

# Unit 02

## Refining goals

where you are, and what to do to get to where you need to be.

Print version of the  
*Practical English Phonetics /*  
*Phonetics with Listening Practice (General)*  
 presentation given on  
 sextidi le 26 germinal an CCXXXIV  
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### 1 Dedication

Dedication



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Prof. Dr. phil. habil. Albrecht Gotthold NEUBERT  
 3.3.1930–1.6.2017

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## 2 Warm-Up

### Warm-Up

- What is this person from the West End of London saying?
  - *Dernchew filshie pled the Moonlet Snotter quett chommingly?*
- What is this Australian saying?
  - *With air chew, with air chew,  
Iker nardly liver there chew,  
An I dream a badger kisser snite and die.*
- Source: Afferbeck Lauder *Fraffly Strine Everything: Comprising: Let Stalk Strine, Nose Tone Unturned, Fraffly Well Spoken and Fraffly Suite*. Sydney: Ure Smith, 1969.

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## 3 Reprise

### 3.1 Stratum

#### Reprising STRATUM: 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:

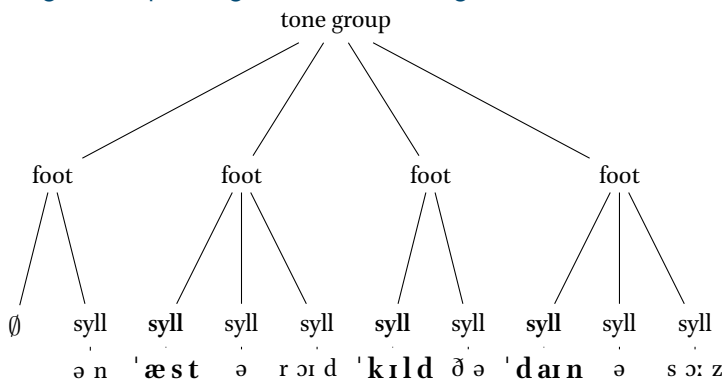
TIN STEP LETDOWN		lexicogrammar
<t>	/t/	{graph   phon}emics
τ t̥ t̪	[t <sup>h</sup> ][t][t̪]	{graph   phon}etics
photons	sound waves	physical reality

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

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### 3.2 Rank

#### Reprising RANK: 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.

## 4 Two problems in transcribing sound(s)

### 4.1 Hearing *what's* said vs. listening to *how* it's said

Problem 1: Hearing *what's* said vs. listening to *how* it's said

- Primarily, we listen to someone to hear what he/she is saying.

- What did the person say? [Click here to hear \[klik hɪə tə hɪə\]](#)

– “Ich bin in den Laden reingegangen...” ?

– “Bin in den Laden reingegangen...” ?

– “Bin in'n Laden reingegangen...” ?

– “Bin in'n Lad'n reingegang'ng...” ?

- Orthography is not very good at capturing the details of the pronunciation:

[bɪn ɪn 'la:dən raɪŋgə'gɑŋŋ]

- But how much detail should we try to capture in our transcription of the sound?

— Based on material by William Barry and Ingmar Steiner.

### 4.2 What should we include in the transcription?

Problem 2: What should we include in the transcription?

- <Ich bin in den Laden reingegangen.> — standard orthography
- /ɪç bɪn ɪn de:m 'la:dən 'ɛaɪŋgə'gɑŋŋ/ — an idealised phonemic transcription with word breaks
- [bɪn ɪn ɪ 'la:dən 'ɛaɪŋgə'gɑŋŋ] — a phonetic transcription with word breaks
- ['bɪnɪnɪ 'la:dən 'ɛaɪŋgə'gɑŋŋ] — a phonetic transcription without word breaks
- ['bɪn.ɪn.ɪ. 'la:.dɪ. 'ɛaɪŋ.gə. gɑŋ.ŋ] — a phonetic transcription with syllable breaks

- Is the idealised phonemic transcription with word breaks an attempt to reform the existing spelling system?
- Why don't we indicate the syllable breaks in the phonemic transcription?
- But where, exactly, *are* the syllable breaks?

— Based on material by William Barry and Ingmar Steiner.

## 5 Sound vs spelling in English

### Sound vs spelling in English

- The English spelling system is notoriously complicated.
- “Languages tend to get the orthography they deserve.” M.A.K. Halliday
- The English spelling system is really two spelling systems in one, and both are out of date:
  - An orthography for vocabulary items of Germanic origin:
    - \* swine
    - \* slog
    - \* bridge
  - An orthography for vocabulary items of Romance or Graeco-Latin origin:
    - \* nation
    - \* nationalise
    - \* geography

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### 5.1 Some useful links on the sound-spelling problems of English

#### Some useful links on the sound-spelling problems of English

- For a good, brief overview of how the problems evolved in the first place, see:
  - M.A.K. Halliday, *Spoken and Written Language*, pp 26-28  
<http://spence.saar.de/arcanum/phonetics/SWL/>
- For a detailed and systematic treatment of the relationship between sound and spelling in English, see:
  - Arnold u. Hansen *Englische Phonetik*, ch. 6  
[http://spence.saar.de/arcanum/phonetics/Arnold\\_u\\_Hansen\\_300dpi/englischephonetik\\_06.pdf](http://spence.saar.de/arcanum/phonetics/Arnold_u_Hansen_300dpi/englischephonetik_06.pdf)
- For a good summary, see:
  - the *Falttafel*n from Albrecht Neubert's *Englische Aussprache*: [http://spence.saar.de/phonetics/unit02\\_20261/B\\_Sound\\_and\\_Spelling/](http://spence.saar.de/phonetics/unit02_20261/B_Sound_and_Spelling/)

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### 5.2 The Great Vowel Shift

#### The Great Vowel Shift

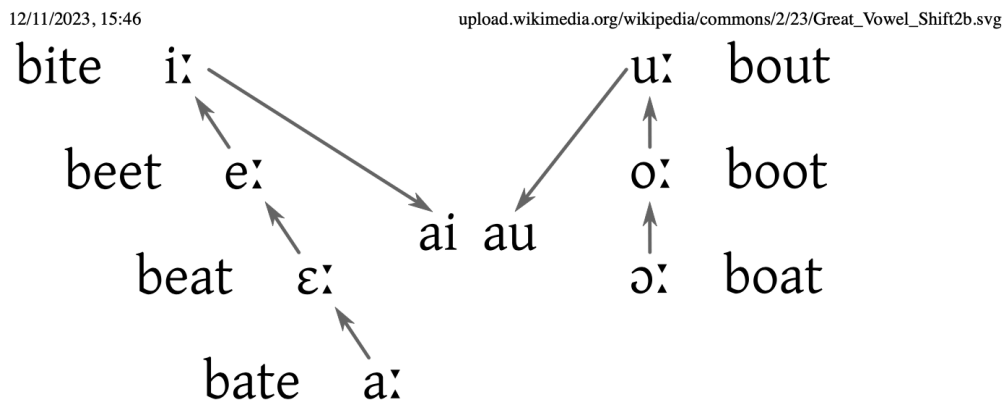


Image: Wikipedia Commons/normal conditions apply

The Great Vowel Shift

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- What about <interesting>?
- Some linguistic dinosaurs can pronounce English words with ante-ante-antepenultimate stress:
  - <disciplinary>
  - <laboratory>

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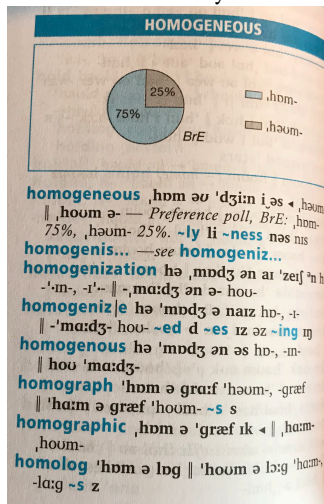
### Problems in Dialectal differences (2)

- How many ways can you pronounce the vowel sound in <the>?
- How will people react if you get the consonant sound in <the> wrong?
- What about the <th> in <whether> or <breathe>?
- English has /v ð z ʒ/, but does German have any voiced fricative phonemes?

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### Problems in Dialectal differences (3)

- Which word were you trying to pronounce? <homogenous>? <homogeneous>?
- This is what Wells says:



Longman Pronunciation Dictionary, 3rd edition

- American pronunciations are after the ||

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### Problems in Dialectal differences (4)

- <all over>: the first syllable of <over> has a diphthong, not a long pure vowel
- vowel length and diphthongisation: typical First World Problems :-)
- the normal rhythm is slightly disturbed at this point in the text
- the two words are 'run together' ('LINKING'):  
not [ɔ:l ʔəʊvə] but [ɔ:l əʊvə] and not [ɔ:l əʊvə] although  
<not at all well> is  
[nɒt ə tɔ:l wel]  
(how can you tell?)

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### Problems in Dialectal differences (5)

- How do you pronounce <marked>? What does that say about your regional or social origins?
  - If [mɑːkt], you're speaking RP ("Received Pronunciation" – "the King's English"; "Oxford English"; "BBC English")
  - If [maːkt], you might just be Australian
  - If [mɑːkt], you might just be the reason why this course had to be renamed "General" instead of "British".

- Although <pronounce> is /prə'naʊns/, <pronunciation> is not /prə,naʊnsi'eɪʃn/ but /prə,nʌnsi'eɪʃn/.
- If you want to dispute this, you'll first have to persuade the Roman Catholic Church to change the name of one its feast days to <The Annunciation of the Blessed Virgin Mary>. (Good luck with that one!)

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#### Problems in *Dialectal differences* (6)

- <note>
  - if you pronounce this with a long pure vowel, I will think you are from the North of England or from Scotland.
  - if you pronounce it with a diphthong, where is the starting point of the glide towards /ʊ/?
    - \* if central – /əʊ/ – I'll think you're from the South of England
    - \* if back rounded – /oʊ/ – I'll think you're from the U.S. or from Australia
    - \* if front unrounded – /eʊ/ – I'll think you're sending up someone from the West End of London
  - If you don't shorten the diphthong slightly, I'll hear <node> instead of <note>.

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#### Problems in *Dialectal differences* (7)

- Pronounce the following:
  - <small island>
  - <where only>
  - <are often>
  - <but there are>
  - <Near East>
  - <can't figure out> (you're British)
  - <can't figure out> (you're American)

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#### Problems in *Dialectal differences* (8)

- Pronounce the following:
  - <Britain>
    - \* in the Received Pronunciation of British English
    - \* as a working class person from London
    - \* as an American (or Australian)
  - <Kansas>
  - <Yorkshireman>
  - <Yorkshiremen>
  - <Londoners>
  - <Cockney>

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#### Problems in *Dialectal differences*(9)

- Pronounce the word <fact>. What does it say about you if you pronounce it as:
  - /fekt/?
  - /fækt/?
  - /fakt/?
- Pronounce the words <logical historical> as
  - a British person
  - an American

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### Problems in *Dialectal differences* (10)

- Should the word ⟨hailed⟩ receive the same amount of stress as ⟨American⟩ or ⟨Kansas⟩?
- You don't do functional grammar (which is a sin of omission on the part of your other teachers), but if you did do it, you might ask whether, to use linguistic baby-talk, ⟨hail⟩ in ⟨an American who hailed from Kansas⟩ behaves more like a verb of 'doing' or more like a verb of 'being'.
- Compare the rhythm of:

/ Herbert / Smith (‘kandidierte’) / stood for / Parliament  
/ Herbert's / wife stood for / women's / rights  
(‘symbolisierte’)

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### Problems in *Dialectal differences* (11)

- Pronounce the following.
  - ⟨World War⟩
  - ⟨boarding house⟩
- Are they compounds in English? (Where is the main stress?)
- On the question of stress in compounds, check the following pages from M.A.K. Halliday *A Course in Spoken English: Intonation*. Oxford: O.U.P., 1970:  
[http://spence.saar.de/phonetics/unit02\\_20261/C\\_Slides\\_and\\_Printout/Halliday1970\\_44-45.pdf](http://spence.saar.de/phonetics/unit02_20261/C_Slides_and_Printout/Halliday1970_44-45.pdf)  
[http://spence.saar.de/phonetics/unit02\\_20261/C\\_Slides\\_and\\_Printout/Halliday1970\\_46-47.pdf](http://spence.saar.de/phonetics/unit02_20261/C_Slides_and_Printout/Halliday1970_46-47.pdf)

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## 7 Envoi

### Envoi: Pronunciation prejudices

- People will judge you by your pronunciation.
- Purely physically, just by listening to your voice, they will categorise you as male or female, young or old (‘indexical’ features)
- If you sound foreign, they will judge you by the nationality they ascribe to you.
  - Prejudices about nationality work both ways.
    - \* *Americans are brash and inconsiderate.* (negative)
    - \* *Americans are friendly and helpful.* (positive)
  - i.e. such prejudices are always logically inconsistent.
- If you don't sound foreign, people will judge you by the region and social class they ascribe to you (pronunciation):
  - There are advantages in sounding ‘upper class’.
  - George Bernard Shaw parodied this in his play *Pygmalion*, which was turned into a musical called *My Fair Lady*, which was then filmed, starring the immortal Audrey Hepburn as a young Cockney woman who is taught by a professor of phonetics to speak like a high-society lady. Here she learns to say *the rain in Spain* instead of the Cockney/Australian (“Strine”) *the rine in Spine*. <https://www.youtube.com/watch?v=xmADMB2utAo>

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