Unit 01

Defining goals

what you want to achieve, and how this course can help you.

Slides for the session of
Phonetics with Listening Practice (British)
held on
octidi le 28 germinal an CCXXXII
Tuesday 16 April 2024

Robert Spence
English Department
Saarland University

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Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

- Two words of warning
- Website
- Timetable
- Procedure: sessions
- Procedure: exams (1)

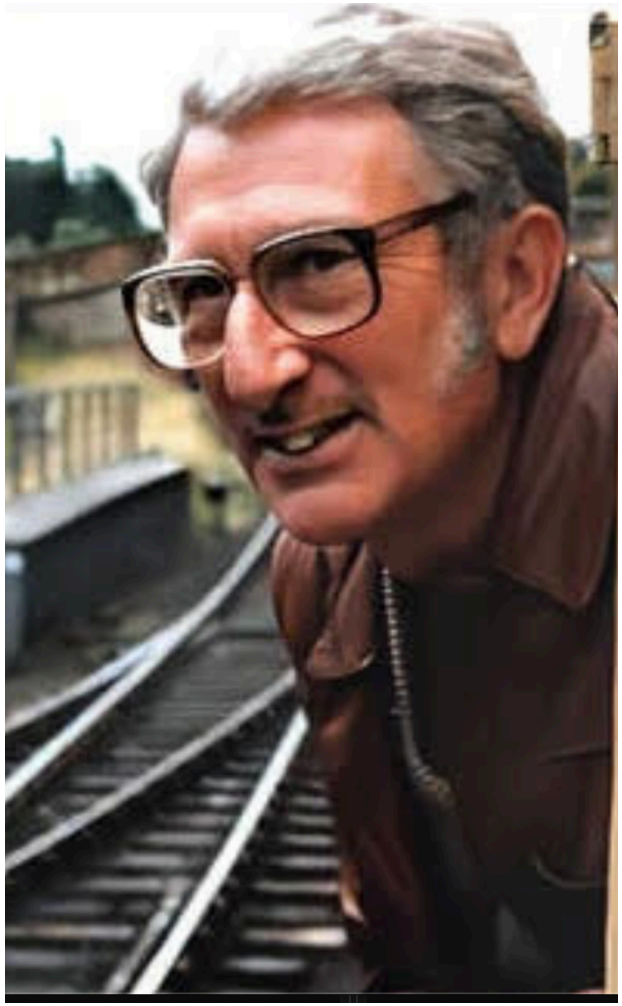
Principles

Resources

- Books
- Internet sources
- Fonts
- Copy-and-paste
- Keyboard layouts
- Phonetics programmes
- Mobile apps

Homework

Dedication



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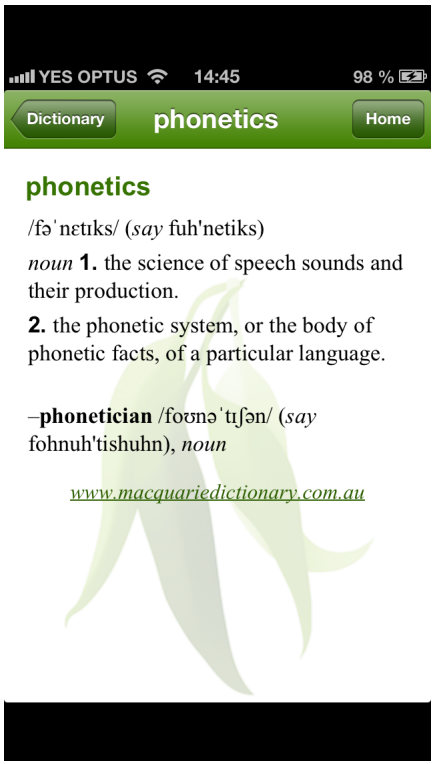
Ruqaiya Hasan
(رقیہ حسن)
3.7.1931–-24.6.2015

M.A.K. Halliday
(韩礼德 Hán Lǐdé)
13.4.1925–15.4.2018

Two important definitions

Language:
the noises we make with our faces in order to live.
(J.R. Firth)

Phonetics:



Defining goals
Dedication
Definitions
Agenda
Participants and goals
Course overview
Two words of warning
Website
Timetable
Procedure: sessions
Procedure: exams (1)
Principles
Resources
Books
Internet sources
Fonts
Copy-and-paste
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Phonetics programmes
Mobile apps
Homework

The agenda for today's session:

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2. To gain a general **overview of the course**: to explore its overall structure and to discuss how the weekly classes and the oral exams will work.

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

- Two words of warning
- Website
- Timetable
- Procedure: sessions
- Procedure: exams (1)

Principles

Resources

- Books
- Internet sources
- Fonts
- Copy-and-paste
- Keyboard layouts
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- Mobile apps

Homework

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φων

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

- Two words of warning
- Website
- Timetable
- Procedure: sessions
- Procedure: exams (1)

Principles

Resources

- Books
- Internet sources
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- Copy-and-paste
- Keyboard layouts
- Phonetics programmes
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Homework

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2. To gain a general **overview of the course**: to explore its overall structure and to discuss how the weekly classes and the oral exams will work.
3. To list some **guiding principles** for the study of phonetics.
4. To review some useful **resources** for the study of phonetics.

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

- Two words of warning
- Website
- Timetable
- Procedure: sessions
- Procedure: exams (1)

Principles

Resources

- Books
- Internet sources
- Fonts
- Copy-and-paste
- Keyboard layouts
- Phonetics programmes
- Mobile apps

Homework

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φων

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

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Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

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φων

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

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- Introductions will take up no more than one-third of the session … on your marks … get set … go!

φων

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

Two words of warning:

Before we begin our overview of how the course will work, it is worth drawing attention to two of the many important general principles upon which this course is based—principles which may not otherwise be immediately self-evident.

φων

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

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1. An *inter*-organism perspective

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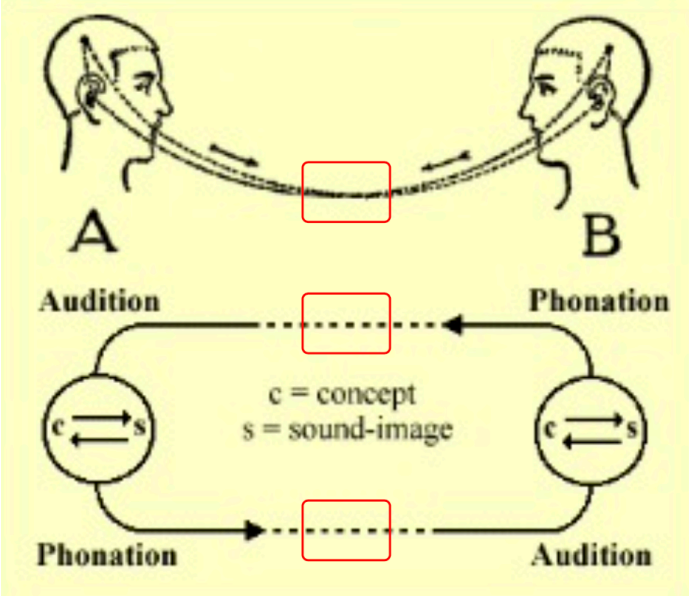
1. An *inter*-organism perspective
2. A stratificational perspective

An *inter*-organism perspective (1): Saussure



Saussure, Ferdinand de, *Cours de linguistique générale* (1916). éd. Bally / Sechehaye. Payot, 1971. pp 27-28

LARGER VERSION: click **here**.

In this course, we will not be concerned with what is happening inside people's brains, but only with what is happening when a speaker produces a sound wave that travels through air.

φων

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources

Books

Internet sources

Fonts

Copy-and-paste

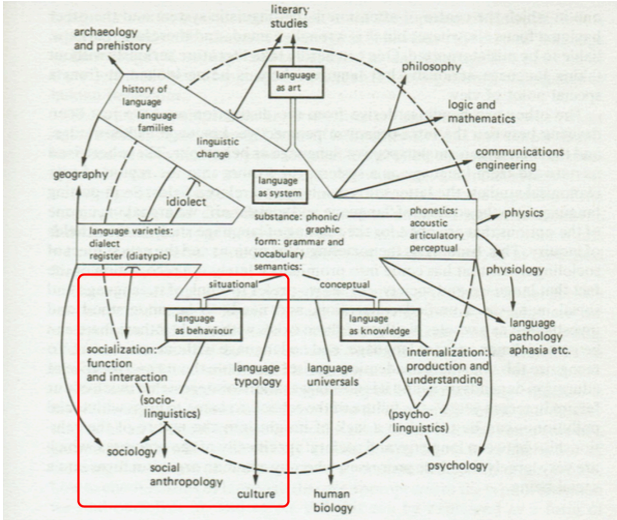
Keyboard layouts

Phonetics programmes

Mobile apps

Homework

An *inter*-organism perspective (2): Halliday



A diagrammatic representation of the nature of linguistic studies and their relation to other fields of scholarship. from: Halliday, M A K 'Language and social man (Part 1)'. in: Halliday, M A K *Language as social semiotic. The social interpretation of language and meaning*. Arnold, 1978. p 11.

LARGER VERSION: click **here**.

In this course, when we talk about the 'meaning' of utterances, we will be concentrating on the area outlined in red. This contrasts with the perspective adopted in most of your classes on linguistics.

φων

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

A stratificational perspective

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- If you adjust the focus properly, you will see the cells you are meant to see, in sharp contrast against everything else.

φων

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

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- The same applies to the study of sound in language:

φων

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

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φων

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

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  - We can focus on the **result of 'projecting'** the more abstract sound patterns onto the more concrete physical reality to produce what we actually 'perceive' as sounds [dt. *Sprechlaute*] when we are speaking: **(phonetics)**.
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φων

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

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  - We can focus on the **lower, more concrete physical reality** of sound waves **(acoustics)**.
- We call these different depths of focus LEVELS or, following an analogy from geology, STRATA.

φων

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

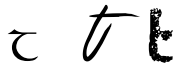
Phonetics programmes

Mobile apps

Homework

Phonology (phonemics), phonetics, physics

There are different LEVELS a.k.a. STRATA in language, as well as different MANIFESTATIONS (e.g. written and spoken). It often helps to analogize between the spoken and the written:

TIN STEP LETDOWN		lexicogrammar
⟨t⟩	/ t /	{graph | phon}emics
	[t^h] [t] [$t^{\urcorner}$]	{graph | phon}etics
photons	sound waves	physical reality

Note the conventions: ⟨t⟩ / t / [t]
see Eckert & Barry, p. 289.

φωv

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources

Books

Internet sources

Fonts

Copy-and-paste

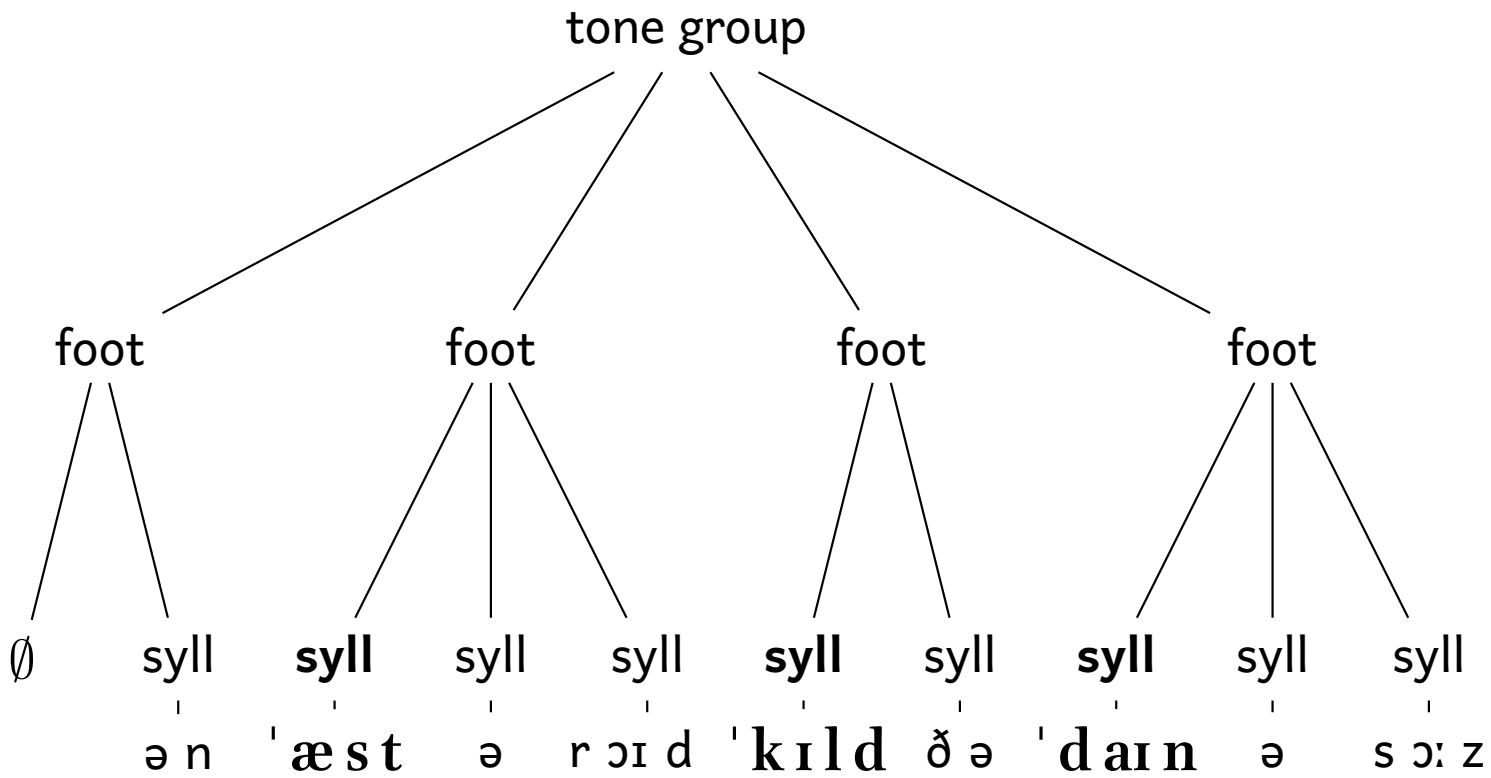
Keyboard layouts

Phonetics programmes

Mobile apps

Homework

A phonological rank scale for English



(Context: ‘What happened 65 million years ago?’)

tone group ⟶ foot ⟶ syllable ⟶ phoneme

This is the most minimalistic description of English phonological units that actually works.

φων

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

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Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

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Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

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Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

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Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

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  - You have received your password by email.

Defining goals
Dedication
Definitions
Agenda
Participants and goals
Course overview
Two words of warning
Website
Timetable
Procedure: sessions
Procedure: exams (1)
Principles
Resources
Books
Internet sources
Fonts
Copy-and-paste
Keyboard layouts
Phonetics programmes
Mobile apps
Homework

Timetable

Date	*Unit*	*Description*
Tu 16.iv	01	Defining goals
Tu 23.iv	02	Refining goals
Tu 30.iv	03	The syllable and its environments
Tu 07.v	04	The syllable margins in the material world
Tu 14.v	05	The syllable nucleus in the material world
Tu 21.v	06	The contrastive phonology of the syllable nucleus
Tu 28.v	07	The contrastive phonology of the syllable margins
Tu 04.vi	08	More practice in the phonetics of the syllable nucleus
Tu 11.vi	09	More practice in the phonetics of the syllable margins
Tu 18.vi	10	Syllable margins in contact
Tu 25.vi	11	Syllables and salience in the service of the word
Tu 02.vii	12	Salience in the service of interpersonal and textual grammar
Tu 09.vii	13	Tonality and tonicity in the service of textual meaning
Tu 16.vii	14	Primary tone in the service of grammar
Tu 23.vii	15	Secondary tone, and « envoi »
We 24.vii $\longrightarrow$		Online Oral Exams (any day, any time)

During the first two weeks, students have a choice between FACE-TO-FACE *mode and* ASYNCHRONOUS REMOTE *mode. After that, the choice is between* FACE-TO-FACE *and* SYNCHRONOUS REMOTE *(MS Teams), i.e.* HYBRID*. Exams will be held via MS Teams.*

Defining goals
Dedication
Definitions
Agenda
Participants and goals
Course overview
Two words of warning
Website
Timetable
Procedure: sessions
Procedure: exams (1)
Principles
Resources
Books
Internet sources
Fonts
Copy-and-paste
Keyboard layouts
Phonetics programmes
Mobile apps
Homework

How each week will work

1. There will be a short homework task every week.

φων

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

How each week will work

1. There will be a short homework task every week.
2. The session will begin with

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

- Two words of warning
- Website
- Timetable
- Procedure: sessions
- Procedure: exams (1)

Principles

Resources

- Books
- Internet sources
- Fonts
- Copy-and-paste
- Keyboard layouts
- Phonetics programmes
- Mobile apps

Homework

How each week will work

1. There will be a short homework task every week.
2. The session will begin with
    1. a warm-up exercise and/or

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

- Two words of warning
- Website
- Timetable
- Procedure: sessions
- Procedure: exams (1)

Principles

Resources

- Books
- Internet sources
- Fonts
- Copy-and-paste
- Keyboard layouts
- Phonetics programmes
- Mobile apps

Homework

How each week will work

1. There will be a short homework task every week.
2. The session will begin with
    1. a warm-up exercise and/or
    2. a pop quiz and/or

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

How each week will work

1. There will be a short homework task every week.
2. The session will begin with
    1. a warm-up exercise and/or
    2. a pop quiz and/or
    3. a discussion of the homework task

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

How each week will work

1. There will be a short homework task every week.
2. The session will begin with
    1. a warm-up exercise and/or
    2. a pop quiz and/or
    3. a discussion of the homework task
3. The rest of the session will be divided into two or three parts; each will be filled with a task such as:

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

How each week will work

1. There will be a short homework task every week.
2. The session will begin with
    1. a warm-up exercise and/or
    2. a pop quiz and/or
    3. a discussion of the homework task
3. The rest of the session will be divided into two or three parts; each will be filled with a task such as:
    1. discussing the main points listed on the slides

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

How each week will work

1. There will be a short homework task every week.
2. The session will begin with
    1. a warm-up exercise and/or
    2. a pop quiz and/or
    3. a discussion of the homework task
3. The rest of the session will be divided into two or three parts; each will be filled with a task such as:
    1. discussing the main points listed on the slides
    2. doing pronunciation exercises

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

How each week will work

1. There will be a short homework task every week.
2. The session will begin with
    1. a warm-up exercise and/or
    2. a pop quiz and/or
    3. a discussion of the homework task
3. The rest of the session will be divided into two or three parts; each will be filled with a task such as:
    1. discussing the main points listed on the slides
    2. doing pronunciation exercises
    3. doing, or discusssing the results of, listening exercises

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

How each week will work

1. There will be a short homework task every week.
2. The session will begin with
    1. a warm-up exercise and/or
    2. a pop quiz and/or
    3. a discussion of the homework task
3. The rest of the session will be divided into two or three parts; each will be filled with a task such as:
    1. discussing the main points listed on the slides
    2. doing pronunciation exercises
    3. doing, or discusssing the results of, listening exercises
    4. dealing with any other issues raised by the participants

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

- Two words of warning
- Website
- Timetable
- Procedure: sessions
- Procedure: exams (1)

Principles

Resources

- Books
- Internet sources
- Fonts
- Copy-and-paste
- Keyboard layouts
- Phonetics programmes
- Mobile apps

Homework

How the final oral exams will work (1)

1. Exams will be held online (MS Teams) during the holidays.

How the final oral exams will work (1)

1. Exams will be held online (MS Teams) during the holidays.
2. You can choose a time that suits you.

How the final oral exams will work (1)

1. Exams will be held online (MS Teams) during the holidays.
2. You can choose a time that suits you.
3. I will send you confirmation of the time via MS Teams.

How the final oral exams will work (1)

1. Exams will be held online (MS Teams) during the holidays.
2. You can choose a time that suits you.
3. I will send you confirmation of the time via MS Teams.
4. You need to fill in and send me these two forms before the exam:

φων

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

How the final oral exams will work (1)

1. Exams will be held online (MS Teams) during the holidays.
2. You can choose a time that suits you.
3. I will send you confirmation of the time via MS Teams.
4. You need to fill in and send me these two forms before the exam:
    1. the Cover Sheet (*Deckblatt*)
       `https://www.uni-saarland.de/fileadmin/upload/fakultaet-p/studienkoordination/formulare/Deckblatt_neu.pdf`

φων

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

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1. Exams will be held online (MS Teams) during the holidays.
2. You can choose a time that suits you.
3. I will send you confirmation of the time via MS Teams.
4. You need to fill in and send me these two forms before the exam:
    1. the Cover Sheet (*Deckblatt*)
    `https://www.uni-saarland.de/fileadmin/upload/fakultaet-p/studienkoordination/formulare/Deckblatt_neu.pdf`
    2. the Consent Form (*Einverständniserklärung*)
    `https://www.uni-saarland.de/fileadmin/upload/dezernat/ls/LS-MuendlichePLdigital-Einverstaendnis.pdf`

How the final oral exams will work (2)

The exam will consist of:

1. providing identification:

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

How the final oral exams will work (2)

The exam will consist of:

1. providing identification:
    1. official ID (ID card (*Personalausweis*) or passport (*Reisepass*)) plus

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

How the final oral exams will work (2)

The exam will consist of:

1. providing identification:
    1. official ID (ID card (*Personalausweis*) or passport (*Reisepass*)) plus
    2. student ID card (*Studierendenausweis*)

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

How the final oral exams will work (2)

The exam will consist of:

1. providing identification:
    1. official ID (ID card (*Personalausweis*) or passport (*Reisepass*)) plus
    2. student ID card (*Studierendenausweis*)
2. reading the consent form aloud

φων

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

How the final oral exams will work (2)

The exam will consist of:

1. providing identification:
    1. official ID (ID card (*Personalausweis*) or passport (*Reisepass*)) plus
    2. student ID card (*Studierendenausweis*)
2. reading the consent form aloud
3. deciphering IPA transcriptions that I will present on-screen

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

How the final oral exams will work (2)

The exam will consist of:

1. providing identification:
    1. official ID (ID card (*Personalausweis*) or passport (*Reisepass*)) plus
    2. student ID card (*Studierendenausweis*)
2. reading the consent form aloud
3. deciphering IPA transcriptions that I will present on-screen
4. reading aloud the text *Dialectal differences*

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

How the final oral exams will work (2)

The exam will consist of:

1. providing identification:
   1. official ID (ID card (*Personalausweis*) or passport (*Reisepass*)) plus
   2. student ID card (*Studierendenausweis*)
2. reading the consent form aloud
3. deciphering IPA transcriptions that I will present on-screen
4. reading aloud the text *Dialectal differences*
5. free conversation on any topic of your choice

φων

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

How the final oral exams will work (2)

The exam will consist of:

1. providing identification:
   1. official ID (ID card (*Personalausweis*) or passport (*Reisepass*)) plus
   2. student ID card (*Studierendenausweis*)
2. reading the consent form aloud
3. deciphering IPA transcriptions that I will present on-screen
4. reading aloud the text *Dialectal differences*
5. free conversation on any topic of your choice
6. feedback on the course plus suggestions about how to improve it next semester.
   Note:
   I will let you know what your grade will be approximately (and record this in the official record) before I ask you for feedback – so please criticise mercilessly!

φων

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

Some general principles to remember when studying the phonetics and phonology of English

1. Imagine you are training to be a spy, and are going to be working in England. A German accent would give you away!

Some general principles to remember when studying the phonetics and phonology of English

1. Imagine you are training to be a spy, and are going to be working in England. A German accent would give you away!
2. Start with the entire body in its biological and social environment. Sleep in an English-style bed, eat an English-style breakfast, surround yourself with everything English; stand the way English people do, walk the way they do, hold your mouth the way they do. Then the sounds will come naturally.

Some general principles to remember when studying the phonetics and phonology of English

1. Imagine you are training to be a spy, and are going to be working in England. A German accent would give you away!
2. Start with the entire body in its biological and social environment. Sleep in an English-style bed, eat an English-style breakfast, surround yourself with everything English; stand the way English people do, walk the way they do, hold your mouth the way they do. Then the sounds will come naturally.
3. Free up your sound-making. Stop being an adult with desires and purposes and intentions. Just be a child and play. Do not let your phonetics be constrained by anything related to language (such as German sound patterns, or German sentence patterns, or German ways of organizing ideas, or ...)

Some general principles to remember when studying the phonetics and phonology of English

1. Imagine you are training to be a spy, and are going to be working in England. A German accent would give you away!
2. Start with the entire body in its biological and social environment. Sleep in an English-style bed, eat an English-style breakfast, surround yourself with everything English; stand the way English people do, walk the way they do, hold your mouth the way they do. Then the sounds will come naturally.
3. Free up your sound-making. Stop being an adult with desires and purposes and intentions. Just be a child and play. Do not let your phonetics be constrained by anything related to language (such as German sound patterns, or German sentence patterns, or German ways of organizing ideas, or …)
4. Find someone to imitate. It should be someone quintessentially English. Abandon your own desires and purposes and intentions and just imitate the other person.

φων

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

Some useful resources for the study of phonetics

In the following, we look at some useful resources for the study of phonetics.

1. Books
2. Internet sources
3. Fonts
4. Character pickers
5. Keyboard layouts
6. Apps

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

- Two words of warning
- Website
- Timetable
- Procedure: sessions
- Procedure: exams (1)

Principles

Resources

- Books
- Internet sources
- Fonts
- Copy-and-paste
- Keyboard layouts
- Phonetics programmes
- Mobile apps

Homework

Books (1)

You might find some of these useful (active links):

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

- Two words of warning
- Website
- Timetable
- Procedure: sessions
- Procedure: exams (1)

Principles

Resources

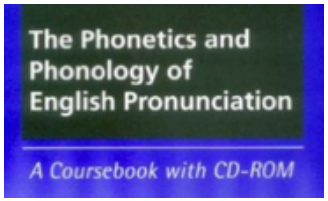
- Books
- Internet sources
- Fonts
- Copy-and-paste
- Keyboard layouts
- Phonetics programmes
- Mobile apps

Homework

Books (1)

You might find some of these useful (active links):

Eckert and Barry: The Phonetics and Phonology of English Pronunciation. Trier: WVT, 2005



φων

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

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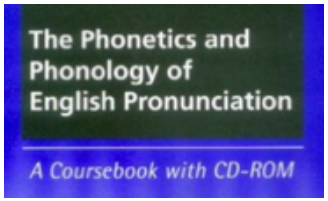

Arnold und Hansen: Englische Phonetik. Langenscheidt, 1998

φων

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

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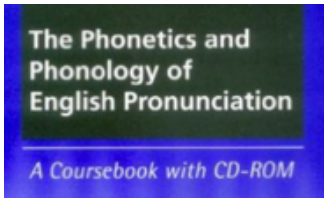
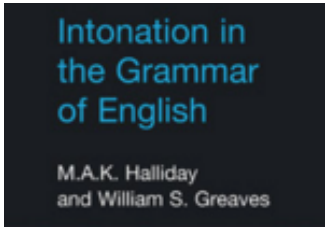


Arnold und Hansen: Englische Phonetik. Langenscheidt, 1998

Halliday and Greaves: Intonation in the Grammar of English. London: Equinox, 2008



φων

Defining goals
Dedication
Definitions
Agenda
Participants and goals
Course overview
Two words of warning
Website
Timetable
Procedure: sessions
Procedure: exams (1)
Principles
Resources
Books
Internet sources
Fonts
Copy-and-paste
Keyboard layouts
Phonetics programmes
Mobile apps
Homework

Books (2)

These are the books I'll be using most often in this course:

φων

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

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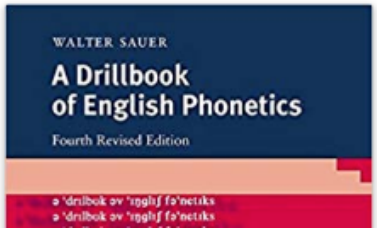
These are the books I'll be using most often in this course:

Sauer: A Drillbook of English Phonetics. Heidelberg: Winter, 2013[4]



φων

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

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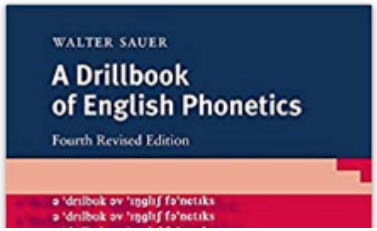
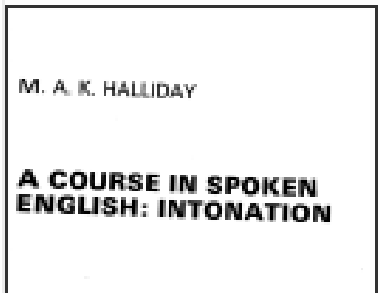


Halliday: A Course in Spoken English: Intonation. Oxford: OUP, 1970



φων
Defining goals
Dedication
Definitions
Agenda
Participants and goals
Course overview
Two words of warning
Website
Timetable
Procedure: sessions
Procedure: exams (1)
Principles
Resources
Books
Internet sources
Fonts
Copy-and-paste
Keyboard layouts
Phonetics programmes
Mobile apps
Homework

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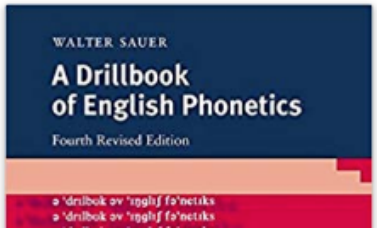
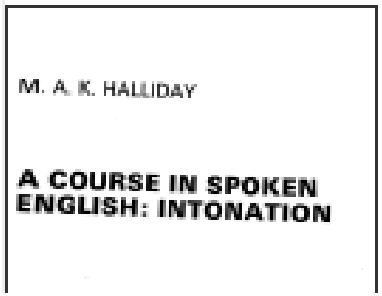
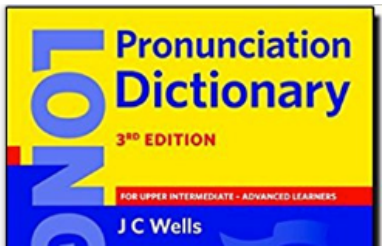


Halliday: A Course in Spoken English: Intonation. Oxford: OUP, 1970



J.C. Wells: Longman Pronunciation Dictionary. Harlow: Pearson, 2008[3]



φων
Defining goals
Dedication
Definitions
Agenda
Participants and goals
Course overview
Two words of warning
Website
Timetable
Procedure: sessions
Procedure: exams (1)
Principles
Resources
Books
Internet sources
Fonts
Copy-and-paste
Keyboard layouts
Phonetics programmes
Mobile apps
Homework

Beware!

1. If you are using an Oxford dictionary to check the pronunciation of an English word, make sure it is an Oxford **learner's** dictionary – not the "Concise Oxford Dictionary"!

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

- Two words of warning
- Website
- Timetable
- Procedure: sessions
- Procedure: exams (1)

Principles

Resources

- Books
- Internet sources
- Fonts
- Copy-and-paste
- Keyboard layouts
- Phonetics programmes
- Mobile apps

Homework

Beware!

1. If you are using an Oxford dictionary to check the pronunciation of an English word, make sure it is an Oxford **learner's** dictionary – not the "Concise Oxford Dictionary"!
2. BAD: Concise Oxford Dictionary: `http://www.oxforddictionaries.com`

φων

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

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4. On a Mac, the Concise Oxford Dictionary is integrated with the operating system. DO NOT TRUST IT!!
5. Beware these...!

WRONG!	(words like:)	RIGHT!
ɛ	BET	e
a	BAT	æ
əː	NURSE	ɜː
ɛː	SQUARE	eə
ʌɪ	PRICE	aɪ

Internet sources

- Wikipedia:
  http://de.wikipedia.org/wiki/Internationales_Phonetisches_Alphabet

φων

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

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φων

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

Internet sources

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Defining goals
Dedication
Definitions
Agenda
Participants and goals
Course overview
Two words of warning
Website
Timetable
Procedure: sessions
Procedure: exams (1)
Principles
Resources
Books
Internet sources
Fonts
Copy-and-paste
Keyboard layouts
Phonetics programmes
Mobile apps
Homework

Internet sources

- Wikipedia:
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- IPA website:
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- An easy place to start:
  http://simple.wikipedia.org/wiki/IPA_chart_for_English

Defining goals
Dedication
Definitions
Agenda
Participants and goals
Course overview
Two words of warning
Website
Timetable
Procedure: sessions
Procedure: exams (1)
Principles
Resources
Books
Internet sources
Fonts
Copy-and-paste
Keyboard layouts
Phonetics programmes
Mobile apps
Homework

Internet sources

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- An easy place to start:
  http://simple.wikipedia.org/wiki/IPA_chart_for_English
- “I want to hear the sounds!”:
  http://www.lfsag.unito.it/ipa/index.html
  or:
  https://web.uvic.ca/ling/resources/ipa/charts/IPAlab/IPAlab.htm

φων
Defining goals
Dedication
Definitions
Agenda
Participants and goals
Course overview
Two words of warning
Website
Timetable
Procedure: sessions
Procedure: exams (1)
Principles
Resources
Books
Internet sources
Fonts
Copy-and-paste
Keyboard layouts
Phonetics programmes
Mobile apps
Homework

Fonts

Make sure you have a Unicode font installed! … e.g. …

φων

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

Fonts

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Lucida Grande

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

- Two words of warning
- Website
- Timetable
- Procedure: sessions
- Procedure: exams (1)

Principles

Resources

- Books
- Internet sources
- Fonts
- Copy-and-paste
- Keyboard layouts
- Phonetics programmes
- Mobile apps

Homework

Fonts

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Lucida Grande or Arial Unicode MS

φων

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

Fonts

Make sure you have a Unicode font installed! … e.g. …
Lucida Grande or Arial Unicode MS or Charis SIL,

Defining goals
Dedication
Definitions
Agenda
Participants and goals
Course overview
Two words of warning
Website
Timetable
Procedure: sessions
Procedure: exams (1)
Principles
Resources
Books
Internet sources
Fonts
Copy-and-paste
Keyboard layouts
Phonetics programmes
Mobile apps
Homework

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Defining goals
Dedication
Definitions
Agenda
Participants and goals
Course overview
Two words of warning
Website
Timetable
Procedure: sessions
Procedure: exams (1)
Principles
Resources
Books
Internet sources
Fonts
Copy-and-paste
Keyboard layouts
Phonetics programmes
Mobile apps
Homework

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Defining goals
Dedication
Definitions
Agenda
Participants and goals
Course overview
Two words of warning
Website
Timetable
Procedure: sessions
Procedure: exams (1)
Principles
Resources
Books
Internet sources
Fonts
Copy-and-paste
Keyboard layouts
Phonetics programmes
Mobile apps
Homework

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Check your computer's character palette to see which of the fonts on your system actually contain the phonetic symbols.

Defining goals
Dedication
Definitions
Agenda
Participants and goals
Course overview
Two words of warning
Website
Timetable
Procedure: sessions
Procedure: exams (1)
Principles
Resources
Books
Internet sources
Fonts
Copy-and-paste
Keyboard layouts
Phonetics programmes
Mobile apps
Homework

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Defining goals
Dedication
Definitions
Agenda
Participants and goals
Course overview
Two words of warning
Website
Timetable
Procedure: sessions
Procedure: exams (1)
Principles
Resources
Books
Internet sources
Fonts
Copy-and-paste
Keyboard layouts
Phonetics programmes
Mobile apps
Homework

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- Gentium:
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Defining goals
Dedication
Definitions
Agenda
Participants and goals
Course overview
Two words of warning
Website
Timetable
Procedure: sessions
Procedure: exams (1)
Principles
Resources
Books
Internet sources
Fonts
Copy-and-paste
Keyboard layouts
Phonetics programmes
Mobile apps
Homework

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- Gentium:
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- STIX:
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φων
Defining goals
Dedication
Definitions
Agenda
Participants and goals
Course overview
Two words of warning
Website
Timetable
Procedure: sessions
Procedure: exams (1)
Principles
Resources
Books
Internet sources
Fonts
Copy-and-paste
Keyboard layouts
Phonetics programmes
Mobile apps
Homework

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  download here:
  https://github.com/stipub/stixfonts/
- the Brill:
  https://brill.com/page/BrillFont/brill-typeface

Defining goals
Dedication
Definitions
Agenda
Participants and goals
Course overview
Two words of warning
Website
Timetable
Procedure: sessions
Procedure: exams (1)
Principles
Resources
Books
Internet sources
Fonts
Copy-and-paste
Keyboard layouts
Phonetics programmes
Mobile apps
Homework

Copy-and-paste

- http://www.ipa.webstuff.org/
  click on:
  Vowels | Consonants | … then “COPY & PASTE VERSION”
  also has links to fonts, keyboards, … (at top)

Defining goals
Dedication
Definitions
Agenda
Participants and goals
Course overview
Two words of warning
Website
Timetable
Procedure: sessions
Procedure: exams (1)
Principles
Resources
Books
Internet sources
Fonts
Copy-and-paste
Keyboard layouts
Phonetics programmes
Mobile apps
Homework

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- the character picker at:
  https://r12a.github.io/pickers/ipa/
  (but beware the old-fashioned naming conventions used there:
  “high” vowel → close vowel;
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Defining goals
Dedication
Definitions
Agenda
Participants and goals
Course overview
Two words of warning
Website
Timetable
Procedure: sessions
Procedure: exams (1)
Principles
Resources
Books
Internet sources
Fonts
Copy-and-paste
Keyboard layouts
Phonetics programmes
Mobile apps
Homework

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- another character picker (better terminology, but may need frequent refreshing in browser window):
  http://westonruter.github.io/ipa-chart/keyboard/

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- another character picker (better terminology, but may need frequent refreshing in browser window):
  http://westonruter.github.io/ipa-chart/keyboard/
- A copy-and-paste solution will save you having to type the symbols using your own keyboard; but you will still need at least one font on your system that has all the phonetic symbols.

Keyboard layouts

- Enter phonetic symbols via your keyboard:
  https://keyman.com/keyboards/sil_ipa

φων

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

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- for iPhones:
  http://tinyurl.com/i-want-ipa

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

- Two words of warning
- Website
- Timetable
- Procedure: sessions
- Procedure: exams (1)

Principles

Resources

- Books
- Internet sources
- Fonts
- Copy-and-paste
- Keyboard layouts
- Phonetics programmes
- Mobile apps

Homework

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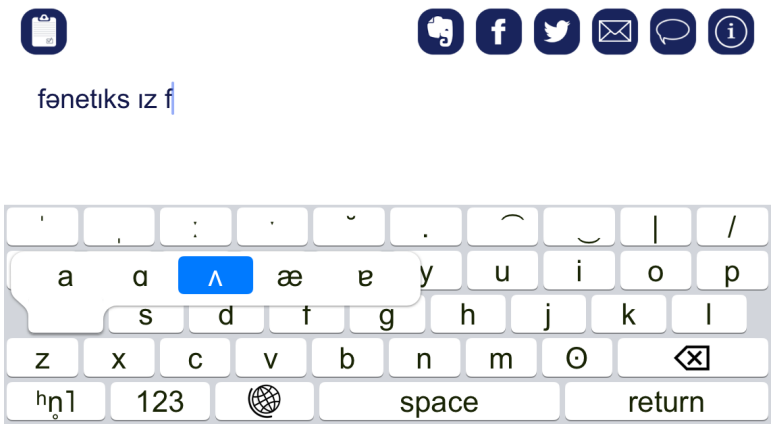

- for Androids look here:
  https://tinyurl.com/i-want-ipa-for-android

Defining goals
Dedication
Definitions
Agenda
Participants and goals
Course overview
Two words of warning
Website
Timetable
Procedure: sessions
Procedure: exams (1)
Principles
Resources
Books
Internet sources
Fonts
Copy-and-paste
Keyboard layouts
Phonetics programmes
Mobile apps
Homework

Phonetics programmes

- PRAAT:
  http://www.fon.hum.uva.nl/praat/

- Audacity
  https://www.audacityteam.org/

φων

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources

Books

Internet sources

Fonts

Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

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- This one is for geeks *g*

- Audacity
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- You probably already have this.

Phonetics programmes

- PRAAT:
  http://www.fon.hum.uva.nl/praat/
- This one is for geeks *g*
- Once you have PRAAT installed on your computer, you have your very own phonetics lab to play with.

- Audacity
  https://www.audacityteam.org/
- You probably already have this.
- Audacity can do most of the things you need to know something about for an introductory course on phonetics.

φων

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources

Books

Internet sources

Fonts

Copy-and-paste

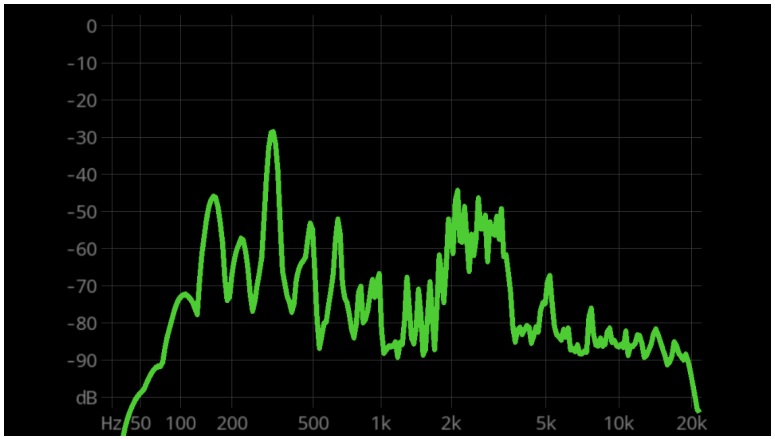
Keyboard layouts

Phonetics programmes

Mobile apps

Homework

Mobile apps (1)



- FrequenSee – Spectrum Analyzer (free)
  https://play.google.com/store/apps/details?id=com.DanielBach.FrequenSee&hl=de

φων

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources

Books

Internet sources

Fonts

Copy-and-paste

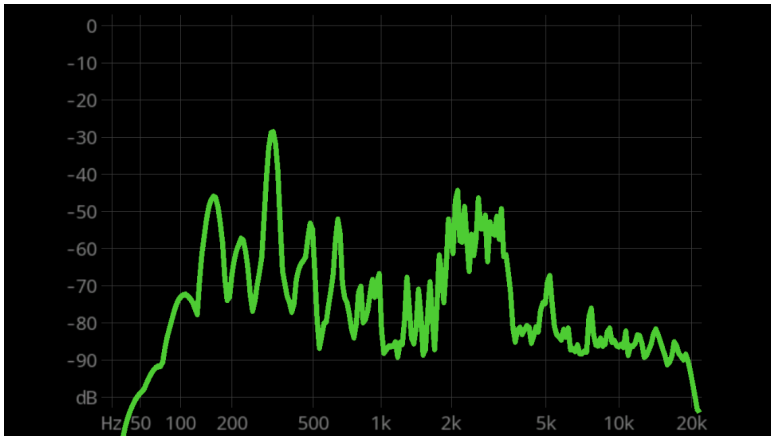
Keyboard layouts

Phonetics programmes

Mobile apps

Homework

Mobile apps (1)



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- analyzes frequency of sound in real time

φων

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources

Books

Internet sources

Fonts

Copy-and-paste

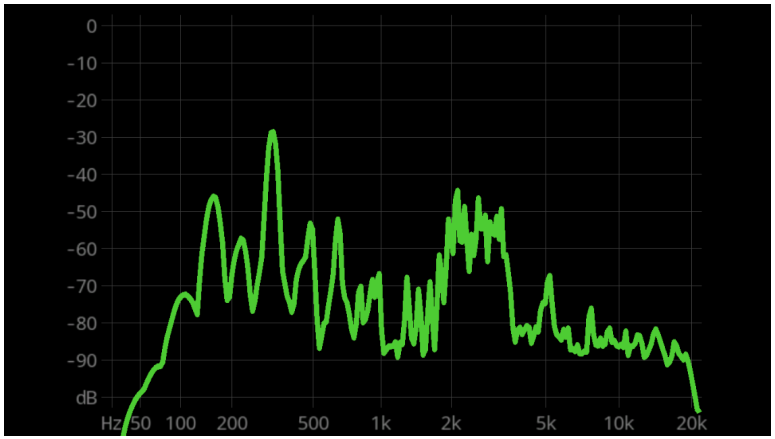
Keyboard layouts

Phonetics programmes

Mobile apps

Homework

Mobile apps (1)



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- analyzes frequency of sound in real time
- allows you to see differences [s] / [f], [i] / [a] / [u], etc.

φων

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources

Books

Internet sources

Fonts

Copy-and-paste

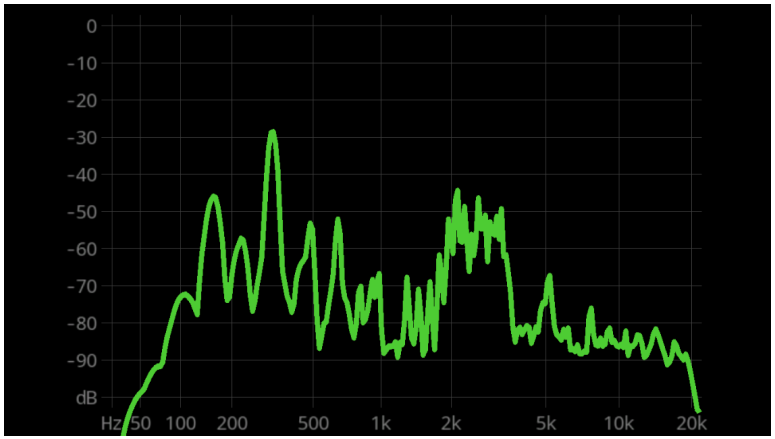
Keyboard layouts

Phonetics programmes

Mobile apps

Homework

Mobile apps (1)



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φων

Defining goals

Dedication

Definitions

Agenda

Participants and goals

Course overview

Two words of warning

Website

Timetable

Procedure: sessions

Procedure: exams (1)

Principles

Resources

Books

Internet sources

Fonts

Copy-and-paste

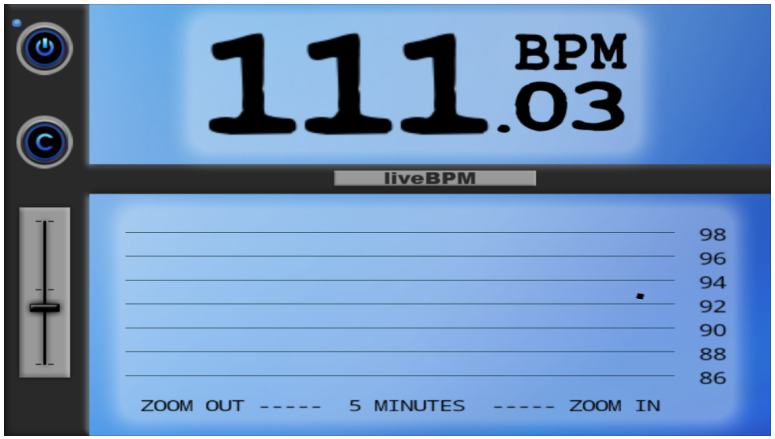
Keyboard layouts

Phonetics programmes

Mobile apps

Homework

Mobile apps (2)



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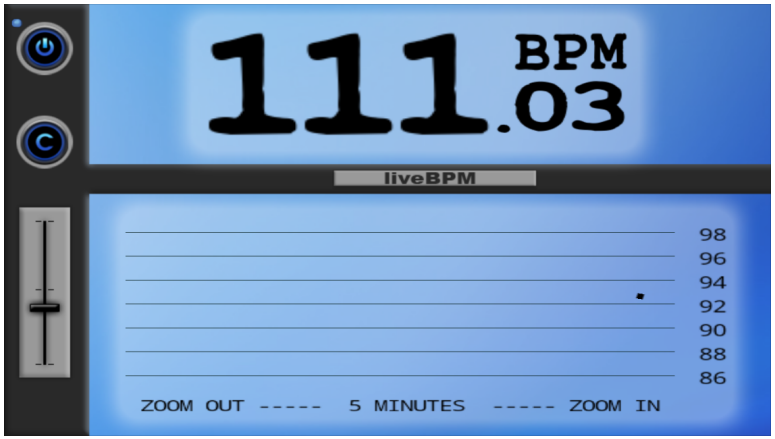
Defining goals
Dedication
Definitions
Agenda
Participants and goals
Course overview
Two words of warning
Website
Timetable
Procedure: sessions
Procedure: exams (1)
Principles
Resources
Books
Internet sources
Fonts
Copy-and-paste
Keyboard layouts
Phonetics programmes
Mobile apps
Homework

Mobile apps (2)



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- detects rhythmic “beat” of drumming (or speaking)

Defining goals
Dedication
Definitions
Agenda
Participants and goals
Course overview
Two words of warning
Website
Timetable
Procedure: sessions
Procedure: exams (1)
Principles
Resources
Books
Internet sources
Fonts
Copy-and-paste
Keyboard layouts
Phonetics programmes
Mobile apps
Homework

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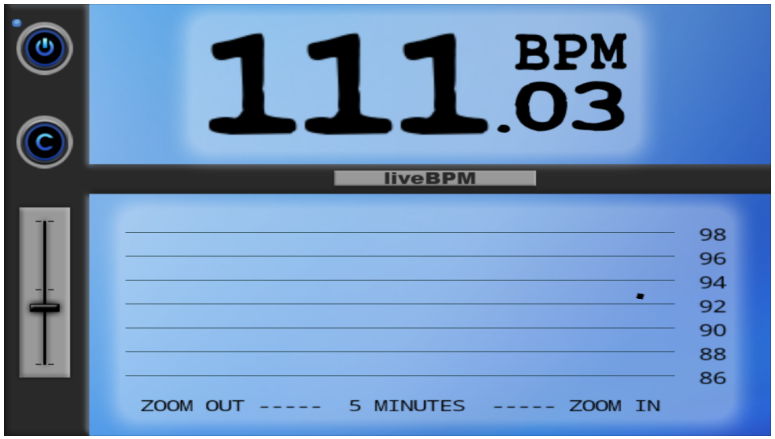

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Defining goals
Dedication
Definitions
Agenda
Participants and goals
Course overview
Two words of warning
Website
Timetable
Procedure: sessions
Procedure: exams (1)
Principles
Resources
Books
Internet sources
Fonts
Copy-and-paste
Keyboard layouts
Phonetics programmes
Mobile apps
Homework

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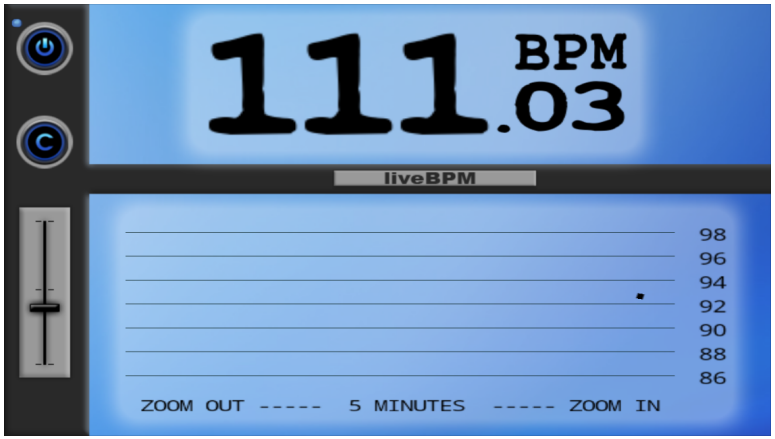

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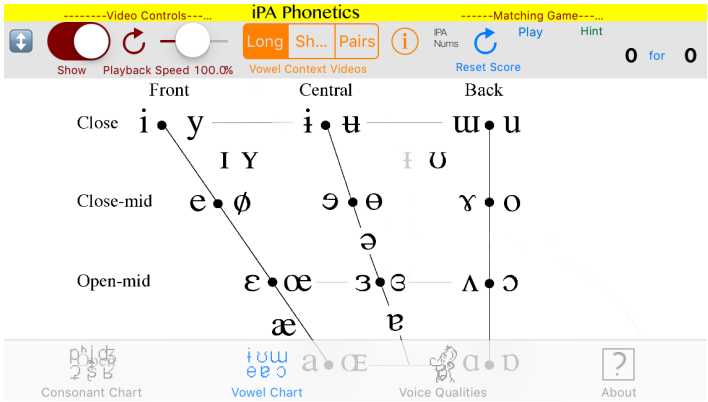
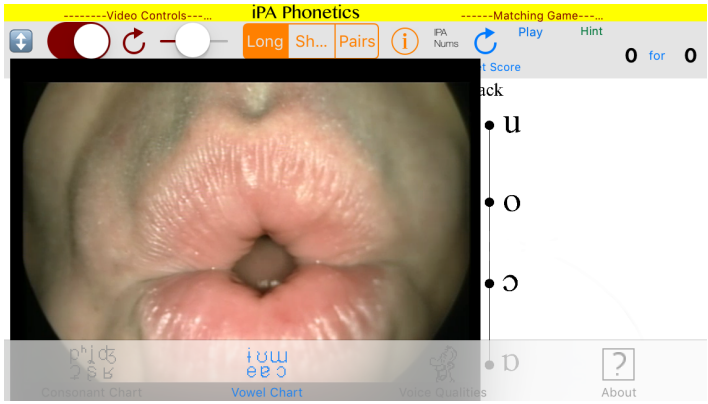
Defining goals
Dedication
Definitions
Agenda
Participants and goals
Course overview
Two words of warning
Website
Timetable
Procedure: sessions
Procedure: exams (1)
Principles
Resources
Books
Internet sources
Fonts
Copy-and-paste
Keyboard layouts
Phonetics programmes
Mobile apps
Homework

The killer app (only for iPhone / iPad)



- Click on the IPA symbol, hear the sound:
  http://www.uvic.ca/humanities/linguistics/resources/software/ipaphonetics/index.php



Defining goals
Dedication
Definitions
Agenda
Participants and goals
Course overview
Two words of warning
Website
Timetable
Procedure: sessions
Procedure: exams (1)
Principles
Resources
Books
Internet sources
Fonts
Copy-and-paste
Keyboard layouts
Phonetics programmes
Mobile apps
Homework

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- If you haven't already done so, please send me your recording of yourself reading aloud the text *Dialectal differences*.

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- If you haven't already done so, please send me your recording of yourself reading aloud the text *Dialectal differences*.
- Feel free to explore the website, including the password-protected part, and to use anything you find useful.

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