

Degree	Type	Year	Semester
2500245 English Studies	OB	2	2
2501902 English and Catalan	OT	3	0
2501902 English and Catalan	OT	4	0
2501907 English and Classics	OT	3	0
2501907 English and Classics	OT	4	0
2501910 English and Spanish	OT	3	0
2501910 English and Spanish	OT	4	0
2501913 English and French	OT	3	0
2501913 English and French	OT	4	0

Contact

Name: Nuria Gavalda Ferre

Email: Nuria.Gavalda@uab.cat

Use of languages

Principal working language: english (eng)

Some groups entirely in English: Yes

Some groups entirely in Catalan: No

Some groups entirely in Spanish: No

Teachers

Juli Cebrián Puyuelo

Prerequisites

- Students should have taken English Phonetics and Phonology I before enrolling in this course. The specific requisites regarding its contents are knowledge of phonetic transcription and basic descriptive terms from the English Phonetics and Phonology I course.
- Students should have a minimum level of C1 (advanced) or C2 (Proficiency) from the Common European Framework of Reference for Languages: learning, Teaching, Assessment. With a C1 level, the student can understand a wide range of complex and long texts, and recognise implicit meaning; can express him/herself fluently and spontaneously without much obvious searching for expressions; can use language flexibly and effectively for social, academic and professional purposes; can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices. With a C2 level, the student can understand with ease virtually everything heard or read; can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation; can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

Objectives and Contextualisation

This is a second year course which should be taken after English Phonetics and Phonology I. It deals with the differences between the phonological Systems of English and Catalan/Spanish, focusing on suprasegmental aspects, whereas English Phonetics and Phonology I focuses on segmental aspects.

The aspects that will be analysed are English word and sentence stress, vowel reduction, rhythm and intonation. The course also deals with phonological processes that take place in spontaneous speech, as well as the combination of sounds in syllables.

After finishing the course, the student will be able to:

- Use phonetic transcription
- Identify the form and function of stress, rhythm and intonation patterns in English.
- Identify and produce the reduction process that occur in spontaneous speech.
- Perceive and produce relevant contrasts in English
- Compare the phonological system of English and Catalan/Spanish and identify problematic areas.
- Improve their English pronunciation.

Skills

English Studies

- Describe synchronously the main grammar units, constructions and phenomena of the English language.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
- Utilising new technologies in order to capture and organise information in English and other languages, and applying it to the personal continued training and to the problem-solving in the professional or research activity.

English and Catalan

- Describe synchronously the main grammar units, constructions and phenomena of the English language.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.

English and Classics

- Describe synchronously the main grammar units, constructions and phenomena of the English language.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.

English and Spanish

- Describe synchronously the main grammar units, constructions and phenomena of the English language.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.

English and French

- Describe synchronously the main grammar units, constructions and phenomena of the English language.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.

Learning outcomes

1. Applying the information in English that is available on the Internet, in databases, etc. to the work and/or research environments.
2. Applying the theoretical and practical aspects of the articulatory phonetics and processes involved in the production of speech.
3. Communicating in the studied language in oral and written form, properly using vocabulary and grammar.
4. Defining in detail the inventory of consonantal and vocalic phonemes in English and its most common allophonic realisations, as well as the principles of the organisation and combination of sounds in possible sequences.
5. Demonstrate a sound knowledge about the topics related to the study of linguistics.
6. Identifying and explaining the characteristics and morphological, syntactic, semantic, and pragmatic processes of the English language.
7. Identifying the main difficulty areas in English pronunciation according to the mother tongue of the student, and work on the most problematic aspects.
8. Locating and organising relevant information in English that is available on the Internet, in databases, etc.
9. Perceiving and producing the vocalic and consonant contrasts of English, as well as the accent, rhythmic, and intonation patterns.

Content

Analysis and contrast of the English and Catalan/Spanish phonological systems and the different English varieties, with particular focus on suprasegmental aspects.

UNIT 1. Principles of sound combinations in English: English syllable structure.

UNIT 2. Word and sentence stress patterns.

UNIT 3. Rhythmic patterns in English.

UNIT 4. Description and main functions of intonation in English.

UNIT 5. Weakening and allophonic processes in spontaneous speech.

Improvement of the pronunciation of English as a foreign language and learning of production and perception techniques of segmental contrasts as well as stress, rhythm and intonation patterns.

Methodology

Directed

45

Lectures

25

• Word and sentence stress

			<ul style="list-style-type: none"> • Rhythm • Intonation • Connected speech processes • Phonotactics and syllable structure in English • Learning and improvement of English pronunciation
	Practical exercises	7.5	<ul style="list-style-type: none"> • Correction of exercises carried out by students • Discussion in small groups about theoretical and practical questions.
	Pronunciation practice	12.5	<ul style="list-style-type: none"> • Improvement of the production and perception of English sounds.
	Supervised	22.5	
	Individual Assignments	18	<ul style="list-style-type: none"> • Phonetic and phonological transcription • Production and perception exercises of sounds, rhythmic and intonation patterns. • Work with contents presented in class in new contexts.
	Group discussions	4.5	<ul style="list-style-type: none"> • Comparisons of the sounds and the suprasegmental aspects of Catalan/Spanish and English. • Discussion of such differences.
	Autonomous	57.5	
	Individual study	32.5	<ul style="list-style-type: none"> • Description of the phonetics and phonology of the English language. • Identification and production of phonological contrasts in English. Practice of rhythm and intonation.
	Exercises and pronunciation practice	25	<ul style="list-style-type: none"> • Individual practice (including self-correction)

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			

Lectures and practical seminars	45	1.8	1, 4, 5, 3, 7, 9
Type: Supervised			
Tutoring sessions	22.5	0.9	1, 5, 3, 8
Type: Autonomous			
Exercises, assignments, readings, individual study and participation.	57.5	2.3	1, 4, 5, 3, 8, 9

Evaluation

Assessment

Besides the usual participatory responsibilities (class attendance, assigned readings) there will be regular homework and assignments, a written midterm exam, as well as a final written and oral exam. The written exams will include the assigned readings. Students will be evaluated as follows:

- 2 Assignments (12%)
- Homework, attendance and participation in class (8%)
- Midterm Exam (30%) and Final Exam (30%)
- Oral exam (20%)

All exams (midterm, final, and oral) must be passed to pass the course (pass mark = 5/10).

The following points have to be taken into account:

- 1) All the assignments and exams are OBLIGATORY, as well as 80% of the homework and class exercises.
- 2) The minimum mark for an exercise or exam to be considered for the average final mark is 5.
- 3) A final mark of "No avaluable" can only be obtained if the student has completed a maximum of one exam and one assignment or two assignments. Therefore, the completion of two exams, or one exam and two assignments excludes the possibility of obtaining the "No avaluable".
- 4) The level of English will be taken into account when correcting exams and in the assessment of the final grade.
- 5) Partial or total plagiarizing will immediately result in a FAIL (0) for the plagiarized exercise (first-year subjects) or the WHOLE SUBJECT (second-, third- and fourth-year subjects). PLAGIARISING consists of copying text from unacknowledged sources -whether this is part of a sentence or a whole text- with the intention of passing it off as the student's own production. It includes cutting and pasting from internet sources, presented unmodified in the student's own text. Plagiarizing is a SERIOUS OFFENCE. Students must respect authors' intellectual property, always identifying the sources they may use; they must also be responsible for the originality and authenticity of their own texts.
- 6) Missed tests/assignments can only be retaken if the student provides documented justification of their absence.

Reassessment

Students can only resit the oral exam and/or one written exam. If a student fails both written exams, the student has failed the course. The maximum mark that can be obtained at reassessment is a pass (5) (unless reassessment is the result of a missed test due to a justified and documented absence). The re-assessment dates are assigned by the university and will not be changed to suit individual students' needs.

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Homework, participation and attendance	8%	15	0.6	2, 1, 4, 5, 3, 6, 7, 8, 9
Midterm 1	30%	1.5	0.06	2, 5, 3, 7, 9
Midterm 2	30%	1.5	0.06	2, 5, 3, 7, 9
Oral exam	20%	0.5	0.02	2, 7, 9
Two assignments	12%	6.5	0.26	2, 1, 5, 3, 6, 7, 8, 9

Bibliography

Textbooks

Cruttenden, A. 2001. *Gimson's pronunciation of English* [6th edition]. London: Edward Arnold.

Finch, D. F. and Ortiz Lira, H. 1982. *A course in English Phonetics for Spanish Speakers*. London: Heinemann.

Kreidler, C.W. 1997. *Describing Spoken English. An Introduction*. London: Routledge. Ch. 7

Roach, P. 1983. *English Phonetics and Phonology*. Cambridge: CUP.

Wells, J.C. 2006. *English Intonation: An Introduction*. Cambridge: Cambridge University Press.

Recommended books for further practice:

Baker, A. 2006. *Ship or Sheep? An intermediate pronunciation course*. Cambridge: Cambridge University Press.

Estebas, E. 2009. *Teach yourself English pronunciation: An interactive course for Spanish speakers*. Netbiblos/UNED.

García-Lecumberri, M. L. & J. A. Maidment. 2000. *English Transcription course*. London: Arnold.

Hancock, M. 2003. *English Pronunciation in Use*. Cambridge: Cambridge University Press.

Hewings, M. 2007. *English Pronunciation in Use. Advanced*. Cambridge: Cambridge University Press.

Phonetic transcription:

<http://www.phon.ucl.ac.uk/home/johnm/flash/flashin.htm>

<http://davidbrett.uniss.it/phonology/page%20with%20frames2.htm>

General and English phonetics:

<http://www.phon.ucl.ac.uk/resource/index.html>

<http://www.phonetics.ucla.edu/course/contents.html>

<http://hctv.humnet.ucla.edu/departments/linguistics/VowelsandConsonants/>

Pronunciation and ear-training practice

<http://www.shiporsheep.com/>

<http://www.cambridge.org/elt/shiporsheep/>

<http://www.btinternet.com/~eptotd/vm/vowelmachine/vowelmachine.htm>

<http://www.englishaccentcoach.com/>