

THE PRONUNCIATION OF ENGLISH VOWELS AND DIPHTHONGS
BY MATRICULATION PUPILS IN AFRIKAANS-MEDIUM HIGH
SCHOOLS IN THE TRANSVAAL (EXCLUDING PRETORIA AND
THE WITWATERSRAND).

A Thesis submitted to the Faculty of Arts of the
Potchefstroom University for C.H.E.

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for the degree of Master of Arts in English.

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" THY SPEECH BEWRAYETH THEE " .

St Matthew : 26, 73.

A C K N O W L E D G M E N T S

I wish to express my sincere thanks to the South African National Council for Social Research for a grant of £85. This enabled me to undertake this study, and made it possible for me to acquire the ultra-sensitive ribbons without which a piece of research of this type would not have been possible.

I wish also to express my indebtedness to Professor R.E.Davies for his sympathetic guidance, and for the great help he has been to me.

To the Transvaal Education Department and to the Principals of the following High Schools I extend my grateful thanks. I sincerely appreciate the cordial reception which I received from the following High Schools :

Agricultural High (Brits), Belfast, Brits, Carolina, Erasmus, Ermelo, Klerksdorp, Middelburg, Nylstroom, Pietersburg, Potchefstroom Commercial, Potgietersrus, Rustenburg, Standerton, Ventersdorp, Wolmaranstad.

J.Pretorius.

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F O R E W O R D.

"As soon as the child begins to acquire language, he imitates the phonemes of the adults who surround him; and in the highly formative period of his earlier years, he seeks to reproduce the utterances of an ever-widening circle. Unless an individual lives within a very circumscribed area, this process of imitational assimilation may continue until late in life." 1).

Through my work I continually come into close personal contact with students who have learned English as a second language. Since special attention is paid to spoken English in our tutorial classes, it is natural that pronunciation is of primary importance. The standard of English pronunciation, however, is sometimes so appalling that I have felt impelled to undertake this piece of research on the articulation of English sounds. From the findings in this investigation it is evident that there is considerable room for improvement, particularly in the methods of teaching the spoken language in our schools.

In the country districts of the Transvaal, school-children may be said to live in essentially circumscribed areas. English is very seldom heard outside the classroom, and when it is, it is generally the English of people who have learned the language as adults — and learned it imperfectly. The teaching of English as a second language in the country districts of the Transvaal, as elsewhere on the platteland, imposes on the teacher a heavy responsibility. Altogether, it cannot be overstated that "second language teaching at any level demands as much knowledge and even more teaching ability than first language teaching." 2)

1) L.H.Gray: Foundations of Language, 1939, p85.

2) R.E.Davies: Bilingualism in Wales, Eire and Belgium, 1952, p131.

M E T H O D O F P R O C E D U R E

In order to ensure as much accuracy as possible a set of five double-sided gramophone records (Nos.L,J.1E to 10E) was obtained from the Linguaphone Institute, London. These Talks on English Speech are spoken by A.Lloyd James, sometime Professor of Phonetics at the University of London. Records Nos. 3 to 7 deal with the English vowels, diphthongs and triphthongs. A number of sentences to illustrate the correct articulation of each sound is given. From these I selected a series of sentences which includes the sounds to be tested in this piece of research. With the exception of the triphthongs, each sound to be tested was included at least three times in its particular sentence, thus :

1. We've been three weeks in these green fields.
2. Isn't it a pity that you live in a big city?
3. They said they went at ten to ten, I don't know when they went.
4. That's the man that sat on my black hat.
5. He laughs at the calmness of the farmers.
6. The robbers stopped and dropped the box in a soft spot.
7. I saw the horses all walking across the broad lawns.
8. I shook it and shook it. I put my foot into it; but it was no good.
9. You mustn't go to the moon too soon.
10. The sun comes up like thunder once a month.
11. I've learnt that the early bird catches the worm.
12. They came the same way on the same day by the late train.

13. Don't tell a soul; I'm going to see the old folks at home.
14. I like mine quite nicely fried.
15. I found out that the house belonged to the London County council.
16. A noisy noise annoys an oyster.
17. Dear, dear! It appears that he fears we're no nearer.
18. I don't care very much for fair hair.
19. The poor people live on the moors and cannot be cured.
20. The higher you go the more power you have.

As an extra check, the record of the Cardinal Vowels (D.A.J.O. 1D and 2G), spoken by Professor Daniel Jones, was also obtained. Although it did not have any direct bearing on the sounds tested, the set of records spoken by F.G.Blandford, (Corpus Christi College, Cambridge), was also obtained. These records, entitled Everyday Sentences in Spoken English and numbered BLAN 1E to 10E, were very useful in studying strong and weak forms of vowels and diphthongs.

A "Soundmirror" Magnetic Recorder (Model B.K. 401) was used for all recording. This instrument had been preciously adjusted and tested to record very slight variations of sound. Improved ultra-sensitive ribbons (Bush B.K. 602 Magnetic Ribbons) were used.

A total of 649 pupils in the following sixteen High Schools were tested :

Agricultural High (Brits), Belfast, Brits, Carolina, Erasmus, Ermelo, Klerksdorp, Middelburg, Nylstroom, Pietersburg, Potchefstroom Commercial, Potgietersrus, Rustenburg, Standerton, Ventersdorp, Wolmaranstad.

At each school visited all the Afrikaans-medium Matriculation pupils were tested. Each pupil was supplied with a copy of the sentences and asked to read them naturally and at normal reading speed, as is required of them for their oral examination at the end of the year. They were specially requested not to concentrate on pronunciation but on content.

After all the recordings had been made, the various sounds were closely analysed. At this stage the records of Lloyd James and Daniel Jones, as well as those of F.G. Blandford, were utilised. These were played after every second or third ribbon of the Recorder had been analysed. In a few cases the records were played by way of comparison. This was necessary when the sounds, as articulated by some pupils, were either very close to St. P. or very far removed from it.

During the analysis of the sounds it was found that a few pupils had occasionally omitted a sentence, with the result that the total for such sound would be less than 649. With some sounds where pupils had a mixed pronunciation it was difficult to decide which was the predominating sound of a pupil, and in such cases two, or even three, sounds were allocated to one pupil. This resulted in the total for such sound being higher than 649. In calculating percentages, however, the actual totals were used. Percentages were calculated to the nearest whole.

The whole of the recording was not transcribed into phonetic script, as consonants are not investigated in

this study. Cyclostyled lists containing the sounds in the same order as they appeared in the sentences were used, each list making provision for analysis of the sounds of six pupils. The name of the school tested appears at the top of the sheet, as well as the number of the ribbon used for that school. Names of pupils do not appear on the lists, but separate lists of these have been retained, so that reference might be made to individual pupils if necessary. An example of the type of list used, with relevant data, is given on page 6.

The ribbons were played as often as necessary; all were played twice, some three, some four and five times. the apparatus can be stopped before the end of the ribbon is reached, and any part replayed. This was often necessary in order to ascertain the exact value of doubtful sounds.

As stated above, only the sounds investigated were transcribed. If the sound were correctly articulated, a tick was placed in the space provided; if not, the appropriate symbol or that nearest it was used. Narrow symbols of the International Phonetic Association were used throughout, and standard explanatory marks wherever possible. If a pupil articulated the sounds correctly but showed a variation in one individual sound in the sentence, a tick was used and a ring placed around the symbol indicating the wrong pronunciation. (See sound No. 1 of pupil No.4, on p6). Mispronunciation of words like worm and fried, arising from spelling misconceptions, was not taken into account in compiling figures.

PUPUK	1	2	3	4	5	6
1 i	✓	✓	✓	✓ (y)	✓	✓
2 I	ɨ / i	ə / i	ɨ / i	✓ / i	✓ / i	✓ / i
3 E	✓	ɛ	✓	✓	ɛ / ɛ	✓
4 æ	✓	ɛ	ɛ	✓	ɛ / ɛ	ɛ
5 a	ɛ +	ɛ +	ɛ	~	✓	ɛ +
6 ɔ	✓	✓ (ə)	✓	✓	ɔ	✓
7 ɔ	✓	ɔ	✓	✓	✓	✓
8 U	u	u	u	u / u	u / u	u / u
9 u	✓	✓	✓	✓ +	✓	✓ +
10 ʌ	ɛ / ɛ	ɛ / ɛ	✓	✓	✓	ɛ / ɛ
11 ɜ	ɛ ɔ	✓	✓	✓	✓ (ə)	ɜ
13 eɪ	ɛɪ	✓	✓	✓	✓	✓
14 ou	✓	lip spread	lip spread	✓	✓	lip spread
15 aɪ	@ aɪ	✓	✓	@ aɪ	✓	@ ✓
16 aʊ	✓	ɛʊ / eʊ	ɛʊ	✓ eʊ	✓	ɛʊ
17 ɔɪ	✓	✓	✓	ɔɪ	✓	ɔɪ
18 ɪə	ɪə +	ɪə	✓	ɪə	ɪə	ɪə
19 ɛə	ɛə / ɛə	ɛə	ɛə	ɛə	ɛə	ɛə
21 uə	öɾ	öɾ	öɾ	öɾ	öɾ	öɾ
22 aɪə	ɛəɾ	aɪəɾ	ɛə	aɪə	aɪə	aɪəɾ
23 ə	wəɾ	aʊəɾ	wə	✓	wə	wə

ANALYSIS OF FINDINGS.

1. (i) as in we, three, weeks, these, green, fields.

Afrikaans-speaking pupils do not seem to have much difficulty with the articulation of this sound. 72 % of pupils tested may be said to have articulated this sound correctly. There were, however, many variations, and some unusual individual articulations. 11 % added a definitely audible (j)-glide in all positions; i.e. before various consonants, whether breathed or voiced. Slightly less than 1 % inserted the neutral vowel (ə) after the (j)-glide, giving a sound resembling (ijə). 11 % lowered and retracted this sound to (ɪ), and another 1 % added the (j)-glide to this, making it (ɪj). Just over 3 % lengthened the sound to (i:), most probably as a result of lazy speech habits. A small number (four pupils) rounded their lips when articulating this sound, causing their pronunciation to resemble the Afrikaans (y), as in muur and duur.

SENTENCE : WE'VE BEEN THREE WEEKS IN THESE GREEN FIELDS.

SUMMARY : Standard English (i) pronounced

(i) by 468 pupils,

(ij) by 69 pupils,

(ijə) by 5 pupils,

(ɪ) by 69 pupils,

(ɪj) by 7 pupils,

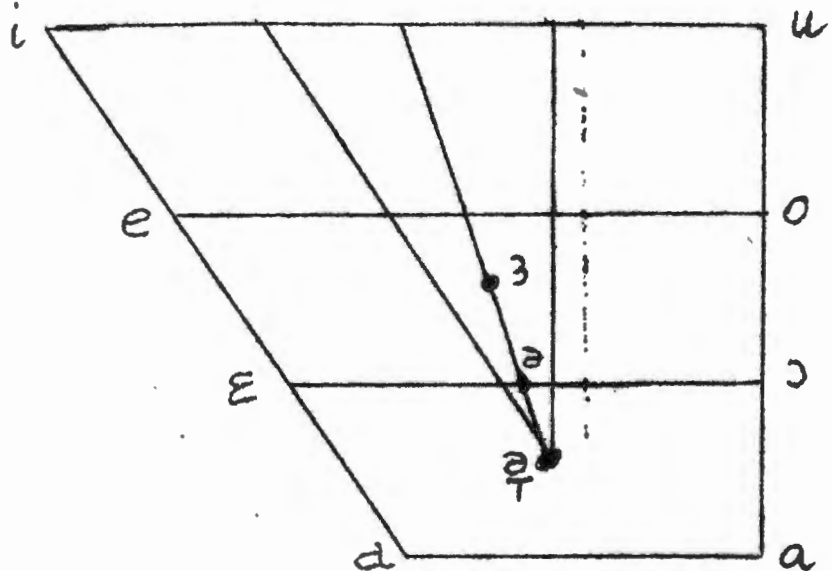
(i:) by 21 pupils,

(y) by 4 pupils.

2. (I) as in it, pity, live, in, big, city.

This vowel has been treated as two sounds in the analysis : (i) when initial and medial, and
(ii) when final.

- x (i). Initial and medial : 36 % articulated the sound correctly, whereas 45 % lowered and centralised it to neutral (ə). 18 % lowered it still further to what might be represented as (ɚ̄). This sound has some resemblance to the sound in Afrikaans kus and rug, but is not articulated as far forward in the mouth. Graphically it could be represented :



Slightly less than 2 % articulated the sound in the words pity, city and live as (ɚ̄), while the sound in isn't, it and big was lengthened by these same pupils to (i).

- (ii). Final : When this sound occurs finally, as in pity and city, the percentage of correct articulation is negligible. Only about 1½ % pronounced it correctly, and of these a few corrected themselves after having said the word wrongly, showing that they had at some time been corrected but not drilled in the correct articulation. 80 % used the (i) for this sound, and 18 % added the (j)-glide, (ij).

SENTENCE : ISN'T IT A PITY THAT YOU LIVE IN A BIG CITY ?

SUMMARY : (i) Initial and Medial :

Standard English (j) pronounced

(ɪ) by 233 pupils,

(ə) by 294 pupils,

(ɜ) by 114 pupils,

(ʌ) by 11 pupils.

(ii) Final :

Standard English (i) pronounced

(ɪ) by 10 pupils,

(i) by 514 pupils,

(ij) by 116 pupils.

3. (ɛ) as in went, ten, said, when.

As this sound closely resembles the Afrikaans sound (ɛ), ¹⁾ it was correctly articulated by 78 % of the pupils. With 9 % there was a tendency to raise this sound too high, often as a result of tensing of the lips in a spread position. 12 % of the pupils lowered the tongue position so much that either ($\frac{\epsilon}{\tau}$) or ($\frac{\epsilon}{\text{t}}$) was the result. Only about .05 % used (x) consistently for (ɛ).

SENTENCE : THEY SAID THEY WENT AT TEN TO TEN. I DON'T
KNOW WHEN THEY WENT.

SUMMARY : Standard English (ɛ) pronounced

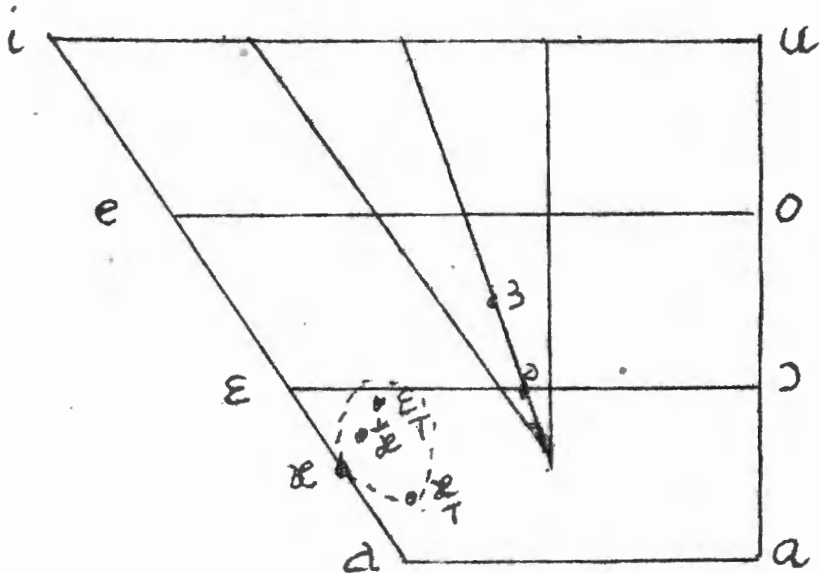
(ɛ) by 507 pupils,
 ($\frac{\epsilon}{\text{t}}$) by 58 pupils,
 ($\frac{\epsilon}{\tau}$) by 74 pupils,
 (x) by 4 pupils.

1) : Le Roux & Pienaar : Afrikaanse Fonetiek, 1928, p49.

4. (\mathcal{Z}) as in that, man, sat, black, hat.

This sound has no exact counterpart in Afrikaans, and it was found to give more trouble than any other sound. There were no fewer than 252 mixed pronunciations, some pupils having as many as four distinct articulations for the same sound. For purposes of analysis the sound most used by individual pupils was, as far as possible, taken to be the basic sound of such pupils.

18 % pronounced this sound correctly, and 14 % raised it to (\mathcal{E}). It was found that pupils who used these two sounds did so consistently, and did not have a mixed articulation. 54 % raised the sound to ($\frac{1}{2}\mathcal{Z}$), and 2 % were still higher with ($\frac{1}{4}\mathcal{Z}$). 14 % had a lower articulation, ($\frac{3}{4}\mathcal{Z}$), which in a few cases almost reached Cardinal (\mathcal{A}). Graphically these mixed articulations may be shown thus :



SENTENCE : THAT'S THE MAN THAT SAT ON MY BLACK HAT.

SUMMARY : Standard English (\mathcal{Z}) pronounced

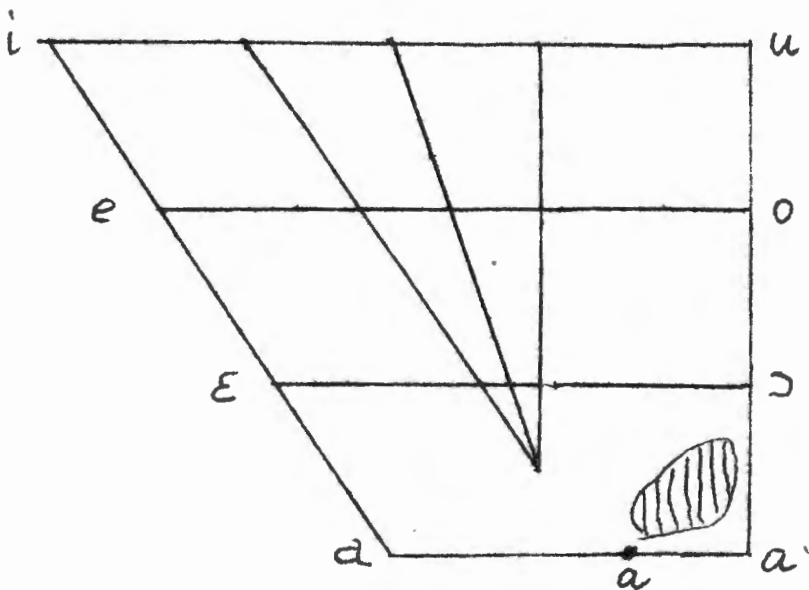
- (\mathcal{Z}) by 121 pupils,
- (\mathcal{E}) by 91 pupils,
- ($\frac{1}{2}\mathcal{Z}$) by 351 pupils,
- ($\frac{1}{4}\mathcal{Z}$) by 11 pupils,
- ($\frac{3}{4}\mathcal{Z}$) by 88 pupils,
- (\mathcal{Z}) mixed with other sounds : 252 pupils.

5. (*ɑ*) as in laughs, calmness, farmers.

This vowel was correctly articulated by 36 % of the pupils tested. The tongue position was raised and advanced to coincide with the Afrikaans (*a*) phoneme by 18 %¹⁾. No less than 38 % used an articulation which coincides with (*ɒ*), or is so close to it that it is difficult to differentiate. A small group of 10 % retracted the tongue position to very nearly that of Cardinal (*ɑ*).

In the articulation of this sound nasalisation was present with the majority of pupils, even in the word laugh.

Graphical representation of the sounds (*ɒ*) and (*ɑ*) :



SENTENCE : HE LAUGHS AT THE CALMNESS OF THE FARMERS.

SUMMARY : Standard English (*ɑ*) pronounced

(*ɑ*) by 231 pupils,

(*ɑ̃*) by 118 pupils,

(*ɒ*) by 243 pupils,

(*ɑ̄*) by 64 pupils.

1) : Le Roux en Pienaar : Afrikaanse Fonetiek, 1928, p49.

6. (ɒ) as in robbers, stopped, box, spot, dropped.

There were chiefly two pronunciations of this sound, with a few individual variations. 45 % articulated it correctly, and another 40 % used the (ɔ) vowel instead of the correct one. 8 % had a mixed articulation, having the sound correct in most instances but occasionally using the (ɔ). This was especially the case with the word spot, which was usually pronounced (spɔt) by these pupils. In the case of 4 % marked lip-rounding altered the sound, and these pupils were usually inclined to lengthen the sound. 1 % not only raised the sound to (ɔ), but lengthened it to (ɔ:). 2 % lowered the tongue position so much that the resulting sound was almost identical with Cardinal (a).

SENTENCE : THE ROBBERS STOPPED AND DROPPED THE BOX
IN A SOFT SPOT.

SUMMARY : Standard English (ɒ) pronounced
 (ɒ) by 292 pupils,
 (ɔ) by 260 pupils,
 correct and (ɔ) by 52 pupils,
 lip-rounded(ɔ) by 24 pupils,
 (ɔ:) by 7 pupils,
 (ɒ) by 15 pupils.

7. (ɔ) as in saw, all, horses, walking, lawn, broad.

Of all the sounds tested this one had the second highest number of correct articulations, although some pupils mispronounced individual words in the sentence. The word across was not pronounced (əkɾɔs), even by those pupils who consistently used (ɔ). Horses was very often pronounced (hɔrsəz) by those who otherwise had a correct articulation. This was probably due to the fact that most pupils tested pronounced (ɾ) as it is pronounced in Afrikaans, and this would tend to shorten and lower the following vowel. An interesting point which is, perhaps, worth noting here is that many pupils who correctly articulated the (ɔ) in lawn inserted the neutral vowel (ə) between w and n, and pronounced the word (lɔwən).

82 % were correct in their articulation, but some of them mispronounced individual words, especially all and horses. Of the rest, most had more than one articulation. 16 % mixed an excessively lip-rounded sound with a raised (ɔ̠) sound; and another 9 % mixed a raised (ɔ̠) sound with a lengthened (ɔ:). 3 % had a pure long (ɔ:) in all positions, and 8 % lowered the vowel to (ɒ).

SENTENCE : I SAW ALL THE HORSES WALKING ACROSS THE
BROAD LAWNS.

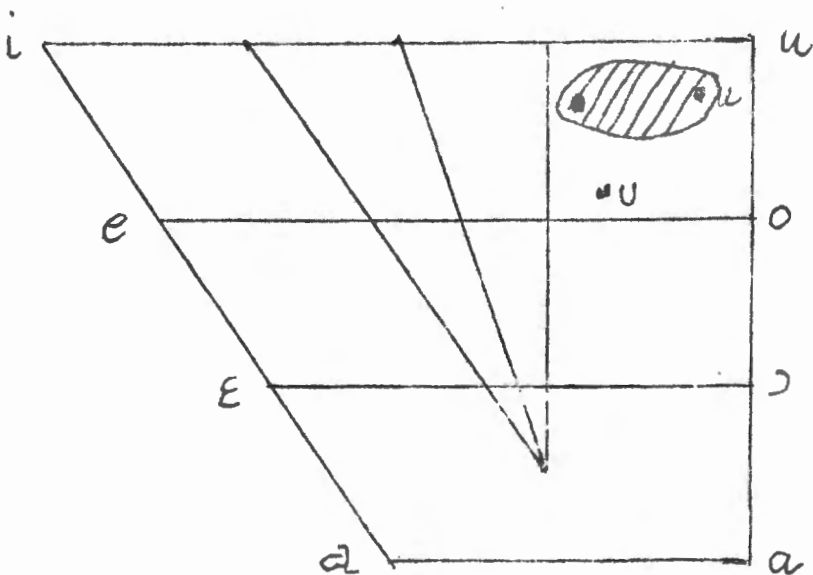
SUMMARY : Standard English (ɔ) pronounced

(ɔ) by 530 pupils,
lip-rounded(ɔ) by 101 pupils,
(ɔ̠) by 59 pupils,
(ɔ:) by 12 pupils,
(ɒ) by 48 pupils.

8. (U) as in shook, put, foot, good.

As with final (I), the number of correct articulations of this vowel was negligible. Less than 3 % pronounced it correctly, and of these at least half failed with either foot or good or both. 82 % raised and lengthened this sound to (u). 12 % lengthened it still more to give (u:). 4 % advanced the raised (u) to an almost central position. Slightly less than 1 % articulated this as (ö). Thus over 97 % of pupils tested raised this sound and lengthened it.

Graphically the sounds used for (U) could be represented as follows :



SENTENCE : I SHOOK IT AND SHOOK IT. I PUT MY FOOT INTO IT, BUT IT WAS NO GOOD.

SUMMARY : Standard English (U) pronounced

- (U) by 36 pupils,
- (u) by 536 pupils,
- (u:) by 76 pupils,
- (+u) by 27 pupils,
- (ö) by 5 pupils.

9. (*u*) as in you, moon, too, soon.

78 % of pupils tested articulated this vowel correctly. The chief variant was caused by lip-spreading which produced a sound somewhat advanced towards the central tongue position. 20 % had an articulation of this nature. Slightly more than 1 % lengthened the sound unnecessarily, and with two pupils excessive lip-rounding changed the timbre of this sound.

SENTENCE : YOU MUSTN'T GO TO THE MOON TOO SOON.

SUMMARY : Standard English (*u*) pronounced

(*u*) by 510 pupils,

(+*u*) by 122 pupils,

(*u*:) by 8 pupils,

lip-rounded(*u*) by 2 pupils.

10. (ʌ) as in sun, comes, up, thunder, once, month.

Only 24 % had a correct articulation of this sound. To this number 4 % can be added, as they had the sound generally correct but failed with the pronunciation of some individual words. 32 % articulated the sound with the back of the front of the tongue raised to half-open position in the direction of the back of the hard palate. The sound so produced resembles the sound in Afrikaans words like dun, ruk, klug. 40 % had a mixed pronunciation. In some words the sound was raised and advanced to (ə), in others simply raised in the direction of centralised (ɪ). 6 % lowered the sound in the direction of (ɑ).

Two words of which the articulation was interesting were sun and once. Very few pupils pronounced the (ʌ) in these two words alike. Sun was either correctly pronounced or the (ʌ) was advanced and raised to almost the Afrikaans (œ). Once was usually either correct or lowered in the direction of (ɑ).

SENTENCE : THE SUN COMES UP LIKE THUNDER ONCE A MONTH.

SUMMARY : Standard English (ʌ) pronounced

(ʌ) by 160 pupils,

(œ) by 203 pupils,

(ɪ) by 44 pupils,

(ə) by 291 pupils,

other sounds and (ʌ) by 190 pupils.

11. (3) as in early, bird, worm.

The majority of pupils, i.e. 62 %, articulated this sound correctly. 26 % lowered and shortened the sound to (ə). This could be explained by the fact that the (r) sound was in most of these cases pronounced as a rolled (r). 4 % advanced the sound towards the front of the tongue, giving (3+), or almost (œ), as in Afrikaans. Another 3 % raised the sound almost to the level of (I) but not as far forward.

It was surprising to find 8 % of the pupils pronouncing the word worm as (wɔm). This was treated as a mispronunciation and not as a variation of (3).

The neutral vowel was not investigated but it must be mentioned here that in the series of sentences the article the was placed before a vowel sound in two instances. The number of pupils who gave the correct (ɔI) pronunciation was small, about 1 %. Even those pupils whose articulation was generally of a high standard, mostly failed to articulate this sound correctly.

SENTENCE : I'VE LEARNT THAT THE EARLY BIRD CATCHES THE
WORM.

SUMMARY : Standard English (3) pronounced
(3) by 401 pupils,
(ə) by 196 pupils,
(3+) by 23 pupils,
($\frac{1}{3}$) by 20 pupils.

D I P H T H O N G S.

13. (eɪ) as in they, came, same way, day, late, train.

In analysing this diphthong it was found that most pupils used a dark (ɹ) in pronouncing the word late. For purposes of statistical analysis this word was therefore not considered. 58 % of the pupils tested articulated this sound correctly. 26 % could very clearly be distinguished to be articulating the Afrikaans ¹⁾ (or Scots) ²⁾ correspondent of this sound, i.e. (əɪ). Another 6 % added a (j)-glide to the Afrikaans pronunciation, and 4 % added this (j)-glide to the correct pronunciation. My view is that this is due to the habit of moving the lower jaw too much. This causes the tongue to drag away from the position for (ɪ) and in this way is responsible for the glide.

Slightly more than 1 % articulated this sound as a vowel (e), with either no (ɪ)-sound or a barely audible (ɪ). This is probably due to affectation or incorrect imitation of the correct sound as a result of lack of knowledge of how to articulate sounds.

SENTENCE : THEY CAME THE SAME WAY ON THE SAME DAY
BY THE LATE TRAIN.

SUMMARY : Standard English (eɪ) pronounced
(eɪ) by 379 pupils,
(əɪ) by 169 pupils,
(əɪj) by 38 pupils,
(eɪj) by 51 pupils,
(e) by 7 pupils.

1): D. Jones : The Pronunciation of English, 1950, p53.
2): Pienaar & Hooper : An Afr.-Eng Phonetic Reader, 1941, p12.
Le Roux & Pienaar : Af rik. Fonctiek, 1928, p60.

14. (ou) as in don't, soul, going, old, folks, home.

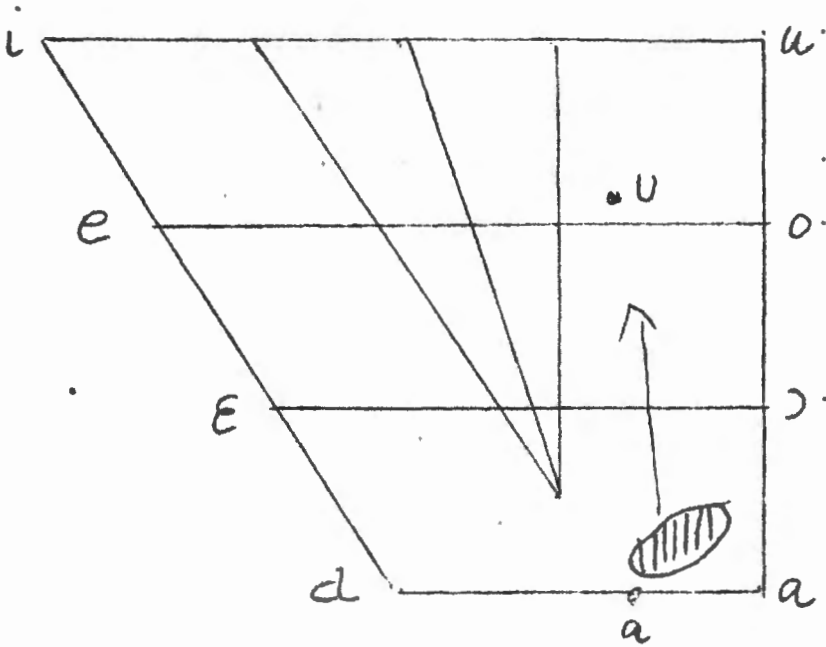
This diphthong had the second highest correct pronunciation, which is explained by the fact that it closely resembles the Afrikaans correspondent (ou)¹⁾. 70 % articulated it correctly; 15 %, including some whose articulation was generally correct, introduced a definitely audible (w)-glide sound at the end of the diphthong, making it (ouw). The reason for this was a prolonging of voice after the sound had been completely articulated, causing a glide between the diphthong and the next sound, which was usually breathed. 2 % moved the tongue entirely in the wrong direction from a correct starting position. The lips were not rounded for the second element, with the result that a sound resembling (oə) was produced. This is due to incorrect imitation of popular affected pronunciation²⁾. These were mostly the pupils of two schools where, upon closer investigation, the teachers were found to have this pronunciation. 15 % articulated this sound as (bu), again affected pronunciation. Another 4 % had a starting tongue position very low — somewhere in the neighbourhood of (ʌ) and Cardinal (a) or English (a).

Graphically the starting point for these pronunciations could be illustrated thus :

P. T. O.

1) : Le Roux & Pienaar: Afrik. Fonetiek, 1928, p61

2) : Ida Ward : The Phonetics of English, 1948, p115.



SENTENCE : DON'T TELL A SOUL; I'M GOING TO SEE
THE OLD FOLKS AT HOME.

SUMMARY : Standard English (ou) pronounced
(ou) by 453 pupils,
(ouw) by 97 pupils,
(o) by 12 pupils,
(ɔʊ) by 97 pupils,
(aʊ) by 24 pupils.

15. (d1) as in I, like, mine, quite, nicely, fried.

There were only two variations of this sound, although there was a tendency to nasalise both the correct as well as the incorrect articulation. 6 % pronounced I as (a) in all positions in which this sound occurred in the list of sentences; but the sound (d1) was mostly correctly pronounced by them when it occurred in other positions.

54 % articulated this sound correctly. Of these 8 % nasalised the sound to a greater or lesser extent. 44 % retracted the starting point of the tongue in the direction of English (a), and some even went beyond this. These were grouped together as having an (a1) articulation. 4 % of these nasalised the diphthong. A surprising number of pupils mispronounced the simple word fried, making it (frId) or (frid).

SENTENCE : I LIKE MINE QUITE NICELY FRIED.

SUMMARY : Standard English (d1) pronounced

(d1) by 354 pupils,

(a1) by 289 pupils,

and I as (a) by 39 pupils.

16. (ɛʊ) as in found, out, house, County, Council.

Perhaps the highest number of mixed pronunciations of all sounds tested was met with in the articulation of this diphthong. Only 17 % articulated this sound consistently correctly, whereas 29 % had a correct articulation mixed with some other sound. Of these the majority failed with house, or county or council. A pupil would, for example, articulate all the (ɛʊ) sounds in the sentence correctly and end his sentence with (kʁʊnsəl). 77 % pronounced the sound (ʁʊ) in most positions, but would use (ɛʊ) or (aʊ) in one word, mostly found. There were 4 % whose articulation was (aʊ) and even these pupils would sometimes interject either the correct or some erroneous articulation. 12 % may be said to have (ɛʊ) as their usual articulation, with an occasional (ʁʊ) or even (aʊ) thrown in.

One pupil consistently pronounced the sound (ɪʊ) and another (əʊ).

It may be of interest to remark on the great number of pupils (even some who otherwise had correct articulation) who mispronounced the common word London, the most general pronunciation being (lɒndɪn) and (lɒndɔn).

SENTENCE : I FOUND OUT THAT THE HOUSE BELONGED TO
THE LONDON COUNTY COUNCIL.

SUMMARY : Standard English (dʊ) pronounced

	(ɛʊ)	by 109 pupils,
mixed	(aʊ)	by 188 pupils,
	(ʁʊ)	by 499 pupils,
	(aʊ)	by 24 pupils,
	(ɛʊ)	by 75 pupils,
	(ɪʊ)	by 1 pupil,
	(əʊ)	by 1 pupil.

17. (ɔɪ) as in noisy, noise, annoys, oyster.

As the Afrikaans short (ɔɪ) is formed almost in the same way as the English sound ¹⁾, this sound had the highest percentage of correct articulation, viz. 84 %. 12 %, however, made this sound into (ɒɪ). This has its origin in the fact that there is a marked difference between English (ɔ) and Afrikaans (ɔ) ²⁾, and it was found that pupils using the Afrikaans (ɔ) for the English (ɔ) were the same who used (ɒɪ) for (ɔɪ); probably because they thought that the English initial sound was not the same as the Afrikaans (ɔ:). 5 % nasalised the sound overmuch, whether articulating it correctly or incorrectly.

One individual pupil articulated the sound (oɪ).

SENTENCE : A NOISY NOISE ANNOYS AN OYSTER.

SUMMARY : Standard English (ɔɪ) pronounced

(ɔɪ) by 545 pupils,

(ɒɪ) by 75 pupils,

nasalised(ɔɪ) by 32 pupils.

1) : Le Roux & Pienaar : Afrik. Fonetiek, 1928, pp61,59.

2) : Pienaar&Hooper : Afr.-Eng. Phonetic Read., 1941, p10.

18. (/ ə) as in dear, appears, fears, nearer.

A surprising result was obtained in analysing this sound. In treating the Afrikaans (e i) in Afrikaanse Fonetiek, Le roux and Pienaar state: " daar is geen dergeleke vokaal in Standaard Engels van die Suide nie." (p48). All the words used in the test-sentence viz. dear appears, fears, nearer have their Afrikaans phonological counterparts in deer(nis), peer, veer, and ner(ing). Yet, in no single instance was it found that the pupils substituted the Afrikaans sound for the English diphthong.

28 % of the pupils articulated the sound correctly. 70 % used the correct diphthong but added a (ʀ) to the sound, making it (/ ə ʀ). 1 % shortened the neutral vowel to such an extent that the sound was almost a vowel: (/ ə̃). Another 1 %, although having the diphthong correct, added a (ʌ), giving them (/ ə ʌ).

SENTENCE : DEAR, DEAR! IT APPEARS THAT HE FEARS WE'RE
NO NEARER.

SUMMARY : Standard English (/ ə) pronounced
(/ ə) by 181 pupils,
(/ ə ʀ) by 432 pupils,
(/ ə̃) by 11 pupils,
(/ ə ʌ) by 9 pupils.

19. (ɛə) as in care, fair, hair.

This diphthong can hardly be said to exist at all in rural Afrikaans-medium High Schools in the Transvaal. Only 5 pupils out of 649 that were tested articulated this sound as a diphthong. This constitutes less than 1 %.

There were many mixed articulations. Pupils would use one sound in one position and another when the same sound occurred in a different word. 42 % used (ɛ), usually mixed with (ɛʀ) or, less frequently, with (ɛʌ). Of these pupils, 21 % used (ɛ) only. 62 % articulated this diphthong as (ɛʀ). Some of these sometimes pronounced it as (ɛ). 6 % added (ʌ) to (ɛ), giving them (ɛʌ). 5 % lowered the (ɛ) in the direction of (ɛ̣) and added (ʀ), giving (ɛ̣ʀ); and 3 % articulated it as (ɛ̣ʀ).

SENTENCE : I DON'T CARE VERY MUCH FOR FAIR HAIR.

SUMMARY : Standard English (ɛə) pronounced

(ɛə) by 5 pupils,
 mixed(ɛ) by 269 pupils,
 only(ɛ) by 136 pupils,
 (ɛʀ) by 406 pupils,
 (ɛʌ) by 35 pupils,
 (ɛ̣ʀ) by 33 pupils,
 (ɛ̣ʀ) by 18 pupils.

20. (ɔə).

Daniel Jones in The pronunciation of English, (1950), states: "A great many Southern people do not have this diphthong at all, but use (ɔ) in its stead." (p64). This sound was not investigated, as both (ɔ) and (ɔə) are accepted as Standard English Pronunciation.

21. (ʊə) as in poor, moor, cured.

The percentage of correct articulation of this diphthong was small, viz. 12 %. The general tendency was to have the tongue in the position for centralised (ɜ). There were many variations and also some mixed articulations. 66 % articulated the sound purely as (ɜr). Almost 2 % appreciably lengthened the sound (ɜ) to give (ɜ:r).

Mixed articulations were usually (ɜ), (ɜə) and (ɜr). 16 % used mostly (ɜ), about 9 % mostly (ɜə), and just under 2 % (ɜɹ).

SENTENCE : THE POOR PEOPLE LIVE ON THE MOORS AND
CANNOT BE CURED.

SUMMARY : Standard English (ʊə) pronounced

(ʊə) by 52 pupils,

(ɜr) by 453 pupils,

(ɜ:r) by 12 pupils,

(ɜ) by 99 pupils,

(ɜə) by 59 pupils,

(ɜɹ) by 8 pupils.

T R I P H T H O N G S.

Of all the sounds tested the triphthongs seemed to provide most difficulty for Afrikaans-speaking pupils. Correct pronunciation was not often met with, and variations were many.

22. (aɪə) as in higher.

10 % articulated this sound correctly; another 8 %, although articulating the sound as a triphthong, added (r), giving them (aɪər). The majority of pupils, viz. 36 %, inserted a (j)-glide before the final (ə), and added the (r)-sound, making their pronunciation (aɪjər). 29 % left out this (r), but still inserted the glide, (aɪjə). This (aɪjə) pronunciation is closer to the correct articulation than the previous one. 5 % added a (ɹ) to this last pronunciation, giving them (aɪjəɹ). There were 7 % with an articulation which resembled (aɪjə); and another 7 % added a (r) to this sound giving (aɪjəɹ).

An interesting fact was that all the pupils seemed to have the initial sound, or starting point, correct. In the analysis of the (aɪ)-diphthong it was found that over 40 % retracted the starting point, or, more correctly, the initial tongue position.

SENTENCE : THE HIGHER YOU GO THE MORE POWER YOU HAVE.

SUMMARY : Standard English (aɪə) pronounced

(aɪə) by 65 pupils,

(aɪər) by 50 pupils,

(aɪjər) by 231 pupils,

(aɪjə) by 188 pupils,

(aɪjəɹ) by 32 pupils,

(aɪjə) by 47 pupils,

(aɪjəɹ) by 43 pupils.

23. (aʊə) as in power.

15 % of the pupils articulated this sound correctly. 10 % added a (r)-sound which gave them (aʊər). Although they had a correct pronunciation of the triphthong, they did not have the sound correct in its entirety, as they had two sounds where in English only one exists.

31 % inserted a (w)-glide before the final (ə), thus making two distinct sounds in place of the triphthong. 36% had an identical articulation plus a (r). Another 6 % articulated the sound as (aʊwəʀ); and slightly more than 4 % left the (ə) out: thus (aʊwʀ).

The same observation may be made about the starting point for this triphthong as for the previous one.

SENTENCE : THE HIGHER YOU GO THE MORE POWER YOU HAVE.

SUMMARY : Standard English (aʊə) pronounced

(aʊə) by 96 pupils,
 (aʊər) by 63 pupils,
 (aʊwəʀ) by 231 pupils,
 (aʊwə) by 201 pupils,
 (aʊwʀ) by 35 pupils,
 (aʊwʀ) by 31 pupils.

STATISTICAL TABLE.

Sound.	Majority Pronun- ciation.	%	Chief Variant	%
i	i	72	'j.	11
J	ɔ	45	I	36
J (final)	i	80	ij.	18
E	E	78	E T	12
ɛ	ɛ	54	ɛ	18
a	b	38	a	36
b	b	45	ɔ	40
ɔ	ɔ	82	ɔ	16
U	u	83	u:	12
u	u	78	+u	20
ʌ	ɔ	44	œ	32
ɜ	ɜ	62	ɔ	26
ei	ei	58	ɔi	26
ou	ou	70	öü	15
aɪ	aɪ	54	aɪ	44
au	œu	77	au	17
ɔɪ	ɔɪ	84	ɪɪ	12
ɪɔ	ɪɔ	66	ɪɔ	28
Eɔ	Eɔ	62	E	21
Uɔ	öɔ	66	ö	16
aɪɔ	aɪɔ	36	aɪɔ	29
auɔ	auɔ	36	auɔ	31

T A B L E
O F
C O R R E C T A R T I C U L A T I O N S

The following sounds were articulated correctly
by the majority of pupils :

	<u>Sound.</u>	<u>%</u>
<u>VOWELS :</u>		
	ʊ	82
	u	78
	ɛ	78
	i	72
	ɜ	62
 <u>DIPHTHONGS:</u>		
	ɔɪ	84
	oʊ	70
	eɪ	58
	aɪ	54.

T A B L E
O F
I N C O R R E C T A R T I C U L A T I O N S .

The following sounds were articulated wrongly
by the majority of pupils :

<u>VOWELS.</u>	<u>Sound.</u>	<u>%</u>
<i>final</i>	I	98
	U	94
	^	75
	æ	71
	I	64
	a	64
 <u>DIPHTHONGS:</u>		
	Eə	98
	Uə	92
	aU	83
	Iə	72
 <u>TRIPHTHONGS:</u>		
	aIə	64
	aUə	64.

A C O M P A R I S O N W I T H T H E
F I N D I N G S O F P R O F E S S O R

D. H O P W O O D.

(S. A. E. P.)

A comparison of this nature may be interesting, as Professor Hopwood's findings were published twenty-five years ago. It must, however, be borne in mind that my research relates to the pronunciation of Afrikaans-speaking Matriculation pupils only, whereas Professor Hopwood's covered a very much wider field.

Professor hopwood found that the ($\overset{\cdot}{i}$), when initial or medial, was pronounced (i) or (ɪ). The Afrikaans pupils whom I tested pronounced it (ɨ) almost without exception. There is a very slight difference between ($\overset{\cdot}{e}$) and (ɨ), and the findings can be said to be more or less similar. When this sound occurs finally our respective findings are identical, viz. (i) and (ij).

($\overset{\cdot}{x}$) is raised to (ɛ), according to Professor Hopwood. In the present study it was found that the tendency to raise this sound is certainly present, but the majority did not quite reach (ɛ), but used a sound about midway between these two.

The ($\overset{\cdot}{a}$) is pronounced (b), and here our findings are again identical. The same is true of (b) and (u) which become respectively (ɔ) and (u).

Professor Hopwood found that (u) changes to ($\overset{\cdot}{y}\overset{\cdot}{u}$), but the Afrikaans pupils whom I tested, although they showed a tendency to advance this sound, were fairly accurate with their articulation.

In the case of (ʌ), it was found by Professor Hopwood that the general characteristic was (æ), with the chief variant pronunciation (ē); whereas my findings were that the majority pronounced it (ə), and some (æ). There is very little difference in our findings regarding this sound, except in the numbers using the wrong pronunciation.

With the diphthongs, however, there is less similarity in the results.

Professor Hopwood found that the (eɪ) was pronounced (ēɪ) or (e), whereas the majority of pupils whom I tested were correct in their pronunciation, with (əɪ) as the chief variant. There is not much difference between (ēɪ) and (əɪ), the latter being the Afrikaans diphthong.

There is no similarity in our findings as regards the pronunciation of (ou), (aɪ), (əy), and (ɔɪ), as may be seen in the table of comparison.

Professor Hopwood treats only the one centring diphthong (ɪə), and here there is some measure of agreement. As general characteristic he found (i) and (ir); in my investigation the majority of speakers were found to pronounce the (ɪə) as (ɪəʔ).

Regarding the triphthongs, our findings show no similarity.

TABLE OF COMPARISON WITH
THE FINDINGS OF PROFESSOR
D. HOPWOOD.
(S. A. E. P.)

S.P.	<u>Prof. Hopwood.</u>		<u>Pretorius</u>	
	SAEP.	Chief Variant.	Majority Pronunciation.	Chief Variant.
ī	i	ë	ə	ī
ɨ (final)	i(j)	-	i	ij.
æ	ɛ	a	æ̃	æ
a	ɔ	a(r)	ɔ	a
u	u.	u.	u	u'.
u	yü	-	u	+u
ʌ	æ	ë	ə	æ
ɜ	æ	ë	ɜ	ə
eɪ	ëɪ	e	eɪ	əɪ
ou	au	o	ou	ouw
aɪ.	a.j	p.j	äɪ	aɪ.
au	a.w	ɔ.w	æu	äu
ɔɪ	oɪ	-	ɔɪ	pɪ
ɪə	i(r)	i(u)	ɪər	ɪə
aɪə	ajë(r)	aɪr	aɪjər	ajjə
əuə	awë(r)	awë(r)	dʊwər	əuwə

C O N C L U S I O N .E N G L I S H A S S P O K E N L A N G U A G E .

"Standard English is an international passport and one that cannot be withdrawn. If you speak it you become a citizen of the world, whether you hail from Bradford or Brakpan. And it is time we began to think internationally for a change." These words were written by Professor Davies in an essay entitled South African English — Standard or Stranded? for the conference of South African University Teachers of English in 1949. Although this statement was made about English-medium schools, it might be applied, and with particular force, to Afrikaans-medium schools.

The aim in learning another language, whether that language be an "official" language or one that is seldom heard, should be to speak it as the native speaks it. On this all educationists are agreed. With English, learned as a second language, there is the added advantage of a recognised standard of pronunciation, so that both teachers and pupils should have little difficulty with dialectal or other variant pronunciation.

Language consists of two kinds : the spoken language and the written or printed language. "The spoken language is made with the mouth, lips, tongue, nose, etc. and is perceived by the ear. The printed or written language is made by the hand and is perceived by the eye.The two forms of language, aural and visual, have nothing in common except the bond of understanding." 1)

The spoken language existed long before the written;

1) : A.Lloyd James : Our Spoken Language, 1943, p21.

and for many centuries after the birth of writing or visual representation, the written language was considered merely the representation in more permanent form of the spoken word. Even as late as the Middle English period many different forms of spelling are found for the same word in any one dialect. The spoken language was the medium by which ideas, thoughts, and knowledge were spread. The Renaissance and the invention of printing brought about a change. Learning gradually spread, and now by means of the printed word. Printing eliminated many of the mistakes and weaknesses of the scribes, and uniformity of spelling quite apart from pronunciation followed. The stress inevitably began to fall on the written word as constituting the language. Writing "correctly" was the aim. After some time speech was no longer of primary importance as a medium by which to disseminate learning. Modern inventions like the gramophone, the radio and television, however, have focussed attention on the spoken language once more. Good speech, (and I include in this concept good pronunciation) is once more becoming essential.

In a country like South Africa with its two official languages, it is natural that special attention should be paid to the spoken language. The second language is going to be spoken more often than it will be written, officially or socially. From this it follows that the stress should fall at least equally on spoken and written language in the school. Yet this is far from being the case. From a report issued to a Standard I pupil in an Afrikaans-medium school in the Transvaal one learns that thirty percent is allocated to speech in English. An examination of the position at Matriculation

level reveals an even more disturbing state. Out of the four-hundred-and-fifty marks for the whole examination only forty-two are allocated to speech. This constitutes roughly nine percent. If all the oral work is included (and this includes speech, reading and recitation), the total allocated is still only twenty percent. The existing examination system, however, makes it difficult to envisage a change.

" English is not a 'subject'. It is life itself. It is the instrument by which English-speaking people relate themselves to the universe and all that is in it. Our hopes, our fears, our prayers, our inmost thoughts, our communication with other people (except in the universal fields of art and music) our very means of life — all these are English. Our literature, that storehouse of the spirit from which we can enrich our whole response to life, is English. The creative energy of our minds is English. English is our life, inner as well as outer.¹⁾ If this is true of English it is true of all languages; the idea that language is a way of life should form the basic principle and dominant idea in our approach to language teaching, even when that language is the "other official language". Of primary importance will be the use of the Direct Method, otherwise the second language will in time to come be looked upon merely as a medium into which words are to be translated. This has to be avoided at all costs.

Among the Official Publications of the Irish Education Department, there is one on the teaching of Irish.

1) : L.A.G. Strang : A Tongue in Your Head, 1945, p3.

Here one reads : " The Direct Method insists on the use of the new language as exclusively as possible even in the first lesson. This raises in the teaching of many languages the acute problem of Phonetics..... In Ireland this problem in many areas does not seem acute, as English is often spoken with sounds very similar to the Irish sounds, a fact which, perhaps, obscures the need for a training in Phonetics. It is, however, often more difficult to get students to distinguish in speech between sounds that resemble one another than between those that differ considerably. It is therefore quite inadvisable to ignore the necessity for regular drill in practical phonetics, even in schools in which the pupils seem to pronounce English with the Irish sound values. 'The use of phonetic drill is necessary in all schools, and the subject should receive much more attention than is commonly given it.'" The above quotation could be applied to the Transvaal : in the Transvaal English is often spoken with Afrikaans sound-values, and pupils find some difficulty in distinguishing between the correct and the Afrikaans sound-values. The need for phonetic drill is therefore very apparent. From the same source comes the following : " The foundation of proper enunciation (and pronunciation) must be laid in the lower standards when reading and recitation are being taught; once achieved there its continuance is not difficult. From precision in the use of the speech organs, distinctness in speech will come..... The clearness of articulation is of such importance from the practical and the aesthetic points of view that no pains should be spared to achieve it. The teacher himself must, of course, set the example consciously and of set purpose." Yet the teaching

of English as a second language to beginners is never regarded as a specialised vocation.

Professor Ida Ward ¹⁾ treats the qualifications of the teacher who wishes to teach correct pronunciation. She says : " The basis of all speech-training is ear-training." The teacher should not only have a finely-trained ear, but should be taught how to use it intelligently. It is not very difficult as a rule to distinguish outstanding divergencies, but specialised training is essential when dealing with the subtler differences. The teacher should be able not only to hear the differences, but should be able also to supply the reason for such differences.

Exact knowledge is required, not vague general concepts. In order to succeed, the teacher should be able to reproduce every conceivable sound which might be uttered by his or her pupils. In other words, the teacher of a second language should be conversant with all the sounds of the mother tongue of the pupil, because these are going to influence the pupil strongly when he is attempting new sounds. " A teacher is not only an educator and investigator, but also an idealist. Hence it is his duty to 'correct' deviations from the 'accepted' or 'received' standard." ²⁾ But 'correcting' alone is not enough. Drill is essential, and plenty of it. The fact that so many pupils tried to correct themselves after a wrong first attempt in the present study (here I would refer the reader to the analysis of vowel No.2 (I) on p8), is proof that there had not been enough drill in correct sounds.

1) : I.C.Ward : The Phonetics of English, 1948, p28.

2) : D. Hopwood: Preface to English Studies Symposium, No.2, 1949.

It is not suggested that children should be taught Phonetics, although they would be very interested to hear in plain language how sounds are produced. What is needed in the classroom is the teacher's knowledge of the science of Phonetics and his or her practical application of such knowledge. If the teacher has the necessary qualifications, and provided enough time is devoted to such drill, pupils should have an accurate articulation after ten years of study. Far too often, however, the idea is held that to know the English Phonetic Alphabet is to know enough to correct the pronunciation of school children. Another equally mistaken idea and one that is quite as current, is that if a teacher possesses a 'correct' pronunciation such teacher is qualified to teach English Speech. Teachers who wish to teach a clear and distinct articulation and a pronunciation free from outstanding dialectal peculiarities should have a thorough grounding in the science of Phonetics, which analyses and records sounds and other elements of speech, and their use and distribution in connected sentences.

When one considers that Matriculation pupils in the Transvaal have been taught English for at least ten years, and one studies the findings in this piece of research, the question must arise : What is the reason for such poor pronunciation? It may be argued that teachers do not pay enough attention to this aspect of what they are pleased to regard as a "subject". This is probably true as far as it goes, but it does not go far enough. The teacher of English as a second language in the country districts of the Transvaal has a double responsibility: not only does he point the way but he must traverse it himself as the leader.

The teacher must set a conscious example, for more often than not, the English spoken by the teacher in the classroom will be the only English heard by his pupils.

Twenty-five years ago Professor Hopwood wrote :

" It is safe to predict that, unless the results of this investigation are seriously considered and steps taken by means of exercises on each point in schools to counteract these characteristics and tendencies of SAEP, the next generation of South African born English-speakers will not only use these characteristics more definitely than at present but will have converted many of the tendencies into characteristics, especially with the spread of bilingualism".¹⁾ Have we not attempted too much in our schools and been satisfied with too little ?

1) : D.Hopwood: South African English Pronunciation,
1928, p8.

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