

2012

Phonetic Portfolio (Tsai)

Pei-Fen Tsai
St. Cloud State University

Follow this and additional works at: http://repository.stcloudstate.edu/stcloud_ling



Part of the [Applied Linguistics Commons](#)

Recommended Citation

Tsai, Pei-Fen (2012) "Phonetic Portfolio (Tsai)," *Linguistic Portfolios*: Vol. 1, Article 16.
Available at: http://repository.stcloudstate.edu/stcloud_ling/vol1/iss1/16

This Article is brought to you for free and open access by The Repository at St. Cloud State University. It has been accepted for inclusion in Linguistic Portfolios by an authorized administrator of The Repository at St. Cloud State University. For more information, please contact kewing@stcloudstate.edu.

PHONETIC PORTFOLIO

PEI-FEN TSAI

1.0 Biography

My name is Pei-Fen Tsai. I was born in Taiwan in 1985. Female. I did not start officially learning English until junior high school. English was one of the mandatory subjects in the junior high school curriculum, which is one of the subjects that students will be tested in the high school and college entrance exam. Before officially studying English, my parents introduced English to me when I was at preschool age. By listening to the English children's songs, I was able to memorize all the lyrics even though I did not understand the meaning of the lyrics. I believe this is the foundation of English pronunciation was formed.

When I was in junior high, most of the English teachers were not trained well enough to speak fluent and authentic English. Fortunately, my parents taught me 'Kenyon and Knott' (an informal name for *A Pronouncing Dictionary of American English*) to increase my English competence before entering junior high school. Because of the entrance tests, students were forced to emphasize on writing and reading skills rather than listening and speaking. Therefore, teachers tend to neglect the importance of speaking skills and pronunciation. Besides, there was nearly no opportunity to apply those learned English knowledge inside or outside classroom. Basically, I hardly speak English before coming to the United States.

2.0 Phonetic Transcription

[æ n ɪ n t r ə d ʌ k ʃ ə n t u m aɪ s eɪ f]

An Introduction to Myself

[aɪ w a n t t u bɪ k ə m ə tɪ tʃ ə s o aɪ k æ n f ə l o m aɪ p ɛ r ə n t s f u t s t e p s æ n d k ə n tɪ n j u ð ɛ r l aɪ f l ɔ ŋ

I want to become a teacher so I can follow my parents footsteps and continue their lifelong

t æ s k ə v e d z ə k e t ɪ ŋ tʃɪldrən æ n d ɪ n s p aɪ r ɪ ŋ ð ɛ m t u ə tʃ ɪ v ð ɛ r m æ k s ə m ə m p ɔ t ɛ n ʃ ə l . æ z ə j ʌ ŋ

task of educating children and inspiring them to achieve their maximum potential. As a young

g ɜ l ɪ n t aɪ w a n , aɪ g r u ə p w a tʃ ɪ ŋ m aɪ p ɛ r ə n t s w ɜ k h a r d ɛ v rɪ d e æ n d wɪ t nɪ s fɜ s t h æ n d ð ə ə m eɪ z ɪ ŋ

girl in Taiwan, I grew up watching my parents work hard every day and witness firsthand the amazing

p a z ə t ɪ v ɪ n f l u ɛ n s ɪ s ð e w ɜ e b l t u m e k a n tʃɪldrən ɪ n ð ɛ r k ə p ə s ə t ɪ æ z tɪ tʃ ə z . m aɪ f a ð ə

positive influences they were able to make an children in their capacity as teachers. My father

s t a r t ɪ d hɪ z ɒ n p r aɪ v e t t j u t ə ŋ s k u l æ n d aɪ w a tʃ t hɪ m s p e n d k a ɒ n t l ɪ s a ɔ r z bɪ f ɔ r æ n d

started his own private tutoring school and I watched him spend quantities hours before and

æ f t ə s k u l p rɪ p ɛ r ɪ ŋ f ɔ r hɪ z k l æ s ɪ z æ n d w ɜ k ɪ ŋ wɪ ð ð ə s t j u d ə n s . θ r u hɪ z e f ə t s , hɪ w a z

after school preparing for his classes and working with the students. Through his efforts, he was able to help numerous children improve their academic performance and his tutoring school was considered to be one of the preeminent facilities in Taiwan. My mother has been an elementary school teacher for over thirty years and has an outstanding reputation for quality and innovation. While I greatly admire and respect the many different ways my mother was able to make learning interesting to the children, perhaps what I was most impressed with is what she did for the children outside of the classroom. Due to her extensive experiences and impeccable reputation, many parents and teachers come to her for advice and for help mentoring their children. It makes me really want to be a teacher by watching her success in educational field.

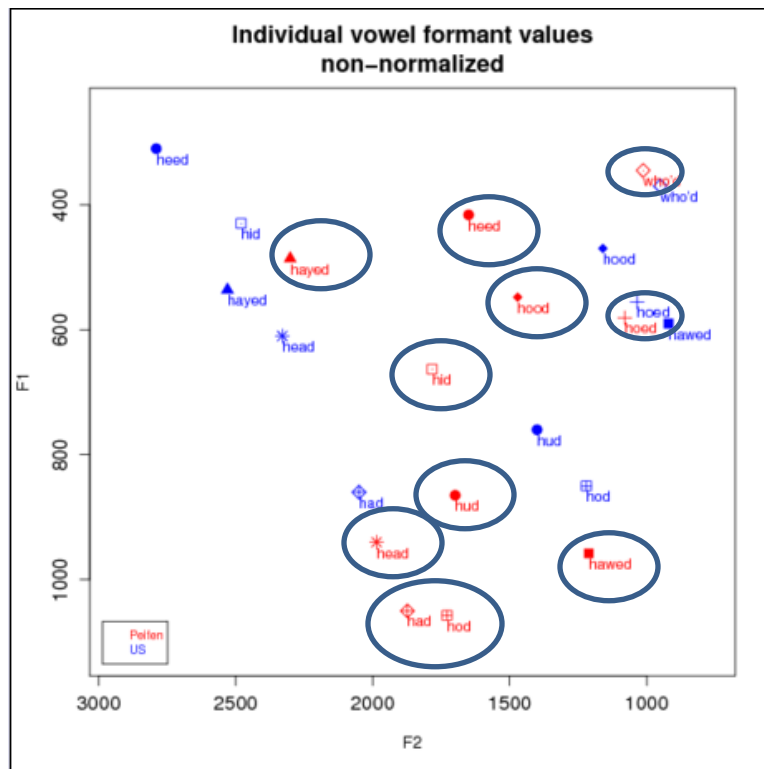
Over the years, I have been seen the positive changes my mother was able to make in many students' lives and I believe an opportunity to do the same would make me feel content and fulfilled. Given the heavy emphasis in English as a second language in the Taiwan, I grew up with a solid foundation in the English language and immediately realized how important English will be for a developing country such as Taiwan with its ever increasing dependence on international trade.

præfjænl, ar hæv ikspiriæns wækiŋ æz æ sabbstætjut elæmentæri skul titfæ ænd æz æ

Professionally, I have experience working as a substitute elementary school teacher and as a translator in a translation company. My academic and work experience reaffirmed my interest in English and teaching and I now know that I want to teach English to Taiwanese students and prepare them for the future.

3.0 Vowel Project

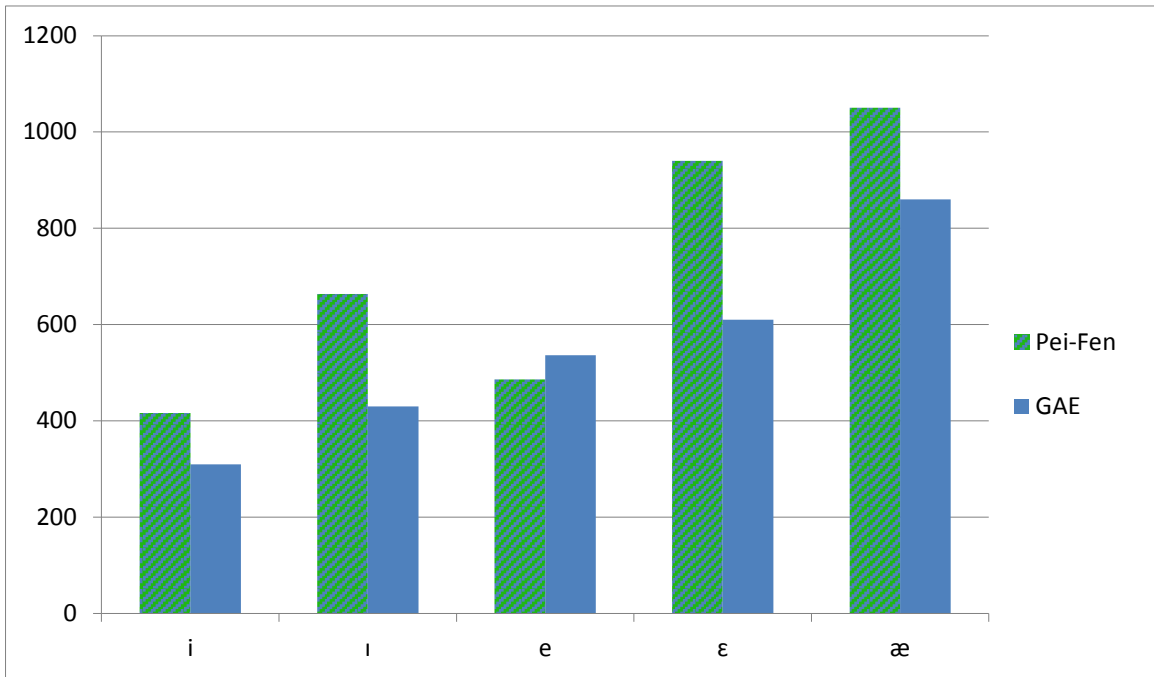
Normalization



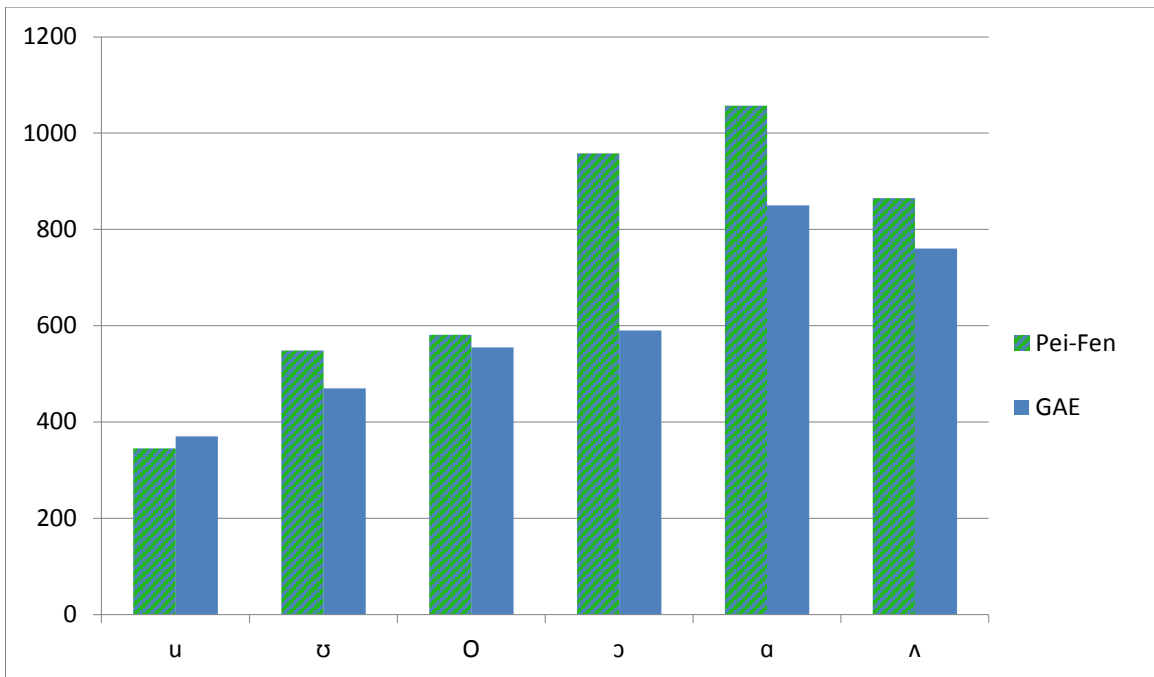
Observation

1. My pronunciation of front vowels /I/ and /e/ are more similar to GAE than /ɪ, ɛ, æ/.
2. For back vowels, /ɔ, ɑ/ have prominent difference with GAE.

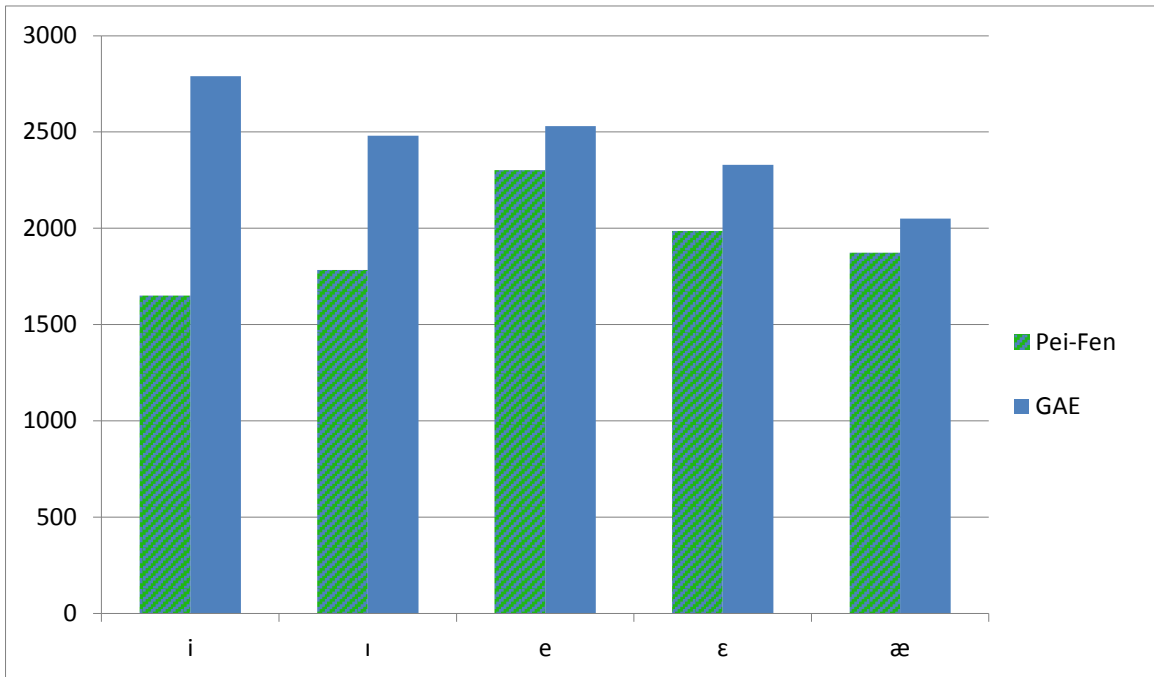
F1 Front Vowel



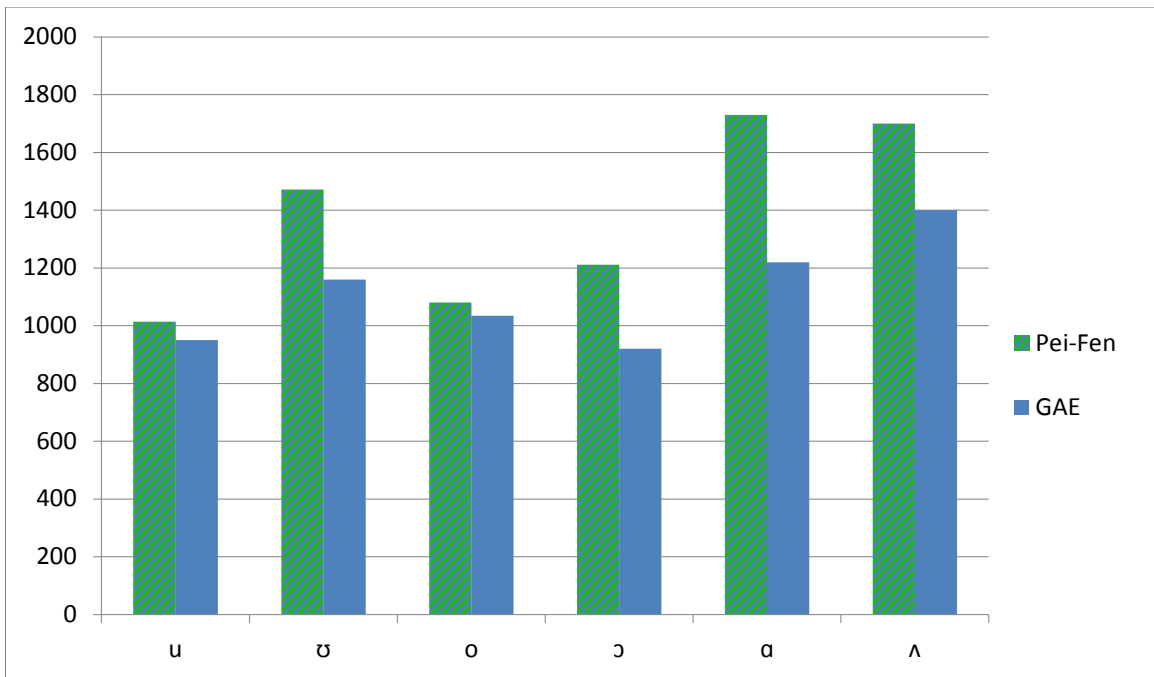
F1 Back Vowel



F2 Front Vowel

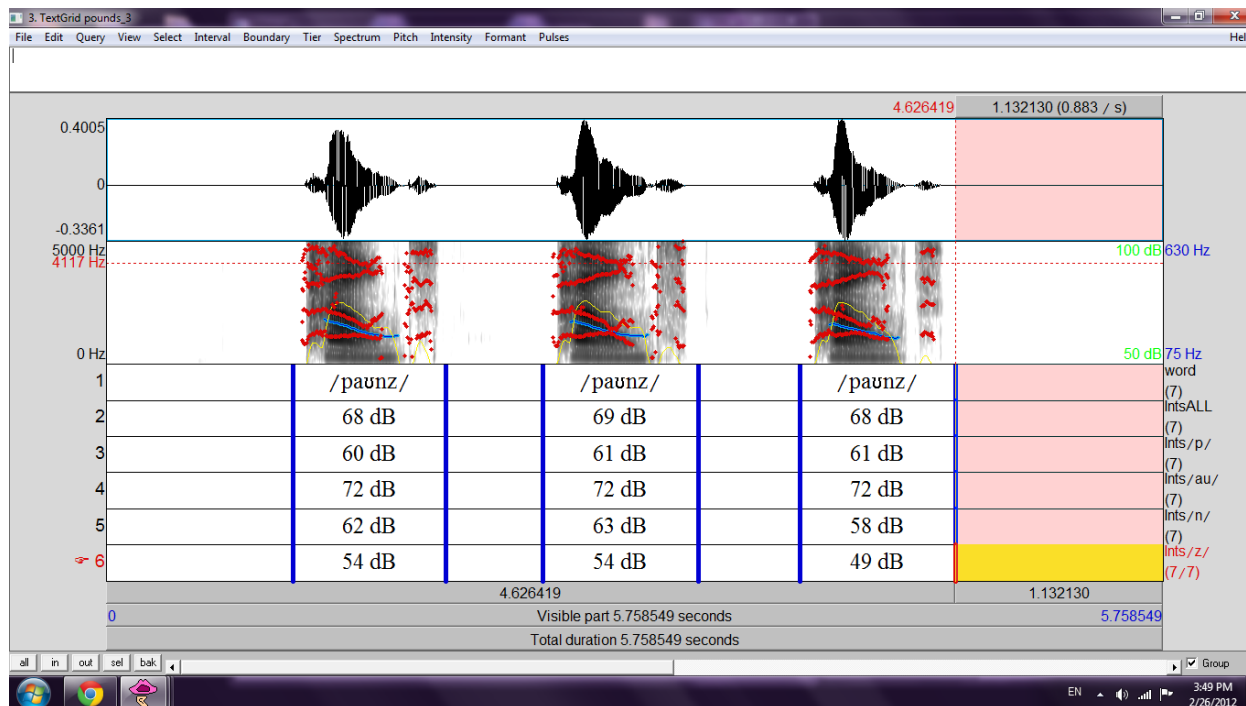


F2 Back Vowel



4.0 Consonant Project

Sonority Analysis of <Pounds>

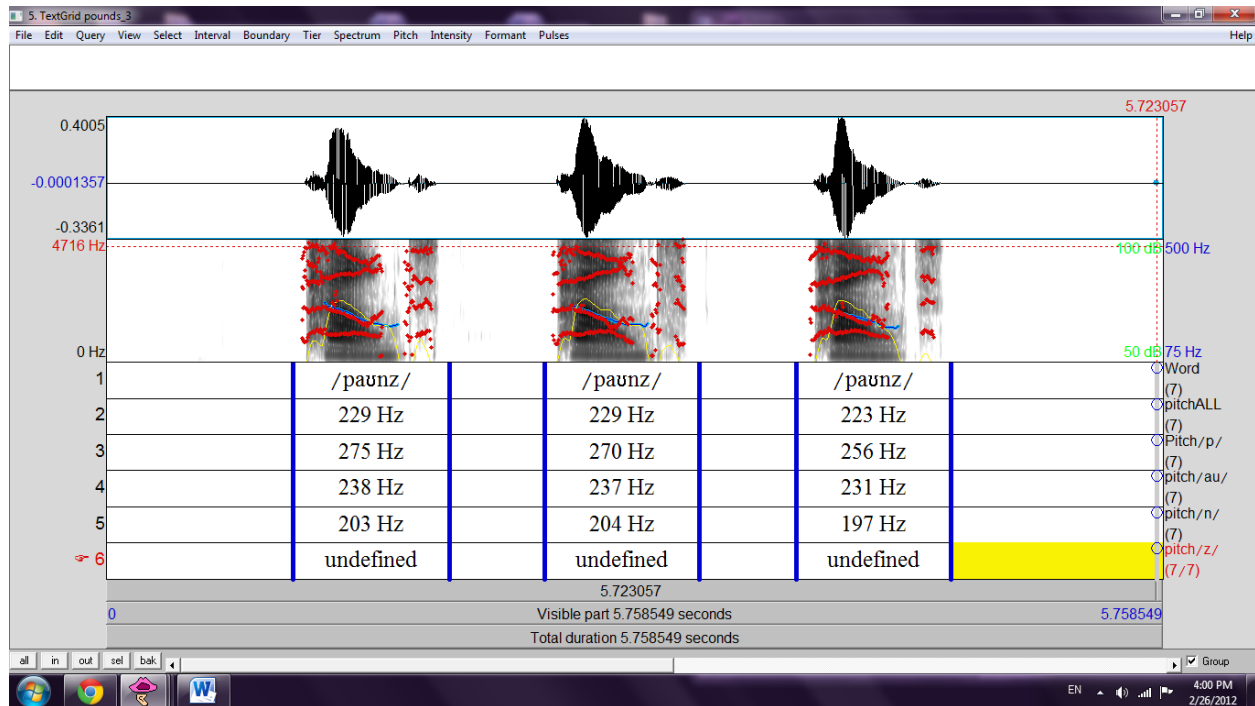


Mean Sonority Data

1. Tier 1: phonetic transcription of the word
2. Tier 2: Mean sonority for the whole word: 68.3 dB
3. Tier 3: Mean sonority of /p/: 60.6 dB
4. Tier 4: Mean sonority of /aʊ/: 72 dB
5. Tier 5: Mean sonority of /n/: 61dB
6. Tier 6: Mean sonority of /z/: 52.3dB

The loudest sound is /aʊ/, its mean is 72dB. /aʊ/ is a diphthong. The quietest sound of pounds is /z/, its meant is 52.3dB.

Pitch Analysis of <Pounds>

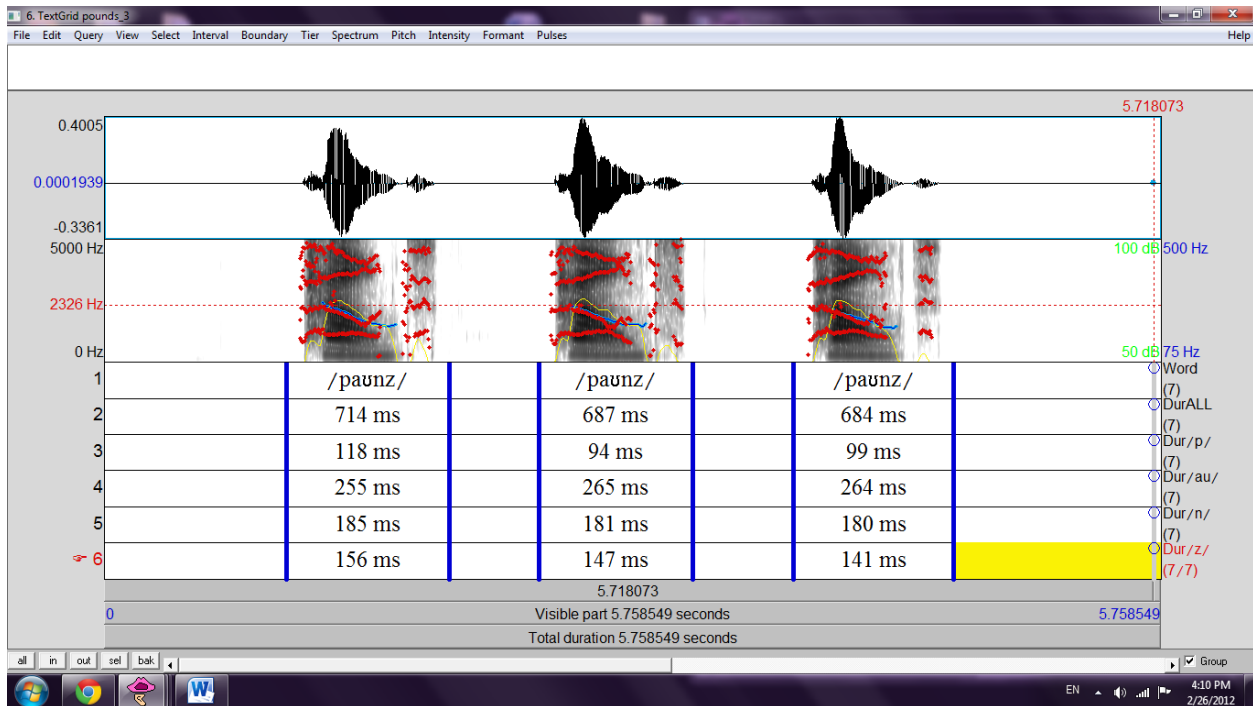


Mean Pitch Data

1. Tier 1: phonetic transcription of the word
2. Tier 2: Mean pitch for the whole word: 227 Hz
3. Tier 3: Mean pitch of /p/: 267Hz
4. Tier 4: Mean pitch of /aʊ/: 235.5 Hz
5. Tier 5: Mean pitch of /n/: 201.3Hz
6. Tier 6: Mean pitch of /z/: undefined, that is between 20 Hz and 75 Hz

The highest pitch of pounds is /p/, and its mean is 267 Hz. The lowest pitch of pounds is /z/. Its mean is undefined, and that means the pitch of /z/ is between 20 Hz~75 Hz.

Duration Analysis of <Pounds>



Mean Duration Data

1. Tier 1: phonetic transcription of the word
2. Tier 2: Mean duration for the whole word: 695ms
3. Tier 3: Mean duration of /p/: 104ms
4. Tier 4: Mean duration of /aʊ/: 261ms
5. Tier 5: Mean duration of /n/: 182ms
6. Tier 6: Mean duration of /z/: 148ms

/aʊ/ sound has the longest duration. It lasts for 261ms. The shortest duration of sound is /p/. Its mean is 104ms, and /p/ is a stop consonant.

5.0 Conclusion

Taking this class made me have opportunity to explore linguistic world. To me, Linguistics was a profound and difficult subject before taking the class of Introduction to Phonology. Now, I found it interesting and meaningful. Learning of linguistic field should be considered as a long-term study. I believe that I am willing to pay more attention and put more efforts on it if I have opportunity in the future.