

## English Phonetics and Phonology II

Code: 100226  
ECTS Credits: 6

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

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### 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  
Celia Gorba Masip  
Nuria Gavalda Ferre

### 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.

By the end of the course, the students will be able to stress English words and sentences, to use English intonation and rhythm. They will be able to do and read phonological transcription of short texts and dialogues, and to pronounce correctly English words both in spelling and in transcription.

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.
- 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.

### **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.

### **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.

### **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.

### **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.

## **Learning outcomes**

1. Applying the theoretical and practical aspects of the articulatory phonetics and processes involved in the production of speech.
2. Communicating in the studied language in oral and written form, properly using vocabulary and grammar.
3. Define 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.
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. Identifying the main difficulty areas in English pronunciation according to the mother tongue of the student, and work on the most problematic aspects.
6. Perceiving and producing the vocalic and consonant contrasts of English, as well as the accent, rhythmic, and intonation patterns.

## Content

UNIT 1: English word stress and levels of prominence

UNIT 2: Stress in derived words: suffixation and compound nouns.

UNIT 3: English sentence stress and rhythm.

UNIT 4: English intonation.

UNIT 5: Phonetic transcription of short texts and dialogues and practice reading transcribed texts

## Methodology

Autonomous activities:

Exercises, assignments, readings, individual study and participation.

Directed activities:

Lectures and practical seminars.

Supervised activities:

Tutoring sessions.

## Activities

Title	Hours	ECTS	Learning outcomes
<b>Type: Directed</b>			
Lectures and practical seminars	45	1.8	4, 2, 5, 6
<b>Type: Supervised</b>			
Tutoring sessions	22.5	0.9	2
<b>Type: Autonomous</b>			
Exercises, assignments, readings, individual study and participation.	57.5	2.3	4, 2, 6

## 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).

Note:

All the assignments and tests are **COMPULSORY**. A final mark of "No evaluable" 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 evaluable".

- The minimum mark for an exam to be considered for the average final mark is 5. Students must complete all assignments and must pass the two written exams and the oral exam to pass the course.  
The students' command of English will be taken into account when marking all exercises and for the final mark.
- **Reassessment conditions:**
  - Only students who have passed a minimum of 60% of the course load can take the re-assessment exams. If both written exams are failed or a written exam and the final oral exam are failed, the subject will be failed and students will not have the possibility to retake the exams. 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 reassessment dates are assigned by the university and will not be changed to suit individual students' needs.

Missed tests can only be retaken if the student provides documented justification of their absence.

**Evaluation activities excluded from reassessment.** The following activities are not eligible for reassessment: Assignment 1, Assignment 2 and assigned exercises.

**Procedure for Reviewing Grades Awarded.** On carrying out each evaluation activity, lecturers will inform students (on Moodle) of the procedures to be followed for reviewing all grades awarded, and the date on which such a review will take place.

- **IMPORTANT:** 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.

### Evaluation activities

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

## Bibliography

### Textbooks

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

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

Gómez González, María de los Angeles. & Sánchez Roura, Teresa. 2016. *English Pronunciation for Speakers of Spanish. From Theory to Practice*. Mouton de Gruyter.

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

Ladefoged, Peter. 1982 (1993, 2005). *A Course in Phonetics*. New York: Harcourt, Brace & Jovanovich/Thomson Wadsworth.

Mott, Brian. 2000. *English Phonetics and Phonology for Spanish Speakers*. Barcelona: Edicions Universitat de Barcelona.

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

Rogers, Henry. 2000. *The Sounds of Language. An Introduction to Phonetics*. London: Pearson Education Ltd.

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

### Recommended books for further practice

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

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

García-Lecumberri, María Luisa & John A. Maidment. 2000. *English Transcription course*. London: Arnold.

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

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

Trancipió fonètica:

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

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

Fonètica general i anglesa:

<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/>

<https://corpus.linguistics.berkeley.edu/acip/>

Pràctica de pronunciació I reconeixement de sons:

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

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

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

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