

BEd in Dangme

GDE121D – PHONETICS AND PHONOLOGY OF DANGME

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Acknowledgements

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8. Syllabus Structure Processes
9. Epithesis / Metathesis

RECOMMENDED TEXTS

1. Peter Raoch (2000) *English Phonetics and Phonology*, Third Edition. Cambridge University Press.
2. J. C. Catford (1994) *A Practical Introduction to Phonetics*.
3. Akpanglo-Nartey J. N. (1989) *An Introduction to Linguistics for Non-Native Speakers of English*. Sakumuno Books Tema.
4. Akpanglo-Nartey J. N. (1989) *A Phonetics Course for Non-Native Speakers of English*. Sakumuno Books Tema.
5. Carr Philip (1993) *Phonology*. Macmillan Press.
6. John Clark & Colin Yallop (1990) *An Introduction to Phonetics and Phonology*
7. Sanford A. Schne (1973) *Generative Phonology*. Prentice-Hall, Inc Englewood Cliffs, New Jersey.

COURSE EVALUATION

The semester's grade shall be based on the following:

Two quizzes

Written assignments

End of semester examination.

About this Course Guide

Phonetics and Phonology of Dangme has been produced by the University of Education, Winneba. All Course Guides produced by University of Education, Winneba are structured in the same way, as outlined below.

How this Course Guide is structured

The course guide overview

This course gives you a fair knowledge about the speech sounds of the Dangme language among others. It helps to work on both software and hardcopy materials in all fields of study.

The course overview gives you a general introduction to the course. Information contained in the course overview will help you determine:

- If the course is suitable for you, register online with the Department's officer
- What you will already need to know. You will be required to pass The Phonetics and Phonology of Dangme
- How much time you will need to invest to complete the course.
- The overview also provides guidance on:

What you can expect from the course.

- Study skills.
- Where to get help.
- Course assignments and assessments.
- Activity icons.
- Units.

We strongly recommend that you read the overview *carefully* before starting your study.

The course content

The course is broken down into lessons. Each lesson comprises:

- An introduction to the lesson content.
- Lesson Objectives or outcomes.
- New terminology.

- Core content of the lesson with a variety of learning activities.
- A lesson summary.
- Assignments and/or assessments, as applicable.

Resources

For those interested in learning more on this subject, we provide you with a list of additional resources at the end of this Course Guide; these may be books, articles or web sites.

Your comments

After completing the course, we would appreciate it if you would take a few moments to give us your feedback on any aspect of this course. Your feedback might include comments on:

- Course content and structure.
- Course reading materials and resources.
- Course assignments.
- Course assessments.
- Course duration.
- Course support (assigned tutors, technical help, etc.)

Your constructive feedback will help us to improve and enhance this course.

Course overview

Welcome to GDE121D – PHONETICS AND PHONOLOGY OF DANGME

The Phonetic and the Phonology of Dangme –GDE121D course is intended to introduce students to the functioning of the speech organs in the production of speech sounds in Dangme, identify the criteria for establishing phonemes and allophones of the Dangme language. It also aims at looking at some phonological processes in the Dangme language.

Course outcomes



Outcomes

Upon completion of this course you will be able to:

- Phonetically describe the consonants and vowels of the Dangme language.
- Identify the criteria for establishing phonemes and allophones of the Dangme language.

Course frame



How long?

Fourteen weeks

SON 2 - PEMI PEEMI NIHI LOO HE ƆME

Upon completion of this unit you will be able to:

- identify the criteria for the description of consonants in Dangme.



Outcomes



Terminology

PUT YOUR TERMINOLOGIES HERE

Gbihengmɛɛmi tsɔɔ gbi he ngmɛɛmi bɔ nɛ pɛmi peemi mi –

Niniini kɛ jejeeje.

Niniini Gbi pɛmi nɛ baa ke kuɔm kpa amɛ bli

nɛ kɔɔhiɔ guu mi faa kɛ jee kpo nɛ pɛmi ko

Peemi mi.

Jejeeje Pɛmi nɛ baa ke kɔɔhiɔ kɛ ekã jee kpo nɛ gbi

pɛmi mi.

Wa nɛ hehi nyɔngma kɛ eywiɛ nɛ yeɔ bua nɛ gbi pɛmi ko peemi mi nɛ gbihi tsuo a mi.

Gugwɔ mi _____ Nasal cavity

Nyamgba _____ Hard palate

Nya mi _____ Oral cavity

Nyamgba blɛkɛ _____ Soft palate (velum)

Nyamgba blɛkɛ nyatɔ _____ (Uvula)

Tɛ lo _____ Alveolar ridge

Yiti nya lo _____ Upper lip

Dɔsi nya lo _____ lower lip

Lilɛ nya _____ tip of tongue

Lilɛ kpɛti _____ front of tongue

Lilɛ se/poku – Back/root of tongue

Kuɛ si lilɛ _____ Epiglottis

Kuɔmkpa _____ vocal cords (folds)

Kuɛ si kpɔ _____ Larynx

PELOKU ƆME A KALEMI BLO NO TOMI

Ngɛ Dangme mi ɔ, wa ngɛ blo slɔɔtohi etɛ a no nɛ wa daa kɛ kaleɔ pelɔku ɔmɛ. Enɛ ɔmɛ ji:

- (i) Gbihengmɛɛmi (Phonation)
- (ii) He nɛ a peeɔ pɛmi ɔ ngɛ. (Place of articulation) kɛ
- (iii) Bɔ nɛ a peeɔ pɛmi ɔ ha. (Manner of articulation).

GBIHENGMɛɛMI

Ke kuɔmkpa amɛ hoso aloo hosoo we ngɛ pelɔku ko pɛmi peemi mi ɔ, wa deɔ ke jamɛ a pelɔku ɔ ngɛ gbi aloo e be gbi. Bihi nɛ wa kɛ kaleɔ ‘ngɛ gbi’ aloo ‘be gbi’ nɛ ɔmɛ ji jejeeje ke niniini.

Niniini – Ke kuɔmkpa amɛ bli nɛ kɔɔhiɔ guɔ mi fãã ngɛ pelɔ loo pelɔku ko Pɛmi peemi

mi ɔ, wa deɔ ke jaɱe a pɛlɔku ɔ hɛɛ gbi pɛmi niniini. Nɔhyɛ ni komɛ ji: [t], [k], [p], [s].

Jejeeje – Ke kuɔmkpa amɛ nga, nɛ kɔɔhiɔ nɛ je fakafaka a mi ɔ, kɛ ekã je kpo ɔ, haa nɛ kuɔmkpa amɛ hosoo, nge jaɱe a pɛlɔku ɔ pɛmi peemi mi, wa tseɔ lɛ ke gbi pɛmi jejeeje. Ekomeɛ ji: [b], [d], [g].

HE Nɛ A PEEɔ PɛMI ɔ NGɛ

He nɛ ɔ tsɔɔ nihi nɛ kpeɔ loko pɛmi ko baa loo jee kpo.

Wa nge pɛmi peemi ni ɔmɛ slɔɔto enyɔ. Mɛ ji mimiɛli

(Active articulators) kɛ nihi nɛ mimiɛɛ we. (Passive articulators)

Mimiɛli ji pɛmi peemi nihi nɛ woɔ a he ya naa nɔ nɛmɛ nɛ nyɛɛ we ɔmɛ. Nihi nɛ mimiɛɛ we ɔmɛ ji pɛmi peemi nihi nɛ nyɛɛ we ɔmɛ.

Summary



Wa daa nihi etɛ a nɔ kɛ kaleɔ pɛlɔku ɔmɛ, nɛ me ji he nɛ a peeɔ pɛmi ɔ nge, bɔ nɛ a peeɔ lɛ, kɛ gbihengmɛɛmi.

Summary

Assignment



Mo tɛni pɛmi peemi ni ɔmɛ konɛ o tsɔɔ a ngwɔ he ɔmɛ.

Assignment

Assessment



Nihi nɛ maa tɛni yi ɔ saminya a, ma na jlomi no kpa ko.

Assessment