

## Introduction to Phonetics I

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### 1. Class Overview

#### I. Outline for today:

1. Enrollment and introduction of TAs and to OCW (Open Course Ware)
2. Overview of the course
3. Introduction to some of the areas of linguistics and phonetics
4. Homework

#### II. Notes

##### 1. Enrollment and introduction of TAs and to OCW

- a. Who this class is for:
  - Primarily: students enrolled in the education program and translation program students;
  - Secondly: interested DFLL (foreign languages and literatures);
  - Finally: other students who have taken or are currently taking Introduction to Linguistics.
- b. Introduction of TAs
  - Sophie Ding-yi Weng 翁鼎禕 [b98102104@ntu.edu.tw](mailto:b98102104@ntu.edu.tw)
  - Mendy Yun-chen Chang 張勻甄 [b96102067@ntu.edu.tw](mailto:b96102067@ntu.edu.tw)
  - Ai-ling Chung 鍾艾玲 [r99129001@ntu.edu.tw](mailto:r99129001@ntu.edu.tw)
- c. Introduction to OCW
  - Students should be prepared to be filmed in class (and therefore shouldn't be late)

##### 2. Overview of the course

- a. Second semester will include acoustics and is recommended for those who are interested in phonetics. (Former students have formed a phonetics family who speak the same "secret" language!)
- b. General American (GA) or Standard American English (SAE) will be our standard, but frequent reference will be made to Standard Southern British (SSB) English, or "RP" ('received pronunciation'; also called 'BBC English') and other dialects of English.

\* In which part of the United States do we find the greatest dialectal variation?

- New England and the East Coast in general, e.g. New Jersey, Boston, etc.
- The South, starting from Maryland in the East, to Florida in the South, to Texas in the West.

\* What is “Standard American English”?

- People with a different accent in American English will often “code-switch” when talking to people from other parts of the country or from other countries for more efficient communication. The speech style they use will often be some variation of “General American”.

\* Estuary English:

- Popular teenage English spoken in the southeast part of the United Kingdom. More and more adults over 30 or even 40 years olds are using this dialect of British English.
- E.g. *three*: Standard Southern British English interdental [θ]: [θri] vs. Estuary labiodental [f]: [fri];  
SSB building ['bɪldɪŋ]; Estuary: ['biudɪŋ]

➔ For more details, please visit the course website

<http://homepage.ntu.edu.tw/~karchung/phon1intro1F12.htm>

c. Grading:

- Pronunciation journals: take notes on **all** pronunciation corrections, class notes, and occasional notes on your observations of language in use
  - E.g. How people talk to younger children: 小車車 is used to refer to toy cars; no tone change when reduplicated;
  - But with other words, especially familial relationships, a third plus a second tone are often used in “baby talk” or to show intimacy in Taiwan: 小鞋鞋、哥哥、妹妹、爸爸.
- Participation includes: asking questions, answering questions, bringing up discussion topics, etc.
- Dictations count very little toward your final grade. Mistakes are what help you learn.
- Chapter tests will be given after each chapter is finished, and will count fairly heavily towards your final grade.
- “Attitude is everything.”

d. Requirements

- Join the class Facebook group at <https://www.facebook.com/groups/310197789078925/> (**mandatory**)
- Class-related correspondence should be conducted via your **NTU email account**
- Attendance:
  - If you **miss** more than **three** classes or are **late** to more than **five** classes without a valid excuse, you may fail this class.
  - Students are to be in the classroom by **8:10**.

The classroom doors will be closed and locked at 8:20.

- Cell phones must be **turned off** during class.
- What you will need:
  - i. Textbook: Available at Crane's 文鶴 (金山南路二段 200 號 8 樓).

Ladefoged, Peter & Keith Johnson. 2011. *A Course in Phonetics*. 6th ed. International Student Edition. Boston: Wadsworth Cengage Learning. 322pp. Paper; includes CD-ROM.

**Make sure you have a textbook by Wednesday, September 12.**

ii. Notebook:

Class notes will be handed in **every Monday in single sheets**. You are expected to take notes not only on the contents of the textbook and supplements, but also on the **pronunciation corrections** you and other students receive when reading aloud in class. Tracking your mistakes will help you identify which areas you need to work on!

iii. Other things:

- A plastic pocket or a pocket folder to **save everything**
- A plan from **YOU** to improve your pronunciation
- A computer with a headset with a microphone (for recording assignments) and Internet access

➔ For more information about tools for taking notes please see the course webpage  
<http://homepage.ntu.edu.tw/~karchung/phon1intro1F12.htm>

**\* Why is correct pronunciation important?**

- Native speakers will feel tired if they have to constantly listen to wrong pronunciations (especially incorrectly stressed words) or a strong accent.
  - The next time they meet you, they may not be as anxious to speak with you.
  - Loss of patience from the listeners → Loss of power to you
- Correct pronunciation is:
  - Listener-friendly (though tolerating different accents is still necessary!)

E.g. A Taiwanese student's pronunciation of "TV games" was unintelligible to the instructor in class, and on a later occasion to all of the native speakers of English attending an international conference.

### 3. Introduction to the areas of linguistics and phonetics

- a. Visit the webpage of UCL (University College London) to learn about major branches of linguistics and to know what phonetics is.  
<http://www.speechandhearing.net/entrance/introduction.php#Linguistics>

**\*Terms in Chinese:****i. Major branches of linguistics**

- (1) syntax 句法學 (指語言學中之一支)；語法 (中國慣用)；文法 (台灣慣用)
- (2) semantics 語意學
- (3) pragmatics 語用學

E.g. Saying “Thank you” is not as established a custom in the PRC as it is in Taiwan and in English-speaking countries..

E.g. People from Taiwan use “不好意思” a lot.

- (4) morphology 構詞學；型態學: How words are put together.
- (5) phonology 聲韻學；音韻學 Study of the systems, structure, patterns and rules of language sounds.
- (6) phonetics 語音學

E.g. put [pʊt] vs. [p<sup>h</sup>ʊt]—is the /p/ strongly aspirated or not?

- (7) psycholinguistics 心理語言學

E.g. A translation exam included this sentence: Americans are all fat and no meat. They think they are the beacon of the world.

→ Many people understood *beacon* as *bacon*, probably because they were influenced by context, i.e. the mentions of “fat” and “meat”, (this is called “priming”), so they chose a food-related meaning of a subsequent word they read. (Another reason may have been because they were not familiar with the word “beacon”, and simply took it to be a more familiar word, *bacon*.)

- (8) sociolinguistics 社會語言學
- (9) computational linguistics 計算語言學 (relies much on data collection, or “corpora” 語料庫)

**ii. Subcategories of phonetics**

- (1) articulatory phonetics 發音語音學
- (2) auditory phonetics 聽學 (or 聽覺、聽辨) 語音學
- (3) acoustic phonetics 聲學語音學
- (4) experimental phonetics 實驗語音學

- b. Visit Elizabeth Pyatt’s webpage about linguistics for comparison (optional)

<http://www.personal.psu.edu/staff/e/j/ejp10/lingland/faqling.html>

**4. Homework**

- a. Take a “before” snapshot of yourself speaking a number of languages; **due September 26, 2012:**

<http://homepage.ntu.edu.tw/~karchung/intro%20page3e.htm>

When writing a page of comments on the recording:

- i. Talk about how you feel about your pronunciation at this point
- ii. Put your comments into an essay (either in double space or single space)

iii. Do **not** save your comments as a “.docx” file. Save it as a “.doc” or “.pdf” file.

Mail both the MP3 file and your essay to Ms. Chung at [feathermountain@gmail.com](mailto:feathermountain@gmail.com)

b. Have a look at course webpage **5. Vocal tract and points of articulation**

<http://homepage.ntu.edu.tw/~karchung/intro%20page%205.htm>

Use the image at the second link for learning the names of the articulatory organs

(You will need to be able to produce line drawings of the vocal tract. Practice!)

✚ **Pronunciation corrections:** framed syllables are stressed; \* = tonic stress

Ladefoged	[ <span style="border: 1px solid black; padding: 2px;">l</span> e-də-fou -gəd]	→	[ <span style="border: 1px solid black; padding: 2px;">l</span> æ-də-fou-gəd] / [ <span style="border: 1px solid black; padding: 2px;">l</span> æ-di-fou-gəd] (Danish:
phonetics	[ <span style="border: 1px solid black; padding: 2px;">f</span> o'netiks]	→	'læðəfoyə)
	[ <span style="border: 1px solid black; padding: 2px;">f</span> o'nætiks]	→	[fə'netiks] (reduced vowel, [ɛ] instead of [æ])
<u>phonetics resources</u>	pho <span style="border: 1px solid black; padding: 2px;">n</span> etics re <span style="border: 1px solid black; padding: 2px;">s</span> ources	→	pho <span style="border: 1px solid black; padding: 2px;">n</span> etics resources (compound noun)
	<span style="border: 1px solid black; padding: 2px;">s</span> peech sounds	→	<span style="border: 1px solid black; padding: 2px;">s</span> peech <span style="border: 1px solid black; padding: 2px;">*s</span> ounds (noun + verb)
	gene <span style="border: 1px solid black; padding: 2px;">r</span> ated	→	<span style="border: 1px solid black; padding: 2px;">g</span> enerated (stress)
	vocal <span style="border: 1px solid black; padding: 2px;">t</span> ract*	→	<span style="border: 1px solid black; padding: 2px;">*v</span> ocal tract (used as a compound)
...listener, ...	no rise	→	rise to signal continuation (continuation rise)
recognise	[ <span style="border: 1px solid black; padding: 2px;">r</span> ækənaɪz]	→	[ <span style="border: 1px solid black; padding: 2px;">r</span> ækəgnɑɪz] (the [g] was missing)
them	[ð <span style="border: 1px solid black; padding: 2px;">ɛ</span> n]	→	[ð <span style="border: 1px solid black; padding: 2px;">ɛ</span> m] (closure of lips when pronouncing “m”)
called	[k <span style="border: 1px solid black; padding: 2px;">ə</span> ʊld]	→	[k <span style="border: 1px solid black; padding: 2px;">ɔ</span> ld] (vowel)
<u>articulatory phonetics</u>	[ <span style="border: 1px solid black; padding: 2px;">ɑ</span> rtikju'lætori]	→	[ <span style="border: 1px solid black; padding: 2px;">ɑ</span> r'tikjulətəri] (vowel)
	articu <span style="border: 1px solid black; padding: 2px;">l</span> atory pho <span style="border: 1px solid black; padding: 2px;">*n</span> etics	→	ar <span style="border: 1px solid black; padding: 2px;">*t</span> iculatory phonetics (stress: old information doesn't have stress)
	<span style="border: 1px solid black; padding: 2px;">a</span> uditory pho <span style="border: 1px solid black; padding: 2px;">*n</span> etics	→	<span style="border: 1px solid black; padding: 2px;">*a</span> uditory phonetics (old information)
	<span style="border: 1px solid black; padding: 2px;">s</span> peech pro <span style="border: 1px solid black; padding: 2px;">*d</span> uction	→	<span style="border: 1px solid black; padding: 2px;">*s</span> peech production (compound noun)
	experi <span style="border: 1px solid black; padding: 2px;">m</span> ental pho <span style="border: 1px solid black; padding: 2px;">*n</span> etics	→	experi <span style="border: 1px solid black; padding: 2px;">*m</span> ental phonetics (old information)

### \*Compound noun:

Combination of two (or more) nouns in which the former modifies the latter; the noun being modified is NOT stressed.

Read this article (on pp. 12-14) on compound noun stress, entitled 英語教學死角：複合名詞重音, for more details:

[http://homepage.ntu.edu.tw/~karchung/pubs/73\\_hello\\_et.pdf](http://homepage.ntu.edu.tw/~karchung/pubs/73_hello_et.pdf) 

Other articles in the same series are available here. ALL of these contain material that we will cover and come back to many times in class, so you are strongly advised to read them all now. They are short, in Chinese, and easy to read:

[http://homepage.ntu.edu.tw/~karchung/Karen/Karen\\_Chung\\_publications.htm#CET](http://homepage.ntu.edu.tw/~karchung/Karen/Karen_Chung_publications.htm#CET)

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