Course in Contrastive Phonetics and Phonology

First Year Single Honour Degree Students
Number of classes: 1 class of lecture; 1 class of seminar per week
Number of semesters: 2
Course teacher: doc. PhDr. Magdaléna Bilá, PhD. (lectures)
                Mgr. Eva Eddy, PhD. (seminar sessions)

Aims of the course:
- to provide students with theoretical background concerning the
sound system of the English language compared to that of the
Slovak language;
- to instruct students how to use contextual clues when listening
to native speakers of English;
- to help students identify their own pronunciation errors and
give them advice in terms how to improve in this area so that their
oral productions may become more intelligible to native speakers
and more approximate to L1 pronunciation.

Topics of lectures and seminars:

Global Spread of the English Language, English as a Lingua Franca of
Modern World, Varieties of English
Speech Perception and Production; The Vocal Tract: Initiation, Articulation
and Phonation
Segments: Vowels: Classification; Quantity
Diphthongs: Closing and Centring
Stricture Types; Segments: Consonants: Classification
Plosives: Fortis vs lenis
Fricatives and Affricates
Nasals and Approximants
Phonetics and Phonology
Phoneme, Allophone, Distinctive Features of English vocalic and
consonantal phonemes
Pronunciation Dictionaries; The Role of Pronunciation in Communication
English and Slovak Syllable; Consonant Clusters; Phonotactics
Syllable Types in English and Slovak
Stress in English and Slovak: Lexical; Sentence Stress: Lexical Words and Structure Words
Word Stress Rules in English and Slovak: Strong and Weak Syllables
Aspects of Connected Speech in English and Slovak: Assimilation, Elision and Linking
Rhythm in English and Slovak
Intonation in English and Slovak: Tones
Tone Unit: Structure
Fall-Rise and Rise-Fall plus Tail
Head Types
Functions of Intonation
History of Phonic and Phonological Research

Requirements for achieving credits:
- full attendance (if for some reason the student misses a class s/he is expected to approach the course teacher and fulfill some additional assignments);
- thorough preparation for class (fulfillment of all assignments);
- active participation in all class activities;
- 65 % score in all tests
- Presentation

REFERENCES
Obligatory:
5. Bowler - Cunningham: Headway Pronunciation (intermediate and upper-intermediate; OUP 1992)
9. www.phon.ucl.ac.uk
Optional:
10. A.C. Gimson: An introduction to the Pronunciation of English (E. Arnold)
11. J.C. Catford: A Practical Introduction to Phonetics (OUP 1990)
14. J.C. Wells: Practical English Phonetics
17. J. C. Wells: Pronunciation Dictionary (Longman 1990)
25. C. Mortimer: Elements of Pronunciation (CUP 1990)
27. B. Bradford: Intonation in Context (CUP 1988)
29. Peter Piper's Practical Principles of Plain and Perfect Pronunciation (Dover Publications 1970)
that they have no previous knowledge of phonetics or phonology; the course must therefore be ab initio. One faces a dilemma in
teaching such a course: on the one hand, one wants to cater to the small minority who will go on to study phonology at a more advanced
level. On the other hand, one wants to introduce the subject without overwhelming the students with a mass of bewildering descriptive
detail and an avalanche of seemingly arcane theoretical constructs. Thus, although the subject matter of this book is English, there is
reference to the phonology of other languages at several points, often in contrastive exercises which are designed to bring out one or
more differences between English and another language. 1. Phonetics as a Branch of Linguistics Phonetics is concerned with the
human noises by which the thought is actualised or given audible shape: the nature of these noises, their combinations, and their
functions in relation to the meaning. Phonetics is subdivided into practical and theoretical. Practical or normative phonetics studies the
substance, the material form of phonetic phenomena in relation to meaning. Theoretical phonetics is mainly concerned with the
functioning of phonetic units in the language. Theoretical phonetics regards phonetic phenomena synchronically without any special a
Recent papers in Contrastive Phonetics and phonology between Arabic and English. Papers. People. An Orthographic Phonological-
Based Error Analysis of the Arabic of English-speaking Learners. The complex interrelation between orthographic and phonological
aspects in L2 learning pose different linguistic and pedagogical challenges. However, this paper focuses on the orthographic
phonological-based errors resulting of this more. The complex interrelation between orthographic and phonological aspects in L2
learning pose different linguistic and pedagogical challenges.