

Unit 01

Defining goals

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

Slides for the session of

Practical English Phonetics /

Phonetics with Listening Practice (General)

held on

nonidi le 29 germinal an CCXXXIV

Wednesday 8 April 2026

Robert Spence

{ English Department | LangSciTech }

Saarland University

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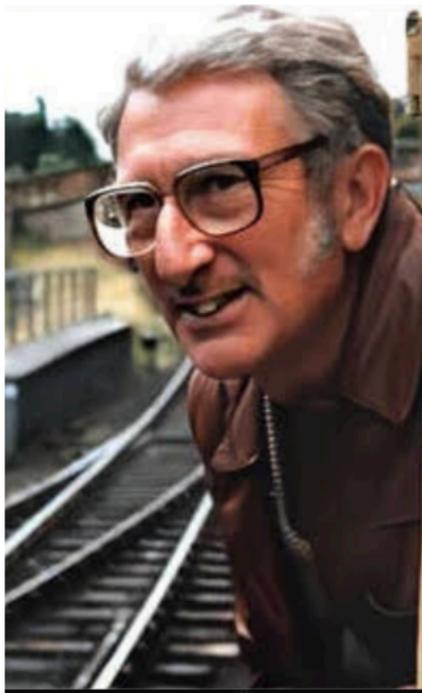
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Ruqaiya Hasan

(رقيه حسن)

3.7.1931–24.6.2015



M.A.K. Halliday

(韩礼德 Hán Lǐdé)

13.4.1925–15.4.2018

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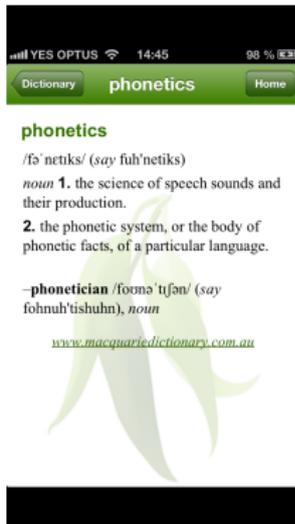
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Two important definitions

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

Phonetics:



The screenshot shows a mobile application interface for a dictionary. At the top, the status bar displays 'YES OPTUS', signal strength, Wi-Fi, time '14:45', and battery '98 %'. Below the status bar is a green navigation bar with 'Dictionary' on the left, 'phonetics' in the center, and 'Home' on the right. The main content area has a white background with a large, faint green leaf graphic in the background. The word 'phonetics' is written in bold green. Below it is the pronunciation '/fəˈnetiks/ (say fuhˈnetiks)'. The definition is given as 'noun 1. the science of speech sounds and their production.' followed by '2. the phonetic system, or the body of phonetic facts, of a particular language.' Below this is the entry for '-phonetician /fəˈnetɪʃən/ (say fohnuhˈtishuhn), noun' with the URL 'www.macquariedictionary.com.au' in green. A solid black bar is at the bottom of the screenshot.



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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.



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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.



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- 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.



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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.



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

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.



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- 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.
- Course participants can now introduce themselves to the group (I will also ask questions about you).
- Don't let me forget to introduce myself to you (!), and please feel free to ask any questions, at any time – about me, about the course, or whatever.

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.



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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



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



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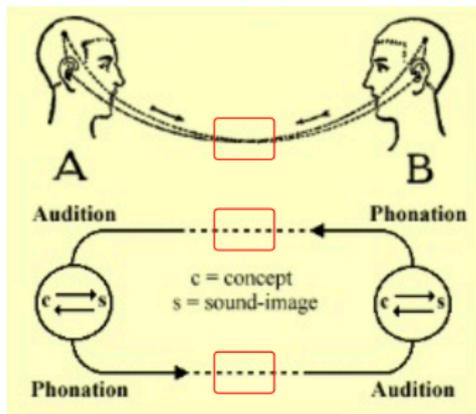
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An inter-organism perspective (1): Saussure

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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.

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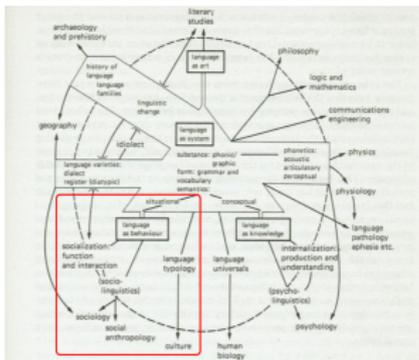
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An inter-organism perspective (2): Halliday



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.

A stratificational perspective

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



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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:



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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.



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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**.



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- 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.

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 - 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:

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 - 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**)



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 - 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:
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- 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.

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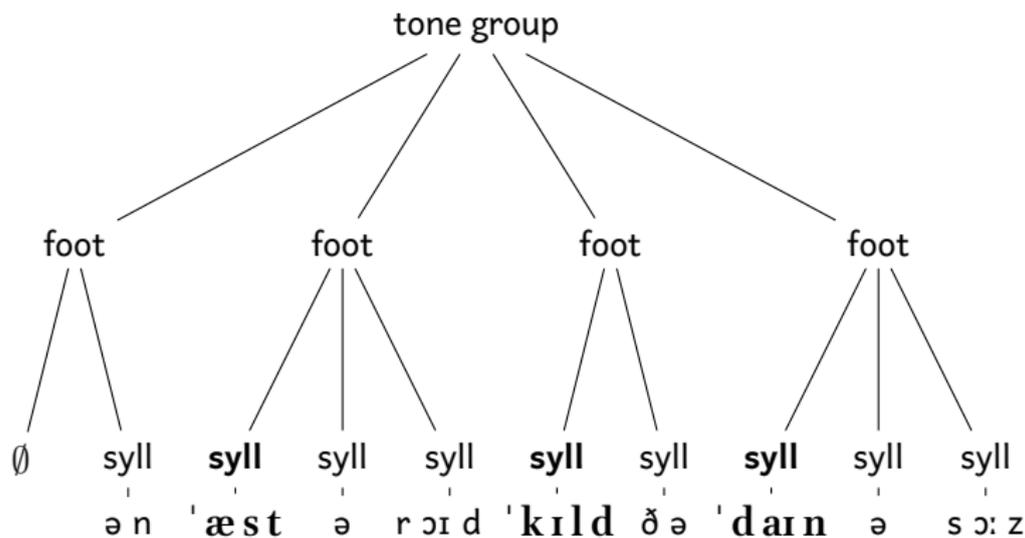
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A phonological rank scale for English



(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.

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- ... this is a shortcut that takes you to:
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 - various other materials.



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- One part of the course website is password-protected:



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 - 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.



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<i>Date</i>	<i>Unit</i>	<i>Description</i>
We 08.iv	01	Defining goals
We 15.iv	02	Refining goals
We 22.iv	03	The syllable and its environments
We 29.iv	04	The syllable margins in the material world
We 06.v	05	The syllable nucleus in the material world
We 13.v	06	The contrastive phonology of the syllable nucleus
We 20.v	07	The contrastive phonology of the syllable margins
We 27.v	08	More practice in the phonetics of the syllable nucleus
We 03.vi	09	More practice in the phonetics of the syllable margins
We 10.vi	10	Syllable margins in contact
We 17.vi	11	Syllables and salience in the service of the word
We 24.vi	12	Salience in the service of interpersonal and textual grammar
We 01.vii	13	Tonality and tonicity in the service of textual meaning
We 08.vii	14	Primary tone in the service of grammar
We 15.vii	15	Secondary tone, and « envoi »
We 15.vii →		Online Oral Exams (any day, any time, till Sa 25.vii)

The course will be conducted in HYBRID mode: face-to-face sessions on campus, with a parallel MS Teams meeting for those unable to attend in person. The oral exams will mostly be held via MS Teams, but face-to-face sessions could be arranged, probably on 22 July.



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How each week will work

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



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How each week will work

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



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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



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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



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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



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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:



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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



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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



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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



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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



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Homework

How the final oral exams will work (1)

- 1 Exams will be held online (MS Teams) between Wednesday 15 July and Saturday 25 July. Later dates (in August or September) are possible, but would delay your results.



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Homework

How the final oral exams will work (1)

- 1 Exams will be held online (MS Teams) between Wednesday 15 July and Saturday 25 July. Later dates (in August or September) are possible, but would delay your results.
- 2 I will send you a list of possible times and you can choose a time that suits you.



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How the final oral exams will work (1)

- 1 Exams will be held online (MS Teams) between Wednesday 15 July and Saturday 25 July. Later dates (in August or September) are possible, but would delay your results.
- 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.



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How the final oral exams will work (1)

- 1 Exams will be held online (MS Teams) between Wednesday 15 July and Saturday 25 July. Later dates (in August or September) are possible, but would delay your results.
- 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:



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How the final oral exams will work (1)

- 1 Exams will be held online (MS Teams) between Wednesday 15 July and Saturday 25 July. Later dates (in August or September) are possible, but would delay your results.
- 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://tinyurl.com/UdSPhilFakDeckblatt>



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How the final oral exams will work (1)

- 1 Exams will be held online (MS Teams) between Wednesday 15 July and Saturday 25 July. Later dates (in August or September) are possible, but would delay your results.
- 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://tinyurl.com/UdSPhilFakDeckblatt>
 - 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 (1)

- 1 Exams will be held online (MS Teams) between Wednesday 15 July and Saturday 25 July. Later dates (in August or September) are possible, but would delay your results.
- 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://tinyurl.com/UdSPhilFakDeckblatt>
 - 2 the Consent Form (*Einverständniserklärung*)
<https://www.uni-saarland.de/fileadmin/upload/dezernat/ls/LS-MuendlichePLdigital-Einverstaendnis.pdf>
- 5 It would be possible to do some of the exams in person, in room 1.22, if you prefer. In that case, you would not need to fill in the Consent Form, only the Cover Sheet.

How the final oral exams will work (2)

The exam will consist of:

- 1 providing identification:



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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



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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*)



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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



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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



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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*



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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

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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!

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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!



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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.



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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 ...)



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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.



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Explore these resources for the study of phonetics

In the following, some useful resources for the study of phonetics are presented.

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



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Books (1)

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



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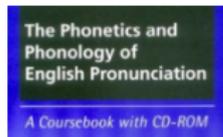
[Mobile apps](#)

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Books (1)

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

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



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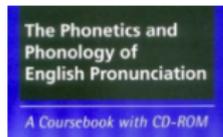
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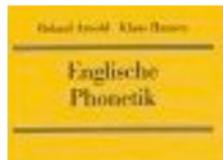
Books (1)

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

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



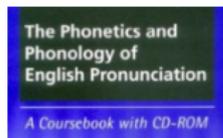
Arnold und Hansen: *Englische Phonetik*. Langenscheidt, 1998



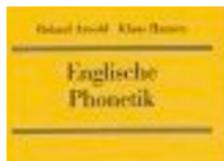
Books (1)

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

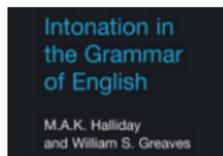
Eckert and Barry: *The Phonetics and Phonology of English Pronunciation*. Trier: WVT, 2005



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:



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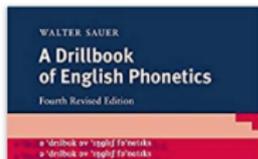
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Books (2)

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

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



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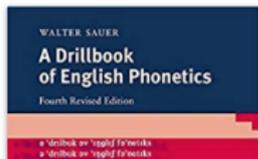
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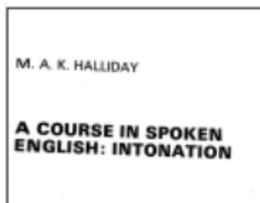
Books (2)

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



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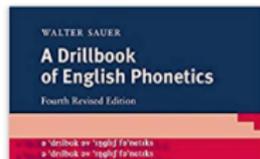
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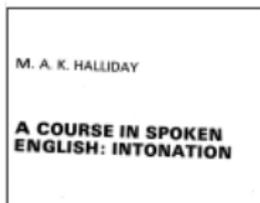
Books (2)

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

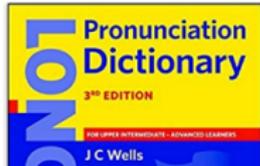
Sauer: *A Drillbook of English Phonetics*. Heidelberg: Winter, 2013⁴



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



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



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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”!



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- 2 **BAD: Concise Oxford Dictionary:**
<http://www.oxforddictionaries.com>



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- 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"!)



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<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!!**



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- 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
ΔI	PRICE	aI

- 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

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- 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



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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. ...



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

Lucida Grande



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



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



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

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



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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 ...



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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.



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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:



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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/>



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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/>



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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/>

- <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.

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



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



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https://keyman.com/keyboards/sil_ipa



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



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

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



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

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- PRAAT:
<http://www.fon.hum.uva.nl/praat/>
- This one is for geeks *g*



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

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- 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.

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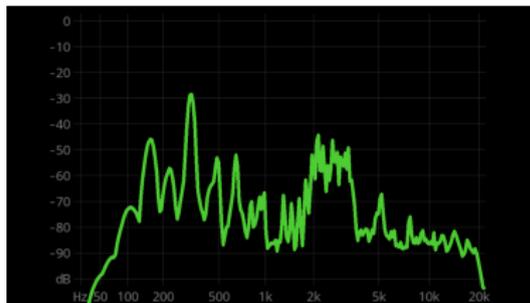
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- FrequenSee – Spectrum Analyzer (free)
<https://play.google.com/store/apps/details?id=com.DanielBach.FrequenSee&hl=de>

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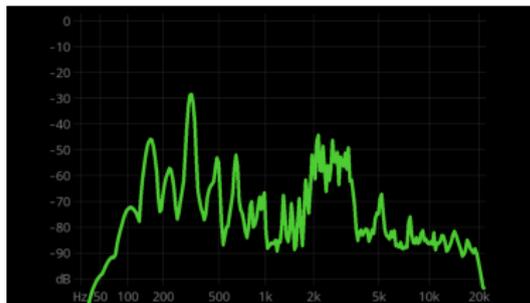
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- analyzes frequency of sound in real time

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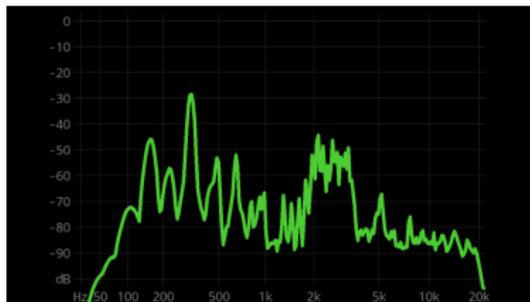
Keyboard layouts

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Mobile apps (1)



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<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.

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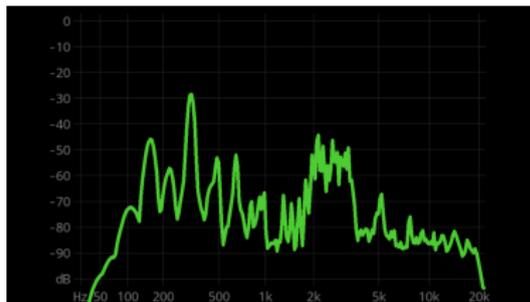
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- FrequenSee – Spectrum Analyzer (free)
<https://play.google.com/store/apps/details?id=com.DanielBach.FrequenSee&hl=de>
- analyzes frequency of sound in real time
- allows you to see differences [s] / [f], [i] / [a] / [u], etc.
- also available for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

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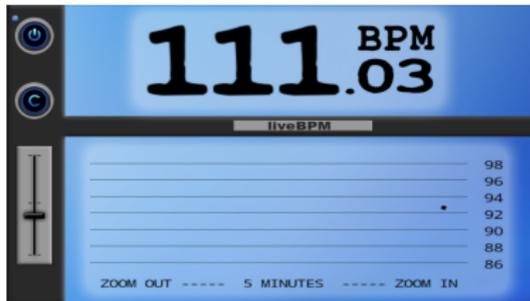
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- live BPM – Beat Detector (relatively inexpensive)
<https://play.google.com/store/apps/details?id=com.DanielBach.liveBPM>

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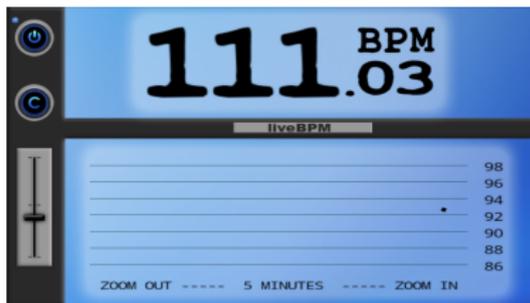
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- live BPM – Beat Detector (relatively inexpensive)
<https://play.google.com/store/apps/details?id=com.DanielBach.liveBPM>
- detects rhythmic “beat” of drumming (or speaking)

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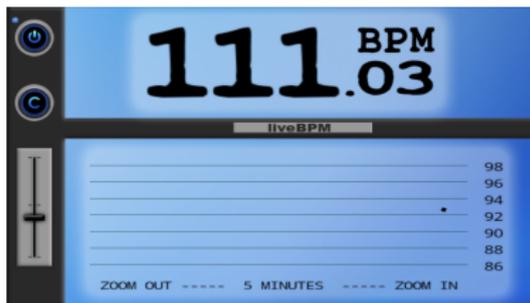
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<https://play.google.com/store/apps/details?id=com.DanielBach.liveBPM>
- detects rhythmic “beat” of drumming (or speaking)
- might be useful towards end of course

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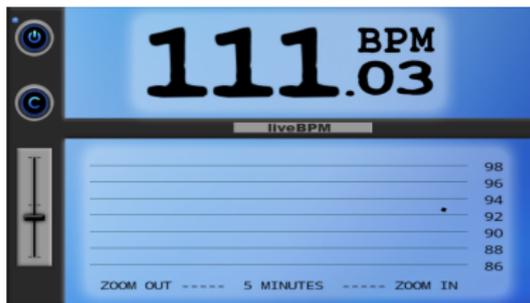
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- also available for iPhone (see AppStore).

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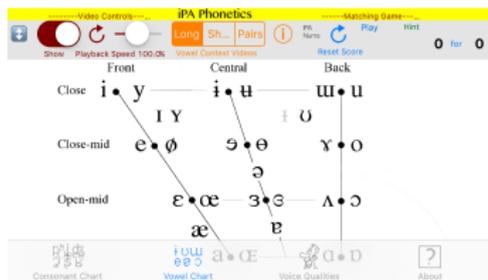
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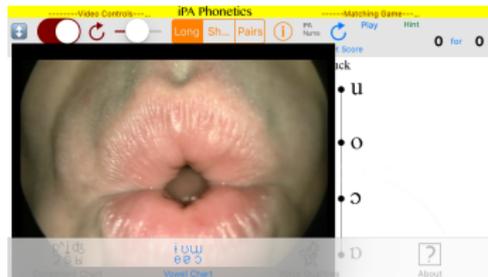
Phonetics programmes

Mobile apps

Homework



- Click on the IPA symbol, hear the sound:
LOOK FOR IT IN THE APP STORE



Defining goals

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- 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.

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