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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

Læs tsómær ai hæd ði ðpærtúnæti óv e láifttám ái livd ænd vòlæntírd m k^hóstæ ríkæ fór θrí mónθs

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

bifór lívinií ái wæz véri nórvas ænd hæd sékænd θòts ái hæd névær bín æwé frám hóm fór ðæt

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

lǎŋ sámniŋ ə k^hántrækt séiŋ ðæt ái wód sp^hínd θrí mónθs m e foræn k^hántri wiθáut mái fríndz

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

mái fáemæli ʌr íniwæn ái nú wæz véri nór-v-rækŋií ái séd mái gòðbáiz st^hépt ántu ðə p^hlén ʃéd

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

mni t^hírz ænd ðén névær lókt bæk t^hú ðís dé ái k^hæn sé ðæt ít wæz ðə bést eks píriæns ái hæv évær

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

hæd ænd ái wód dú ít ɔl óvær ægén ítʃ mórnŋií ái wók ép æt síks tú p^hripér fór ðə dé mánðe

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

wínzde ænd fráide áí æsístæd e t^hít^fær æt e sp^hé^fæl èdzuké^fæn sk^húl wáil t^húzde ænd θærdè áí
Wednesday, and Friday I assisted a teacher at a special education school while Tuesday and Thursday I
wárkt in e fástær hóm máí st^húdím^ts ðæt áí wárkt wíθ in ðæ sp^hé^fæl èdzæké^fæn sk^húl wær ðl
worked in a foster home. My students that I worked with in the special education school were all
æméziŋ ðæ smáilz áí wæz ébæl t^hú bríŋ t^hú ðér fésæz dzást báí símpli bíŋ ðér méltæd máí hárt ænd
amazing; the smiles I was able to bring to their faces, just by simply being, there melted my heart and
bráitænd máí dé máí tí^fær wæz só æprí^fæ^tiv æv ðæ hélp áí gév hæz ænd wæz ðlwèz èksáitæd t^hú
brightened my day. My teacher was so appreciative of the help I gave her and was always excited to
háev mí ðér in ðæ fástær hóm áí sp^hínt t^háim wíθ ðæ t^fíldræn k^hé^riŋ fôr ðém ænd p^hlé iŋ wíθ
have me there. In the foster home, I spent time with the children, caring for them and playing with
ðém ðér wær θærði t^fíldræn líviŋ ðér ænd ðé ðl wær só má^tf fán t^hú bí æ rōnd áí ínstæntli
them. There were thirty children living there and they all were so much fun to be around. I instantly
bíké^m ætæt^ft t^hú ðl æv ðæ t^fíldræn áí wárkt wíθ ænd divélæpt æ st^hráŋ t^hræstⁱŋ ænd lávⁱŋ
became attached to all of the children I worked with and developed a strong, trusting, and loving
rílé^fæŋ^fí^p wíθ ðém sóm θiŋ ðé névæz ríli háed ðæ æpærtúⁿítⁱ t^hú divélæp wíθ æ ðær pí^pæl
relationship with them; something they never really had the opportunity to develop with other people.
áí θá^t ðæt líviŋ máí fáemæli ænd fréndz in ðæ junáitæd stéts wæz wón æv ðæ móst difækælt θíŋz
I thought that leaving my family and friends in the United States was one of the most difficult things;
lítæ^l dí^d áí nó dzást háw mó^tf hárdær ít wæz góⁱŋ t^hú bí t^hú sé gòdbái t^hú máí nú fáemæli áí háed k^hriétæd
little did I know just how much harder it was going to be to say goodbye to my new family I had created
in k^hóstæ ríkæ æ lárdz p^há^rt æv máí hárt wíl ðlwèz bí wíθ máí t^fíldræn in k^hóstæ ríkæ
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.

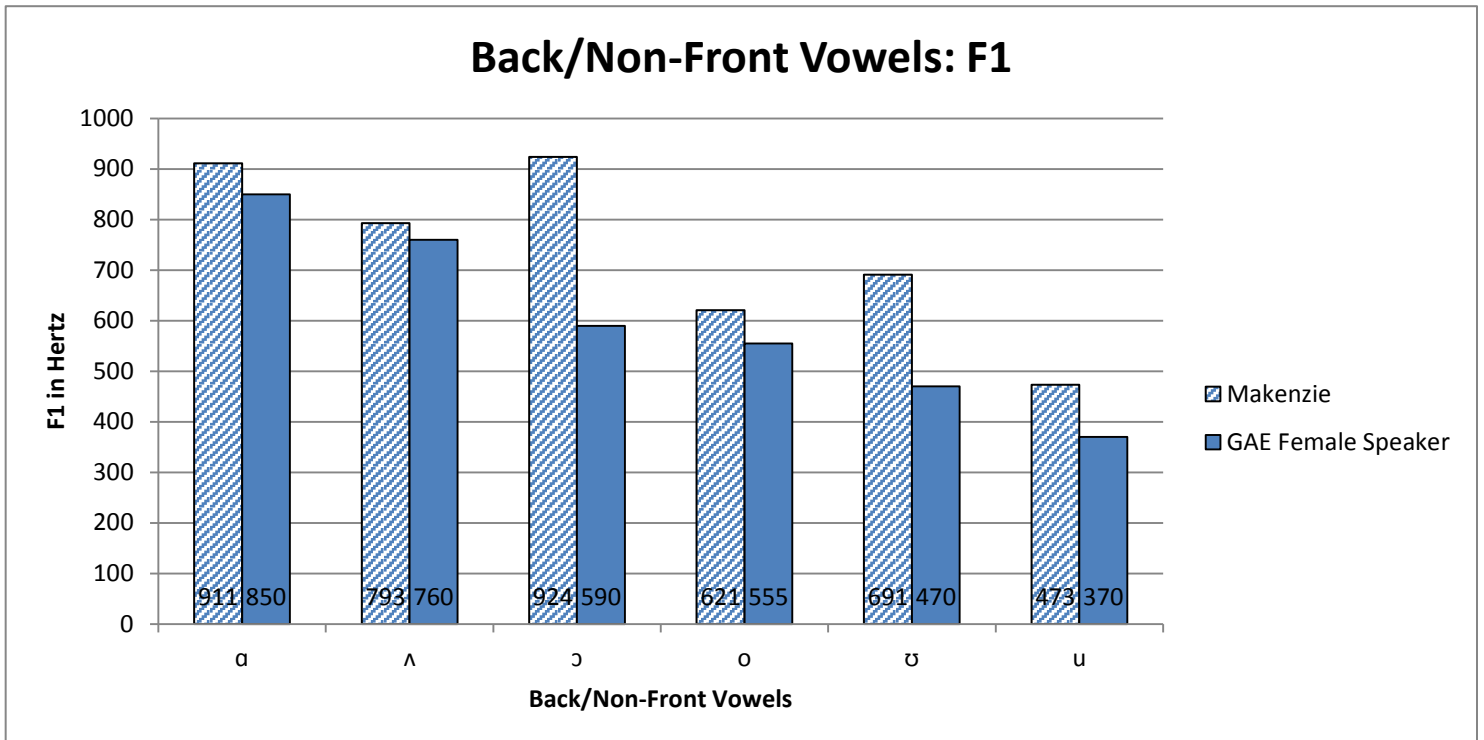
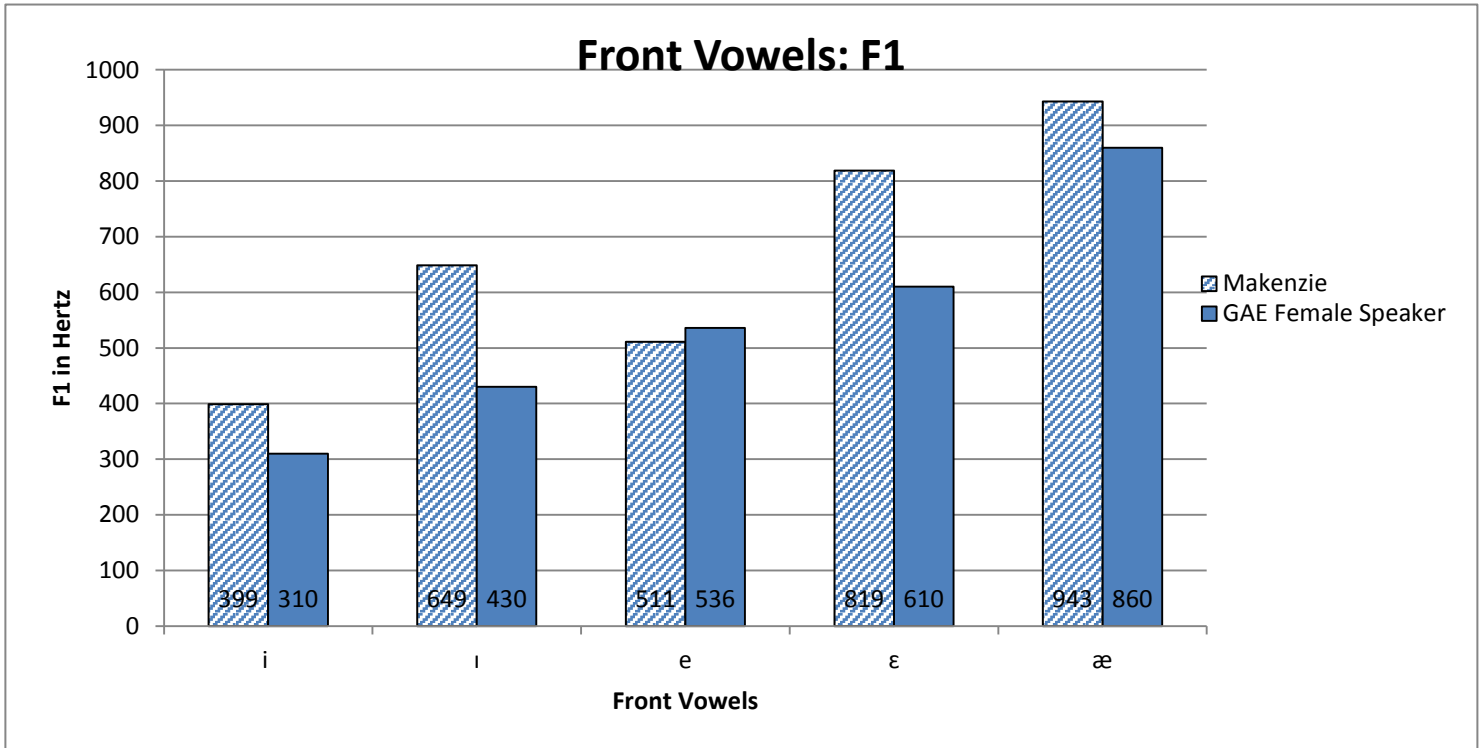
3.1 Information on Speaker

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.

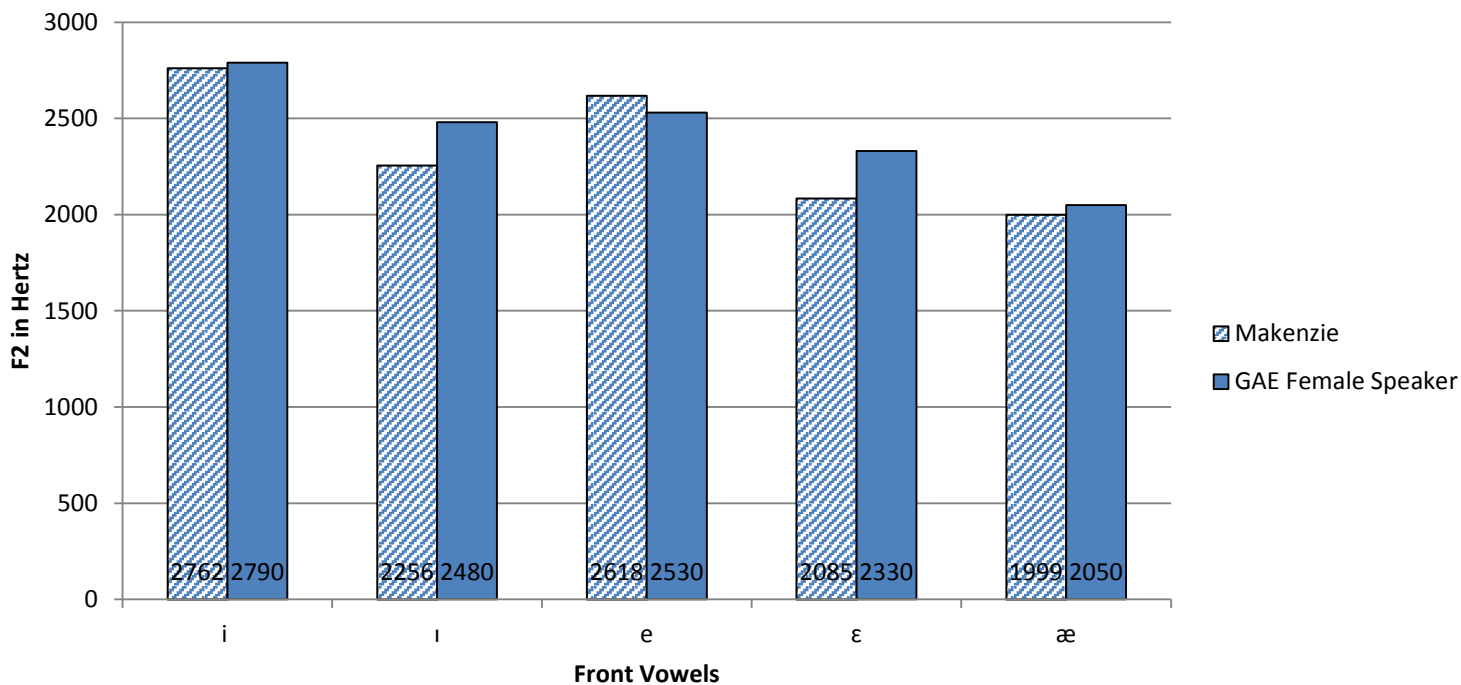
RAW FIGURES

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

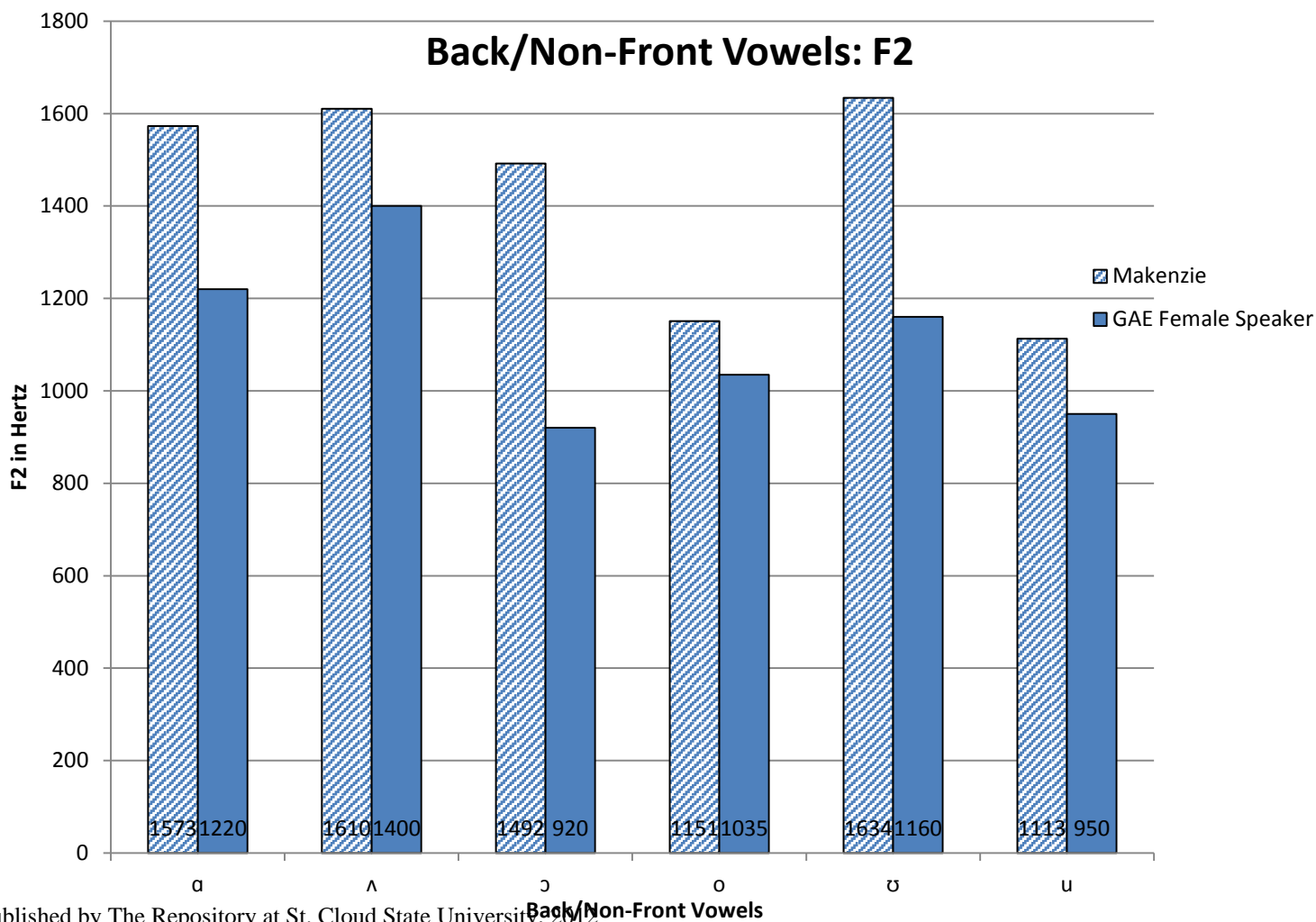
BAR GRAPHS



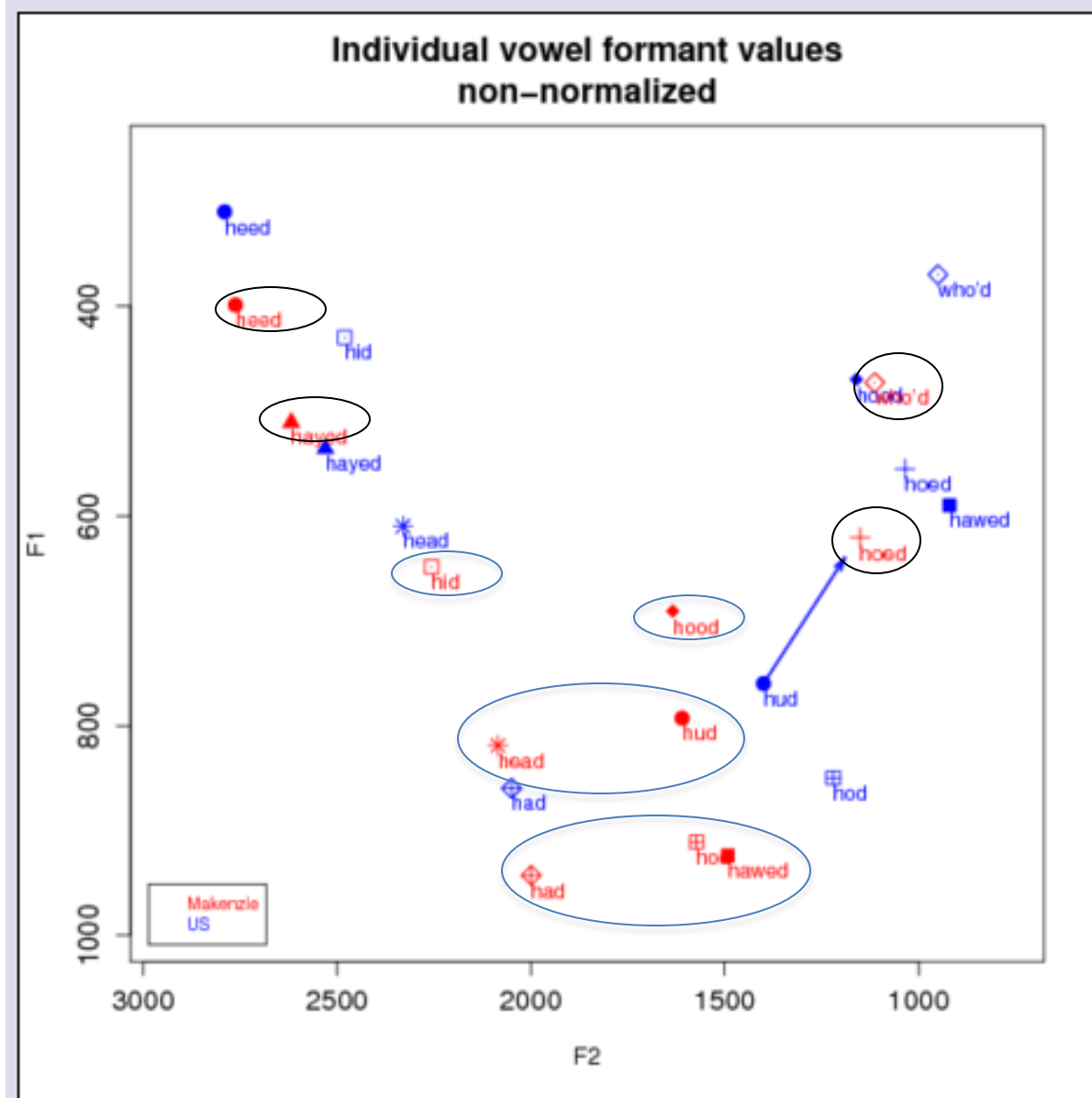
Front Vowels: F2



Back/Non-Front Vowels: F2



Normalization



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.

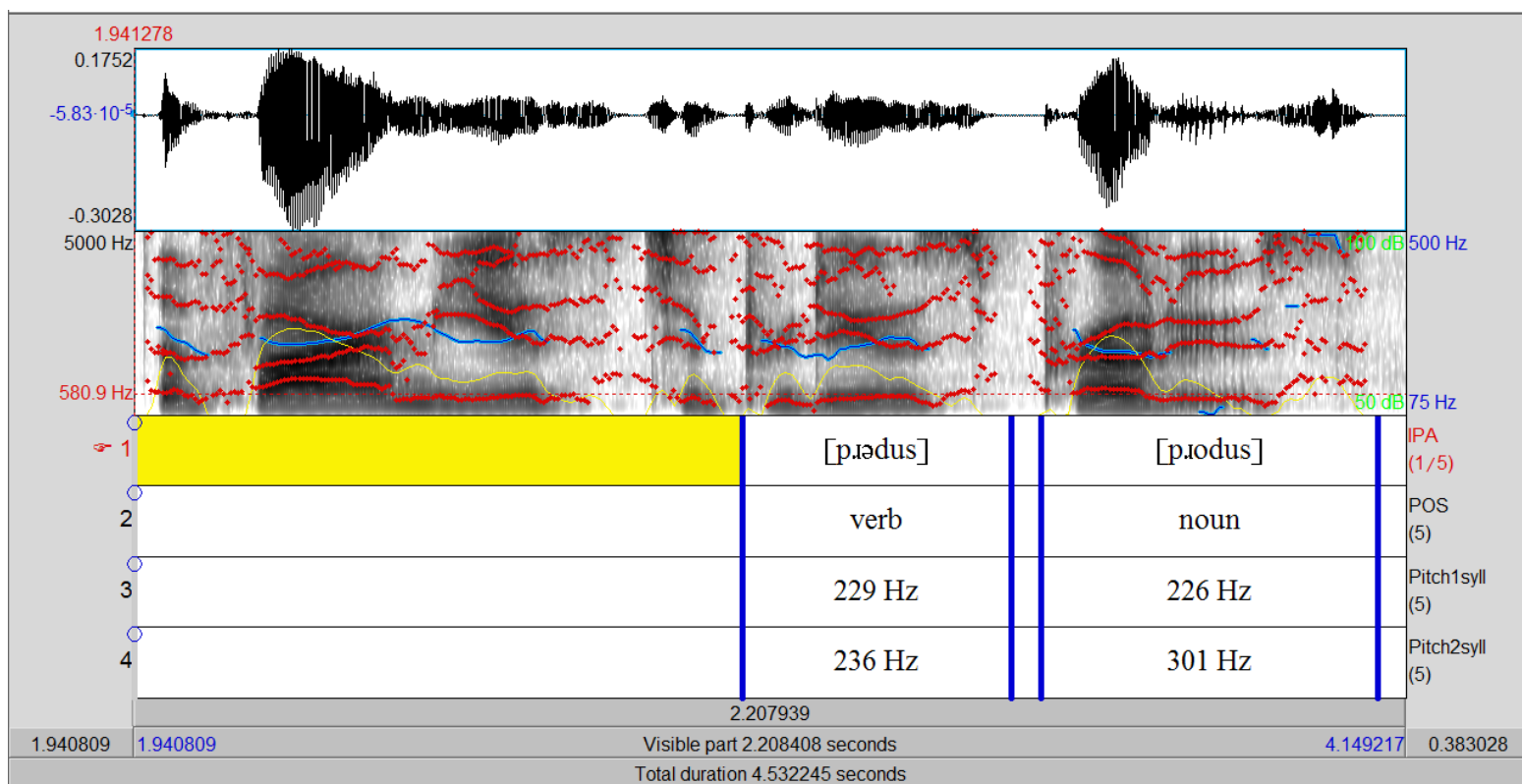
5.0 Stress/Homograph Project

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 homographs;

“The farm used to produce produce”

IPA Transcription: [ðə fɑ:m ju:s tu pɹɔdʊs pɹɔdʊs]

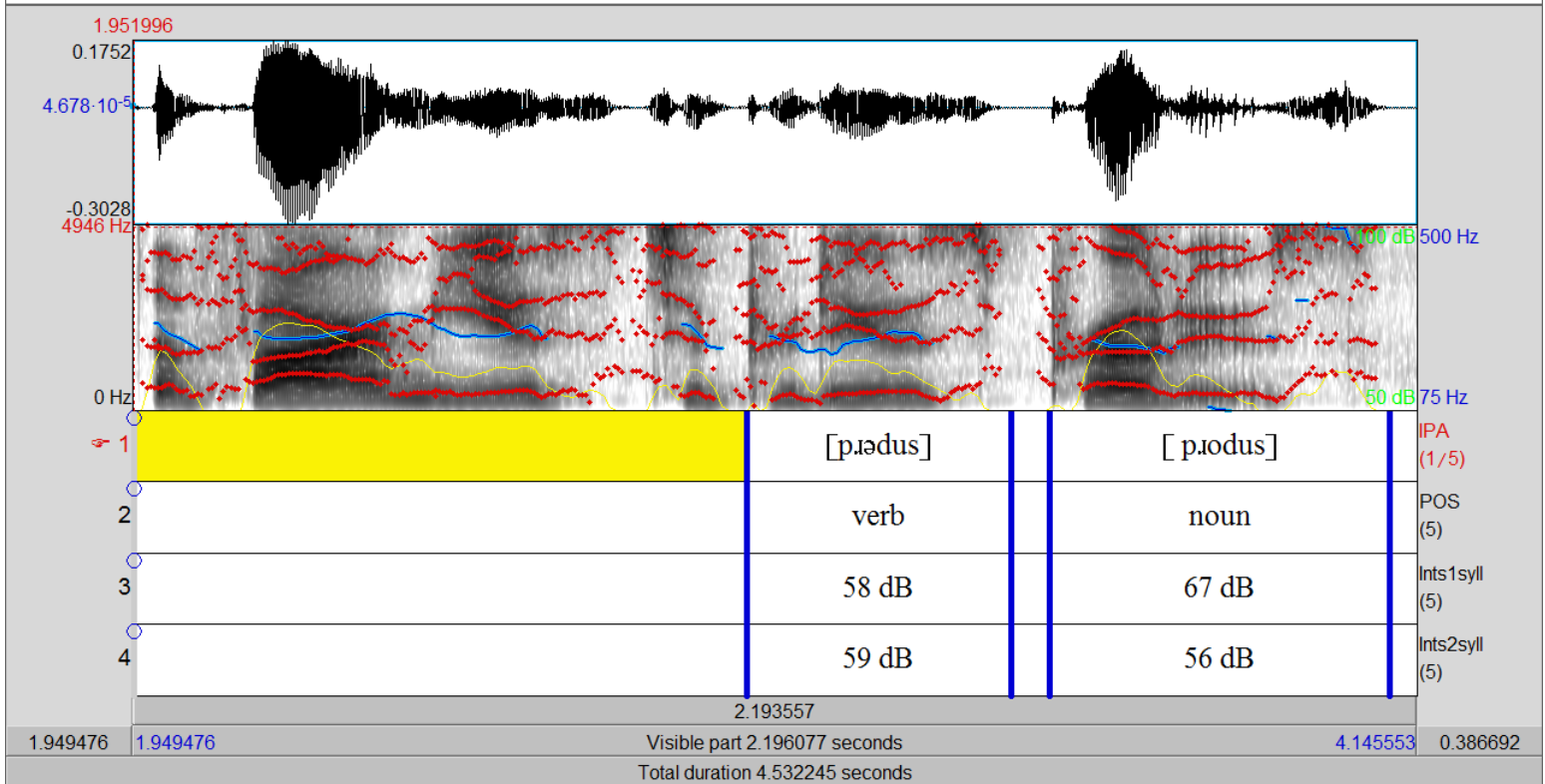
Pitch Analysis



5.1 Pitch Summary

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

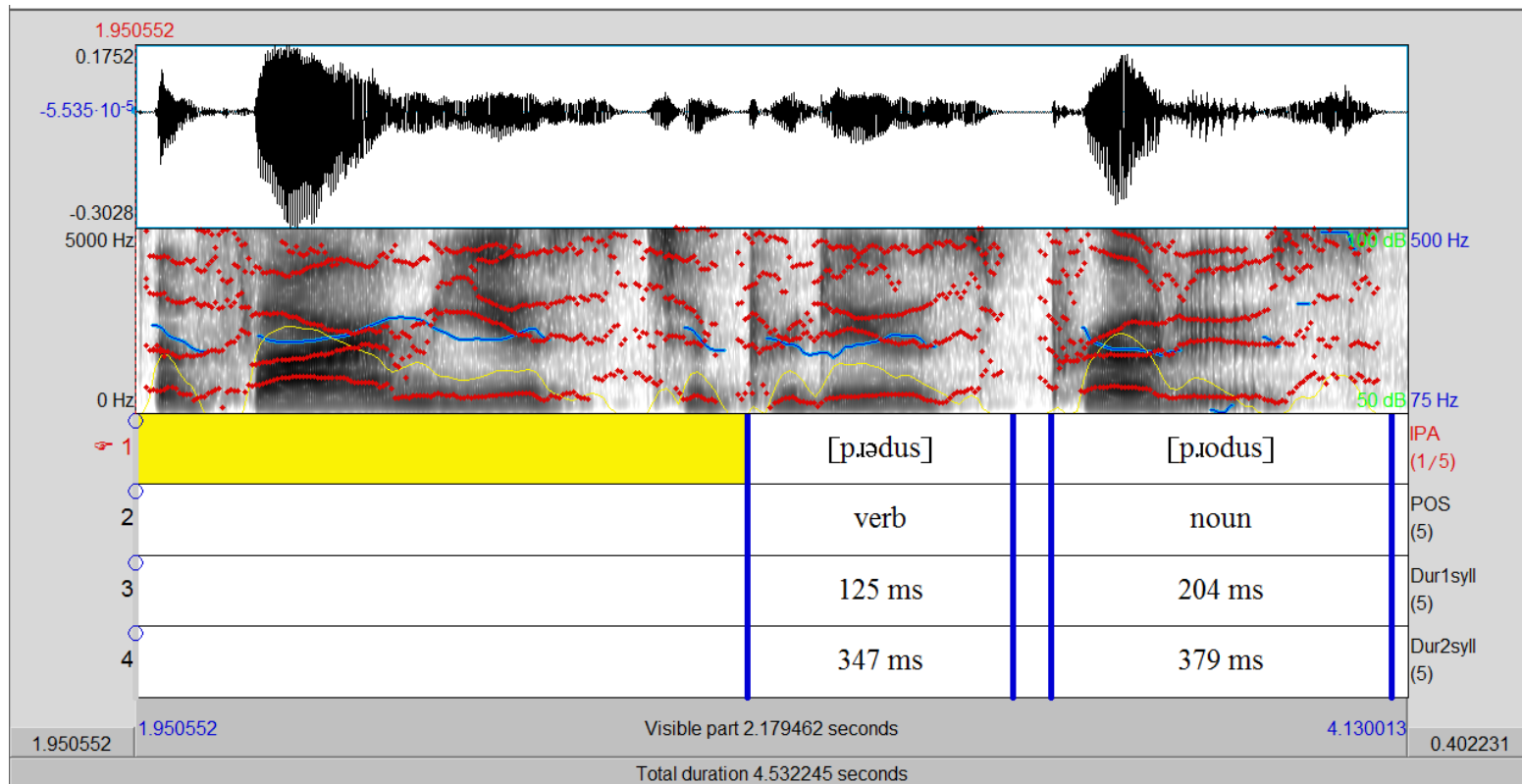
Intensity Analysis



5.2 Intensity Summary

At 59 dB, the second syllable [dus] has the highest intensity of the first homograph [p.r̩.ɒ.dus]. At 67 dB, the first syllable [p.r̩.ɒ] has the highest intensity of the second homograph [p.r̩.ɒ.dus]. Overall, at 67 dB, the first syllable [p.r̩.ɒ] in the second homograph [p.r̩.ɒ.dus] has the highest intensity.

Duration Analysis



5.3 Duration Summary

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

6.0 Conclusion

The second syllable was stressed in the first homograph [pɹæ-dus]. The first syllable was stressed in the second homograph [pɹɔ-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.