

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

quartidi le 24 vendémiaire an CCXXXIII

Tuesday 15 October 2024

Robert Spence

{ English Department | LangSciTech }

Saarland University

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

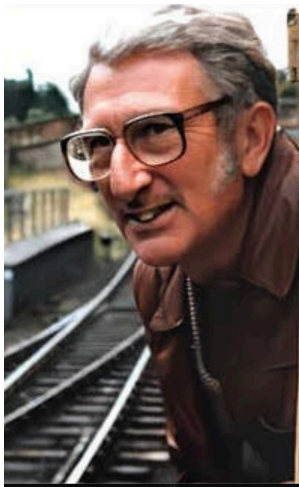
Dedication



Ruqaiya Hasan

(رقيه حسن)

3.7.1931–24.6.2015



M.A.K. Halliday

(韩礼德 Hán Lǐdé)

13.4.1925–15.4.2018

Images by Lexie Don and Christian Matthiessen; all rights reserved

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

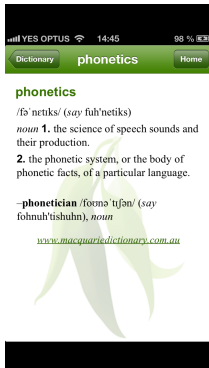
Mobile apps

Homework

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

Keyboard layouts

Phonetics programmes

Mobile apps

Homework

The agenda for today's session:

- 1 To get to know the **course participants** and to begin defining the **goals** the participants hope to achieve in this course.



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 agenda for today's session:

- 1 To get to know the **course participants** and to begin defining the **goals** the participants hope to achieve in this course.
- 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

Phonetics programmes

Mobile apps

Homework

The agenda for today's session:

- 1 To get to know the **course participants** and to begin defining the **goals** the participants hope to achieve in this course.
- 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.



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 agenda for today's session:

- 1 To get to know the **course participants** and to begin defining the **goals** the participants hope to achieve in this course.
- 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

Course participants and learning goals

- If you have not filled in the survey form yet, please do so a.s.a.p.



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

Course participants and learning goals

- If you have not filled in the survey form yet, please do so a.s.a.p.
- Maybe you have already thought about what you want to achieve in this course, or maybe you are still deciding.



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

Course participants and learning goals

- If you have not filled in the survey form yet, please do so a.s.a.p.
- Maybe you have already thought about what you want to achieve in this course, or maybe you are still deciding.
- Please make sure to send me a recording of yourself reading aloud the *Dialectal differences* text, so that I can assess your pronunciation. I would like to give everyone feedback at the second session.



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

Course participants and learning goals

- If you have not filled in the survey form yet, please do so a.s.a.p.
- Maybe you have already thought about what you want to achieve in this course, or maybe you are still deciding.
- Please make sure to send me a recording of yourself reading aloud the *Dialectal differences* text, so that I can assess your pronunciation. I would like to give everyone feedback at the second session.
- Depending on how many people are present in person at the first session, you will either introduce yourself to your neighbour (so your neighbour can introduce you to the group) or you will introduce yourself directly to the group.



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

Course participants and learning goals

- If you have not filled in the survey form yet, please do so a.s.a.p.
- Maybe you have already thought about what you want to achieve in this course, or maybe you are still deciding.
- Please make sure to send me a recording of yourself reading aloud the *Dialectal differences* text, so that I can assess your pronunciation. I would like to give everyone feedback at the second session.
- Depending on how many people are present in person at the first session, you will either introduce yourself to your neighbour (so your neighbour can introduce you to the group) or you will introduce yourself directly to the group.
- If there is an odd number of students, and we are playing “introduce your neighbour”, I will join in the game.



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

Course participants and learning goals

- If you have not filled in the survey form yet, please do so a.s.a.p.
- Maybe you have already thought about what you want to achieve in this course, or maybe you are still deciding.
- Please make sure to send me a recording of yourself reading aloud the *Dialectal differences* text, so that I can assess your pronunciation. I would like to give everyone feedback at the second session.
- Depending on how many people are present in person at the first session, you will either introduce yourself to your neighbour (so your neighbour can introduce you to the group) or you will introduce yourself directly to the group.
- If there is an odd number of students, and we are playing “introduce your neighbour”, I will join in the game.
- If there is an even number of students, please remind me that I need to introduce myself (!)

Course participants and learning goals

- If you have not filled in the survey form yet, please do so a.s.a.p.
- Maybe you have already thought about what you want to achieve in this course, or maybe you are still deciding.
- Please make sure to send me a recording of yourself reading aloud the *Dialectal differences* text, so that I can assess your pronunciation. I would like to give everyone feedback at the second session.
- Depending on how many people are present in person at the first session, you will either introduce yourself to your neighbour (so your neighbour can introduce you to the group) or you will introduce yourself directly to the group.
- If there is an odd number of students, and we are playing “introduce your neighbour”, I will join in the game.
- If there is an even number of students, please remind me that I need to introduce myself (!)
- Introductions will take up no more than one-third of the session ... on your marks ... get set ... go!

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.



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.

- 1 An *inter*-organism perspective



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

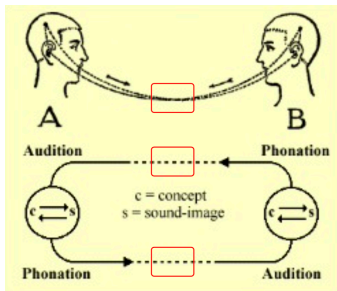
Two words of warning:

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.

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

An inter-organism perspective (1): Saussure

φωv



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.

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

- Imagine you are looking through a microscope at a prepared slide. The slide contains a slice of tissue.



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

- Imagine you are looking through a microscope at a prepared slide. The slide contains a slice of tissue.
- You need to adjust the depth of focus:



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

- Imagine you are looking through a microscope at a prepared slide. The slide contains a slice of tissue.
- You need to adjust the depth of focus:
 - If you focus on a point which is too **high**, you will not see clearly what you are supposed to be seeing; things will seem blurred.



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

- Imagine you are looking through a microscope at a prepared slide. The slide contains a slice of tissue.
- You need to adjust the depth of focus:
 - If you focus on a point which is too **high**, you will not see clearly what you are supposed to be seeing; things will seem blurred.
 - The same applies if you focus on a point which is too **low**.



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

- Imagine you are looking through a microscope at a prepared slide. The slide contains a slice of tissue.
- You need to adjust the depth of focus:
 - If you focus on a point which is too **high**, you will not see clearly what you are supposed to be seeing; things will seem blurred.
 - The same applies if you focus on a point which is too **low**.
- If you adjust the focus properly, you will see the cells you are meant to see, in sharp contrast against everything else.



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

- Imagine you are looking through a microscope at a prepared slide. The slide contains a slice of tissue.
- You need to adjust the depth of focus:
 - If you focus on a point which is too **high**, you will not see clearly what you are supposed to be seeing; things will seem blurred.
 - The same applies if you focus on a point which is too **low**.
- If you adjust the focus properly, you will see the cells you are meant to see, in sharp contrast against everything else.
- The same applies to the study of sound in language:

A stratificational perspective

- Imagine you are looking through a microscope at a prepared slide. The slide contains a slice of tissue.
- You need to adjust the depth of focus:
 - If you focus on a point which is too **high**, you will not see clearly what you are supposed to be seeing; things will seem blurred.
 - The same applies if you focus on a point which is too **low**.
- If you adjust the focus properly, you will see the cells you are meant to see, in sharp contrast against everything else.
- The same applies to the study of sound in language:
 - We can focus on the **higher, more abstract patterns** in which the sounds of a language [dt. *Sprachlaute*] are involved: (**phonology**)

A stratificational perspective

- Imagine you are looking through a microscope at a prepared slide. The slide contains a slice of tissue.
- You need to adjust the depth of focus:
 - If you focus on a point which is too **high**, you will not see clearly what you are supposed to be seeing; things will seem blurred.
 - The same applies if you focus on a point which is too **low**.
- If you adjust the focus properly, you will see the cells you are meant to see, in sharp contrast against everything else.
- The same applies to the study of sound in language:
 - We can focus on the **higher, more abstract patterns** in which the sounds of a language [dt. *Sprachlaute*] are involved: (**phonology**)

- We can focus on the **lower, more concrete physical reality** of sound waves (**acoustics**).

A stratificational perspective

- Imagine you are looking through a microscope at a prepared slide. The slide contains a slice of tissue.
- You need to adjust the depth of focus:
 - If you focus on a point which is too **high**, you will not see clearly what you are supposed to be seeing; things will seem blurred.
 - The same applies if you focus on a point which is too **low**.
- If you adjust the focus properly, you will see the cells you are meant to see, in sharp contrast against everything else.
- The same applies to the study of sound in language:
 - We can focus on the **higher, more abstract patterns** in which the sounds of a language [dt. *Sprachlaute*] are involved: (**phonology**)
 - 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**).
 - We can focus on the **lower, more concrete physical reality** of sound waves (**acoustics**).

A stratificational perspective

- Imagine you are looking through a microscope at a prepared slide. The slide contains a slice of tissue.
- You need to adjust the depth of focus:
 - If you focus on a point which is too **high**, you will not see clearly what you are supposed to be seeing; things will seem blurred.
 - The same applies if you focus on a point which is too **low**.
- If you adjust the focus properly, you will see the cells you are meant to see, in sharp contrast against everything else.
- The same applies to the study of sound in language:
 - We can focus on the **higher, more abstract patterns** in which the sounds of a language [dt. *Sprachlaute*] are involved: (**phonology**)
 - 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**).
 - 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.

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
τ t̥ ṭ	[t ^h][t][t ^ʰ]	{graph phon}etics
photons	sound waves	physical reality

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

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

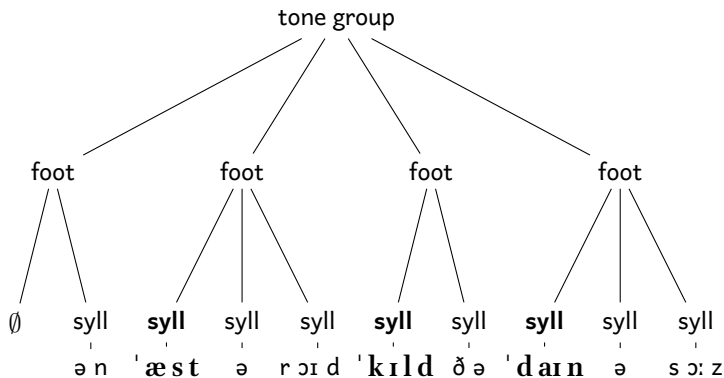
Keyboard layouts

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.

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

Where to find information about the course:

- The course website:
<http://spence.saar.de/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

Where to find information about the course:

- The course website:
<http://spence.saar.de/phonetics>
- ... this is a shortcut that takes you to:
<http://www.spence.saar.de/courses/phoneticswithlistening>
which includes:



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

Where to find information about the course:

- The course website:
<http://spence.saar.de/phonetics>
- ... this is a shortcut that takes you to:
<http://www.spence.saar.de/courses/phoneticswithlistening>
which includes:
 - the slides as presented each week, 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

Where to find information about the course:

- The course website:
<http://spence.saar.de/phonetics>
- ... this is a shortcut that takes you to:
<http://www.spence.saar.de/courses/phoneticswithlistening>
which includes:
 - the slides as presented each week, plus:
 - a printable version of the slides, 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

Where to find information about the course:

- The course website:
<http://spence.saar.de/phonetics>
- ... this is a shortcut that takes you to:
<http://www.spence.saar.de/courses/phoneticswithlistening>
which includes:
 - the slides as presented each week, plus:
 - a printable version of the slides, plus:
 - links to the videos for the listening exercises, 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

Where to find information about the course:

- The course website:
<http://spence.saar.de/phonetics>
- ... this is a shortcut that takes you to:
<http://www.spence.saar.de/courses/phoneticswithlistening>
which includes:
 - the slides as presented each week, plus:
 - a printable version of the slides, plus:
 - links to the videos for the listening exercises, plus:
 - exercise sheets for the listening exercises, 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

Where to find information about the course:

- The course website:
<http://spence.saar.de/phonetics>
- ... this is a shortcut that takes you to:
<http://www.spence.saar.de/courses/phoneticswithlistening>
which includes:
 - the slides as presented each week, plus:
 - a printable version of the slides, plus:
 - links to the videos for the listening exercises, plus:
 - exercise sheets for the listening exercises, plus:
 - various other materials.



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

Where to find information about the course:

- The course website:
<http://spence.saar.de/phonetics>
- ... this is a shortcut that takes you to:
<http://www.spence.saar.de/courses/phoneticswithlistening>
which includes:
 - the slides as presented each week, plus:
 - a printable version of the slides, plus:
 - links to the videos for the listening exercises, plus:
 - exercise sheets for the listening exercises, plus:
 - various other materials.
- One part of the course website is password-protected:



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

Where to find information about the course:

- The course website:
<http://spence.saar.de/phonetics>
- ... this is a shortcut that takes you to:
<http://www.spence.saar.de/courses/phoneticswithlistening>
which includes:
 - the slides as presented each week, plus:
 - a printable version of the slides, plus:
 - links to the videos for the listening exercises, plus:
 - exercise sheets for the listening exercises, plus:
 - various other materials.
- One part of the course website is password-protected:
 - <http://spence.saar.de/arcanum/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

Where to find information about the course:

- The course website:
<http://spence.saar.de/phonetics>
- ... this is a shortcut that takes you to:
<http://www.spence.saar.de/courses/phoneticswithlistening>
which includes:
 - the slides as presented each week, plus:
 - a printable version of the slides, plus:
 - links to the videos for the listening exercises, plus:
 - exercise sheets for the listening exercises, plus:
 - various other materials.
- One part of the course website is password-protected:
 - <http://spence.saar.de/arcanum/phonetics>
 - 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

<i>Date</i>	<i>Unit</i>	<i>Description</i>
Tu 15.x	01	Defining goals
Tu 22.x	02	Refining goals
Tu 29.x	03	The syllable and its environments
Tu 05.xi	04	The syllable margins in the material world
Tu 12.xi	05	The syllable nucleus in the material world
Tu 19.xi	06	The contrastive phonology of the syllable nucleus
Tu 26.xi	07	The contrastive phonology of the syllable margins
Tu 03.xii	08	More practice in the phonetics of the syllable nucleus
Tu 10.xii	09	More practice in the phonetics of the syllable margins
Tu 17.xii	10	Syllable margins in contact
Tu 07.i	11	Syllables and salience in the service of the word
Tu 14.i	12	Salience in the service of interpersonal and textual grammar
Tu 21.i	13	Tonality and tonicity in the service of textual meaning
Tu 28.i	14	Primary tone in the service of grammar
Tu 04.ii	15	Secondary tone, and « envoi »
We 05.i →		Online Oral Exams (any day, any time till Sa 15.i)

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.



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 discussing 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 discussing 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) between Wednesday 05 February and Saturday 15 February.



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) between Wednesday 05 February and Saturday 15 February.
- 2 I will send you a list of possible times and you can choose a time that suits you.



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) between Wednesday 05 February and Saturday 15 February.
- 2 I will send you a list of possible times and you can choose a time that suits you.
- 3 I will send you confirmation of the time 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 the final oral exams will work (1)

- 1 Exams will be held online (MS Teams) between Wednesday 05 February and Saturday 15 February.
- 2 I will send you a list of possible times and 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:



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) between Wednesday 05 February and Saturday 15 February.
- 2 I will send you a list of possible times and 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



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) between Wednesday 05 February and Saturday 15 February.
- 2 I will send you a list of possible times and 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



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

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!

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!



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!
- 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.



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!
- 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 ...)



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!
- 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.



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](#)

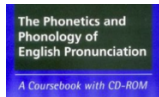
[Mobile apps](#)

[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



[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](#)

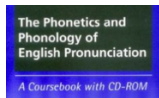
[Mobile apps](#)

[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



Arnold und Hansen: *Englische Phonetik*. Langenscheidt, 1998



[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](#)

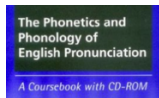
[Mobile apps](#)

[Homework](#)

Books (1)

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

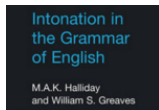
Eckert and Barry: *The Phonetics and Phonology of English Pronunciation*. Trier: WVT, 2005



Arnold und Hansen: *Englische Phonetik*. Langenscheidt, 1998



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



Books (2)

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



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:

Sauer: A Drillbook of English Phonetics. Heidelberg: Winter, 2013⁴



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

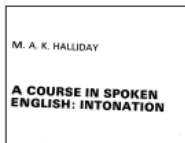
Books (2)

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

Sauer: *A Drillbook of English Phonetics*. Heidelberg: Winter, 2013⁴



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



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

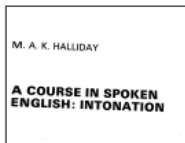
Books (2)

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

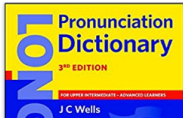
Sauer: *A Drillbook of English Phonetics*. Heidelberg: Winter, 2013⁴



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



J.C. Wells: *Longman Pronunciation Dictionary*. Harlow: Pearson, 2008³



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>



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>
- 3 **GOOD: Oxford Advanced Learner's Dictionary:**
<http://www.oxfordlearnersdictionaries.com>
(don't forget the "s"!)



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>
- 3 **GOOD: Oxford Advanced Learner's Dictionary:**
<http://www.oxfordlearnersdictionaries.com>
(don't forget the "s"!)
- 4 On a Mac, the Concise Oxford Dictionary is integrated with the operating system. **DO NOT TRUST IT!!**



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>
- 3 **GOOD: Oxford Advanced Learner's Dictionary:**
<http://www.oxfordlearnersdictionaries.com>
(don't forget the "s"!)
- 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
ɑ	BAT	æ
əː	NURSE	ɜː
ɛː	SQUARE	eə
ʌɪ	PRICE	aɪ

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

- Wikipedia:

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

or:

http://en.wikipedia.org/wiki/International_Phonetic_Alphabet

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

- Wikipedia:
http://de.wikipedia.org/wiki/Internationales_Phonetisches_Alphabet
or:
http://en.wikipedia.org/wiki/International_Phonetic_Alphabet
- IPA website:
<http://www.internationalphoneticassociation.org/>

Internet sources

- Wikipedia:
http://de.wikipedia.org/wiki/Internationales_Phonetisches_Alphabet
or:
http://en.wikipedia.org/wiki/International_Phonetic_Alphabet
- IPA website:
<http://www.internationalphoneticassociation.org/>
- 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

- Wikipedia:
http://de.wikipedia.org/wiki/Internationales_Phonetisches_Alphabet
or:
http://en.wikipedia.org/wiki/International_Phonetic_Alphabet
- IPA website:
<http://www.internationalphoneticassociation.org/>
- 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>

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



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

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

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

Make sure you have a Unicode font installed! ... e.g. ...
Lucida Grande or **Arial Unicode MS**



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

Fonts

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

Lucida Grande or **Arial Unicode MS** or **Charis SIL**, or **Gentium**,



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**, or **Gentium**,
or **STIXGeneral**, or **the Brill**, 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

Fonts

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

Lucida Grande or **Arial Unicode MS** or **Charis SIL**, or **Gentium**,
or **STIXGeneral**, or **the Brill**, or ...

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](#)

Fonts

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

Lucida Grande or **Arial Unicode MS** or **Charis SIL**, or **Gentium**, or **STIXGeneral**, or **the Brill**, or ...

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

The following fonts are free, and are worth having:



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**, or **Gentium**, or **STIXGeneral**, or **the Brill**, or ...

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

The following fonts are free, and are worth having:

- Charis SIL:

<http://software.sil.org/charis/>



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**, or **Gentium**, or **STIXGeneral**, or **the Brill**, or ...

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

The following fonts are free, and are worth having:

- Charis SIL:
<http://software.sil.org/charis/>
- Gentium:
<http://software.sil.org/gentium/>



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

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

Lucida Grande or **Arial Unicode MS** or **Charis SIL**, or **Gentium**, or **STIXGeneral**, or **the Brill**, or ...

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

The following fonts are free, and are worth having:

- Charis SIL:
<http://software.sil.org/charis/>
- Gentium:
<http://software.sil.org/gentium/>
- STIX:
<http://www.stixfonts.org/>

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

Lucida Grande or **Arial Unicode MS** or **Charis SIL**, or **Gentium**, or **STIXGeneral**, or **the Brill**, or ...

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

The following fonts are free, and are worth having:

- Charis SIL:
<http://software.sil.org/charis/>
- Gentium:
<http://software.sil.org/gentium/>
- STIX:
<http://www.stixfonts.org/>
download here:
<https://github.com/stipub/stixfonts/>
- the Brill:
<https://brill.com/page/BrillFont/brill-typeface>

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

- <http://www.ipa.webstuff.org/>
click on:
Vowels | Consonants | ... then “COPY & PASTE VERSION”
also has links to fonts, keyboards, ... (at top)
- the character picker at:
<https://r12a.github.io/pickers/ipa/>
(but beware the old-fashioned naming conventions used there:
“high” vowel → close vowel;
“low” vowel → open vowel)

- <http://www.ipa.webstuff.org/>
click on:
Vowels | Consonants | ... then “COPY & PASTE VERSION”
also has links to fonts, keyboards, ... (at top)
- the character picker at:
<https://r12a.github.io/pickers/ipa/>
(but beware the old-fashioned naming conventions used there:
“high” vowel → close vowel;
“low” vowel → open vowel)
- another character picker (better terminology, but may need frequent refreshing in browser window):
<http://westonruter.github.io/ipa-chart/keyboard/>

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

- <http://www.ipa.webstuff.org/>
click on:
Vowels | Consonants | ... then “COPY & PASTE VERSION”
also has links to fonts, keyboards, ... (at top)
- the character picker at:
<https://r12a.github.io/pickers/ipa/>
(but beware the old-fashioned naming conventions used there:
“high” vowel → close vowel;
“low” vowel → open vowel)
- 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.

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

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

Keyboard layouts

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



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



fənetiks iz fɪ



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

Keyboard layouts

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



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



fənetiks iz fɪ



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

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



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



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

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/>
- This one is for geeks *g*



- Audacity
<https://www.audacityteam.org/>
- You probably already have this.

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



- 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.

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

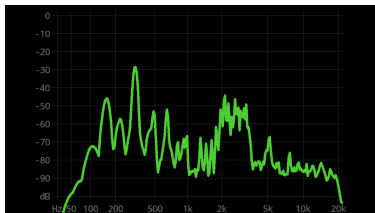
Keyboard layouts

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

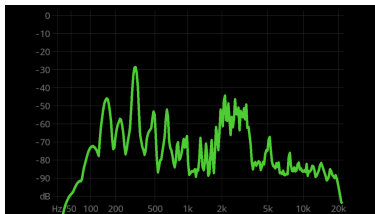
Keyboard layouts

Phonetics programmes

Mobile apps

Homework

Mobile apps (1)



- FrequenSee – Spectrum Analyzer (free)
<https://play.google.com/store/apps/details?id=com.DanielBach.FrequenSee&hl=de>
- analyzes frequency of sound in real time

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

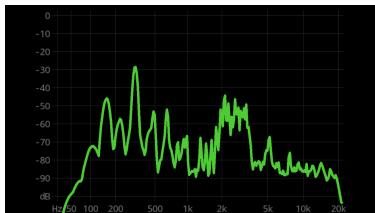
Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework



- FrequenSee – Spectrum Analyzer (free)
<https://play.google.com/store/apps/details?id=com.DanielBach.FrequenSee&hl=de>
- analyzes frequency of sound in real time
- allows you to see differences [s] / [f], [i] / [a] / [u], etc.

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

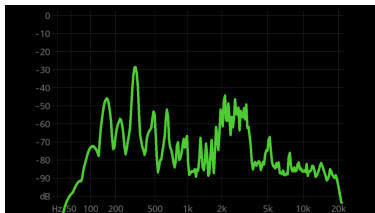
Copy-and-paste

Keyboard layouts

Phonetics programmes

Mobile apps

Homework



- FrequenSee – Spectrum Analyzer (free)
<https://play.google.com/store/apps/details?id=com.DanielBach.FrequenSee&hl=de>
- analyzes frequency of sound in real time
- allows you to see differences [s] / [f], [i] / [a] / [u], etc.
- also available for iPhone (see AppStore)

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)



- live BPM – Beat Detector (relatively inexpensive)
<https://play.google.com/store/apps/details?id=com.DanielBach.liveBPM>

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



- live BPM – Beat Detector (relatively inexpensive)
<https://play.google.com/store/apps/details?id=com.DanielBach.liveBPM>
- 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



- live BPM – Beat Detector (relatively inexpensive)
<https://play.google.com/store/apps/details?id=com.DanielBach.liveBPM>
- detects rhythmic “beat” of drumming (or speaking)
- might be useful towards end of course

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



- live BPM – Beat Detector (relatively inexpensive)
<https://play.google.com/store/apps/details?id=com.DanielBach.liveBPM>
- detects rhythmic “beat” of drumming (or speaking)
- might be useful towards end of course
- also available for iPhone (see AppStore).

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)

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

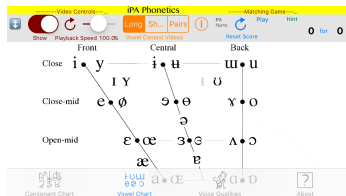
Copy-and-paste

Keyboard layouts

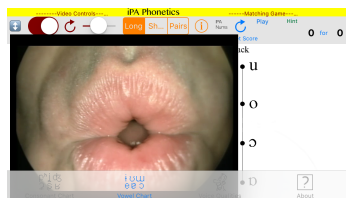
Phonetics programmes

Mobile apps

Homework



- 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

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

Homework

- 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.

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