



UNIVERSITY OF COSTA RICA
PACIFIC CAMPUS

B.A. IN ENGLISH WITH BUSINESS MANAGEMENT TRAINING
COURSE OUTLINE: **ENGLISH PHONOLOGY**
I Semester, 2024

General Information Code: IP-0020

Name: ENGLISH PHONOLOGY

Type of course: Theoretical – Practical

Credits: 3

In-class hours: 4 (3 hour class, 1 hour lab)

Self- study hours (out-of-class hours): 5

Requisites: IP-0017

Co-requisites:

Cycle: V-Cycle

Schedule: [Thursday 13:00—16:50](#)

Sufficiency Mode:

Tutoring Mode:

Teacher Information

Name: [Edwin Quesada Montiel](#)

E-mail address: edwin.quesada@ucr.ac.cr

Attention Hours: [L y K from 8:00 to 12:00](#)

Description

This is a third-year course for students who have approved the course of phonetics; hence, they are familiar with the physical characteristics of English sounds and their adequate production. Throughout this course, students will be given the linguistic tools to use English sounds in contexts along with the suprasegmental elements of language which will allow for effective communication.

General Objective

To involve phonological aspects of language in daily speech to achieve effective communication in English.

Specific objectives

To understand how sounds are organized and used in the English language.

To comprehend how to use the sounds of English effectively.

To become acquainted with minimal pairs.

To include suprasegmentals in daily speech (stress, rhythm and intonation).

To master rules in terms of interaction of sounds.

Content

Definition of phonology

Phonological rules of language

How to use sounds in speech

Allophones and phonemes

Minimal pairs

Common spelling forms

Word context

Consonant clusters

Suprasegmentals Stress

Rhythm

Intonation

Methodology

Since it is the purpose of this course to achieve effective communication through the application of phonological rules and use of sounds in the language, the students will be a central component in the process. His/her active participation will permit the accomplishment of goals. Students' investigation skills will be motivated since they should constantly look for real-context environments in which the sounds of English are applied as the theory learned establishes.

In groups of a minimum of three and a maximum of four people, students will have to develop an investigation on the use of phonological aspects of language. The purpose is to use material designed for native English speakers so the students find patterns of the phonological rules. For this, students must previously look for valid theory on the subject from reliable sources to support their findings. After the investigation process has been completed, they have to submit a written paper with the findings of the research.

Additionally to this, they are required to present it orally to the rest of the group and professor.

Evaluation summary

<i>Description</i>	<i>Percentage</i>
2 exams	45% (20% midterm and 25% final)
4 quizzes	40% (10% each)
Research (Essay paper and oral presentation of results)	15% (10% written and 5% oral)

Total: 100%

Important notes:

- Attendance to the lab is mandatory.
- Exams and quizzes will not be repeated unless proper documentation is presented within the required amount of time.
- Plagiarism will not be tolerated under **ANY circumstance**. Students who are caught in this practice will be punished based on the “Reglamento de Régimen Estudiantil”

Bibliography

Course textbook

Dauer, R.M. (1993). *Accurate English*. New Jersey: Prentice Hall Regents.

Other textbooks

Avery, P. and Ehrlich, S. (1992). *Teaching American English Pronunciation*. New York: Oxford University Press.

Bybee, J. (2003). *Phonology and Language Use*. Cambridge: Cambridge University Press.

Celce-Murcia, M., Brinton, D.M., Goodwin, J.M. (2010). *Teaching Pronunciation: A Course Book and Reference Guide*, 2nd Ed. Cambridge : Cambridge University Press.

Clark, J. and Yallop, C. (1995). *An Introduction to Phonetics and Phonology* (2nd Ed.). Oxford: Blackwell Publishers Ltd.

Coe, N. (2001). *Speakers of Spanish and Catalan*. In M. Swan & B. Smith, *Learner English: A teacher's guide to interference and other problems* (2nd Ed.) (pp. 90-112). Cambridge: Cambridge University Press.

Dale, P. and Poms, L. (1985). *English Pronunciation for Spanish Speakers*. Vol.2: Vowels. New Jersey : Prentice Hall Regents.

Dale, P. and Poms, L. (1986). *English Pronunciation for Spanish Speakers*. Vol.1: Consonants. New Jersey: Prentice Hall Regents.

Dale & Poms. (2005). *English Pronunciation Made Simple*. Pearson Education. Dauer, R.M. (1993). *Accurate English*. New Jersey: Prentice Hall Regents.

Hayes, Bruce. (2008). *Introductory phonology*. DACS, London.

Hewings, Martin; Goldstein Sharon (2006). *Pronunciation Plus. Practice through interaction*. Cambridge University Press.

Kelly, G. (2000). *How to Teach Pronunciation*. England: Pearson Education Limited.

Kenworthy, J. (1987). *Teaching English Pronunciation*. Essex: Longman Group UK Limited.

Ladefoged, P. (2006). *A Course in Phonetics* (5th Ed). Boston: Thomson Wadsworth.

Lane, L. (1997). *Basics in Pronunciation*. New York: Addison Wesley Longman.

McMahon, A. (2002). *An Introduction to English Phonology*. Edinburgh: Edinburgh University Press.

Odden, David. (2005). *Introducing phonology*. Cambridge University Press.
Complementary material provided by the teacher.

Roach, P. (2000). *English Phonetics and Phonology: A Practical Course* (3rd Ed.). Cambridge: Cambridge University Press.

Tentative Timetable

Weeks	Dates	Contents/Activities	Evaluations
Week 1	Thursday, 14th March, 2024	Introduction to Phonology. Stressed and Unstressed Syllables. Vowel Reduction.	
Week 2	Thursday, 21st March, 2024	Dividing Words into Syllables. Stress Placement in Words of More Than Two Syllables.	
Week 3	Thursday, 28th March, 2024	Holy Week	
Week 4	Thursday, 4th April, 2024	Stress and Vowel Reduction in Noun-Verb Word Pairs. Alternation of Reduced and Full Vowels. Disappearing Syllables.	Quiz 1
Week 5	Thursday, 11th April, 2024	Stress in One-Syllable Words.	
Week 6	Thursday, 18th April, 2024	Quiz return and discussion. Weak Forms: Reducing Function Words. Rhythmic Grouping: Pausing and Linking (I Part).	Virtual Class (Vocational Fair)
Week 7	Thursday, 25th April, 2024	Rhythmic Grouping: Pausing and Linking (II Part). Semana U	
Week 8	Thursday, 2nd May, 2024	Breaking the Rules. Words with Variable Stress. The phonological level.	Quiz 2
Week 9	Thursday, 9th May, 2024	Quiz return and discussion. Stress in Compound Nouns. Introduction to Intonation.	

Week 10	Thursday, 16th May, 2024		I Exam
Week 11	Thursday, 23rd May, 2024	Exam return and comments. Compound Versus Non-compound Constructions. Stress, Rhythm, and Adjustments in Connected Speech.	0s3
Week 12	Thursday, 30th May, 2024	Intonation and Sentence Stress. Neutral Pitch Patterns. Prominence and Intonation in Discourse. Intonation 1.	Quiz 3
Week 13	Thursday, 6th June, 2024	Intonation 2. Moving Sentence Stress. Quiz return and discussion.	
Week 14	Thursday, 13th June, 2024	Changing the Pitch Pattern. Choice Questions and Tag Questions. Dialogues for Intonation. Intonation 3.	Quiz 4
Week 15	Thursday, 20th June, 2024	Quiz return and discussion. Review.	
Week 16	Thursday, 27th June, 2024		Group Presentations (Research)
Week 17	Thursday, 4th July, 2024		II Exam