**Ahmed Zabana University Level : First-year**

**Faculty of Letters and Foreign Languages Module : Phonetics**

**English Department Teacher in Charge : Chibani Safia**

**First Semester Academic Year : 2022-2023**

**Date : 05/01/2022**

**Lecture Title : An Introductory Lecture about Phonetics**

**Lecture Outline :**

1.Definition

2.Historical Background

3.Relevance and Importance

4.Connection with Other Branches of Linguistics

5.Classification Criteria for World Englishes

6. The Difference between Received Pronunciation and General American

**Main Objective :** By the end of this lecture, students will be introduced to the different branches of Phonetics and distinctive features of both rhotic and non-rhotic accents.

**1.Definition :**

Phonetics is the study of speech sounds which are explored in terms of their articulation, transmission and perception. It is divided into three sub-branches namely :

**Articularory Phonetics:** this branch describes how speech sounds in general are produced in the vocal tract. Its primary concern is to investigate how **aerodynamic energy** transforms into **acoustic energy.**

**Aerodynamic energy:** refers to the airflow through the vocal tract.

**Acoustic energy:** is the variation in the air pressure that can be represented as sound waves, which are then perceived by the human auditory system as sound.

**Acoustic Phonetics:** is another sub-branch of Phonetics which deals with the acoustic aspects of speech sounds. It investigates the transmission of speech sounds from the speaker to the listener, which are usually represented by sound waves.Such investigation requires some special machine known as the **spectograph** which displays sounds acoustically.Duration, acoustic frequency and intensity are the three main acoustic aspects described by a spectograph. It is worth noting that this branch has the closest affinities with Physics.

**Auditory Phonetics:** scrutinizes how speech sounds (in their acoustic form i.e. as sound waves) are interpreted, perceived and decoded by the human brain.

**2.Historical Background :**

The word Phonetics is derived from the Greek word ‘fone’, which means sound. It became a science during the nineteenth century. Several factors have contributed to its emergence as a scientific branch dealing with pronunuciation :

* Familiarity with how the human speaking apparatus functions.
* Exploration of non-alphabetic languages by professional linguists leading
* Compilation of alphabets for non-alphabetic languages.

**3.Relevance and Importance :**

The value of Phonetics lies in its practical aspect. Indeed, it is impossible to teach reading and writing without distinguishing sounds and their written forms and how they connect with one another. In addition, Phonetics is also relevant to the instruction of correct pronunciation and allocution of actors, singers and TV announcers by obeying to the orthoepical norms. Moreover, it contributes to the elimination of dialectical features that might be the direct result of speech defects in logopedic and surdopedagogics.

**Logopedics:** is the scientific study treatment of speech defects.

**Surdopedagogics:** is the study of verbal and non-verbal means of communication to deaf and dumb people.

**4.Connection with Other Branches of Linguistics:**

Phonetics connects with several branches of Linguistics.

**Phonetics and Lexicology:** The connection of Phonetics and Lexicology lies in the fact that words are distinguished by the variety of their appearances. The phonetic course of some particular language describes the sound composition of words. For instance, in Turkish languages, it is impossible to find words that begin with two or more consonants by contrast to many other languages wherein consonant clusters are admitted at the very beginning of a word.

**Phonetics and Morphology:** The close connection between Phonetics and Morphology is manifested in Sound Interchange, which can be observed in the category of number (man-men, goose, geese, foot-feet etc…), also basic forms of irregular verbs (sing-sang-sung), adjectives and nouns (strong, strength), and finallly verbs and nouns (extend, extent).

**Phonetics and Syntax :** Pausing, stress and melody are typical phenomena of the partition (division) of any sentence. The meaning of a sentence can be easily altered by a simple change in pausation.

**Example:**

One of the travelers said/ that Mr. Parker was a likable person. (the speaker is one of the travelers)

One of the travelers, said Mr. Parker, was a likable person. (the speaker is Mr. Parker)

**Phonetics and Stylistics:** Sound, words and phrases repetition is the main phenomenon that associates Phonetics and Stylistics. This kind of stylistic device is used in both poetry and prose. Such phenomenon creates the basis of rythm, rhyme and alliteration.

**5.Classification Criteria for World Englishes:**

Because it is used by most announcers and newsreaders on BBC, RP has become the most recommended model of English for most foreign learners. However, it should be noted that RP is only one of the many existing accents of the English language. The most prominent distinction among those accents is rhoticity and non-rhoticity. In Rhotic accents, the /r / sound is pronounced in all instances whereas in the non-rhotic varieties, it is only pronounced in settings where it is followed by a vowel (except before vowels).

The list of Rhotic and Non-rhotic Accents :

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| **Rhotic Accents** | **Non-rhotic Accents** |
| The United States of AmericaScotland IrelandCanada  | Modern EnglandAustralia New ZealandSouth AfricaSouthern and Eastern Coastal United States  |

6. **The Difference between Received Pronunciation and General American**

As RP and GA are the most commonly used accents worldwide, here is a list of some of their most prominent distinctions.

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| **First Distinguishing Feature**  | [**Rhoticity**](https://en.wikipedia.org/wiki/Rhoticity_in_English)**:  While RP is**[**non-rhotic**](https://en.wikipedia.org/wiki/Rhoticity_in_English)**, GA is rhotic. Such phonological feature refers to the fact that the phoneme /r/ is only pronounced in General American resulting in what is commonly known as R-colored vowels. RP, however, has plain vowels.****Examples : Plain Vowel Versus an R-colored vowel** **Car** [ka:] **– Car** [kɑ˞]  **Girl**[g3:l] **-Girl** [gɚl]  **North** [nɔ:ɵ]-**North** [nɔ˞ɵ]  |
| **Second Distinguishing Feature** | **By contrast to Recieved Pronunciation in which the distinction between long and short vowels is more evident, General American has no observable degree of contrast of length between them. It is for this reason that GA vowels bear no length symbol (ː) in the IPA chart.**  |
| **Third Distinguishing Feature** | [**Yod-dropping**](https://en.wikipedia.org/wiki/English_consonant-cluster_reductions#''Yod''-dropping)**: The ommission of the / j / sound in GA is bound to occur at the onset of stressed syllables after all**[**alveolar consonants**](https://en.wikipedia.org/wiki/Alveolar_consonant)**, including /t/, /d/, /θ/, /s/, /z/, /n/. RP is not governed by such phonolgical rule.** **Example :** **The word New in RP  is pronounced /njuː/. In GA, however, the /j/ is dropped /nu/.**  |
| **Fourth Distinguishing Feature** | **The alveolar-flap allophone [ɾ] is more typical about GA rather than RP. Originally, it is a plain /t/ that is accoustically perceived as a /d/. It usually occurs between a**[**sonorant**](https://en.wikipedia.org/wiki/Sonorant)**phoneme and an**[**unstressed vowel**](https://en.wikipedia.org/wiki/Unstressed_vowel)**phoneme.** **Examples :****Internet****Better****Butter** **Daughter** **Facility**  |
| **Fifth Distinguishing Feature** | **The weak vowel merger is a well- established phonological feature in General American. It is the process wherin the /ə/ (**[**schwa**](https://en.wikipedia.org/wiki/Schwa)**) and unstressed /ɪ/ have an identical pronunciation. For instance words such as  [abbot](https://en.wikipedia.org/wiki/Abbot%22%20%5Co%20%22Abbot) and**[**rabbit**](https://en.wikipedia.org/wiki/Rabbit)**,** [**Lennon**](https://en.wikipedia.org/wiki/Lennon)**and**[**Lenin**](https://en.wikipedia.org/wiki/Lenin)**also Rosa's and roses and finally addition and edition are identically pronounced.** |
| **Sixth Distinguishing Feature**  | **Trisyllabic laxing, or trisyllabic shortening, is the process by which tense vowels (long vowels or**[**diphthongs**](https://en.wikipedia.org/wiki/Diphthong)**) become lax (short [monophthongs](https://en.wikipedia.org/wiki/Monophthong%22%20%5Co%20%22Monophthong)) when followed by two or more syllables. Such feature is usually found in RP.** **Examples :** **Serene and Serenity - /sᵻˈriːn, sᵻˈrɛnᵻti/****Impede and Impediment- /ɪmˈpiːd, ɪmˈpɛdᵻmənt/** |
| **Seventh Distinguishing Feature**  | The ***trap–bath* split** (also **TRAP–BATH split**) is a [vowel split](https://en.wikipedia.org/wiki/Phonological_change#Phonemic_splits) which is usually associated with RP.It should be noted that such a split has lead RP to have a back unrounded open vowel /ɑː/ in many words where GA has a front open unrounded vowel /æ/. Examples: *aunt, pass, laugh, path* |

**Teacher’s Name:** Chibani Safia

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**Ascending Rank:** Lecturer / Assistant Lecturer / Half-time Teacher

**Module in Charge:** Reading Comprehension

**Title of the Tutorial’s Teaching Unit:** Phonemic and Phonetic Transcription

**Level: First-Year**

**X**

**Date:** 05/01/2022

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**Teaching Unit Content:**

1. Phonemic and Phonetic Transcription

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| **Teaching Unit Main Objective:** |

This course is a review of the most basic rules for both phonemic and phonetic transcription.

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| **Teaching Unit Description:** Phonemic and phonetic transcriptions provide a visually accurate description of speech segments. Most dictionaries are based upon phonemic transcription because it is more general and accessible. The phonetic type, however, is known for being more specific and detailed. It does not only focus on the phonemic features of some particular accent, but also on the existing allophonic manifestations which are quite problematic for non-native speakers. Those distinctions will be fully explored in this lecture.  |

**Phonemic Transcription Main Characteristics**

**Phonetic Transcription Main Characteristics**

There are 44 speech sounds in the English language. They are divided into 24 Consonants and 20 Vowels. This list does not include the existing allophones in both RP and GA.

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| **Consonants** |
| **p** | *pen, copy, happen* |
| **b** | *back, baby, job* |
| **t** | *tea, tight, button* |
| **d** | *day, ladder, odd* |
| **k** | *key, clock, school* |
| **g** | *get, giggle, ghost* |
| **tʃ** | *church, match, nature* |
| **dʒ** | *judge, age, soldier* |
| **f** | *fat, coffee, rough, photo* |
| **v** | *view, heavy, move* |
| **θ** | *thing, author, path* |
| **ð** | *this, other, smooth* |
| **s** | *soon, cease, sister* |
| **z** | *zero, music, roses, buzz* |
| **ʃ** | *ship, sure, national* |
| **ʒ** | *pleasure, vision* |
| **h** | *hot, whole, ahead* |
| **m** | *more, hammer, sum* |
| **n** | *nice, know, funny, sun* |
| **ŋ** | *ring, anger, thanks, sung* |
| **l** | *light, valley, feel* |
| **r** | *right, wrong, sorry, arrange* |
| **j** | *yet, use, beauty, few* |
| **w** | *wet, one, when, queen* |
| **ʔ** | *(glottal stop)department, football* |

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| **Vowels** |
| **ɪ** | *kit, bid, hymn, minute* |
| **e** | *dress, bed, head, many* |
| **æ** | *trap, bad* |
| **ɒ** | *lot, odd, wash* |
| **ʌ** | *strut, mud, love, blood* |
| **ʊ** | *foot, good, put* |
| **iː** | *fleece, sea, machine* |
| **eɪ** | *face, day, break* |
| **aɪ** | *price, high, try* |
| **ɔɪ** | *choice, boy* |
| **uː** | *goose, two, blue, group* |
| **əʊ** | *goat, show, no* |
| **aʊ** | *mouth, now* |
| **ɪə** | *near, here, weary* |
| **eə** | *square. fair, various* |
| **ɑː** | *start, father* |
| **ɔː** | *thought, law, north, war* |
| **ʊə** | *poor, jury, cure* |
| **ɜː** | *nurse, stir, learn, refer* |
| **ə** | *about, common, standard* |
| **i** | *happy, radiate. glorious* |
| **u** | *thank you, influence, situation* |
| **n̩** | *suddenly, cotton* |
| **l̩** | *middle, metal* |
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The list of English Allophones:

1. [Voiceless](https://en.wikipedia.org/wiki/Voicelessness) [stops](https://en.wikipedia.org/wiki/Stop_consonant) /p, t, k/ are [aspirated](https://en.wikipedia.org/wiki/Aspirated_consonant) when they come at the beginning of a syllable, such as in words like "pip, test, kick" [pʰɪp, tʰɛst, kʰɪk]. You can compare this with voiceless stops that are not [syllable](https://en.wikipedia.org/wiki/Syllable) initial like "stop" [stɑp]. The /t/ voiceless stop follows the /s/ (fricative) here.
2. Nasals become syllabic, or their own syllable, only when immediately following an obstruent (as opposed to just any consonant), such as in the words "leaden, chasm" [ˈlɛdn̩, ˈkæzm̩]. Take in comparison "kiln, film"; in most accents of English, the nasals are not syllabic.
3. The lateral /l/, however, is syllabic at the end of the word when immediately following any consonant, like in "paddle, whistle" [ˈpædl̩, ˈwɪsl̩].
4. When considering /r, l/ as [liquids](https://en.wikipedia.org/wiki/Liquid_consonant), /r/ is included in this rule as well as present in the words "sabre, razor, hammer, tailor" [ˈseɪbɹ̩, ˈreɪzɹ̩, ˈhæmɹ̩, ˈteɪlɹ̩].
5. A consonant is shortened when it is before an identical consonant, such as in "big game" or "top post".
6. The lateral /l/ is [velarized](https://en.wikipedia.org/wiki/Velarization) at the end of a word when it comes after a vowel as well as before a consonant. Compare for example "life" [laɪf] vs. "file" [faɪɫ] or "feeling" [fiːlɪŋ] vs. "feel" [fiːɫ].
7. English vowels are nasalized when followed by a nasal.
8. There are four r-colored vowels in English mainly :
* [ɚ]: *h****ear****se*, *ass****er****t*, *m****ir****th* (stressed, conventionally written [ɝ]); *stand****ar****d*, *dinn****er***, *Lincolnshi****re*** (unstressed)
* [ɑ˞]: *st****ar****t*, *c****ar***
* [ɔ˞]: *n****or****th*, *w****ar***