

English Phonetics and Phonology I

Code: 100227
ECTS Credits: 6

Degree	Type	Year	Semester
2500245 English Studies	OB	2	1
2501902 English and Catalan	OB	2	1
2501907 English and Classics	OB	2	1
2501910 English and Spanish	OB	2	1
2501913 English and French	OB	2	1

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

Malou Van Wijk Adan
Laura Andrea Huerta Bon
Celia Gorba Masip
Jessica Ann Mcdaid
Nuria Gavalda Ferre

Prerequisites

C1 level (advanced) del *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*.

Students are discouraged from enrolling in this subject if they have not passed the first year Usos Bàsics course.

Objectives and Contextualisation

BRIEF DESCRIPTION OF SUBJECT

The main aim of this course is to provide an introduction to the principles of general phonetic description and taxonomy from an articulatory point of view. A description of the sounds of English will be provided and students will practice hearing and producing the linguistically relevant differences in English. Students will acquire working knowledge of phonological and phonetic transcription. The principles of phonological analysis

will be presented. Students are introduced to the principles of articulatory description by means of class presentations by the teacher, together with the comments in class of readings done by the students at home. All this is complemented by extensive exercising throughout the semester. Students will practice transcription and reading during the whole course, both in class, in tutorials and at home.

Specific objectives.

Students will be able

- 1) to describe and to explain the production of speech sounds;
- 2) to classify and describe English sounds articulatorily;
- 3) to do phonological and phonetic transcription, and read words and phrases in transcription;
- 4) to carry out contrastive analysis and phonological analysis, and
- 5) to detect and assess areas of English pronunciation that of particular difficulty for native speakers of Catalan and Spanish, and to attempt to perceive and produce English sounds accurately.

Skills

English Studies

- Describe synchronously the main grammar units, constructions and phenomena of the English language.
- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- 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.
- Working in an autonomous and responsible way in a professional or research environment in English or other languages, in order to accomplish the previously set objectives.

English and Catalan

- Describe synchronously the main grammar units, constructions and phenomena of the English language.
- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- 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.
- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- 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.
- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- 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.
- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.

Learning outcomes

1. Applying the acquired scientific and work planning methodologies to the research in English.
2. Applying the information in English that is available on the Internet, in databases, etc. to the work and/or research environments.
3. Applying the theoretical and practical aspects of the articulatory phonetics and processes involved in the production of speech.
4. Communicating in the studied language in oral and written form, properly using vocabulary and grammar.
5. Comprehending academic or professional texts in their own language or the another acquired in the degree.
6. 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.
7. 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.
8. Identifying the main difficulty areas in English pronunciation according to the mother tongue of the student, and work on the most problematic aspects.
9. Locating and organising relevant information in English that is available on the Internet, in databases, etc.
10. Perceiving and producing the vocalic and consonant contrasts of English, as well as the accent, rhythmic, and intonation patterns.
11. Students must be capable of comprehending advanced academic or professional texts in their own language or the another acquired in the degree.
12. Students must be capable of precisely arguing ideas and opinions in their own language or another acquired in the degree.

Content

SYLLABUS

UNIT 1. Introduction to phonetics, phonology, transcription and the main standard varieties of English.

UNIT 2. Production of speech sounds, articulatory description and classification.

UNIT 3. The English consonant system: phonemes and main allophonic realizations. Contrastive analysis of English and Spanish/Catalan consonants.

UNIT 4. The English vowel system: phonemes and main allophonic realizations. Contrastive analysis of English and Spanish/Catalan vowels.

UNIT 5. English phonotactics and syllable structure.

UNIT 6. Contrastive analysis of phonological systems of different languages or different varieties of one language.

Methodology

Autonomous activities

- Study, test preparation and homework

Directed activities

- Lectures and practical classes

Supervised activities

- Completion of assignments

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Lectures and practical classes	45	1.8	3, 12, 6, 7, 4, 8, 10
Type: Supervised			
Assignments	20	0.8	1, 3, 2, 8, 9
Type: Autonomous			
Study, test preparation and homework	37.5	1.5	3, 11, 7, 8, 9

Evaluation

ASSESSMENT

Method of assessment:

- The 75% of the final mark will correspond to two written exams and one oral exam. The first written exam will take place the 7th or 8th week of classes and constitutes 25% of the final mark. The second written exam will take place the last week of classes and constitutes 30% of the final mark. The oral exam will take place the first week after the Christmas break and corresponds to 20% of the final mark. The minimum mark to pass the exams is 5/10 and it is necessary to pass the two written exams and the oral exam to pass the course.

- The 15% of the final mark corresponds to assignments that students will carry out individually and can include perceptual exercises, oral exercises and phonetic transcription exercises.

- The remaining 10% will correspond to homework and practical exercises, class attendance and participation in the correction of exercises and pronunciation and transcription exercises done in class.

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 40% of the course.

- The three exams (the two written ones and the oral one) need to be passed separately, as well as the whole course average, in order to pass the course.

- **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). PLAGIARISM 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.

- In case of justified absence on the day of an exam, the student will have to justify their absence with appropriate certificates in order to take the exam another day, with previous authorisation by the course coordinator.

Reassessment

Students can only go to reassessment if they have passed a minimum of 50% of the course. If a student fails both written exams (which make up 55% of the final mark), the course will be failed without the possibility of reassessment. The maximum mark that can be obtained at reassessment is 5 (pass).

Evaluation Activities Excluded from Reassessment

The following activities are not eligible for reassessment: the assignments and the homework.

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Assignments	15	14	0.56	3, 7, 4, 8, 10
Homework, in-class exercises and participation	10	30	1.2	1, 3, 2, 12, 5, 11, 7, 4, 8, 9, 10
Oral exam	20	0.5	0.02	3, 7, 4, 8, 10
Written exams	55	3	0.12	1, 3, 2, 5, 6, 7, 4, 8

Bibliography

- Main readings:

- Abercrombie, David 1965. *Studies in Phonetics and Linguistics*. Oxford: OUP. Ch. 2
- Ashby, Patricia 1995. *Speech Sounds*. London: Routledge. (Chapter on Airstream mechanisms).
- Carr, Philip. 1999. *English Phonetics and Phonology: An Introduction*. Oxford: Blackwell. Ch. 5
- Denes, Peter B. & Pinson, Elliot N. 1963. *The Speech Chain*. New York: Freeman. Ch. 1
- Finch, Diana F. & Ortiz Lira, Hector. 1982. *A course in English phonetics for Spanish speakers*. Heinemann Educational Books (currently out of print). Ch. 1-7 + Exercises
- Kreidler, Charles W. 1997. *Describing Spoken English*. An Introduction. London: Routledge. Ch. 7
- O'Connor, J.D. 1973. *Phonetics*. Harmondsworth: Penguin. (Vowels)
- O'Connor, Joseph D. 1980. *Better English Pronunciation*. Cambridge: CUP.
- Roach, Peter 1983. *English Phonetics and Phonology*. Cambridge: CUP.

Recommended bibliography

- Baker, Ann. 2006 (2nd edition). *Tree of Three? An Elementary Pronunciation Course*. Cambridge: Cambridge University Press.
- Baker, Ann. 2006 (3rd edition). *Ship or Sheep? An Intermediate Pronunciation Course*. Cambridge: Cambridge University Press.
- Estebas, Eva. 2009/2014. *Teach yourself English pronunciation*. A Coruña: Netbiblo/Madrid: UNED.
- Gómez González, María de los Ángeles & Sánchez Roura, Teresa. 2016. *English Pronunciation for Speakers of Spanish. From Theory to Practice*. Mouton de Gruyter.
- Hancock, Mark. 2003. *English pronunciation in use*. Cambridge: Cambridge University Press.

- Ladefoged, Peter. 1982 (1993, 2005 with CD-Rom). *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.
- Rogers, Henry. 2000. *The Sounds of Language. An Introduction to Phonetics*. London: Pearson Education Ltd.
- Rafael Monroy-Casas, Inmaculada Arboleda-Guirao (eds.) 2014. *Readings in English phonetics and phonology*. Valencia: Universitat de Valencia
- Carley, Paul; Mees, Inger M.; Collins, Beverly. 2018. *English Phonetics and Pronunciation Practice*. Routledge.

English phonetics and transcription

- The sounds of Spanish and English <http://www.uiowa.edu/~acadtech/phonetics/#>
- IPA homepage <http://www.langsci.ucl.ac.uk/ipa/index.html>
- University College of London tutorials <http://www.phon.ucl.ac.uk/resource/index.html>
- Fonètica articulatòria <http://www.chass.utoronto.ca/~danhall/phonetics/sammy.html>
- Ladefoged: online course <http://phonetics.ucla.edu/course/contents.html>
- Peter Roach's online material <http://www.cambridge.org/elt/peterroach/resources.htm>
- Els sons del català <http://www.ub.edu/sonscatala/#.html>
- <http://www.unc.edu/~jlsmith/pht-url.html>
- <http://davidbrett.uniss.it/phonology/page%20with%20frames2.htm>

English pronunciation

- www.onestopenglish.com/section_flash.asp?catid=60030
 - <http://www.bbc.co.uk/worldservice/learningenglish/grammar/pron/>
 - <http://www.manythings.org/e/pronunciation.html>
 - <http://www.shiporsheep.com/>
 - <http://international.ouc.bc.ca/pronunciation/>
- <http://www.englishpronunciationmadrid.com/>