

Course description

Descriptif du cours

Department: English

Instructor (s): Prof. Nadia Bouchhioua

Academic year: 2021-2022

Level: M1 in linguistics

Course title: Advanced prosody

Course outline:

1. Defining Prosody:

What is prosody?

What are its components?

What is its function in the language system of English?

Do all languages have prosodic systems similar to English?

How are prosodic features of English learned by L2 speakers?

2. Stress

Definition/ Nature/ examples

Function

Acoustic correlates/ How is it measured?

Function in the sound system of English

Stress and L2 English learners

3. Accent vs. stress (nature, definition examples)

What's the difference between stress and accent? What can we equate accent to?

Function

Acoustic correlates/ How is it measured?

Function in the sound system of English

Accent and L2 English learners

4. Intonation

What is intonation?

What types of intonational contours are there in English?

How intonation is acoustically measured?

What is the communicative function of intonation in English?

L2 English learners and intonation

5. Rhythm

What is rhythm?

What are its components?

How rhythm is acoustically measured?

What is the function of rhythm in the regulation of speech

L2 English learners and rhythm

6. Aspects of connected speech

What are the different types of connected speech features of English?

What is their function in communication?

Can these features be learnt and used by L2 English speakers

Course objectives:

Suprasegmental features of English (also known as prosodic features) such as stress, intonation, and rhythm represent a challenge to many non-native users of English as well as to L2 learners whether in an ESL or an EFL context. These features are often produced either using the L1 correspondent features, or with an approximation of the English prosodic system that still sounds non-native. This course therefore aims to introduce students to these suprasegmental aspects of the sound system of English and how to approach them in second language acquisition research. The nature, the components, the function of these prosodic features in the sound system of English and L2 English as well as their roles in successful communication between users of English in the whole world are discussed in this course

Method of evaluation:

Students are required to form groups of 2 to 4, choose a topic from the course outline, do research about the topic and present it orally through PowerPoint. Students are helped, as the course progresses, to develop knowledge about the prosodic system of English, compare to prosodic systems of other languages. The teacher introduces students to the use of the speech analyzer software: *Praat*, how to record sounds and make acoustic measurements of different

sound patterns through this computer program for phonetic analysis (see Praat tutorial, section V). They are then required to write an individual research paper on the related topic in which they must show knowledge of the issues discussed in class, ability to synthesize and reflect on those issues, as well as respectable writing and referencing skills. Students are assessed both on the oral presentation and on the written paper.

References:

References:

- Avery, P. & Ehrlich, S. (1992). *Teaching American English Pronunciation*. Oxford: Oxford University Press
- Bouchhioua, N (2008a). *The acoustic correlates of stress and accent in Tunisian Arabic: A comparative study with English*. (Unpublished doctoral dissertation). University of Carthage, Tunis, Tunisia.
- Bouchhioua, N. (2008b). Duration as a cue to stress and accent in Tunisian Arabic, Native English, and L2 English". In P.A Barbosa, S. Madureira , & C. Reis (Eds.), *Proceedings of the Fourth International Conference on Speech Prosody* (pp. 535-538). Campinas, Brazil.
- Bouchhioua, N. (2008c). The role of vowel quality in cueing stress and accent in Tunisian Arabic, Native English, and L2 English. In P.A Barbosa, S. Madureira , & C. Reis (Eds.), *Proceedings of the Fourth International Conference on Speech Prosody*, (pp539-542). Campinas, Brazil.
- Bouchhioua, N., Hellmuth, S. & Alhussein Albark, R. (2018). Variation in prosodic and segmental marking of yes-no questions in Tunisian Arabic. *Proceedings of the 12th Conference of AIDA: Aix Marseille University (France), 2017*. Aix-Marseille: IREMAM (Institut de recherches et d'études sur le monde arabe et musulman).
- Cruttenden, A. (1986). *Intonation*. Cambridge: Cambridge University Press.
- Ghazali, S. & Bouchhioua, N. (2003). The learning of English prosodic structures by speakers of Tunisian Arabic. *Proceedings of the 13th International Congress of Phonetic Science* (pp. 961-964), Barcelona.
- Giegerich, H.J. (1992). *English phonology: An introduction*. Cambridge: Cambridge University Press
- Gilbert, J. B. (1984). *Clear speech: Pronunciation and listening comprehension in American English*. 1st Edition. Cambridge: Cambridge University Press
- Jenkins, J. (2000). *The phonology of English as an international language*. Oxford: Oxford University Press.