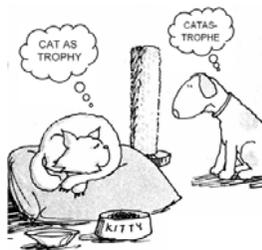


fə'netiks 'præktis (British English)

Type of course: BA.AA.SW02
Time: Tuesday 1–2 p.m. (13:05–13:50)
Venue: Carl-Zeiss-Str. 3, SR 207
Workload: 5 ECTS (in combination with the lecture)



Course description

This course obligatorily accompanies the lecture on English phonetics and phonology. It provides practical training in pronouncing and transcribing Standard British English. Topics include the basic consonant and vowel inventories, silent consonants, homophones and homographs, linking (liaison) between words, weak versus strong forms of function words, phonologically conditioned allomorphy, the pronunciation of frequent academic words and the allocation of stress. Particular emphasis will be laid on segmental and suprasegmental aspects of English pronunciation that have no counterpart in German (or are strikingly different in German), so as to raise the students' awareness of these features and help them achieve near-native speaker phonetic competence.

Requirements and marking system

Preparation of each session and active class participation
Pronunciation project (in groups of three)

- Presentation session: **Friday, 17 January, 12-2 p.m.** (venue TBA)

Final exam (pass mark = 60%)

- First attempt: Friday, **14 February 2020**, 12-2 p.m., CZ3, HS2
- Second attempt: Wednesday, **18 March 2020**, 10-12 a.m., CZ3, SR113

The final mark of this part of the module will be based on the **exam**. In order to be able to *enrol* for the exam, however, you have to present a **group project** documenting your progress in pronouncing British English (see information on the right). The project is supposed to be a creative audio or audio-visual recording containing specific features that are known to be troublesome for German learners of English.

Materials

Many exercises for this course have been compiled in a **reader** (instructors: Sneesby/Schmidtke-Bode), which you can obtain at the **copy shop in Schlossgasse**. Always bring the reader to class, please!

The course management system

The course management system of our department, called **WORDWISE** (www.wordwise.uni-jena.de), will be the online platform of this class. It is there that you download handouts and other materials, etc. Important information on the organisation of the course (e.g. announcements etc.) will also be distributed via WORDWISE (to your email address). Therefore, please enrol into this course on WORDWISE (the password was announced in class) and stay updated: Make sure your email address on WORDWISE is valid and that you check it regularly!

Office hours

Please take advantage of the office hours on **Tuesdays (3–4 p.m.)** if you experience any difficulties.

Pronunciation project

Each student in phonetics will participate in a pronunciation project that will result in either an **audio** or **audio-visual recording** of the group's participants demonstrating their command of English pronunciation. The products will be presented to the entire classes during a "studio session" towards the end of the semester. While the projects and their products are not marked, they must fulfil certain criteria in order to be deemed acceptable (see below).

Project parameters: The groups will (usually) be made up of 3 students. The goal is for each group to come up with an idea for a recording that gives each group member the chance to showcase his or her English pronunciation. The groups then set about planning, scripting, practising and recording their final product. These recordings should allow for **approximately one minute of speaking time for each group member**; thus, for a group of three, the final product would be about 3 minutes long. Here are a few examples of formats that would be conceivable:

- Podcast
- Book review
- Theatre play (scene)
- Movie scene
- News show
- Dramatic reading
- How-to video
- Children's show
- Radio or TV commercial
- Cooking video
- Sports commentary

One format that we do *not* encourage is that of songs, due to the fact that everyday, natural pronunciation often needs to be changed in order for the rhymes or the rhythm of a song to work.¹

In addition to the actual recording, each group has to provide a **written transcript** of their product that shows that the required phenomena have been incorporated.

Phenomena the recordings must contain:

1. words with voiced and unvoiced <th> (i.e. /ð/ and /θ/ respectively)
2. words beginning with /w/, /v/ and /f/
3. voiced word endings where appropriate (i.e. no final devoicing as in German)
4. words with affricative differentiation between /dʒ/ as in *gin* and /tʃ/ as in *chin*
5. weak and strong forms of words (e.g. *of* or *and*)
6. words with silent graphemes (e.g. *salmon* or *raspberry*)
7. words featuring /æ/
8. at least one minimal pair (e.g. *short-sort*)
9. each of the three allomorphs for forming the regular past tense (e.g. *raked*, *robbed* and *ragged*)
10. each of the three allomorphs for forming regular plurals (e.g. *cats*, *dogs* and *horses*)
11. a word that has a different word stress when used as a verb or as a noun (e.g. *record*)
12. a prefix that changes word stress (e.g. *fuse/re-fuse* vs. *refuse*)
13. a suffix that changes word stress (e.g. *library/librarian*)

Beyond these explicit phenomena you should strive for proper pronunciation in terms of word and sentence stress and phoneme quality. These are things that you will be able to help each other with in your groups. We believe that this peer teaching aspect will be beneficial to your overall pronunciation skills because each person has individual strengths and weaknesses, the former of which can be drawn upon and the latter of which can be addressed within the group.

Feedback: You will be asked to play your recording for the rest of the students during the "studio session" towards the end of the semester. The instructor and the rest of the students will give feedback on your product using a special evaluation/feedback sheet.

¹ It should go without saying that whatever format is chosen, basic common sense, decency, respect and appropriateness must be observed. No content that is offensive, racist, discriminatory or the like will be tolerated. In short, the content needs to befit the context of a university class, which does not mean that you cannot be creative and have fun with the projects. It just means that you need to take the larger context into consideration.