

PHONETICS OF ENGLISH

Lecture I
Introduction to Phonetics

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Informacije o predmetu

Fond: 2P+2V

Slajdovi sa predavanja

Knjiga: *Fonetika i fonologija engleskog jezika*
(Igor Lakić)

English Pronunciation in Use (Mark Hancock)

Dostupno na sajtu:

materijalizanastavu.tk

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Bodovanje

- Test (10 bodova) - transkripcija
- Dva kolokvijuma (zajedno 38 bodova)
- Prisustvo (2 boda)

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- Ispit (50 bodova) - usmeno

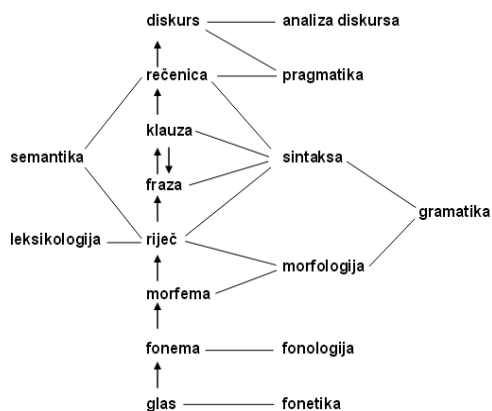
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Branches of Linguistics

- Phonetics
- Phonology
- Morphology
- Syntax
- Semantics
- Pragmatics
- Discourse Analysis

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Phonetics

Study of the sounds of speech

- **Articulatory** (production of sounds)
- **Acoustic** (transmission of sounds)
- **Perceptive or auditory** (receiving and decoding sounds)

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Phonology

The study of the sound patterns in languages

- Prosody (stress, rhythm and intonation)

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Morphology

- The study of the structure of words

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Syntax

- The study of the ways in which words combine into units such as

- *Phrase,*
- *Clause and*
- *Sentence*

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Semantics

- The study of the meaning of words and sentences, their denotations, connotations, implications and ambiguities

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Pragmatics

- It is a subfield of linguistics and studies the ways in which context contributes to meaning.

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Discourse Analysis

Discourse: language beyond the level of a sentence

Discourse Analysis (DA) covers a wide variety of different

sociolinguistic approaches. Analysis of discourse looks not only at the basic level of what is said, but takes into consideration the social and historical contexts.

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Why study phonetics and phonology?

- Of particular importance for learners of *English as a Second Language* (ESL) because it has a **practical application**
- English has a **far larger repertoire of phonemes** than our language
- English is **not a phonographic language**, i.e. spelling generally does not give a clear indication of pronunciation

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Standard British English

- 26 letters but:
- 44 phonemes (20 vowels and 24 consonants (RP))

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English is not a phonographic language

- Many sounds have several different spellings:
e.g. *go, though, foe, slow, boat*;
or *George, Joe, badge, village*
- Many “same spellings” have different sounds:
e.g. <ough>: *though, cough, bough, through, thought*, and *enough*.

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The problem of pronunciation for learners of ESL

- Learners **cannot rely on the spelling** of a word
- The problem is the opposite for native speakers – English schoolchildren spend **incredible amounts of time learning to read and esp. to write**. Many adults have very poor spelling.
- To learn to pronounce English correctly, it is of great help to learn to read phonemic transcription and/or have a CD dictionary with sound

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Even the predictable combinations in English are different to those of other languages

- <ai> usually corresponds to /ei/, e.g. *pain, paid*, almost never to /ai/
- <ch> usually, but not always, corresponds to /tʃ/ at the start of a word, e.g. *cheese* but not *choir*

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Is English spelling really so erratic?

- 83% of English words have predictable spelling
- However, the remaining 17% is comprised of the most commonly used, everyday words
- Therefore, the greatest difficulties are faced by the learner at the start

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Why is English spelling so erratic? (1)

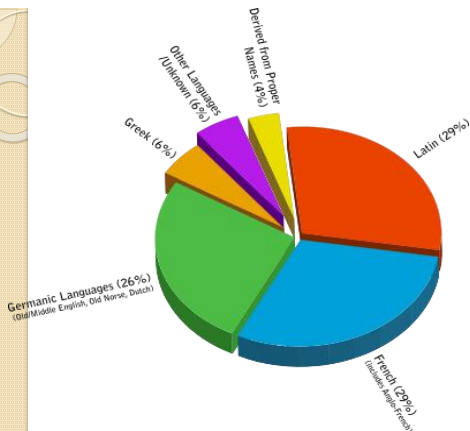
- Not enough vowel letters for vowel sounds
- English does not use accents, umlauts etc.
- English spelling reflects many archaic forms of pronunciation e.g. *night* in the past, was pronounced with a fricative / niht /

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Why is English spelling so erratic? (2)

- English has always resisted spelling reforms and academies to set standards
- English spelling became fixed in the 16th-17th c. with the arrival of printing. Many of the printers were Flemish and had little knowledge of the language
- English has borrowed extensively from other languages and has tended to maintain original spelling

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What is the difference between phonetics and phonology?

- Phonetics deals with the physical realisation of the elements of the sound system, e.g. how the sound is physically produced (**articulatory** phonetics), or the acoustic characteristics of the speech sound (**acoustic** phonetics)
- Phonology deals with the systematic organization of sounds in languages; prosody, intonation, stress, rhythm

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Key concepts: the *phone*

- Each time a speech sound is produced it is different
- Each time you produce a /t/ it will be ever so slightly different
- Hence the concept of the *phone*: a physical realisation of a speech sound

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Key concepts: the *phoneme*

- The smallest speech sound that has linguistic value
- When a series of phones are similar in terms of articulation and can be distinguished from another group, the group is given a name e.g. /t/. This is a phoneme.
- The phoneme is an abstract term, specific to a particular language.

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Topics to be covered this semester

- The sound system (speech sounds and pronunciation) and
- The transcription

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IPA

- The **International Phonetic Alphabet** (unofficially—though commonly—abbreviated IPA) is an alphabetic system of phonetic notation based primarily on the Latin alphabet.
- It was devised by the **International Phonetic Association** as a standardized representation of the sounds of oral language.
- The IPA is used by lexicographers, foreign language students and teachers, linguists, speech-language pathologists, singers, actors, constructed language creators, and translators.

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THE INTERNATIONAL PHONETIC ALPHABET (revised to 2005)

CONSONANTS (PULMONIC)

© 2005 IPA

	Bilabial	Labiodental	Dental	Alveolar	Postalveolar	Retroflex	Palatal	Velar	Uvular	Pharyngeal	Glottal
Plosive	p b			t d		ʈ ɖ	c ɟ	k ɡ	q ɢ		ʔ
Nasal	m	ɱ		n		ɳ	ɲ	ŋ	ɴ		
Tail		β		ɾ					ʀ		
Tap or Flap		ⱱ		ɽ		ɽ					
Fricative	ɸ β	f v	θ ð	s z	ʃ ʒ	ʂ ʐ	ç ʝ	x ɣ	χ ʁ	ħ ʕ	h ɦ
Lateral fricative				ɬ ɮ							
Approximant		ʋ		ɹ		ɻ	j	ɰ			
Lateral approximant				l		ɭ	ʎ	ʟ			

Where symbols appear in pairs, the one to the right represents a voiced consonant. Shaded areas denote articulations judged impossible.

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ɪ	ɪ	ʊ	uː	ɪə	eɪ	John & Sarah Free Materials 1996	
READ	SIT	BOOK	TOO	HERE	DAY		
e	ə	ɜː	ɔː	ʊə	ɔɪ	əʊ	
MEN	AMERICA	WORD	SHORT	TOUR	BOY	GO	
æ	ʌ	ɑː	ɒ	eə	aɪ	aʊ	
CAT	BUT	PART	NOT	WEAR	MY	HOW	
p	b	t	d	tʃ	dʒ	k	g
PIG	BED	TIME	DO	CHURCH	JUDGE	KILO	GO
f	v	θ	ð	s	z	ʃ	ʒ
FIVE	VERY	THINK	THE	SIX	ZOO	SHORT	CASUAL
m	n	ŋ	h	l	r	w	j
MILK	NO	SING	HELLO	LIVE	READ	WINDOW	YES

Examples

/əb'dʌkt/	abduct
/əd'mɪt/	admit
/kəm'baɪn/	combine
/,kɒnfə'mæɪʃn/	confirmation
/kən'dɪʃn/	condition
/ə'læbə'reɪt/	elaborate

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World Englishes

- There are many variations in the pronunciation of English. These speech differences are called **accents**.
- In sociolinguistics, an accent is a **manner of pronunciation peculiar to a particular individual, location, or nation**.
 - An accent may be identified with the locality in which its speakers reside (a **regional or geographical accent**).
 - the socio-economic status of its speakers, their ethnicity, their caste or social class (a **social accent**).
 - or influence from their first language (a **foreign accent**).
- Accents typically differ in quality of the voice, pronunciation and distinction of vowels and consonants, stress, and prosody. Although grammar, semantics, vocabulary, and other language characteristics often vary concurrently with accent, the word 'accent' may refer specifically to the differences in pronunciation, whereas the word "**dialect**" encompasses the broader set of linguistic differences. Often "accent" is a subset of "dialect".

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Languages have different **accents**: they are pronounced differently by people from different geographical places, from different social classes, of different ages and different educational backgrounds. The word “accent” is often confused with **dialect**. We use the word “dialect” to refer to a variety of a language which is different from others not just in pronunciation but also in such matters as vocabulary, grammar and word-order. Differences of accent, on the other hand, are pronunciation differences only.

- Roach (p. 12)
- The second meaning of *accent* – **the phonetic prominence** given to a particular syllable in a word, or to a particular word within a phrase. (do not confuse the two)

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Accents of English: native, ‘nativised’, foreign

Accent: the way in which a language is pronounced in a specific geographical area

- native: UK, Australia, New Zealand, USA and Canada
- ‘nativised’: where English is a second language (e.g. India)
- foreign: where English is a foreign language (e.g. Europe, China)

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Two standards of pronunciation
(compare the BBC and CNN
News):

**RECEIVED PRONUNCIATION (RP),
OR BBC ENGLISH**

**GENERAL AMERICAN
PRONUNCIATION (GA)**

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‘sister’ ‘car’ ‘work’
RP /sɪstə/ /kɑː/ /wɜːk/
GA /sɪstə-/ /kɑː/ /wɜːk/

Word	British English	American English
Box	[bɒks]	[bɑːks]
Hot	[hɒt]	[hɑːt]
Job	[dʒɒb]	[dʒɑːb]
Lot	[lɒt]	[lɑːt]

bath /bɑːθ/ /bæθ/

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???

- What accent(s) do you speak English with?
- What accent(s) is the best model to learn? Why?
- Which model should we adopt in this course?

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Received Pronunciation

Received Pronunciation (RP) is the speech model used in Roach (2009) because

1. it has often been the standard accent for foreign learners learning British English (BrE);
2. it is the most fully described BrE accent;
3. it is most frequently used as the basis for textbooks and pronouncing dictionaries for overseas learners of BrE
4. it used to be used by most announcers and newsreaders on serious national and international BBC broadcasting channels. (p.4-5)

There is, of course, no implication that other accents are inferior or less pleasant-sounding.

In this story, there are 12 incorrect words. The correct word is pronounced the same as the incorrect one, but the spelling is different. Correct them using words from the box.

son some meat way threw pears sent ~~week~~ buy piece road two

week
Last ~~week~~, I cent my sun Jamie to the shops to bye sum food. He got a peace of meet and too pairs. On the weigh home, the bag broke. The food fell onto the rode and got dirty. In the end, Jamie through the food in the bin.



How many sounds are there in each word? Write the order of consonant sounds (C) and vowel sounds (V).

EXAMPLE night CVC (three sounds: first a consonant, then a vowel and finally another consonant)

- | | |
|----------------|-----------------|
| 1 dog _____ | 4 gorilla _____ |
| 2 rabbit _____ | 5 snake _____ |
| 3 frog _____ | 6 bee _____ |

Listen to these possible names of cartoon animals. Do they have the same first sounds? (Write A.) Do they rhyme? (Write B.)

EXAMPLE Sam the lamb B

- | | |
|-------------------------|---------------------------|
| 1 Phil the fox _____ | 5 Polly the parrot _____ |
| 2 Mary the canary _____ | 6 Deborah the zebra _____ |
| 3 Ida the spider _____ | 7 Myrtle the turtle _____ |
| 4 Claire the bear _____ | 8 Kitty the cat _____ |

Listen to these sounds. Do you have a similar sound in your language? If you do, write a tick (✓).

- | | |
|--------------------|---------------------|
| 1 /f/ (shoe) _____ | 5 /dʒ/ (June) _____ |
| 2 /s/ (girl) _____ | 6 /æ/ (soap) _____ |
| 3 /æ/ (hat) _____ | 7 /θ/ (thing) _____ |
| 4 /z/ (zoo) _____ | 8 /l/ (life) _____ |

Study questions

- 1. What are the main branches of linguistics and what do they study?
- 2. What is phonetics?
- 3. What is phonology?
- 4. What is the difference between phonetics and phonology?
- 5. What are the branches of phonetics and what do they study?
- 6. Why do we study phonetics and phonology?
- 7. How many vowels and consonants are there in standard English?
- 8. Is English a phonographic language? What does that mean?
- 9. Why is English spelling inconsistent with its pronunciation?
- 10. What is a phone?
- 11. What is a phoneme?
- 12. What will we learn about this semester?
- 13. What does IPA stand for?
- 14. Who uses the IPA charts?
- 15. What is the meaning of *accent* in sociolinguistics?
- 16. What does *accent* mean in phonetics and phonology?
- 17. What accent is most commonly taught and why?