

**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**

Juli Cebrián Puyuelo  
Andrea Huerta Bon  
Jessica Ann Mcdaid  
Nuria Gavalda Ferre

**External teachers**

Gonzalo Iturregui

**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.

## Competences

### 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 have the ability to gather and interpret relevant data (normally within their study area) to issue judgments that include reflection on important issues of social, scientific or ethical.
- 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.
- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- Students have the ability to gather and interpret relevant data (normally within their study area) to issue judgments that include reflection on important issues of social, scientific or ethical.
- 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 have the ability to gather and interpret relevant data (normally within their study area) to issue judgments that include reflection on important issues of social, scientific or ethical.
- 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 have the ability to gather and interpret relevant data (normally within their study area) to issue judgments that include reflection on important issues of social, scientific or ethical.
- 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 have the ability to gather and interpret relevant data (normally within their study area) to issue judgments that include reflection on important issues of social, scientific or ethical.
- 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. Comprehending academic or professional texts in their own language or the another acquired in the degree.
4. 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.
5. 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.
6. Effectively communicating and applying the argumentative and textual processes to formal and scientific texts.
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. Issue appropriate critical assessments based on the comprehension of relevant information about social, scientific or ethical issues related to linguistics.
9. Perceiving and producing the vocalic and consonant contrasts of English, as well as the accent, rhythmic, and intonation patterns.
10. Students must be capable of comprehending advanced academic or professional texts in their own language or the another acquired in the degree.
11. 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. Modification processes and connected speech

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

## **Methodology**

Directed activities

- Lectures

General phonetics

Description of the articulation of English consonants and vowels and their classification

- Practical exercises

Classroom correction of homework. Pronunciation practice

Improvement of production and perception of English sounds

Supervised

Individual assignments, preparation of assignments and pronunciation practice

Dealing with theoretical contents

Identification of difficult aspects of English pronunciation

Phonetic transcription

Autonomous

- Personal study

Mastering the main notions of phonetics and phonology and apply them to the English language.

Describing the consonantal and vocalic phonemes of English and their realisations

- Practical exercises and pronunciation practice

Autonomous practice (including self-correction)

Identifying and working the difficult aspects of English pronunciation

Assessment

- Exercises and assignments

Classroom correction of exercises

- Exams

Understanding and explaining the basic theoretical notions of phonetics and phonology and their application to English phonetics and phonology, as well as a contrastive analysis between English and Spanish and Catalan.

Practice of phonological and phonetic transcription.

Accurate production of English sounds

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lectures and practical classes	45	1.8	1, 11, 4, 5, 2, 7, 9
Type: Supervised			
Assignments	20	0.8	1, 7
Type: Autonomous			
Study, test preparation and homework	37.5	1.5	1, 10, 5, 7

## Assessment

### ASSESSMENT

- The 80% 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 30% 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.
- The 14% 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 6% 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.
- To pass the course, the following conditions need to be fulfilled:
  - The final oral exam needs to be passed.
  - The combination of the marks of the two written exams needs to average out to a 5 or higher. If one of the two written exams is failed, this will need to have a minimum mark of 4.

### Reassessment

- Reassessment of the course material will be item-by-item.
- Students can only go to reassessment if they have passed a minimum of 60% of the course. If a student fails both written exams (which make up 60% of the final mark) or a written exam and the oral exam (50%), the course will be failed without the possibility of reassessment. The maximum mark that can be obtained at reassessment is 5 (pass).
- Missed tests can only be retaken if the student provides documented justification of their absence.
- Lecturers will inform students (on Moodle) of the date and place of the reassessment exams.

- 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.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Assignments	14	14	0.56	1, 5, 8, 6, 2, 7, 9
Homework, class exercises and participation	6	30	1.2	1, 11, 3, 10, 4, 5, 2, 7, 9
Oral exam	20	0.5	0.02	1, 5, 2, 7, 9
Written exams	60	3	0.12	1, 11, 3, 10, 4, 5, 8, 6, 2, 7

## 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.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/>