

Editorial note: Illustrations of the IPA

This issue of the *Journal* contains further contributions to the series 'Illustrations of the IPA'. As in the case of previous contributions, the recordings accompanying them are available at <http://web.uvic.ca/ling/ipa/handbook/>. Illustrations published in the *Journal* prior to 1998 appear in the *Handbook of the International Phonetic Association* (IPA 1999). Later contributions will be incorporated into future editions of the Handbook.

These recordings and brief accounts of the phonetic structures of different languages are widely used by students wanting a first glimpse of their own or neighboring languages, and by researchers seeking information on a wide range of languages. But, unfortunately, many well-known languages have not been described in this way. The languages described so far are listed in table 1. Table 2 lists the 20 most spoken languages as shown in the *Ethnologue* (Grimes 1999), with an asterisk marking those for which illustrations are still needed. We encourage people knowing about these and other well known languages to submit contributions. Illustrations of different forms of the major languages are also welcome. At the moment the only form of English described is that spoken in California, but plans have been made to publish accounts of several other regional accents.

Suggestions for authors

Before writing a contribution to the series 'Illustrations of the IPA' it is advisable to contact the Editors, so as to ensure that no one else has already arranged to provide an illustration of this particular language. There is no set form for these contributions. Every language has its own peculiarities, and it is impossible to do more than suggest guidelines so that some uniformity is maintained. In general, a submission to this section of *JIPA* should be relatively brief and not a fully-fledged article on the phonetics of the language. There are usually five sections: (1) introduction, (2) consonant chart and discussion, (3) vowel chart and discussion, (4) prosodic features, (5) illustrative passage in transcription. A short list of references may also be appended. A recording of all the material (not just the final passage) should accompany the submission.

(1) The one or two paragraph introduction (with no section heading) should say where the language is spoken, what kind of language it is, and who the speaker on the recording was.

Table 1 Languages already illustrated (including some not yet published, but known to be on their way to publication).

Amharic	Czech	German	Japanese	Slovene
Arabic	Danish	Greek	Jicarilla Apache	Spokane
Bulgarian	Dutch	Greek, Cypriot	Kéo	Swedish
Burmes	Dutch, Maastricht	Hausa	Korean	Thai
Cantonese	Dutch, Weert	Hebrew	Kunama	Turkish
Catalan	Ega	Hindi	Persian	
Chickasaw	English, Californian	Hungarian	Polish	
Chinese, Mandarin	French	Igbo	Portuguese	
Croatian	Galician	Irish	Sindhi	

Table 2 The 20 most spoken languages; numbers in parentheses indicate order in terms of number of speakers; asterisks indicate languages for which no illustration is currently available.

Arabic (8)	English (2)	*Indonesian (11)	Korean (16)	*Russian (4)
*Bengali (9)	French (12)	*Italian (13)	Polish (19)	*Spanish (5)
*Bihari (14)	German (6)	Japanese (7)	Portuguese (10)	*Telugu (18)
Chinese (1)	Hindi (3)	*Javanese (15)	*Punjabi (20)	*Ukrainian (17)

(2) This section should have the heading 'Consonants'. The chart immediately after the heading should give a set of IPA symbols for the consonantal phonological contrasts, arranged as on the official IPA chart but using only such columns and rows as are needed. The headings for columns should be chosen from the list given at the end of this paragraph, in the order shown (and with the use of capitals and parentheses as shown). If secondary articulations are listed in a separate column, that column should follow the column with no secondary articulation, as exemplified by '(Labialized Velar)' in the following list: Bilabial, Labiodental, Dental, Alveolar, Post-alveolar, Retroflex, Palatal, Velar, (Labialized Velar), Labial Velar, Uvular, Pharyngeal, Glottal.

The rows, in an order suggested by their order in the IPA chart, should be chosen from the following: Plosive, Affricate, Ejective, Ejective Affricate, Ejective Lateral, Implosive, Click, Nasal, Trill, Tap or Flap, Fricative, Lateral Fricative, Approximant, Lateral Approximant. Note that 'Stop', a generic term, is not used, and the row titles are given in the singular.

The consonant chart should be followed by a list of words illustrating the consonants. These words should form as minimal a set as possible; at the very least, each consonant should be followed by the same vowel, unless the phonology makes this impossible. Each word should be given in transcription and the local orthography (if any), and should be followed by an English gloss. Following the list, there should be a paragraph or two giving a more precise account of the consonants, using diacritics where necessary, and noting significant allophones. Authors are welcome to follow a less traditional phonological format, but they should provide a traditional segmental description in addition to their own formal description.

(3) In a section headed 'Vowels', vowel symbols should be placed on a conventional IPA vowel chart, 4 units across the top, 3 down the (right) side, and 2 across the bottom. Vowels should be illustrated by near minimal sets of contrasts in the same way as consonants. The vowel chart should be followed by a discussion of the precise phonetic qualities of the vowels, and their principal allophones. Authors are encouraged to include formant charts showing the mean values of the frequencies of the first and second formants of a number of speakers, but this is in no way required. If a

formant chart is provided it should, for preference, use a bark scale, and have the origin at the top right, and the F1 scale double the expansion of the F2 scale.

(4) Prosodic characteristics should be presented in whatever way is appropriate for the language, in a section with a heading appropriate for the content. If there are lexical tones, they should be illustrated by minimal sets arranged in a list, in the same way as the lists illustrating consonants and vowels. Contrasting stress or pitch accents should be similarly illustrated. Prosodic features of syntactic phrases should be mentioned briefly.

(5) A transcription of a short text should be included, in a section with the heading 'Transcription'. The preferred text is a translation of the fable of the North Wind and the Sun as reproduced below. As this passage is inappropriate for some cultures it may be replaced in whole or in part to make it more suitable for the particular language or dialect. There is, however, some value in having the same piece for as many languages as possible, and changes should not be made unnecessarily. The transcription should use only the symbols listed in the earlier sections. It should be preceded by any necessary interpretative comments accounting for notable allophones or assimilations, and followed by an orthographic version. A literal, phrase by phrase, translation may be included if appropriate. Authors, even if they are speakers of the language themselves, should bear in mind that it is usually advisable to make a recording of a representative speaker first, and then transcribe that recording, rather than asking a speaker to read a passage that has already been transcribed.

The North Wind and the Sun

The North Wind and the Sun were disputing which was the stronger when a traveler came along, wrapped in a warm cloak. They agreed that the one who first succeeded in making the traveler take his cloak off should be considered stronger than the other. Then the North Wind blew as hard as he could, but the more he blew the more closely did the traveler fold his cloak around him; and at last the North Wind gave up the attempt. Then the Sun shined out warmly, and immediately the traveler took his cloak off. And so the North Wind was obliged to confess that the Sun was the stronger of the two.

[This version is in American English, in which the past tense of *shine* is *shined* not *shone*. It also uses the American spelling *traveler*, rather than *traveller*.]

References

- GRIMES, B. E. (1999). *Ethnologue: Languages of the World* (13th edn.). Dallas, TX: Summer Institute of Linguistics.
- IPA (1999). *Handbook of the International Phonetic Association*. Cambridge: Cambridge University Press.