughts. I had never been away from home for that

lã̀ŋ sáɪnɪŋ ə kʰántræ̀kt séiŋ ðǽt áɪ wúd spʰínd θrí mə́nθs ɪn e forən kʰə́ntri wìθáʊt máɪ fríndz

long. Signing a contract saying that I would spend three months in a foreign country without my friends,

máɪ fǽməli ʌr íniwən áɪ nú wəz véri nə́rv-ræ̀kɪŋ áɪ séd máɪ gɔ̀dbáɪz stʰǽpt ã́ntu ðə pʰlén ʃǽd

my family, or anyone I knew was very nerve-racking. I said my goodbyes, stepped onto the plane, shed

mɪni tʰírz ǽnd ðɛ̃́n névər lúkt bǽk tʰú ðís dé áɪ kʰǽn sé ðǽt ít wəz ðə bést ɛks píriəns áɪ hǽv ɛ́vər

many tears and then never looked back. To this day I can say that it was the best experience I have ever

hǽd ǽnd áɪ wúd dú ít ɔl óvər əgɛ̃́n ítʃ mórnɪŋ áɪ wók ə́p ǽt síks tú pʰripér fór ðə dé mə́nde

had and I would do it all over again. Each morning I woke up at six to prepare for the day. Monday,

wínzde ǽnd fráɪde áɪ əsístəd e tʰítʃər ǽt e spʰɛ́ʃəl ɛ̀dʒukéʃən skʰúl wáɪl tʰúzde ǽnd θə́rzdè áɪ

Wednesday, and Friday I assisted a teacher at a special education school while Tuesday and Thursday I

wə́rkt ɪn e fástər hṍm máɪ stʰúdɪnts ðǽt áɪ wə́rkt wɪθ ɪn ðə spʰɛ́ʃəl ɛ̀dʒəkéʃən skʰúl wər ɔl

worked in a foster home. My students that I worked with in the special education school were all

əmézɪŋ ðə smáɪlz áɪ wəz ébəl tʰú bríŋ tʰú ðɛ́r fésəz dʒə́st báɪ símpli bíɪŋ ðɛ́r méltəd máɪ hárt ǽnd

amazing; the smiles I was able to bring to their faces, just by simply being, there melted my heart and

bráɪtənd máɪ dé máɪ títʃər wəz só əpríʃiə̀tɪv ə́v ðə hɛ́lp áɪ gév hər ǽnd wəz ɔlwɛ̀z ɛksáɪtəd tʰú

brightened my day. My teacher was so appreciative of the help I gave her and was always excited to

hǽv mí ðɛ́r ɪn ðə fástər hṍm áɪ spʰínt tʰáɪm wɪθ ðə tʃĩ́ldrən kʰérɪŋ fɔ́r ðɛ́m ǽnd pʰlé iŋ wɪθ

have me there. In the foster home, I spent time with the children, caring for them and playing with

ðɛ̃́m ðɛ́r wər θə́rdi tʃĩ́ldrən lívɪŋ ðɛ́r ǽnd ðé ɔl wər só mʌ́tʃ fʌ́n tʰú bí ə rṍnd áɪ ínstəntli

them. There were thirty children living there and they all were so much fun to be around. I instantly

bikém ətǽtʃt tʰú ɔl ə́v ðə tʃĩ́ldrən áɪ wə́rkt wɪθ ǽnd divéləpt ə stʰrʌ́ŋ tʰrə́stɪŋ ǽnd lʌ́vɪŋ

became attached to all of the children I worked with and developed a strong, trusting, and loving

riléʃənʃɪp wɪθ ðɛ̃́m sə́m θɪŋ ðé névər ríli hǽd ðə à̀pərtúnɪti tʰú dɪvéləp wɪθ ə́ ðər pípəl

relationship with them; something they never really had the opportunity to develop with other people.

áɪ θʌ́t ðǽt lívɪŋ máɪ fǽməli ǽnd frɛ̃́ndz ɪn ðə junáɪtəd stéts wəz wə́n ə́v ðə móst dífəkəlt θíŋz

I thought that leaving my family and friends in the United States was one of the most difficult things;

lítəl díd áɪ nó dʒə́st háw mə́tʃ hárdər ít wəz góiŋ tʰú bí tʰú sé gò̀dbáɪ tʰú máɪ nú fǽməli áɪ hǽd kʰriétəd

little did I know just how much harder it was going to be to say goodbye to my new family I had created

ɪn kʰóstə ríkə ə lárdʒ pʰárt ə́v máɪ hárt wíl ɔlwɛ̀z bí wɪθ máɪ tʃĩ́ldrən ɪn kʰóstə ríkə

in Costa Rica. A large part of my heart will always be with my children in Costa Rica.

3.0 Vowel Project

The vowel project is a comparison of my vowel pronunciations with that of the General American English female speaker. I recorded eleven different words pronouncing eleven different vowel sounds and analyzed the F1 & F2 values and the pitch, intensity, and duration of each word. The F1 & F2 values were compared to those of the GAE female speaker.

3.1 Information on Speaker

My name is Makenzie Ewins and I was born in Salem, Oregon on July 11th, 1991. I lived in Salem until I was 2 years old and then my family and I moved to Bloomington, Illinois. My family and I lived in Bloomington until I was 13 years old. We moved to Coon Rapids, Minnesota the summer before I entered 8th grade. I lived in Coon Rapids until I graduated high school in 2009. I then moved to Saint Cloud, Minnesota when I began college in late August 2009. I moved to Cartago, Costa Rica and lived there for 3 months volunteering in the community from May 2011 to the end of July 2011 and then I moved back to Saint Cloud where I presently live.

RAW FIGURES

speaker	vowel	F1	F2
Makenzie	heed	399	2762
US	heed	310	2790
Makenzie	hid	649	2256
US	hid	430	2480
Makenzie	hayed	511	2618
US	hayed	536	2530
Makenzie	head	819	2085
US	head	610	2330
Makenzie	had	943	1999
US	had	860	2050
Makenzie	hawed	924	1492
US	hawed	590	920
Makenzie	hoed	621	1151
US	hoed	555	1035
Makenzie	hod	911	1573
US	hod	850	1220
Makenzie	hood	691	1634
US	hood	470	1160
Makenzie	who'd	473	1113
US	who'd	370	950
Makenzie	hud	793	1610
US	hud	760	1400

BAR GRAPHS

Front Vowels: F1

Back/Non-Front Vowels: F1

Front Vowels: F2

F2 in Hertz

Front Vowels	i	ɪ	e	ɛ	æ
Makenzie	2762	2256	2618	2085	1999
GAE Female Speaker	2790	2480	2530	2330	2050

Legend: Makenzie, GAE Female Speaker

Back/Non-Front Vowels: F2

F2 in Hertz

Back/Non-Front Vowels	ɑ	ʌ	ɔ	o	ʊ	u
Makenzie	1573	1610	1492	1151	1634	1113
GAE Female Speaker	1220	1400	920	1035	1160	950

Legend: Makenzie, GAE Female Speaker

Normalization

**Individual vowel formant values
non-normalized**
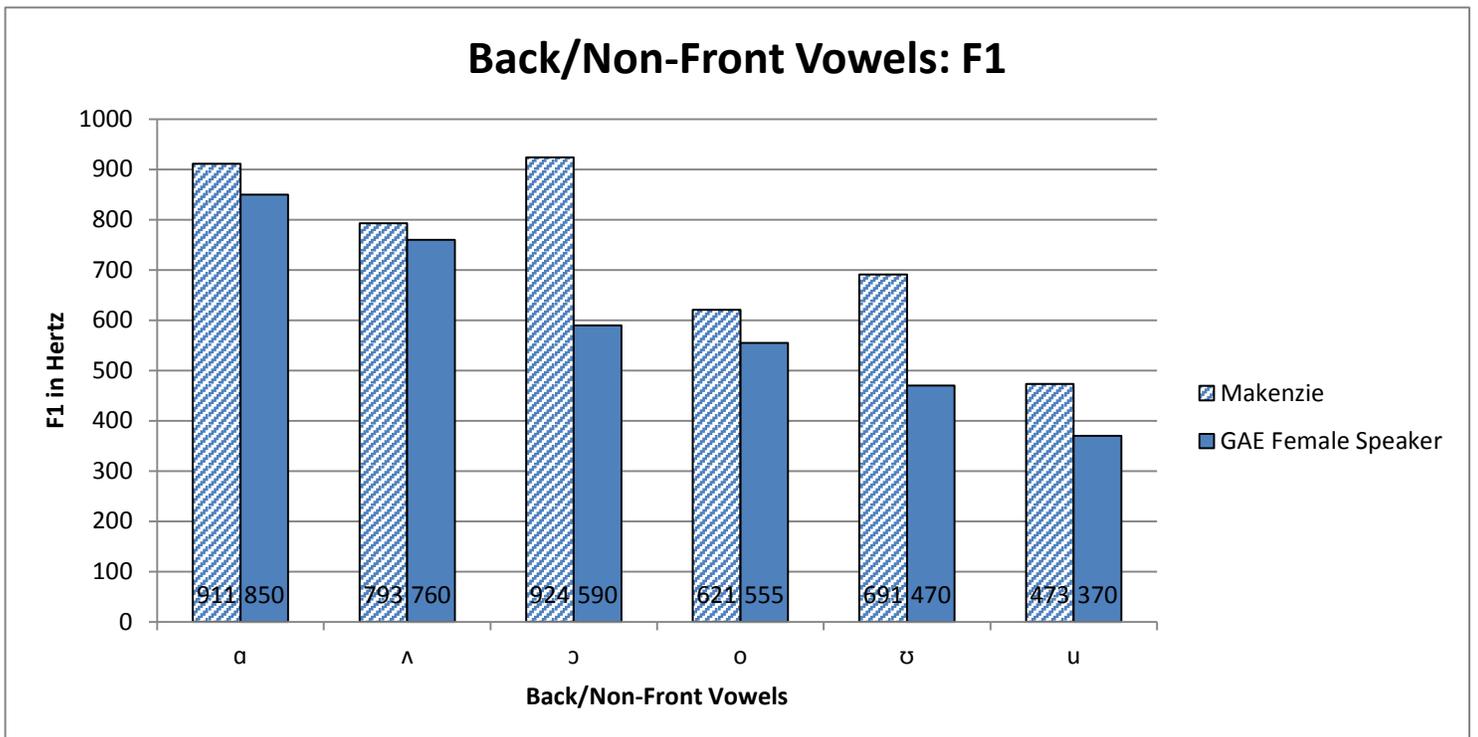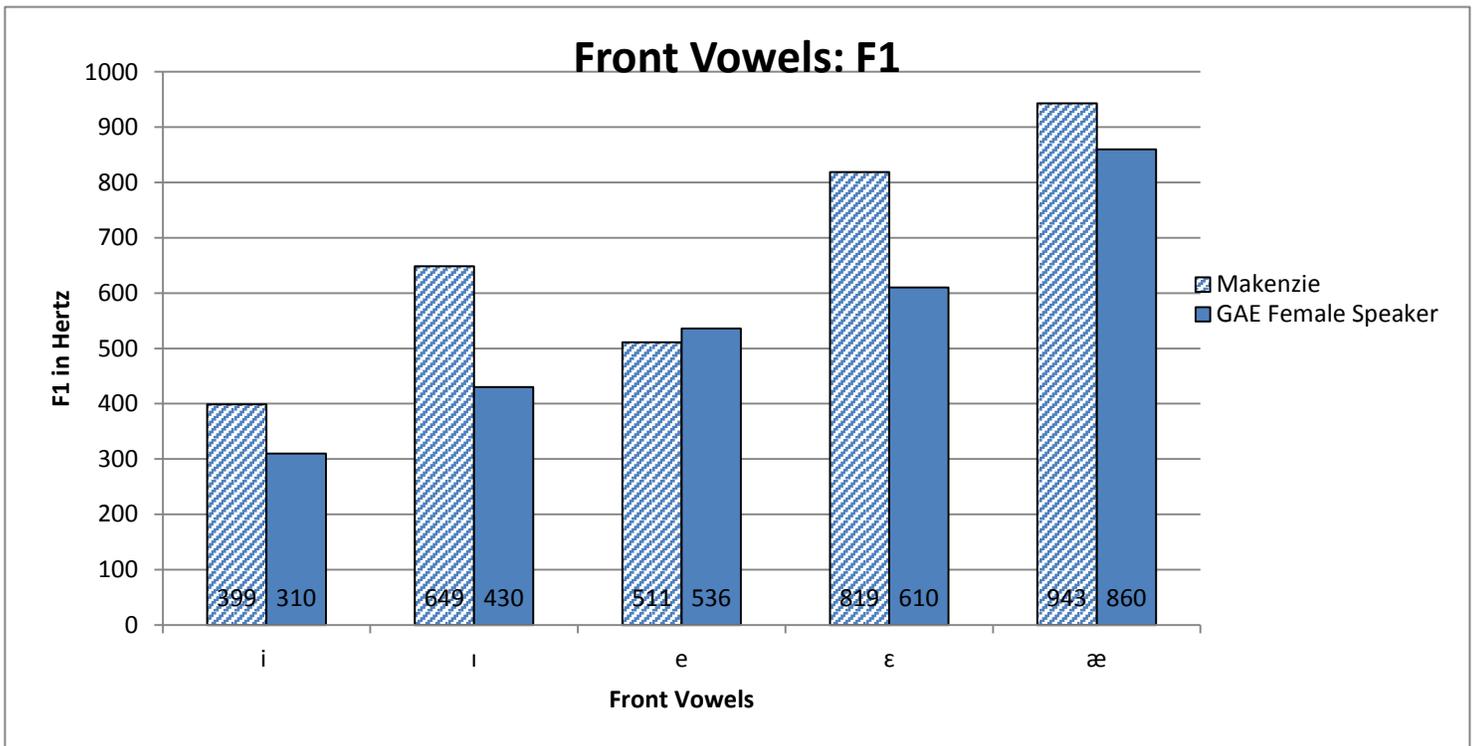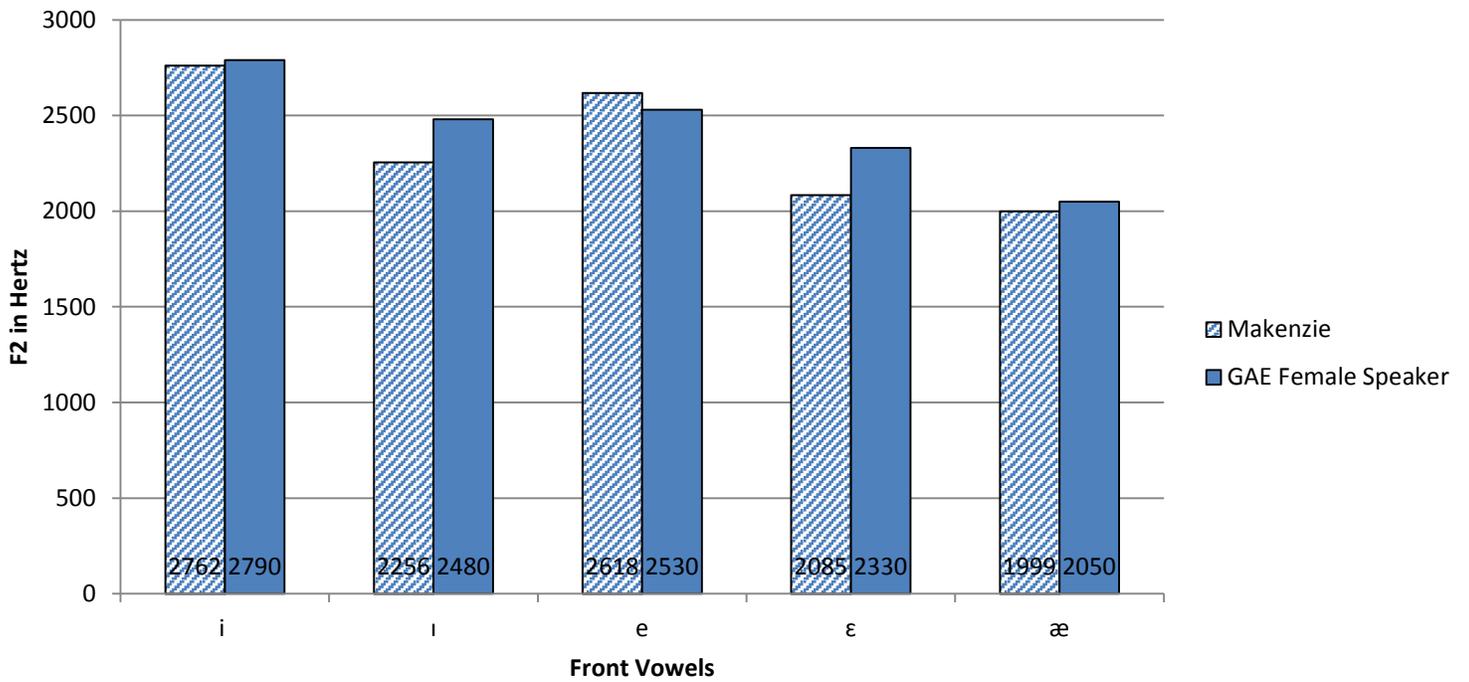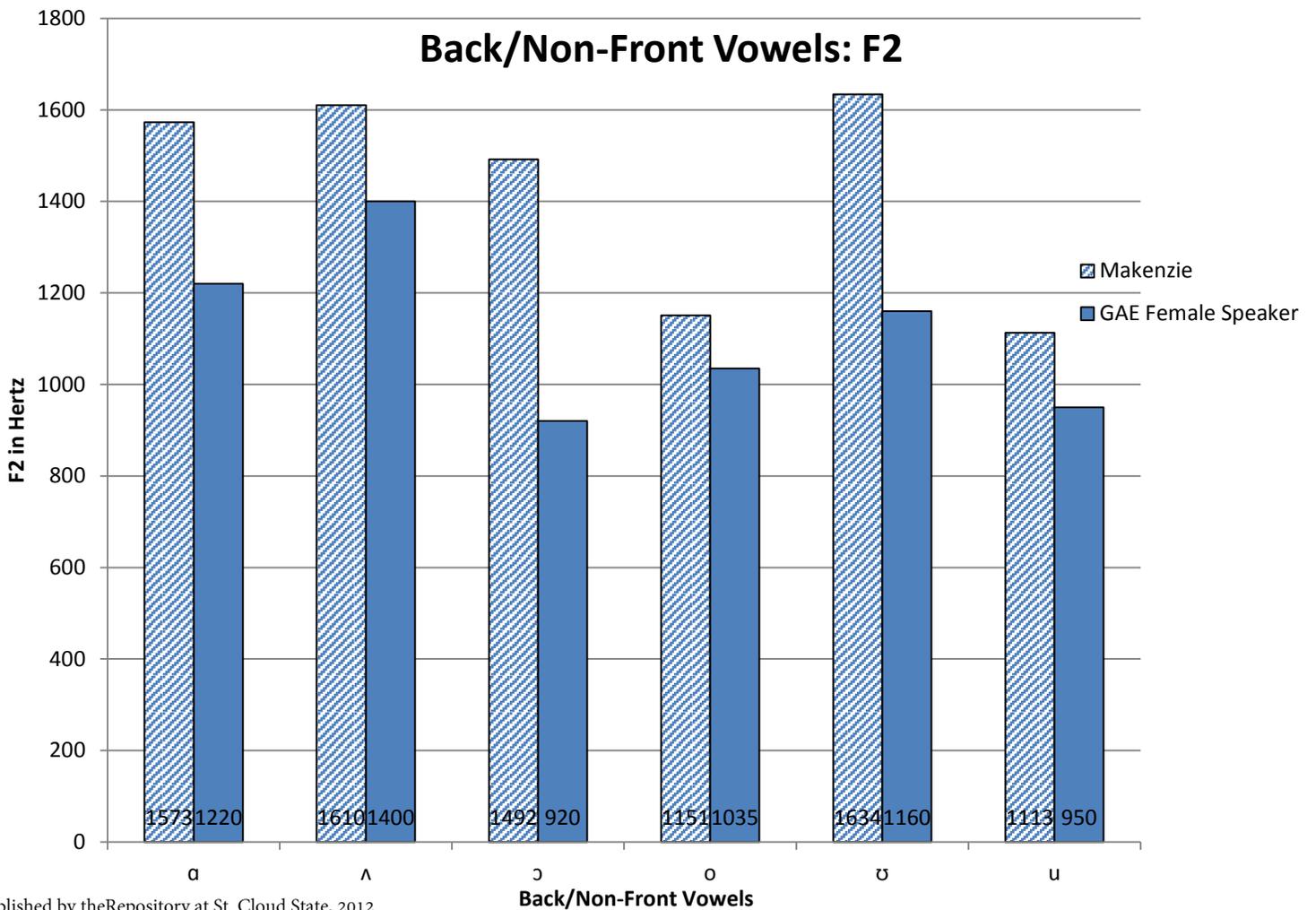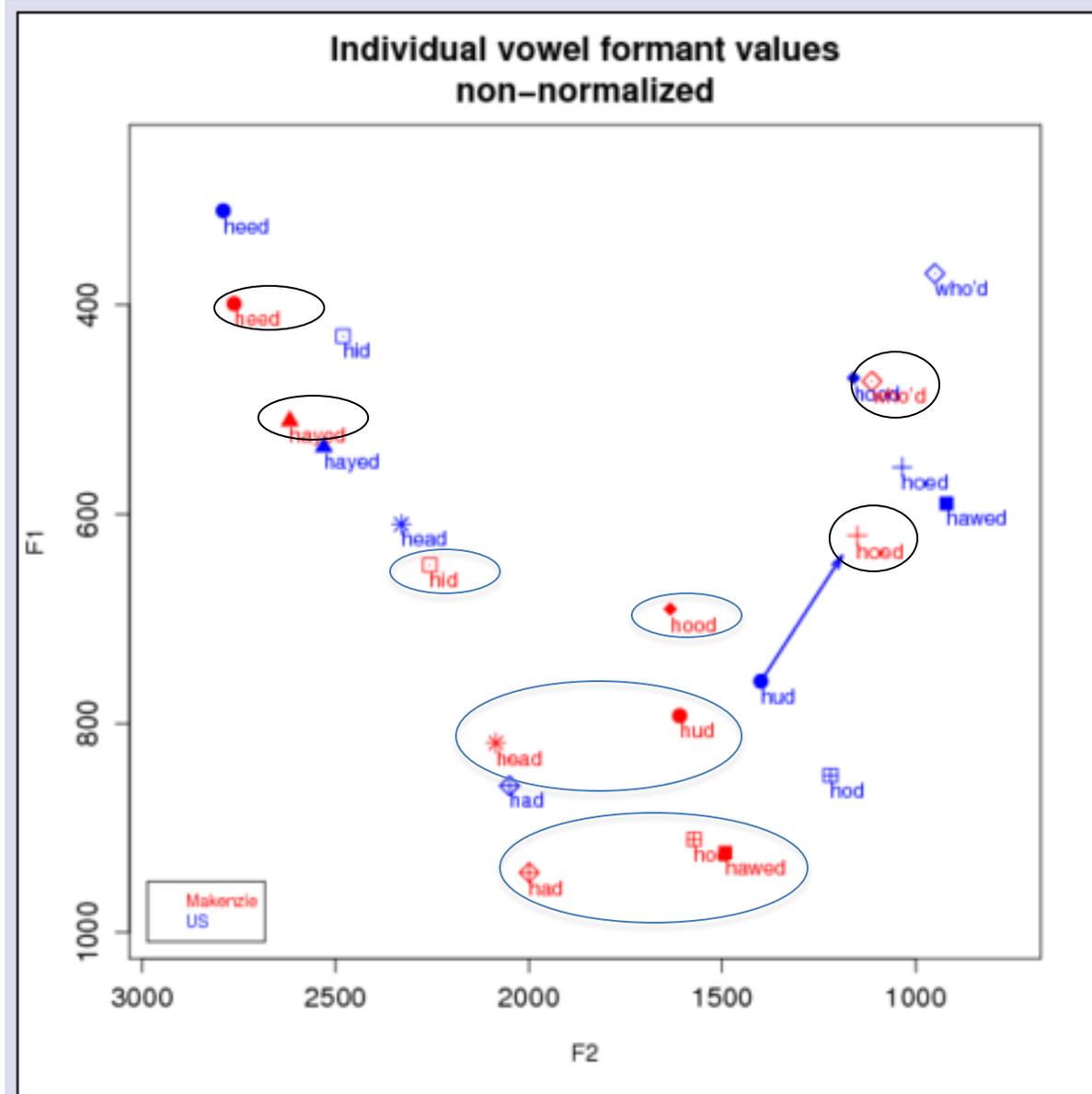
4.0 Conclusion

With the exception of [e], my front vowels are pronounced more back and lower than the GAE. My back or non-front vowels are pronounced more front and lower than GAE. My pronunciation of 'who'd' is nearly the same as the GAE pronunciation of 'hood'. My pronunciations of 'hawed' and 'hod' are almost identical. My pronunciation of 'head' is very similar to the GAE pronunciation of 'had'. My pronunciation of 'hid' is very similar to the GAE pronunciation of 'head'. These conclusions can show that non-native speakers may not be able to understand or may confuse my pronunciations of certain vowel sounds and words.

5.0 Stress/Homograph Project

The following sentence was recorded and the acoustic correlates of stress were measured to see what acoustic strategies were employed when I pronounced the two homogrpahs;

"The farm used to produce produce"

**IPA Transcription:** [ðə fɑɹm jus tu pɹədus pɹodus]

Pitch Analysis
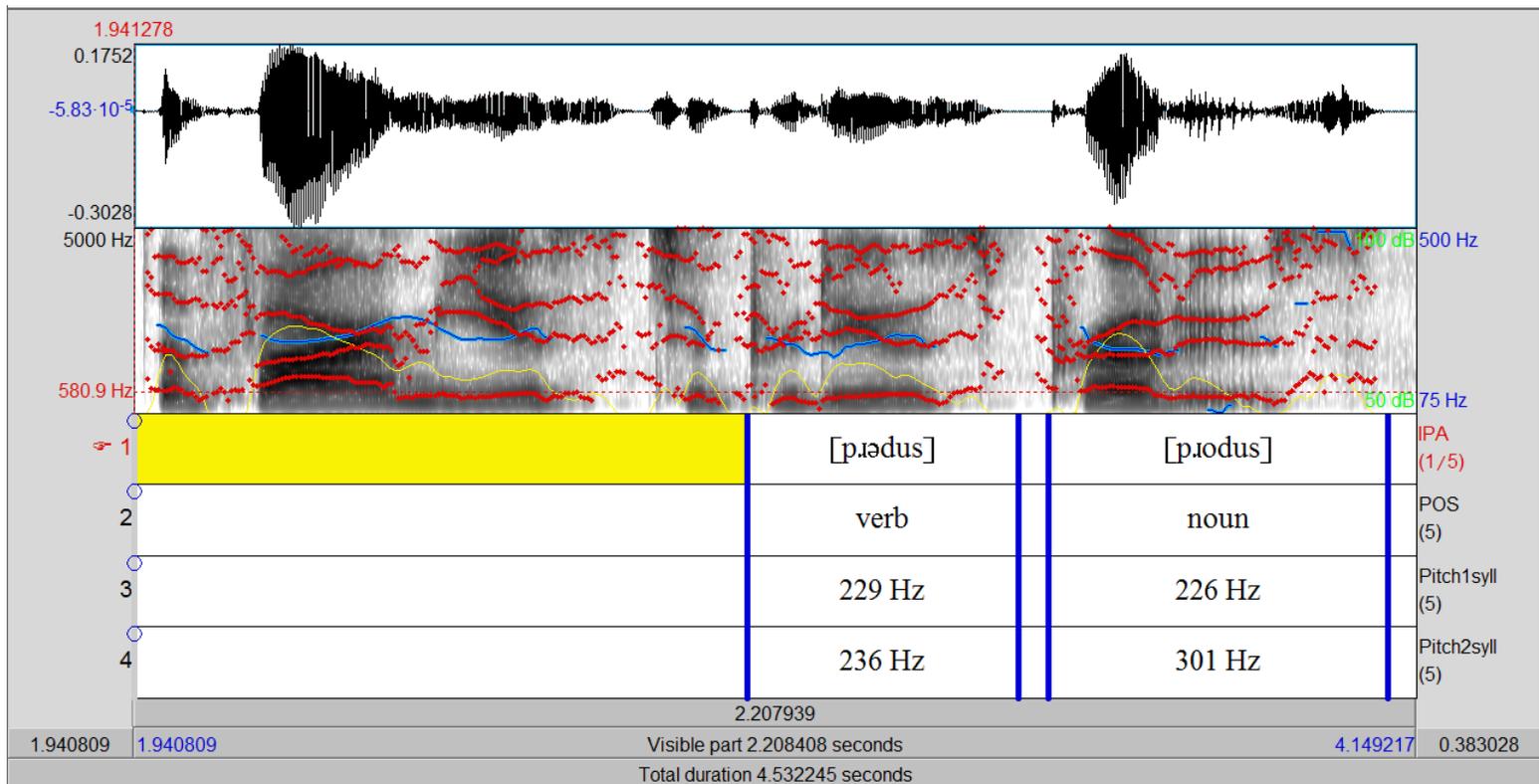
5.1 Pitch Summary

At 236 Hz, the second syllable [dus] has the highest pitch in the first homograph [pɹədus]. At 301 Hz, the second syllable [dus] has the highest pitch in the second homograph [pɹodus]. Overall, at 301 Hz, the second syllable [dus] of the second homograph [pɹodus] has the highest pitch.

Intensity Analysis

	[pɹədus]	[pɹodus]	IPA (1/5)
2	verb	noun	POS (5)
3	58 dB	67 dB	Ints1syll (5)
4	59 dB	56 dB	Ints2syll (5)

2.193557

1.949476	1.949476	Visible part 2.196077 seconds	4.145553	0.386692

Total duration 4.532245 seconds
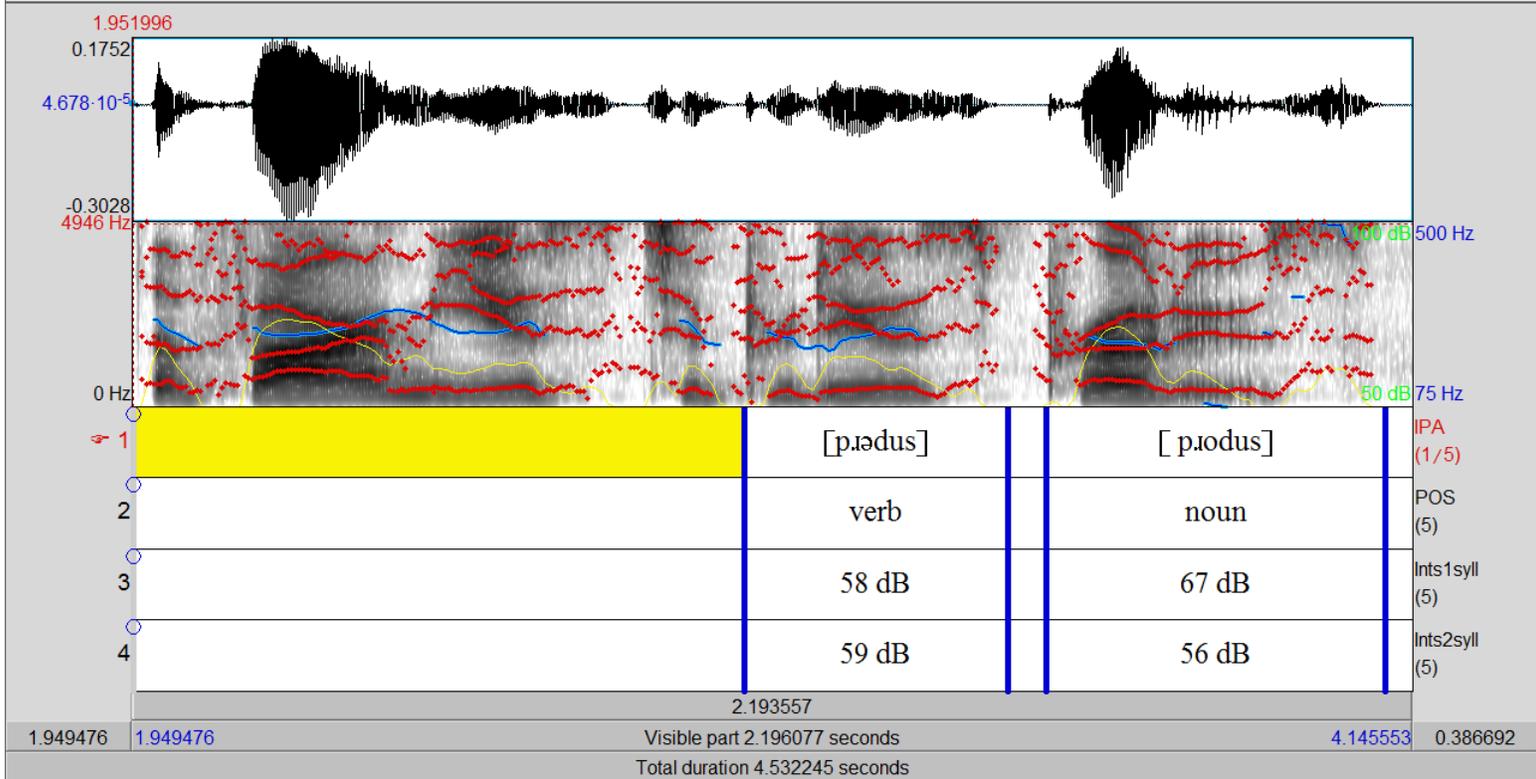
5.2 Intensity Summary

At 59 dB, the second syllable [dus] has the highest intensity of the first homograph [pɹədus]. At 67 dB, the first syllable [pɹo] has the highest intensity of the second homograph [pɹodus]. Overall, at 67 dB, the first syllable [pɹo] in the second homopgrah [pɹodus] has the highest intensity.

Duration Analysis

	[pɹədus]	[pɹodus]	IPA (1/5)
	verb	noun	POS (5)
	125 ms	204 ms	Dur1syll (5)
	347 ms	379 ms	Dur2syll (5)

Visible part 2.179462 seconds

Total duration 4.532245 seconds
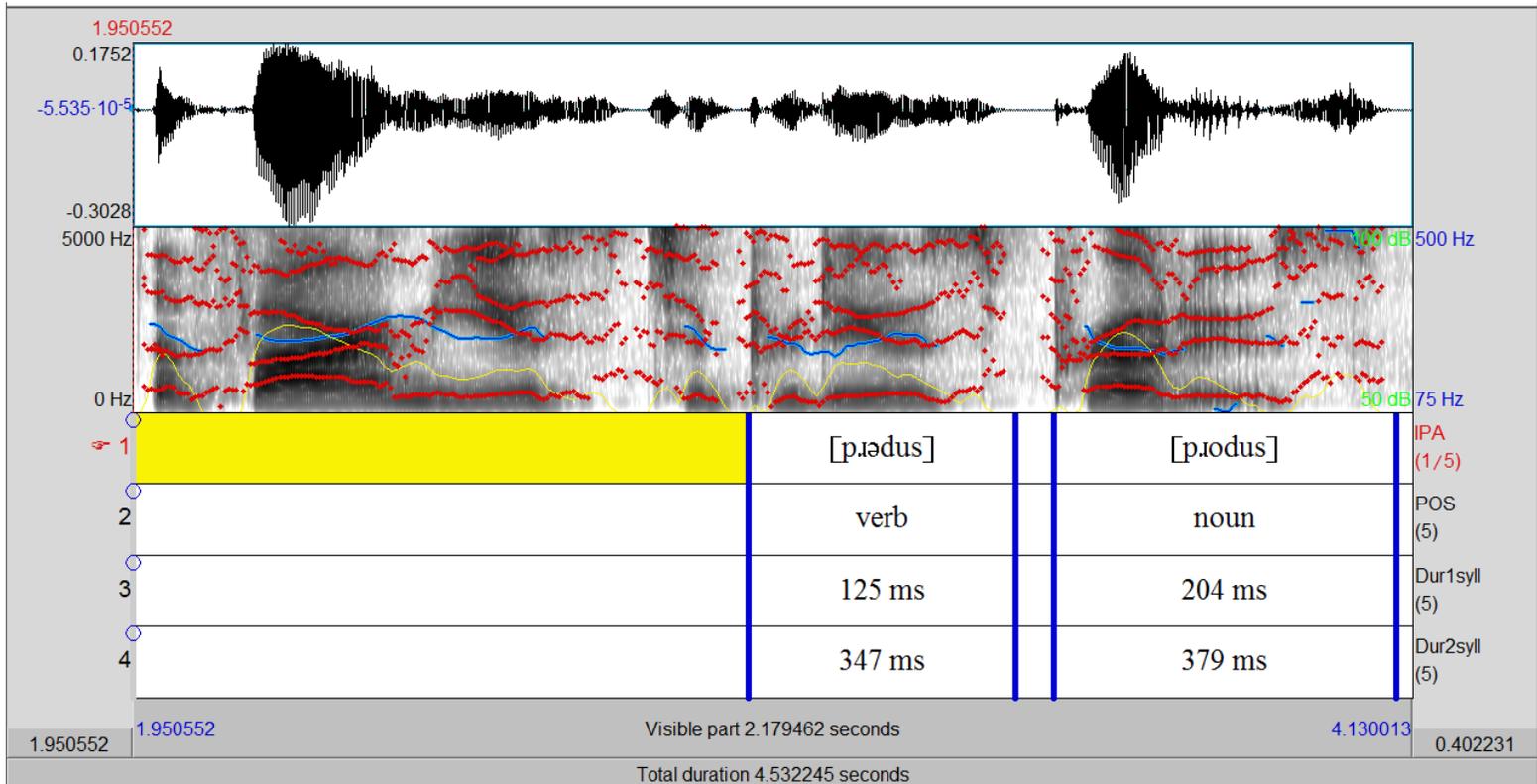
5.3 Duration Summary

At 347 ms, the second syllable [dus] has the longest duration of the first homograph [pɹədus]. At 379 ms, the second syllable [dus] has the longest duration of the second homograph [pɹodus]. Overall, at 379 ms, the second syllable [dus] of the second homograph [pɹodus] has the longest duration.

6.0 Conclusion

The second syllable was stressed in the first homograph [pɹə-dus]. The first syllable was stressed in the second homograph [pɹo-dus].

7.0 Thoughts on Course

This Phonology course has really opened my eyes to the real world of linguistics. Many times sitting in class and listening to a lecture explanation does little to nothing for students. Being able to understand and apply real world concepts has really brought a greater understanding and use of linguistics for me. I found the knowledge I gained intriguing and useful in assisting my future students with pronunciation and further understanding the complexity of the English language.