

Subject name/code:	Phonological Theory / BNY-DK-002A
Subject coordinator:	Head of the Doctoral School
Lecturer(s) of the subject:	Balogné Bérces Katalin, PhD, Associate Professor Cser András, DSc, habil, Professor
Credits:	8 credits
Lesson type:	Lecture
Brief subject description:	The course provides an overview of central issues and current frameworks in phonological theory. It aims to develop students' ability to critically evaluate phonological models, understand the relationship between phonology and phonetics, morphology, and syntax, and apply theoretical approaches to linguistic data.
Theoretical knowledge to be acquired:	Students will become familiar with: <ul style="list-style-type: none"> • the history of phonological theory in the 20th century: Structuralist Phonology, Generative Phonology • core concepts in phonetics and phonology: segments, distinctive features, alternations, rules, neutralisation, and markedness • phonological rules and derivations: rule format, rule interaction, opacity • Lexical Phonology and the phonology–morphology interface • phonological representations: binary/unary features, underspecification, Autosegmental Phonology, tones, feature geometry • syllable structure, phonotactics, stress, and Metrical Phonology • the phonology–syntax interface and Prosodic Phonology • contemporary frameworks: Government Phonology, Optimality Theory
Practical knowledge to be acquired:	Students will: <ul style="list-style-type: none"> • analyse phonological data using theoretical tools • compare and evaluate competing models • present phonological analyses in oral and written form • engage in critical discussion of case studies and recent literature
List of the most important required literature (2–4 pieces) with bibliographical details (author, title, edition or specific pages, ISBN)	<ul style="list-style-type: none"> • Durand, J. (1990) <i>Generative and Nonlinear Phonology</i>. Routledge. ISBN 978-0-582-00329-3. • Kula, N. & al., eds. (2011) <i>Continuum Companion to Phonology</i>. Continuum. ISBN 978-0-8264-3423-4. • Goldsmith, J.A. & Laks, B. (2023) <i>Generative Phonology: Its Origins, its Principles, and its Successors</i>. In Waugh, L.R. & al., eds, <i>The Cambridge History of Linguistics</i>. CUP. 704–727. • Balogné Bérces, K. & Honeybone, P. (2020) Representation-based models in the current landscape of phonological theory. <i>Acta Linguistica Academica</i> 67(1): 3–27.
List of the most important recommended literature (2–4 pieces) with bibliographical details (author, title, edition or specific pages, ISBN)	<ul style="list-style-type: none"> • Katamba, F. (1989) <i>An Introduction to Phonology</i>. Longman. ISBN 0-582-29150-X. • Hannahs, S.J. & A. Bosch (eds.) (2017) <i>The Routledge Handbook of Phonological Theory</i>. Routledge. ISBN 978-1-138-02581-3.

	<ul style="list-style-type: none"> Giegerich, H. (1992) English Phonology: An Introduction. CUP. ISBN 0 521 33603 1. Ewen, C. & H. van der Hulst (2001) The Phonological Structure of Words. CUP. ISBN 978-0-521-35914-6. 	
Theory to practice ratio:	Number of theoretical contact hours: 100%	Number of practical contact hours: -
Applied teaching methods:	<ul style="list-style-type: none"> Theoretical lectures with visual and auditory aids Interactive discussions and data analysis Student presentations Homework assignments (practice exercises) Group work on case studies 	
Method of assessment:	30-100% oral exam + by choice: 30% in-class performance, 2x20% homework/presentation	
Assessment criteria:	Active participation, optional oral presentation, exam. Grades are given on a three-point scale: - 80-100% = Excellent (5) - 60-79% = Satisfactory (3) - 0-59% = Unsatisfactory (1)	
<p>How the subject contributes to the achievement of the learning outcomes at level 8 of the HQF (MKKR), as identified as learning outcomes in the doctoral school's training programme?</p> <p>Elaborate on the way in which competence elements specified in the Training and Outcome Requirements are/may be achieved</p>	<p>Knowledge: Understands key concepts and models in phonological theory, their historical development, and current debates.</p> <p>Skills: Able to analyse linguistic data, apply theoretical models, present complex arguments, and evaluate competing approaches.</p> <p>Attitude: Demonstrates openness to multiple theoretical perspectives, critical awareness of methodological limitations, and commitment to academic rigour.</p> <p>Responsibility and Autonomy: Capable of independent research and analysis; able to present and defend arguments both individually and in group settings; contributes constructively to scholarly discussion.</p>	