VISUAL VERSION

Articulatory Phonetics: Tactile Alphabet

LEVEL 2: Vocabulary-Building

A pronunciation guide and simplified phonetic system designed for special education professionals who work with learners who are blind or low-vision

Cheri Montgomery

S.T.M. Publishers
Nashville, TN

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Technical Support: Verlan Kliewer

PREFACE

Articulatory Phonetics: Tactile Alphabet is the braille version of a university-level phonetics program. It features a simplified phonetic system designed for special education professionals who work with learners who are blind or low-vision. Instruction in the phonetic transcription of single syllable words and the braille phonetic symbol associated with each spelling is provided.

The *Articulatory Phonetics* series is the teacher-focused companion to *Reading and Phonetics*, a corresponding series designed for students ages 10 and up. The preface to Level 2 of *Reading and Phonetics: Tactile Alphabet* is provided below.

Reading and Phonetics: Tactile Alphabet is the braille version of a reading and spelling program (a refreshable braille display is needed to access the tactile text). Level 1 introduces the spellings and sounds of single-syllable words. Level 2 expands the vocabulary of single-syllable words, includes words with diphthongs, and provides additional opportunities for transcription. Level 3 extends the instruction to include multisyllabic words. Together, these workbooks provide the activities and homework assignments needed to help the beginning reader.

Individual learning needs are supported through four parallel workbooks designed for students, parents, and teachers who are new to:

- braille
- manual signing and lipreading
- English language learning
- articulatory phonetics

Units in the level 2 versions contain rules for converting spellings into phonetic symbols, teacher-led group exercises, and 12 word lists for individual assignment. Supplemental materials are accessible via QR codes that link to spoken examples of the word lists. In place of audio, the manual signing and lipreading version contains images of vowel and consonant formations. In place of lengthy descriptions, the ELL version contains rules written in formulas with concepts communicated using images. Images are also used to define words from the group and homework assignments. The braille version contains audio.

The resources needed to establish rules and create exercises originated from research developed for the publication of the *Lyric Diction Workbook Series* and the *IPA Scramble* game app by Cheri Montgomery. Computer search functions and her database of more than 87,000 English words were used to organize the spellings of the English language. Words from the database were arranged in order of frequency of occurrence. The words were placed in a graded order and categorized according to the sounds of the English language as defined by the International Phonetic Alphabet (IPA). A simplified version of the IPA was created for this series. A conversion chart is located on the following page.

This text follows the Moore teaching model. The Moore Method is an interactive approach to instruction designed by Robert Lee Moore, a famous topologist who first used the method at the University of Pennsylvania in 1911. His methodology engages students in the learning process by giving each class member the opportunity to present homework assignments.

Class meetings follow a daily routine. Class begins with each student presenting homework that corresponds with their assigned number(s). Students' written work can be shared using a document camera. The teacher introduces new material in a brief lecture and leads the class in a written and spoken (or sung) group exercise.

Flip this process to double the activities: pass out dry erase boards with markers numbered 1-12. Have each student complete the word list associated with their marker number. Ask students to read and spell the transcriptions. This converts the phonetic exercise into an English reading and spelling exercise.

Grading is simple. Each student begins with a 100 average. Five points would be deducted each time a student fails to present their homework. One or two extra credit opportunities could be offered throughout the grading period so that students could redeem points.

Reading and Phonetics was created to simplify English language learning and make it accessible to students with diverse learning needs. Grading is simplified. The recognition of English spellings with accurate pronunciation is assessed during in-class presentations. No outside grading is needed.

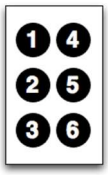
Phonetic Conversion Chart								
IPA	Simplified	Example	IPA	Simplified	Example	IPA	Simplified	Example
/æ/	/a/	hat	/kʰ/	/k/	cake	/θ/	/th/	thing
/ɑ/	/A/	father	/ɬ/	/l/	little	/ð/	/Th/	this
/bʰ/	/b/	baby	/m/	/m/	meme	/u/	/u/	moon
/ʧ/	/tS/	chair	/n/	/n/	note	/ʊ/	/U/	book
/dʰ/	/d/	dance	/ŋ/	/N/	sing	/ʌ/	/x/	up
/ɛ/	/E/	bed	/ɔ/	/O/	ought	/v/	/v/	vase
/f/	/f/	fig	/pʰ/	/p/	pin	/w/	/w/	win
/gʰ/	/g/	good	/ɹ/	/r/	ring	/j/	/j/	yes
/h/	/h/	heart	/ɜ/	/R/	earth	/z/	/z/	zoo
/i/	/i/	seat	/s/	/s/	cease	/ʒ/	/Z/	beige
/ɪ/	/I/	fit	/ʃ/	/S/	shirt	stress: /ˈ/	/'/	be'lieve
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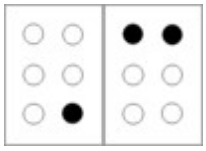
I am grateful for braille instruction from Steve Norman, braille/technology instructor at the Tennessee Rehabilitation Center. He assisted with research that culminated in articles published by the National Association of Teachers of Singing, *Journal of Singing*; *MultiBriefs*; and *Vanderbilt University News*. He was instrumental in testing the Kindle version of three diction workbooks written for singers with blindness. His willingness to share his expertise and extensive experience with the braille system and associated technology is much appreciated.

INTRODUCTION TO BRAILLE

Braille is a tactile writing system created in 1824 by Frenchman Louis Braille. Each braille character consists of a cell with raised or lowered dots. Characters are distinguished by the number and arrangement of raised dots within each cell. The six dots are organized in two columns. There are three dots in the left column and three dots in the right column (imagine a 2x3 Lego brick). The dots are numbered counting from top to bottom starting with the left column.

Braille Cell 

Each braille cell is assigned a number name according to the dot configuration within the cell. For example, the braille symbol for *c* is named dots 14 (dots 1 and 4 are raised for the braille representation of *c*). Uppercase letters are indicated by placing a braille dots 6 before the letter. The braille representation for uppercase C is a dots 6 cell followed by a dots 14 cell.

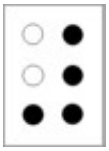


Braille consumes a lot of space. Certain characters require more than one cell. The 6-dot cell system is used for reading, math, and music. The 8-dot cell system provides an extension. A third row of dots reduces the line by including additional information, like capitalization, beneath the cell (imagine a 2x4 Lego brick).

There are three levels of encoding for English braille. Grade 1 provides a letter-by-letter representation of any given spelling, grade 2 includes abbreviations and contractions, and grade 3 contains various symbols that can be customized to suit the individual needs of the user. This text provides a study of grade 1 braille.

PATTERNS IN BRAILLE

Braille is an intuitive system designed for easy memorization of symbols. Braille letters of the alphabet correspond with numbers: *a* is 1, *b* is 2, *c* is 3, *d* is 4, *e* is 5, *f* is 6, *g* is 7, *h* is 8, *i* is 9, and *j* is 0. A numeric indicator precedes a braille number to distinguish it from a letter of the alphabet. The numeric indicator is a dots 3456 cell.

Numeric Indicator # 

The braille alphabet follows a pattern. The raised dots for letters *a* through *j* are similar to letters *k* through *t* (an added dots 3 distinguishes *k* through *t*). The raised dots for letters *u, v, x, y,* and *z* are similar to letters *a, b, c, d, e* (an added dots 36 distinguishes *u, v, x, y,* and *z*). Notice that the letter *w* was not included. It was omitted by Braille since *w* is not a spelling of the French language. The letter *w* is a dots 2456 cell.

The pedagogical approach of this text is based on a a newly created phonetic system that consists of uppercase and lowercase letters. Letters *a, i, b, d, g* are introduced first since they produce a sufficient word bank and complimentary phonetic study. The remaining letters are introduced incrementally to align with the accessible phonetic system and the spellings of words.

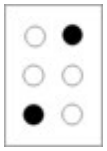
LEARNING TOOLS

Use a 2x3 egg carton and ping pong balls to recreate braille symbols. Lego bricks also provide excellent learning aids. Purchase a 32x16 base plate, 30 2x4 bricks, and 100 1x1 round dots. Recreate the braille cells using the 1x1 bricks for dots and 2x4 bricks for cells (the bottom row should remain blank). Place the cells in alphabetical order on the base plate (a through *j* on row 1, *k* through *t* on row 2,

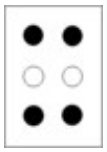
and *u v x y z w* on row 3). After the letters are memorized in alphabetical order, remove the cells from the base plate, place them in a sandwich bag, and select randomly to test your memory.

SPECIAL SYMBOLS

There are three symbols needed to navigate the braille portions of this text: the numeric indicator, the forward slash, and the letter *x.* The numeric indicator helps the reader identify numbers (see examples on the right side of this page). A forward slash is placed on either side of phonetic symbols.

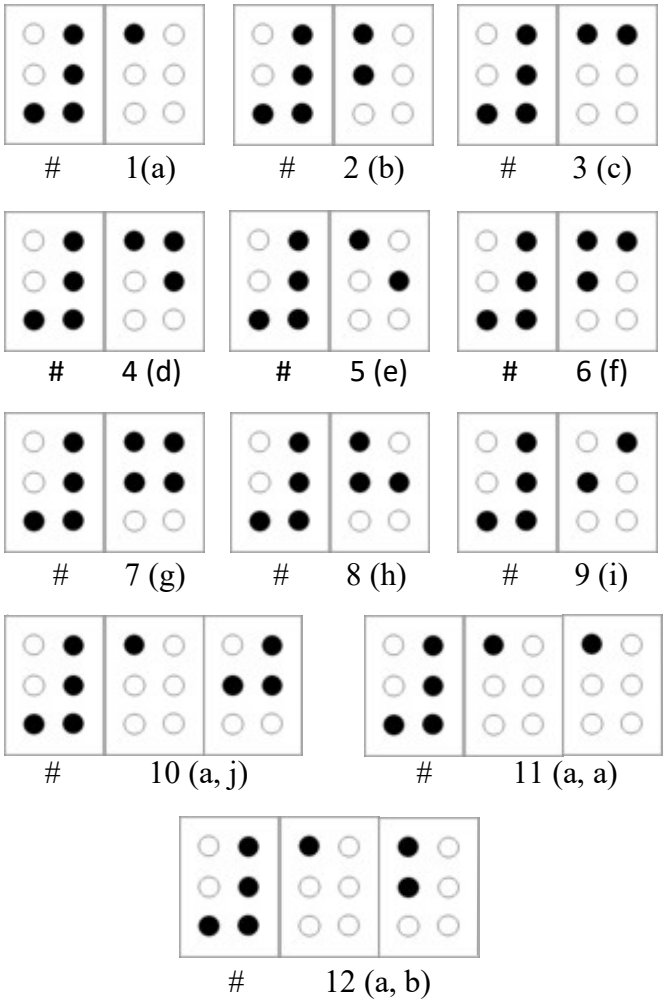
/: 

The letter *x* acts as a place marker or tracking line for discovering new braille symbols. The dot configuration of an *x* cell marks the outer boundaries of a cell. Imagine the typed version of an uppercase *X* with dots at the ends of each diagonal line. A braille *x* is dots 1346. This arrangement of dots provides an ideal tactile reference point for other braille symbols.

x: 

A line with a group of *x* cells is used to create a tracking line. It indicates the beginning of an exercise. A number between two groups of *x* cells indicates a new line of an exercise.

Students in a group learning environment should memorize the braille number associated with their individually assigned homework. Students may locate their assignment by searching the lines that contain a group of *x* cells (dots 1346) followed by the numeric indicator (dots 3456), the exercise number, then another group of x cells. Note the braille symbol for each number: 1 is dots 1, 2 is dots 12, 3 is dots 14, 4 is dots 145, 5 is dots 15, 6 is dots 124, 7 is dots 1245, 8 is dots 125, 9 is dots 24, 10 is dots 1 and dots 245, 11 is dots 1 and dots 1, 12 is dots 1 and dots 12.



CONTENT NOTE

Unique instructional tools are provided on the first page of each unit. Every letter of the braille alphabet has a scented, tactile, taste, and sound association with topics to discuss. QR codes provide audio links to American and British pronunciations of the phonetic symbols.

ABOUT THE AUTHOR

Cheri Montgomery is an author and lecturer on the topics of voice and diction. She teaches articulatory phonetics, voice, English, Italian, German, French, Latin, Spanish, and Russian lyric diction at the Blair School of Music at Vanderbilt University. Her series of workbooks for diverse learners is available at *www.teamphonetics.com*.

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Introduction

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INSTRUCTIONAL TOOLS

The International Phonetic Alphabet (IPA) was created by phoneticians for language study. Each symbol stands for one unit of sound. Forward slashes enclose the symbols and distinguish phonetic content from the spellings of words. This series uses a simplified phonetic system that is accessible to those who sign or read braille. It is also beneficial for those new to English as it uses only uppercase and lowercase letters. A conversion chart is located on page vi.

Studying phonetic transcription is an efficient way to learn a language. Students discover proper pronunciation while learning the spellings of English. Numerous sight words are not necessary.

The following introduction provides an index to all speech sounds of the English language. Phonetic terms are located on pages 7 and 8.

Guide students through the introduction by pronouncing the words. Ensure that students learning braille can hear the phonetic spellings by their uppercase or lowercase name. Have students repeat each word after your example. The sounds, accompanying English spellings, and phonetic symbols will be introduced incrementally throughout the text – the introduction simply exposes students to the sounds of the language. The teacher may refer back to this section for a review of the phonetic symbols and sounds. A QR code link on the title page of each unit provides audio examples of each word.

The format of the exercises within allows all students to be engaged in the learning process. Encourage them (by example) to enjoy the language by singing the words. Singing is an excellent way to explore the sounds of a language. Singing slows down the articulatory process and gives the voice time to clarify the sounds. Model singing by intoning the words. There are always students who would love to join in and share their beautiful voices with the class.

The first class meeting is unique in that it is teacher-led. Students lead class for all units that follow. A daily routine is recommended:

1. Have students present a uniquely assigned word list in front of the class (word lists are numbered 1-12). They may speak or sing their word list. Use a document camera to share the students' phonetic transcriptions (braille students may share by spelling the phonetics aloud). The class should observe the presentations and use the workbook to transcribe their classmates' word lists.
2. Introduce new rules in a brief lecture.
3. Lead the class in a group transcription exercise. An answer key is located on page 127.

A refreshable braille display is needed to access the tactile version of this workbook. The tactile version is available by request and sent directly to the student. Please email *info@stmpublishers.com.* The content of the tactile version is visualized on page 165. Blank braille cells are provided on the worksheet pages so that teachers can help students build the braille cells using egg cartons and ping pong balls.

ADDITIONAL ACTIVITIES

Phonetic exercises facilitate multiple group-engaging activities. Word lists can be read aloud while students spell them out phonetically. The symbols should be named by their case: lowercase *a*, uppercase *A*, lowercase *e*, uppercase *E*, and so on. The students may also spell the words. This flips the activity into a spelling challenge.

This series was designed to help students enjoy the sounds of the English language. They will quickly discover that homework assignments are reminiscent of word games. Lego bricks can be used to create a phonetic Scrabble game. Instructions and additional resources are available on the resources page at *www.stmpublishers.com/teamphonetics*.

PRONUNCIATION GUIDE

FRONT VOWELS

/i/	tree /tri/	leaf /lif/	sleep /slip/
/I/	hill /hIl/	mitt /mIt/	wind /wInd/
/E/	thread /thrEd/	nest /nEst/	bread /brEd/

BACK VOWELS

/u/	moon /mun/	fruit /frut/	school /skul/
/U/	wood /wUd/	foot /fUt/	book /bUk/
/O/	walk /wOk/	thought /thOt/	corn /kOrn/

CENTRAL VOWELS

/a/	hand /hand/	lamb /lam/	cat /kat/
/A/	heart /hArt/	rock /rAk/	stop /stAp/
/x/	sun /sxn/	dove /dxv/	won /wxn/
/R/	nurse /nRs/	bird /bRd/	world /wRld/

BILABIAL CONSONANTS

/p/	pin /pIn/	palm /pAm/
/b/	bed /bEd/	bag /bag/

LABIODENTAL CONSONANTS

/f/	fan /fan/	flag /flag/
/v/	vest /vEst/	glove /glxv/

DENTAL CONSONANTS

/th/	tooth /tuth/	wealth /wElth/
/Th/	this /ThIs/	breathe /briTh/

*ALVEOLAR CONSONANTS

/t/	tea /ti/	tent /tEnt/
/d/	dart /dArt/	drink /drINk/
/l/	lamp /lamp/	wheel /wil/

*Consonants *d, t, l,* and *r* are classified as dental in the Romance languages – the tongue tip touches the upper front teeth. The tongue tip touches the alveolar ridge for *d, t, l, r* in English.

ALVEOLAR CONSONANTS

/r/	ring /rIN/	roof /ruf/
/n/	noon /nun/	knee /ni/
/s/	street /strit/	swan /swAn/
/z/	zoo /zu/	news /njuz/

PREPALATAL CONSONANTS

/S/	sheep /Sip/	fish /fIS/
/Z/	rouge /ruZ/	liege /liZ/
/tS/	chart /tSArt/	church /tSRtS/
/dZ/	judge /dZxdZ/	jar /dZAr/

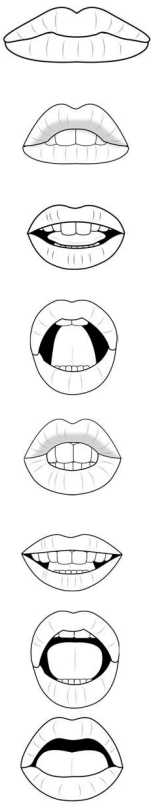
VELAR CONSONANTS

/k/	cup /kxp/	key /ki/
/g/	gum /gxm/	dog /dAg/
/N/	swing /swIN/	wink /wINk/

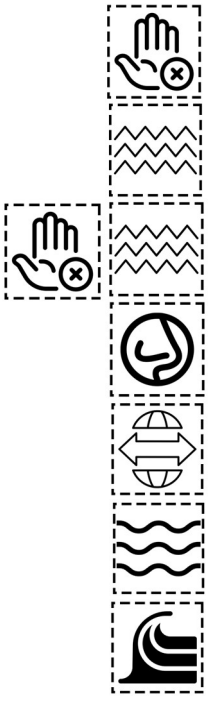
Classification of Symbols: Consonants



Voicing
Voiced. A voiced consonant engages the voice and can be sung. They are in bold below.
Voiceless. A voiceless consonant does not engage the voice and can only be whispered.



Points of Articulation	Phonetics
Bilabial /bAIˈlEIbIUl/ Refers to the lips	**/b/** /p/ **/m/ /w/**
Labiodental /lEIbIoˈdEntUl/ Involves the lower lip and the upper front teeth	**/v/** /f/
Dental /ˈdEntUl/ Involves the tip of the tongue and the back of the front teeth	**/Th/** /th/
Alveolar /?alˈviolR/ Involves the tip of the tongue and the ridge behind the upper teeth	**/d/** /t/ **/z/** /s/ **/l/ /n/ /r/**
Prepalatal /prIˈpalItUl/ Involves the tip of tongue and the front of the hard palate	**/Z/** /S/ **/dZ/** /tS/
Palatal /ˈpalItUl/ Involves a front arch of the tongue and the hard palate	**/j/**
Velar /ˈvilR/ Involves the back of the tongue and the soft palate	**/g/** /k/ **/N/**
Glottal /ˈglAtUl/ Involves the air flow and the opening between the vocal cords	/?/ /h/



Manner of Articulation	Phonetics
Plosive /ˈploUsIv/ **Stop** /stAp/ A momentary closure of the air flow passage	**/b/** /p/ **/d/** /t/ **/g/** /k/ /?/
Fricative /ˈfrIkxtIv/ Produced by directing the air flow past a set of articulators	**/v/** /f/ **/z/** /s/ **/Z/** /S/ /h/ **/Th/** /th/
Affricate /ˈ?afrIkIt/ A stop that is followed by a fricative	**/dZ/** /tS/
Nasal /ˈnEIzUl/ Produced by directing vocalized tone through the nasal passages	**/m/ /n/ /N/**
Lateral /ˈlatRUl/ Produced by directing vocalized tone over the sides of the tongue	**/l/**
Glide /glAId/ Produced by directing the tone past a set of articulators without friction	**/w/ /j/**
Retroflex /ˈrEtroflEks/ Produced with tongue tip curled up	**/r/**

Classification of Symbols: Vowels





Quality	Phonetics
Closed Formed with less space between the tongue arch and the roof of mouth	/i/ /u/ /o/
Open Formed with more space between the tongue arch and the roof of mouth	/I/ /E/ /U/ /O/ /a/ /A/ /x/







Peak of Tongue Arch	Phonetics
Front The front of the tongue arches with tongue tip touching lower front teeth	/i/ /I/ /E/
Back The back of the tongue arches with tongue tip touching lower front teeth	/u/ /U/ /o/ /O/
Central The tongue arch maintains a low position, the tip touches lower front teeth	/a/ /A/ /x/

Grade 1 Braille Phonetic Alphabet												
a /a/	a /A/	b /b/	c	ch /tS/	d /d/	e /E/	f /f/	g /g/	g /dZ/	h /h/	i /i/	i /I/
j /j/	k /k/	l /l/	m /m/	n /n/	n /N/	o /o/	o /O/	p /p/	q	q/c /k/	r /r/	r /R/
s /s/	s /S/	t /t/	u /u/	u /U/	v /v/	w /w/	x /x/	y	z /z/	z /Z/	/'/	/?/

UNIT 1:

English Spellings: *a, i, b, p, d, t, g, k, c*

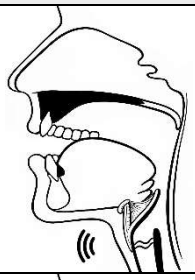
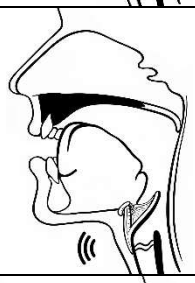
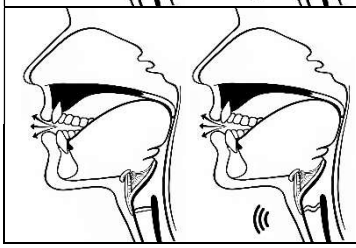
TOPIC	PAGE
Transcription rules	10
Group exercise	10
Individual exercises	11
Tactile version	166
Answer key	128



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Vocabulary for the spelling test following this unit:
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UNIT 1: Transcription rules for *a, i, p, b, t, d, k, g, c*

SOUNDS	SPELLINGS & SYMBOLS		
	/a/	a = /a/	man /man/ cat /kat/
	/I/	i, y, ui = /I/	win /wIn/ hymn /hIm/ build /bIld/
	/p/	p, pp = /p/	pin /pIn/
	/b/	b, bb = /b/ (mb = /m/)	bib /bIb/
	/t/	t, tt = /t/	tan /tan/
	/d/	d, dd = /d/	dad /dad/
	/k/	c, k, ck = /k/ (kn = /n/)	kick /kIk/
	/g/	g, gg = /g/ (gn = /n/)	give /gIv/

Note. The consonants above are classified as aspirate. A puff of air is released with the consonant articulation.

Group Exercise: Provide phonetics by filling in the cells or by using an egg carton with ping pong balls. Instructions for the tactile version are on page 165.

can



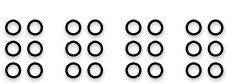
pan



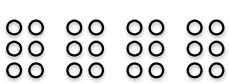
back



big



did

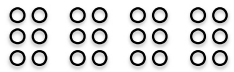


tap



WORKSHEET #1: *a, i, p, b, t, d, k, g, c*

#1
dip



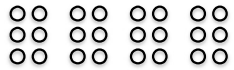
nap



tag



mitt



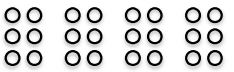
cat



bad



#2
pig



band



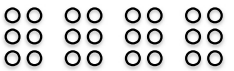
mid



camp



Tim



knack



#3
ban



tick



Pam



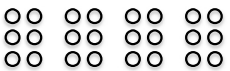
kit



cad



mig



#4
Dan



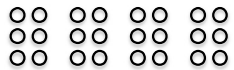
mint



pact



tip



nab



gap



#5
map



Gib



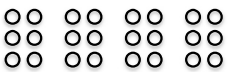
bat



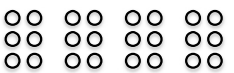
tack



dim



pant



#6
mat



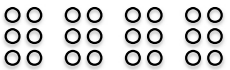
Nick



gag



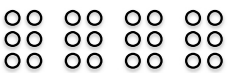
nip



tad



bin

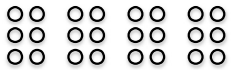


WORKSHEET #1: *a, i, p, b, t, d, k, g, c*

#7
damp



pick



tan



bag



cab



Pip



#8
nag



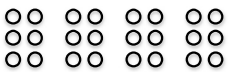
tint



dam



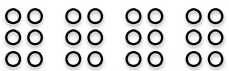
bid



Mack



pit



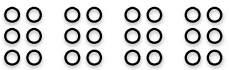
#9
Matt



tact



kid



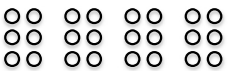
gab



pack



bit



#10
knit



Mac



dig



mad



pin



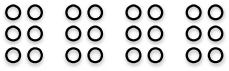
tab



#11
pad



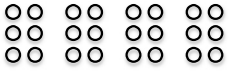
Kip



dab



tin



cap



gig



#12
gnat



mag



kick



dad



bib



Pat



UNIT 2

English Spellings: *s* and *x*

TOPIC	PAGE
Transcription rules	14
Group exercise	14
Individual exercises	15
Tactile version	167
Answer key	129

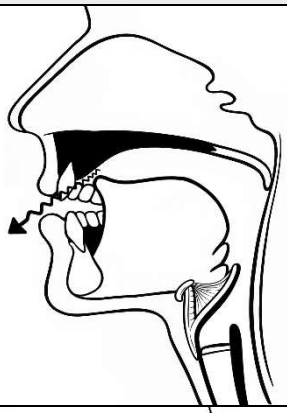
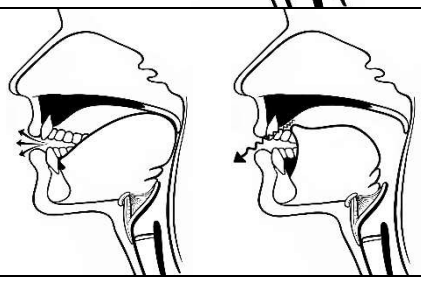




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UNIT 2: Transcription rules for *s* and *x*

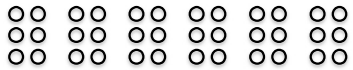
SOUNDS	SPELLINGS & SYMBOLS		
	/s/	s, ss = /s/	sat /sat/ bliss /blIs/
		c + e = /s/ c + i = /s/	peace /pis/ cinch /sIntS/
	/ks/	x = /ks/	next /nEkst/ box /bAks/

Group Exercise: Provide phonetics by filling in the cells or by using an egg carton with ping pong balls. Instructions for the tactile version are on page 165.

stand



mists



tips



past



sacks



six



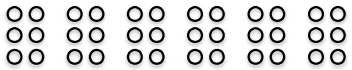
WORKSHEET #2: *s* and *x*

#1

masks



stamps



gas



skim



tax



sits



#2

cats



snacks



bass



skimp



pats



mix



#3

spits



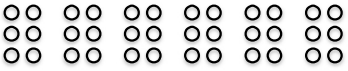
packs



sad



tints



Max



smack



#4

picks



snap



mix



sand



gnats



skips



#5

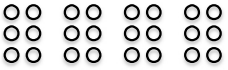
snip



masts



gasp



spats



nix



sticks



#6

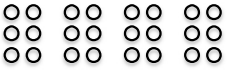
sips



casts



spam



knits



sax

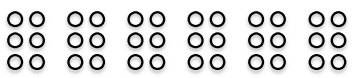


disk

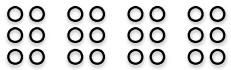


WORKSHEET #2: *s* and *x*

#7
mints



scab



tasks



six



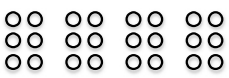
pants



sack



#8
tax



skits



mats



spin



naps



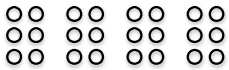
skid



#9
cysts



maps



snag



nix



sat



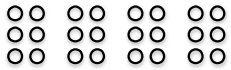
kits



#10
sick



caps



disc



sax



stints



tacks



#11
stacks



pits



stab



camps



skin



Max



#12
sap



dints



stats



kicks



taps



six



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