

Update on English Phonetics:
Report on the Summer Course in English Phonetics (SCEP2012), University College London

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This is a report on a two-week summer course on English phonetics at University College London which the author attended this summer to refresh her knowledge of issues related to English phonetics. A brief explanation about the course, ideas that will be useful for teaching English pronunciation, especially to Japanese students, and some other interesting things for English teachers to know are summarized.

Key words: summer course, phonetics training, teaching pronunciation

1. Introduction

This summer, I attended a two-week summer course on English phonetics at University College London to refresh my knowledge of issues related to English phonetics. This is a report on the course to share part of what I learned there with other English teachers. In Section 2, I will briefly write about the course itself. In Section 3, I will write about some aspects that might be interesting for English teachers, particularly some practical tips for teaching English pronunciation to Japanese students. I will also comment on some of the resources introduced by the SCEP 2012 that I thought should be particularly useful for teachers, and on some debates on teaching pronunciation. Section 4 will be a collection of interesting things for teachers to know. In Section 5, I will briefly comment on the additional special lectures.

2. About SCEP

The Summer Course in English Phonetics, abbreviated as SCEP, was started by Daniel Jones¹. According to Dr. Beverley Collins, “The first vacation course of the SCEP type, i.e. teaching the phonetics of English to participants from a large number of different countries, took place no earlier than 1920².” It is a unique course in that its lecturers include internationally renowned scholars offering their

expertise to participants ranging from university academics and postgraduates, teachers of English as a foreign language to undergraduate students of English, who are grouped separately to suit the various levels of knowledge and language proficiency.

This two-week programme offers two regular lectures, two practical classes, one ear training class, and an additional lecture every day. It deals with the following aspects of English phonetics:

- phonemic system (vowels and consonants)
- segmental analysis (allophonic processes)
- word stress
- weakening and coarticulation processes
- sentence stress (accent, tonal stress)
- intonation and meaning

There were 119 participants in SCEP 2012, whose language backgrounds were American English, Arabic, Bengali, Bulgarian, Cantonese, Catalan, Chinese, English, French, German, Italian, Japanese, Korean, Portuguese, Polish, Russian, and Thai. They were separated into 13 groups according to their backgrounds and purposes of participation:

- Group 1 (IPA³): English, 1 Hong Kong, 1 Bengali, 1 Japanese, 1 Bulgarian, 1 Spanish
- Group 2 (A) ~ Group 5 (A): University academics,

graduate/undergraduate students majoring in phonetics

- Group 6 (B) ~ Group 8 (B): English teachers, undergraduate students with high English proficiency
- Group 9 (C) ~ Group 12 (C): 43 Japanese university students
- Group 13 (B): 8 Russian students from the same university majoring in TESOL

All the participants attended the same lectures, and were separated into groups for practical classes. For example, in my practical class, all the six of us, except one graduate student, were university academics teaching English phonetics in our home countries. We discussed various aspects of English phonetics in the practical classes with our tutors.

Japanese university students had special backup classes where three Japanese professors explained to them in Japanese what the lecturers taught them on each day. Nineteen Kansai Gaidai University students were there under the guidance of their teacher from Japan. They had to pass a test specially made for them at the end of the course to get four credits from their university. Several other Japanese university students participated on the advice of their teacher, who was also a participant of this course. The eight Russian students in Group 13 were also with their teachers from the same teachers' college. With the optional social activities such as guided tours in historical places in London, musicals, theatres, and excursions at reasonable prices, this course should be highly recommended to undergraduate and graduate students and to academics.

3. Ideas for teaching pronunciation

In this section, I will write about some of the teaching materials and methods, references, and ideas about teaching pronunciation that were presented in the course.

3. 1. Games & Teaching methods

There are quite a few tips for teaching pronunciation you can get from the lectures and practical classes in this course. I would like to write about some of them which I think will

be especially useful for English teachers. Some can be used at primary levels and others are for higher levels.

① Phonetic listening/reading & ear-training

wi 'ju:zʊəli 'teɪk fə 'grɑ:ntɪd |
 auər ə'bɪləti tə prə'dju:s ən 'ʌndəstænd⁴
 'spi:tʃ |

From a handout at SCEP 2012

In group sessions, we practiced reading such passages as shown above and transcribing speech using the IPA⁵. In Dr. Lindsey's ear-training sessions, we did phonetic transcriptions of passages, names and nonsense words that were read by the tutor. We needed to pay attention to all the sound changes in connected speeches such as assimilation, elision, and t-voicing. Dr. Lindsey picked up the sounds that we misheard, explained the differences between correct and wrong answers, and drew our attention to his mouth movement and shape.

(Author's comment) At undergraduate level, in phonetics classes, students could practice listening and transcribing speech using the IPA. It is quite a difficult exercise, but students will be required to listen to what they hear very carefully, and draw attention to the phonetic features of connected speech. They can also try producing sounds by reading phonetic transcriptions aloud. By doing this exercise, they will be trained to transcribe and read the IPA, too.

② Practicing rhythm

Dr. Ashby suggested to us to "practice rhythm by saying first just the important words."

arrive London Tuesday -> I'm arriving in London
 on Tuesday.
invite all friends -> I'm inviting all of my friends.

Excerpt from SCEP 2012: 27

You get the rhythm by clapping your hands with regular intervals between "arrive," "London," and "Tuesday." After practicing saying "arrive, London, Tuesday," you say "I'm arriving in London on Tuesday" clapping your hands at the same rhythm as you read only

the key words “arrive,” “London,” and “Tuesday.”

(Author’s comment) The way introduced here will help students to train themselves to pay more attention to content words and sentence rhythms.

③ “Find someone who...”

1. has 4 syllables in their family name.
2. lives in a city containing phoneme /i:/ when said in English.
3. has a fricative in their first name.
4. has a pet whose name contains a plosive.
5. has the word stress on the penultimate (=last but one) syllable of their first name.
6. has a relative whose name contains a bilabial consonant.
7. can produce an alveolar trill.
8. has no voiced consonants in their first name.

From a handout at SCEP 2012

This activity was produced by one of the tutors, Mr. Wood.

(Author’s comment) Students will feel self-involvement in this activity because they will pronounce each other’s names and hear their classmates pronounce their own names. This game can be used to consolidate students’ understanding of consonants and vowels.

④ Matching sounds and spelling

STRUT /ʌ/
BATH, PALM & START /ɑ:/
NURSE /ɜ:/ (/ə:/)

curse, calm, first, worse, halve, dove, journalist,
above, last, spaa, earn, chance, bird, up, gasp,
Iran, young, graph, curve, architect

From a handout at SCEP 2012

This exercise is from Mr. Wood’s class again.

(Author’s comment) This exercise is twofold. Students need to understand the differences between these three vowels, which is especially extremely difficult for Japanese students since there is only one possible similar vowel that could represent all the three sounds / ʌ, / ɑ: /

and / ɜ: / in Japanese. Secondly, students’ attention will be drawn to how the same sounds could be spelt differently. We will be able to create similar exercises for other sounds that are difficult for learners to distinguish.

⑤ Tone groups, tonality and meaning

“Extend Your ↘Life. | ↘Cycle. | ”
vs. “Extend your ↘life cycle. | ”

To show how different divisions of intonational phrases will change the meanings of the same arrays of words, Dr. Ashby showed us a photo from London Cyclist Blog⁶ that read, “EXTEND YOUR LIFE. CYCLE.”

(Author’s Comment) This way of introducing differences in meanings, using a visual with impact, will help students understand the importance of tone groups.

“Press the green one.”
vs. “Press the green one.”

The underlines show where the nucleuses⁷ are. Dr. Ashby told us an episode of when he was shopping in Spain. A shop assistant told him to press “the green one” after he entered his credit card pin. He looked for number “1” that had a green colour, but was unable to find



From Dr. Ashby’s lecture at SCEP2012

one. The shop assistant pointed “the green one.” This amusing episode came with photos of a shop assistant showing the credit card reading machine.

(Author’s comment) Tones and nucleuses carry important meanings, which Japanese learners are often ignorant because of their language background. Using visuals will help students understand the importance of tone groups and understand the differences in meaning.

⑥ Dr. Taniguchi’s Phonetic Gymnastics

One of the three Japanese staff members of SCEP 2012, Dr. Taniguchi, introduced to us gymnastics to learn English intonation. You can use your hands and arms to

physically show the high and low, and the stresses as you read sentences.

(Author's comment) I tried using this method with my students who were having a hard time reproducing correct intonation. It worked with them very well.

⑦ Coarticulation

What Dr. Ashby taught us is as follows:

Coarticulation CCV: Words beginning with a 2-consonant cluster; try to weaken the second consonant. If it is a plosive, weaken it, using a weak release and no aspiration.

Coarticulation CCCV: Words beginning with a 3-consonant cluster; try to weaken the middle consonant. Make the middle consonant very short, with a weak release and no aspiration.

Coarticulation VCCC: Words ending with a 3-consonant cluster; weaken the middle consonant; often it can be dropped altogether.

From SCEP 2012 Handbook pp80-81

(Author's comment) Consonant clusters are one of the most difficult aspects of English pronunciation for Japanese learners. How I used to teach my students was to have their speech organ ready to produce the second consonant as articulating the first one. When teachers coach students in recitation and speeches, we may be having our students produce every consonant too clearly. With coarticulation happening in mind, we will be able to have students relax more in producing consonant clusters.

⑧ “Phonemes⁸” are abstract, whereas “allophones” represent reality.

(Author's comment) I thought about the difficulties for English language learners that will arise from this fact. Rather than phonetic differences, phonemic differences in the target language(s) become more important because they will create different meanings. When one phoneme has a few allophones in L1⁹ but those allophones are different phonemes in L2¹⁰, the learners of the L2 have difficulty pronouncing and distinguishing those phonemes in L2. For example, in the Japanese words like <kingan> [k], <monpe> [mompe], and <zannen> [zannen], [], [m], and [n] are all the same phoneme in Japanese, while they are three different phonemes in English. Therefore, Japanese learners of English often

have difficulty hearing and pronouncing / /, /m/, and /n/ appropriately, such as in <some> and <son>, or <thing> and <thin>. The difficulty of the distinction between /l/ and /r/ for Japanese learners is well-known, too.

⑨ Rise, level and falling pitch compared to the sound of a car engine

A rise is similar to the sound made when starting up a car engine. Level pitch sounds like the car cruising along the open road. The fall is like the sound made when switching off the car engine at the end of your journey.

From Dr. Beverley Collins's lecture.

Trying to produce the sounds of a car engine with your voice and listening to your own voice rising, levelling, and falling around your vocal cords, you will get a feel of how differently pitches are produced.

(Author's comment) Understanding and feeling what is happening in your vocal organs will help you improve your pronunciation.

3. 2. Resources

Among the resources SCEP 2012 offered the participants, I will comment on some of them that I think will be useful for English teachers.

① Wells, J. C. (2008). *Longman pronunciation dictionary. Third edition.* Essex: Pearson Education Ltd.¹¹

This dictionary is a very useful resource for language teachers. This pronunciation dictionary shows not only “main pronunciations” recommended for EFL learners but also some recognised variants. “The Pronunciation Preference Polls” show percentages of preferred pronunciations among British or American speakers. The CD-ROM is full of useful materials for students and teachers of English phonetics, from theories to exercises. The “Teachers’ Resource Centre” has worksheets ready to be used for exercises in almost all areas of English phonetics; “Theory,” “Spelling-to-sound,” “Stress,” “Syllables,” and “Reading IPA.”

② Collins, B. & I.M. Mees. (2008). 2nd edn. *Practical*

phonetics and phonology. Abingdon, Oxon: Routledge.¹²

This book is one of the Routledge English Language Introductions series. It offers useful resources for students and teachers. The first two sections can be read as an introduction to the basic theories of English phonetics. Sections A, B, and C have activities, in which readers can deepen their understandings. Section D is a collection of writings by well-known scholars in the field, followed by “Questions, suggestions and issues to consider.” I found some of the issues there very interesting, and the questions thought-provoking. This book also comes with an audio CD that provides recordings of genuine speakers of numerous accents of English in Britain, America and elsewhere in the world. It can be an introduction to the variety of English that we hear spoken as an international language.

③ Keyboard for IPA

(<http://westonruter.github.com/ipa-chart/keyboard/>)

This is a useful tool for teachers when they make handouts and tests to show phonetic transcription in typed formats.

④ The sounds for American English

(<http://www.uiowa.edu/~acadtech/phonetics/english/frameset.html>)

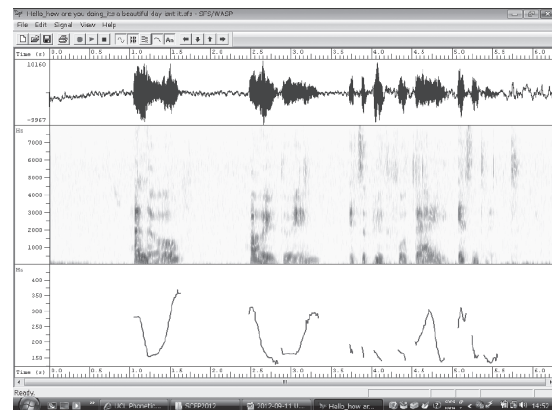
This site of the University of Iowa shows how each sound is produced showing the movement of the speech organs in a diagram and a video of a person’s mouth movement. This can be used by teachers to explain how each sound is produced, and by students for their self-study.

⑤ WASP (Windows Tool for Speech Analysis) by Mark Huckvale, UCL

Intonation is one of the most difficult aspects in English pronunciation for Japanese learners of English to master. The use of this programme¹³ will help students analyse speech produced by others and by themselves and learn English pronunciation consciously.

The UCL WASP (free software available at <http://www.phon.ucl.ac.uk/resource/sfs/wasp.htm>)

shows waveforms, spectrograms and pitch track as shown below:



Voice recording by author:

“Hello. How are you doing? It’s a beautiful day, isn’t it?”

3. 3. Some debates on teaching pronunciation

There was a “Question Time” at the end of the course, where five tutors sat on stage as panellists. This section will introduce some of the interesting debates that came up there and which may be of some interest among English teachers.

① “Teach weak-forms first?”

One of the questions asked read: What are the most important points when we teach English pronunciation? The panellists said unanimously, “Weak forms¹⁴.” “Teach weak-forms first because they are ‘normal’ forms in English.” Indeed, students’ difficulty both in listening and speaking often arises with the weak forms.

One problem could be that when teaching language beginners, teachers tend to use strong forms in their “teacher-talk,” which is often natural in slow speeches. What teachers could be reminded of is that weak forms are the “normal” forms in natural speeches, and that students should be exposed to weak forms in classrooms as well.

② “Intonation is more important than individual sounds?”

I thought it would depend on the purpose. For intelligibility, yes, it is. Wrong accentuation, incorrect stress placement can cause comprehension problems. It is important to make the differences between a question (rising tone) and a statement (falling tone) clear.

Therefore, for intelligibility, the following things will become important;

- + word-stress
- + nucleus placement
- + chunking (punctuation)
- + practice in fall-rise tone (comma) and falling tone (period).

③ “Acquiring pronunciation: Is it nature or nurture?”

Some people seem to be good at acquiring good pronunciation and others not. Is it nature or nurture? Dr. Michael Ashby’s following words struck a chord with me as a teacher and learner of English myself: “There are two keys to acquiring good pronunciation; ‘motivation’ and ‘how well you’re taught’.”

Dr. Ashby also quoted some research in this Question Time, saying, “Some research shows: Auditory cortex seems to be fixed at birth. However, Broca’s area grows bigger with experience.” If Broca’s area in the brain, which is responsible for speech production, grows with experience, this means that you will be able to acquire good pronunciation through good practice.

4. Other interesting things for teachers to know

The following are all from my lecture notes. For more theoretical explanations, readers are advised to refer to Collins & Mees (2008) and other resources on English phonetics.

4. 1. From RP (received pronunciation) to MRP (modern received pronunciation)

It is interesting to note that RP is changing and that new pronunciation, which could be named MRP (modern received pronunciation), is being used especially among the youth.

① goose-fronting [u:] [ɪ:]

The back vowel [u:] is becoming central [ɪ:] in MRP.

② north/thought-fronting [ɪ:] [o:]

③ vocalization of dark /ɪ/ [ɪ] [o]

This is a welcoming phenomenon for Japanese language

learners, who do not have /ɪ/ in their mother tongue. [o] is much easier for them to pronounce.

④ monophthongisation¹⁵

e.g.) <care> diphthong [eɪ] → long vowel [e:],

<our> [aʊ] [a:] [ɪ:]

<sure> /ʊə/ /, <shore> /ʊə/ / / /

Without being aware of this sound change, it would be difficult for English language learners to understand modern English speeches.

⑤ glottalisation (T-glottaling)

e.g.) <what> [wʌt]

<bottle> [bɒl]

<water> [wɔt]

<what for> [wɒf]

“Glottal replacement (an effect also known as ‘glottalling’) occurs when [t] is substituted for /t/, so that, for example, *shortbread*, *shorten*, *sit down* are realized as [brɛd, n, sɪdɑn]. This may also occur when /p/ and /k/ are followed by a homorganic stop or nasal, e.g. *stepbrother* [stebrð], *took care* [tɒk].” (Collins & Mees, 2008: 84) You often hear this glottal stop in young people’s speech these days.

⑥ GOAT unrounding

In RP, the vowel in <goat> is /o:/. In MRP, the lip rounding does not happen.

4. 2. Regional & generational changes

In the “Practical” classes and lectures, I found the topics related to regional and generational changes of English speech very interesting. Knowing about them will help us when we hear the variety of contemporary spoken English. I will list some of them that would be interesting for teachers to know.

① “Yod /j/-dropping”

In American English and in London English, /j/ tends to be dropped, i.e. /nj/→/n/.

e.g.)

<news> /nju:z/→/nu:z/ (For the preference poll among American English speakers, /nju:/ (14%) and /nu:/ (86%) for <new>, refer to Wells (2008: 538).)

<Tuesday> (RP) / tju zde /
(MRP) / t u zde /
(G.A.) / tu zde /

(For the preference poll among British English speakers, /tju:n/ (44%), /tʃu:n/ (54%) and /tu:n/ (2%) for <tune>, refer to Wells (ibid: 845).)

② /t/ insertion

e.g.) <insurance> / n r nts/
<mince> /m nts/ (= <mints>)
<once> /w nts/

(The author did not find these /t/ inserted variants in Wells (ibid).)

③ /k/ insertion

e.g.) <length> /le / → /le k /

(For the preference poll among British English speakers, /le / (48%), and /le k / (36%) for <length>, refer to Wells (ibid: 459).)

④ Pronunciation to represent spelling

English spelling is one of the most difficult things for English learners to master, especially when pronunciation does not represent spelling. The same can be said for native speakers of English, and the pronunciation is changing toward the direction to represent spelling.

e.g.)
<forehead> / f r d/ → / f hed/

(For the preference poll among British English speakers, / f r d/ (35%) and / f hed/ (65%) for <forehead>, and other variants among American English speakers, refer to Wells (ibid: 317).)

<waistcoat> / wesk t/ → / we sk t/

For more examples, see Collins & Mees (ibid: 203).

4. 3. Sound change in connected speech

I would like to excerpt some interesting examples of masking, assimilation, nasalisation, elision, and liaison (linking) from my lecture notes.

① “masking” = “unreleased plosive”

When there are two adjacent plosives, “the release of the first plosive is ‘masked’ by the second.” (Wells, 2012).

e.g.) <the worst beer city> / ð w s b s ti/
Here, /t/ in <worst> is “masked.”

② “assimilation”

e.g.)

<Daniel Radcliff> / dænɪ l ræ kl f/

In this example, the alveolar plosive /d/ in <Radcliff> is affected by the following uvular plosive /k/ and is replaced by / /.

<the Chancellor of Exchequer>
/ ð t nsl r v ði ek t ek /

In this example, the alveolar fricative /s/ in <Exchequer> is affected by the following affricate /t / and is replaced by / /.

<important call> / m p k k k l/

In this example, all the alveolar consonants /tnt/ in <important> is affected by the following uvular plosive /k/ and is replaced by / k k /.

③ /r/ inserted for “liaison”

e.g.) <the Chancellor of Exchequer>
/ ð t nsl r v ði ek t ek /

In RP, <Chancellor> in itself is / t nsl /, but in this example, /r/ is inserted between <Chancellor> and <of>.

④ After fortis, fortis tends to be neutralized.

e.g.) /t / → /d /
/ek t ek / → /ek d ek /

4. 4. About intonation

“According to one widely accepted description of English intonation (O’Connor, J D and Arnold, G F, 1973 [2nd edition] *The Intonation of Colloquial English*. London: Longman) there are 7 nuclear tones used in English.” (SCEP, 2012: 40) “The seven nuclear tones are “high fall,” “low fall,” “rise fall,” “mid level,” “low rise,” “high rise,” and “fall rise.” Tones carry grammatical function, pragmatic (discourse) function, and attitudinal (emotional) function.” (SCEP, ibid.)

“The size of the sound wave shows loudness. The density of the sound wave shows pitch. The more vibration there is in the vocal cords, the higher the pitch becomes. Timbre is the colour of the sound.” (from author’s lecture notes)

5. Comments on the additional lectures

The additional lectures were also quite informative and thought-provoking. The titles of the lectures are as follows:

- (1) Speech as patterns in sound (by Mark Huckvale)
- (2) Is the end of a word always the end of a syllable? (by John Harris)
- (3) Phonetics at the source of ELT (by Richard Smith)
- (4) Japanese learners' weak points in English pronunciation, rhythm and intonation (by Masaki Taniguchi)
- (5) Teaching pronunciation (by Jane Setter)
- (6) Contrastive phonetics and phonology of Spanish and English (by Margaret Miller)
- (7) Contrastive phonetics and phonology of Japanese and English (by Toyomi Takahashi)
- (8) World Englishes (by Jane Setter)
- (9) Beyond English: some exotic sounds (by Michael Ashby)

Here, I would like to briefly comment on some of these lectures.

Phonetics at the source of ELT (by Richard Smith)

Dr. Smith talked about Harold E. Palmer (1877 - 1949), a linguist and phonetician, whose contribution to English language teaching in Japan is well-known in the English language teaching field. Harold E. Palmer was invited to Japan to reform the English language education in Japan in 1922. He established and directed the Institute for Research in English Teaching for fourteen years until he had to leave in 1936 as the country was heading for war (Howart, 1984). Palmer introduced the Oral Method to Japanese English teachers. "Palmer Prizes," which honour his name, have been awarded to teachers and schools with distinguished achievement of English language in Japan since 1951 by the Institute.

Japanese learners' weak points in English pronunciation, rhythm and intonation (by Masaki Taniguchi)

Prof. Taniguchi from Kochi University introduced

"phonetic gymnastics," the use of body movements to show the shape of the speech organs with hands and their movements and to show the pitch changes with body movements. He said it works with about 70 % of students who have difficulty acquiring English intonation. In addition to the use of speech waveform, body movements will also give students some hints as to how to produce appropriate English intonation in their speeches.

World Englishes (by Jane Setter)

Dr. Setter basically takes the position that there is no inferior or superior accent among World Englishes including English spoken as a second language or a foreign language. I agree to this opinion in that we should respect each other's identity. On the other hand, in learning the language, we can't be contented with the accent heavily influenced by our first language that would lower the intelligibility of speech.

Beyond English: some exotic sounds (by Michael Ashby)

The IPA chart shows all the human language sounds that have found in the world. Students will be fascinated by the fact that there are many sounds human create to communicate. Especially, the conversation in Swahili with a lot of clicking sounds was very interesting to hear.

6. Conclusion

This report was intended to inform interested students and teachers of English of the following three things:

- (1) About a rare opportunity to study English phonetics intensively under the guidance of world-renowned scholars, an opportunity for students to sit with their teachers at lectures and for teachers to refresh their knowledge in English phonetics and brush up their pronunciation
- (2) New and practical ideas for English teachers
- (3) What I thought would be interesting for English teachers to know.

As mentioned at the beginning, this course was started

by Daniel Jones nearly a hundred years ago, whose work is still influential in the field of English phonetics and English language teaching. The course has always provided the participants with the most contemporary contributions to the discipline. There are quite a few university academics who come back to take this course repeatedly.¹⁶ The course is also unique in that undergraduates can sit with academics in the same lecture room to listen to the scholars' lectures. I would like to highly recommend eager students and teachers to think of participating in the course in the future.

Acknowledgement

The author wishes to thank SCEP 2012 for permission to reproduce some of their materials here, and Dr. Beverley Collins for the corrections to the sections related to his lecture and the "Practical Phonetics and Phonology" book in the original draft of this report.

- 1 Daniel Jones (1881-1967) was "the first professor of phonetics at a British university, and the man now generally considered to be the pre-eminent British scholar in the field of phonetics this century." (B. Collins & I. M. Mees, 1998:XXI)
- 2 Quoted (with permission) from email (d.d. 20.9.12) to author from Dr Beverley Collins, co-author of *The Real Professor Higgins: The Life and Career of Daniel Jones*.
- 3 This group studied for the IPA (International Phonetic Association) Examination for the Certificate of Proficiency in the Phonetics of English.
- 4 The word <understand> in the citation form is double stressed; / ʌnd stænd/. In this passage, the first syllable is stressed probably for the rhythm in the connected speech.
- 5 Here, IPA stands for International Phonetic Alphabet. The IPA is "a notational standard for the phonetic representation of all languages." (IPA, n.d.)
- 6 London Cyclist Blog: <http://www.londoncyclist.co.uk/>
- 7 "nucleus" = "The last strongly stressed syllable of an intonation group, notable for its striking prominence." (Collins & Mees, 2008: 280)
- 8 When transcribing allophones, brackets ([]) are used because it is phonetic transcription. Slashes(/ /) are used for phonemic transcription.
- 9 L1= a language learner's first language, i.e. native language
- 10 L2= a language learner's second language, i.e. the target

language s/he is learning

- 11 Another pronunciation dictionary that has been in use for over 90 years and is still used by many as a classic reference is *Cambridge English Pronouncing Dictionary* by Daniel Jones. The 18th edition also comes with a CD-ROM.
- 12 A new revised 3rd edition of *Practical Phonetics and Phonology* will be published early in 2013.
- 13 The CALL at the author's institution is also installed with a recording programme showing model speakers' and students' sounds in waveforms. Using such a programme that will show students differences and similarities between the model speeches and of their own, students will be able to see by themselves where they have problems.
- 14 "weak form" = "The reduced form of unstressed function words, e.g. are / ə /, and /n/. Opposed to strong form." (Collins and Mees, ibid: 285)
- 15 Use of different vowels could also show social / regional / generational differences.
- 16 This was the author's second attendance since SCEP2007.

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要 約

この2012年度ロンドン大学夏期英語音声学研修講座報告書は、(1) 研修講座の概要及び参加者について、(2) 講座の中で扱われたものの中から、特に英語の発音指導のヒントになるもの、英語教員にとって役に立つ参考文献及び教材について、(3) その他英語教員にとって興味深いと思われることを取り上げて報告したものである。

キーワード：夏期研修，音声学訓練，発音指導