



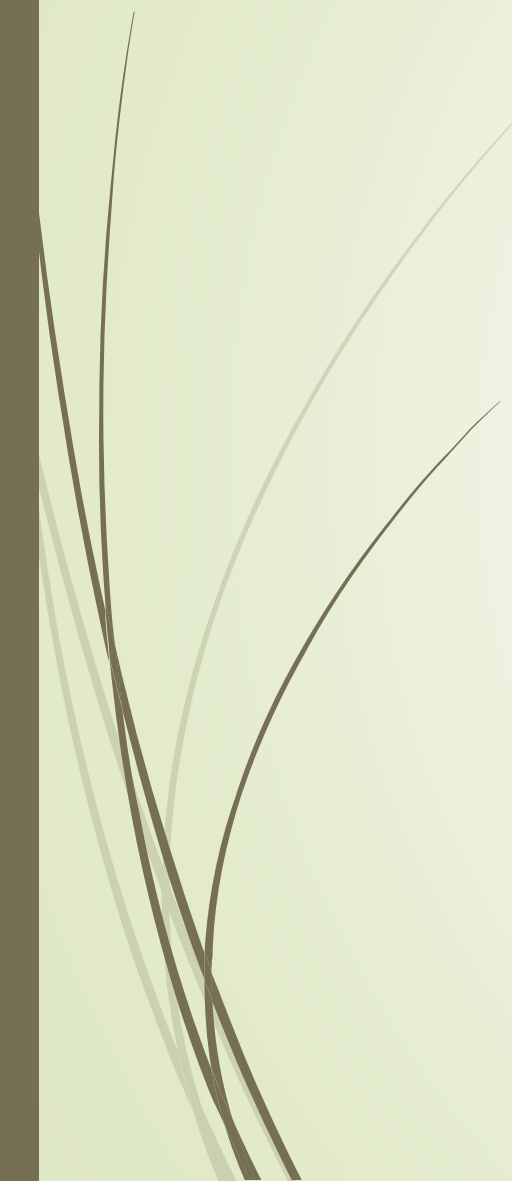
# What I learned from Zoom

## Pros and cons of the online phonetics class

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Friedrich-Schiller-Universität Jena





# This talk:


- ▶ Teaching practical phonetics
  - ▶ Online-teaching experience (advantages, disadvantages)
  - ▶ A hybrid model?
  - ▶ Practical exercise
- 


# What do we actually teach?


Get around in **ENGLISH** Lesson Seventy-two  
How to Pronounce the **th** sound

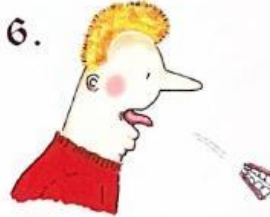
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1. PLACE TIP OF TONGUE BEHIND TOP TEETH
- 

2. BREATHE OUT
- 

3. RETRACT TONGUE
- 

4. VIBRATE AIR BEHIND TONGUE AND SAY:
- 

5. *"The Smiths wear thin clothes throughout the winter months"*
- 

6. CONSULT DENTIST



# Phonetics module

- ▶ 1 hour of theory, 1 hour of practice every week
- ▶ One final exam (theory and practice)
- ▶ One oral project (ungraded, *Vorleistung*) for the practice



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- ▶ Learn to detect rare spellings (*salmon, sewing machine, vehicle, butcher...*).



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- ▶ Learn to detect rare spellings (*salmon, sewing machine, vehicle, butcher...*).
- ▶ Become aware of typical German pronunciation errors, isolate them and practice to achieve more native-like results.



# Main pronunciation challenges

- ▶ Avoid devoicing (Auslautverhärtung): *robe-rope, tag-tack, peas-peace...*
- ▶ Monophthongs: /æ/ in *lather*, /ɔ:/ in *awesome...*
- ▶ Diphthongs: /eɪ/ in *paid*, /əʊ/ *ok, phone, buro*
- ▶ Linking: *eine alte Eiche, Wochenende, Spiegelei* vs. *an old oak, however...*
- ▶ Weakening of function words: "a cuppa tea" and not "a cup OF tea"
- ▶ Unfamiliar sounds: /θ/ and /ð/ (*breath, breathe*)
- ▶ Overcorrection in /v, w, f/: *vine, wine, fine, software, advantage, vinegar...*



"I vont to pee da  
peephole's Kuffena.

I vont to repezent  
efree butty.

I pee leaf in da  
peephole uff

Can I Phone

Yah!!!"



What to do?



# What to do?



Intro and unit 1



Unit 2, plosives



Unit 3, fricatives, lateral, approximants



Unit 7, linking



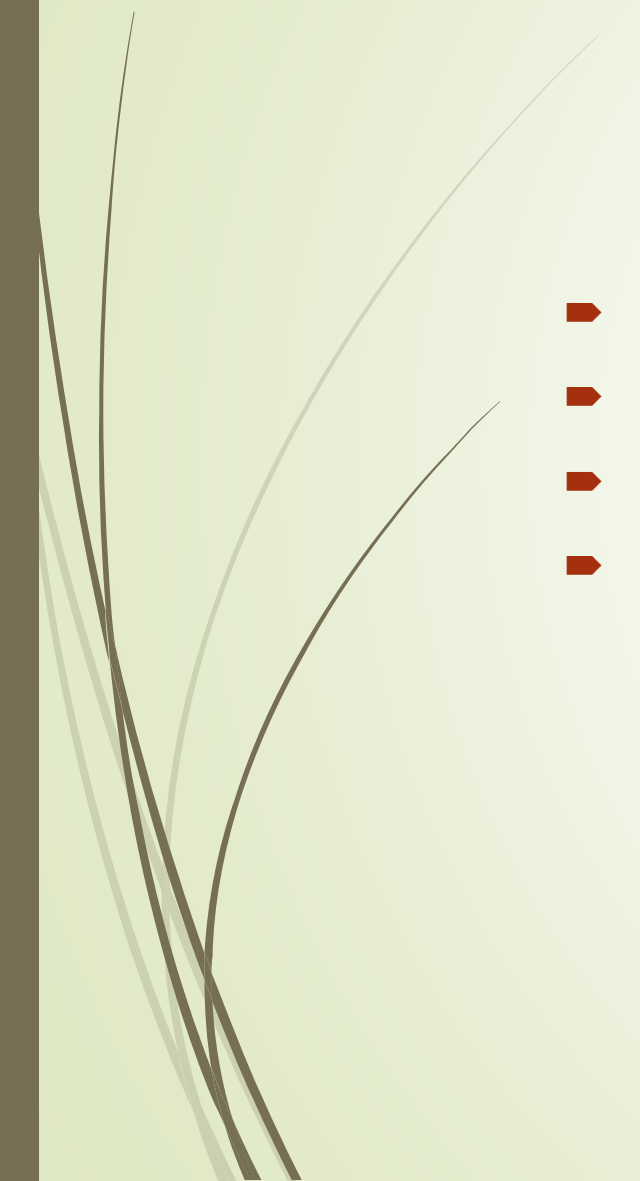
Unit 8



Unit 9



# Advantages of Zoom

- (1) Better sound quality
  - (2) Better time management
  - (3) Great project presentations
  - (4) Less inhibition
- 



# How Physics Keeps Figure Skaters Gracefully Aloft

Student project

SoSe 2020

Lena-Marie F., Carleen H. and Mathilda v.Z.

# Mathilda:

- ▶ This month (1) in Pyeongchang, elite teams of physics and materials science experts from all over the world will dazzle us with ostentatious displays of grace and power. We commonly refer to these experts as athletes. Gymnasts demonstrate their subtle understanding of gravity (2) and momentum. Swimmers and divers master fluid dynamics and surface tension. [...] Olympians, after all, understand science at a visceral level in ways most of us don't.



# Lena-Marie:



- It's not just the center of mass that matters in figure skating. The "moment of inertia," a measure of how that mass is distributed relative to the center of gravity, makes a difference too. When a skater performs a dazzling spin, they control their rotational (7) speed by pulling their arms in to decrease the moment of inertia and speed up rotation or spreading them out to decrease moment of inertia and slow rotation. People who prefer to experience physics on a less slippery surface can spin around in an office chair with arms extended: Pull in the arms, and the spin speed increases. This increase (12) is due to a principle called the conservation of angular momentum. [...] But as nice as spins are, jumps might be the most beautiful [and (5) difficult] textbook examples of physics in ice skating. [...]





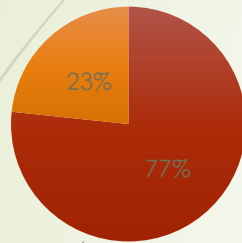
# Inhibition



- ▶ **Inhibitory control** reduces interference from your mother tongue and helps process acoustic and phonetic information. When inhibition is controlled, perception, representation and production of foreign segments improve. Inhibitory control is facilitated by the students' increased exposure to the foreign language as well as their concentration levels (Darcy et al., 2016).

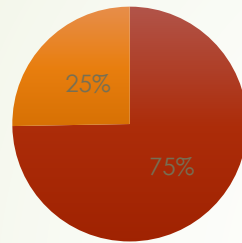
# Total grades (SoSe 2017-WS 2022/23)

SoSe 2017



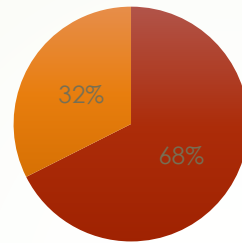
■ Pass

WS 2017/18



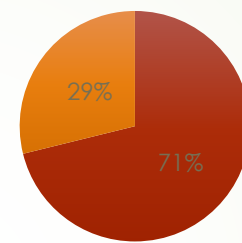
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SoSe 2018



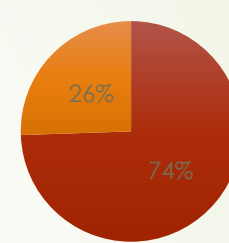
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WS 2018/19



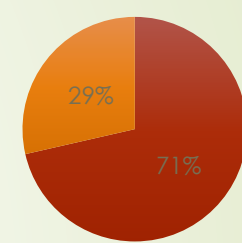
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SoSe 2019



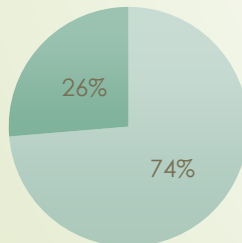
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WS 2019/20



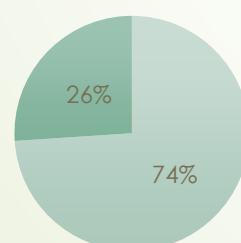
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SoSe 2020



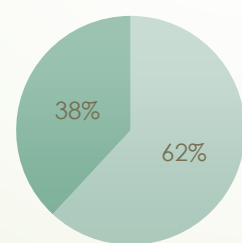
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WS 2020/21



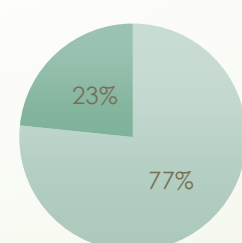
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SoSe 2021



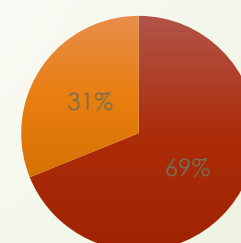
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WS 2021/22



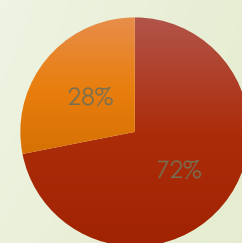
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SoSe 2022



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WS 2022/23



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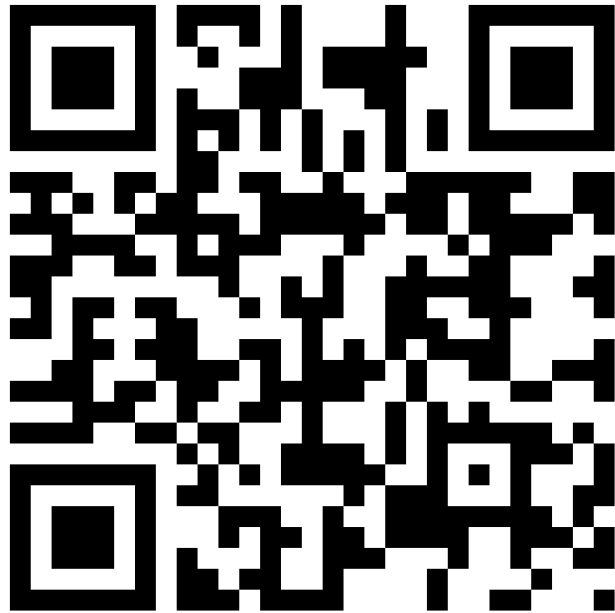
# A hybrid method:

- ▶ 3-4 online sessions for pure pronunciation practice (consonants, monophthongs and diphthongs, linking)
  - ▶ 1-2 online sessions for presenting student projects
  - ▶ Transcription practice can be done in class
  - ▶ Tests and games take place in face-to-face sessions
  - ▶ Videos and audio files can be embedded into the reader
  - ▶ Inhibition should be reduced whenever possible
- 

# Padlet

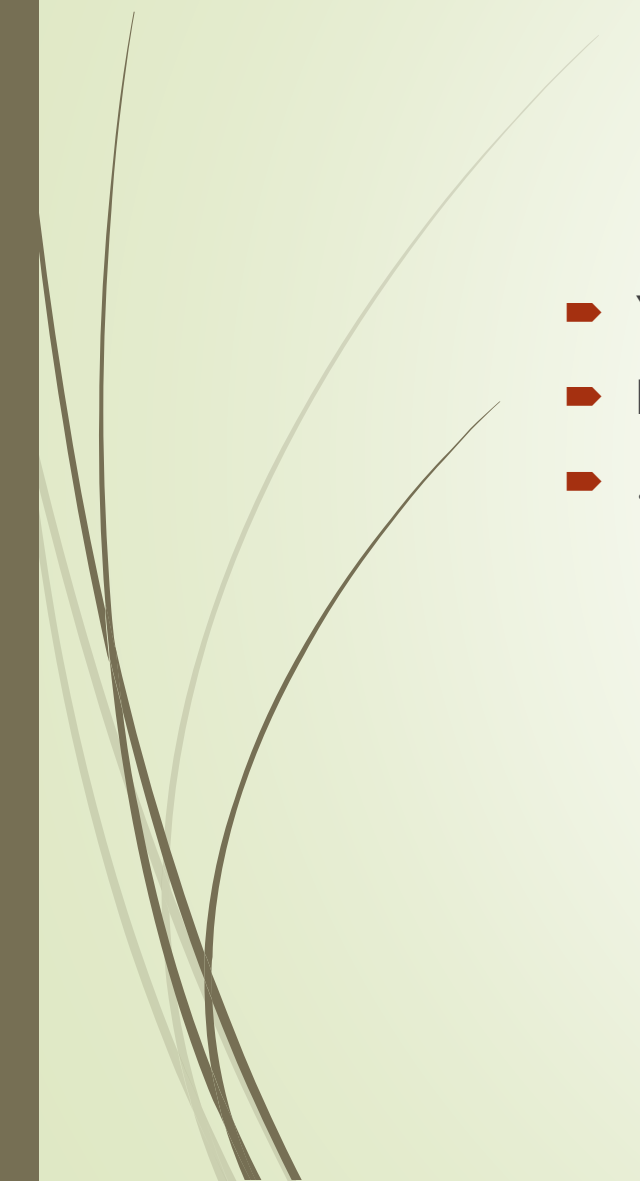
Please scan the following QR code:

<https://padlet.com/patriciasneesby/phonetics-practice-54rtxi4txs5xi18n>





# Questions and feedback

- ▶ Your own L2 pronunciation experience
  - ▶ How you help students overcome inhibition
  - ▶ ... or just ask me anything!
- 



# Bibliography



- ▶ Darcy et al. 2016. "The Role of Inhibitory Control in Second Language Phonological Processing". *Language Learning* 66:4 (2016).
- ▶ Eckert, Hartwig and William Barry. *The Phonetics and Phonology of English Pronunciation*. Trier: WWT, 2002.
- ▶ Ford, Martin and Peter Legon. "How to be British" Series. London: LPGcards, 2016.