

Degree	Type	Year
English and French Studies	OB	2

Contact

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Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

There are not

Objectives and Contextualisation

Phonetics and phonology of French language is one of the compulsory topics for Grau d'Estudis franceses, Estudis de francès i català, Estudis de francès i espanyol, Estudis de francès i anglès i Estudis de francès i clàssiques students. One of its main goals is to help students in their acquisition of the phonic component of French language with different techniques of pronunciation correction. Simultaneously, this subject introduces students to phonetic description of oral productions in French as well as to the analysis methodology used in this discipline. At the end of the term, the student must be able to:- To perceive and to produce a) the sentences prosody, b) the phonetic structure or words, c) phonic unities depending of their context, to achieve intelligible and natural pronunciation- To produce and interpret phonological transcriptions of French language;- To classify and to describe from the articulatory perspective of French sounds;- To analyze and to describe from the acoustic perspective of French sounds

Competences

- Analyse the main phonetic, phonological, morphological, syntactic, lexical, semantic and pragmatic properties of the English and French languages, their evolution throughout history and their current structures.
- Apply the concepts, resources and methods acquired to the different fields of applied English and French linguistics, in a global, multilingual, social context of language learning.
- Carry out linguistic analyses of the English and French languages using specific competences methodologies and terminology.
- Identify the foundations of human language and the principles, methods and results of structural analysis of 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 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.

- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Use digital tools and specific documentary sources to gather and organise information.
- Use spoken English and French correctly for academic and professional purposes related to the study of linguistics, history, culture and literature.

Learning Outcomes

1. Analyse the main phonetic, phonological, morphological, syntactic, lexical, semantic and pragmatic properties of French in the current language.
2. Autonomously search, select and process information both from structured sources (databases, bibliographies, specialized magazines) and from across the network.
3. Be familiar with the resources available for the analysis of French.
4. Compare the expression of grammatical and natural gender in distinct languages.
5. Distinguish grammatical gender from natural gender.
6. Distinguish the distinct levels of linguistic analysis and establish relationships between them.
7. Establish typological generalizations.
8. Generate hypotheses and arguments to explain a given linguistic phenomenon.
9. Identify and explain the terminology specific to each of the linguistic levels.
10. Identify distinct theoretical options or ways of approaching the same linguistic phenomena from alternative theoretical frameworks.
11. Identify the impact of sex/gender inequalities within the field of study.
12. Identify the impact of social and economic organisation on linguistic practices in French.
13. Identify the pragmatic factors that condition the use of different linguistic and argumentative structures.
14. Identifying different theoretical options or ways of dealing with the same problem from alternative theoretical frameworks.
15. In a responsible and reasoned way, apply the appropriate computer techniques for the consultation and management of specific documentary sources.
16. Make oral and written presentations of an academic and/or professional nature on French language, linguistics, culture or literature with a high degree of linguistic accuracy and terminological precision in French.
17. Produce works in which the fundamental digital and bibliographic tools for the field of study are applied.
18. Solve complex linguistic analysis at any level and with the appropriate tools.
19. Summarising acquired knowledge about the origin and transformations experienced in its several fields of study.
20. Use the appropriate and specific terminology of the literary studies.

Content

This subject is structured in practical activities to improve French pronunciation as well as a theoretical-practical introduction of the basis of phonetic and phonological description of French.

Pronunciation- Perception and production of French rhythm, stress and intonation;- Perception and production of vocalic and consonant French phonemes and their allophones

Phonetic and phonological description of French language- Introduction to phonetics, phonology and transcription in IPA- Articulatory phonetics: basis and methodology analysis, description and classification of vowels and consonants in French- Acoustic phonetics: basis and methodology analysis, description and classification of vowels and consonants in French- Sounds and prosody perception

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Phonetic correction. Theoretical courses with TIC and collective. discussion. Elaboration and correction of practical exercises	55	2.2	1, 2, 3, 7, 9, 14, 18, 20
Type: Supervised			
Elaboration in classroom of collective or reduced groups exercises. Oral practice in reduced groups	15	0.6	1, 3, 7, 8, 9, 14, 20
Type: Autonomous			
Exercises	65	2.6	1, 3, 5, 6, 7, 8, 9, 11, 12, 14, 19

This subject is theoretical and practical. It will be focused on formative activities and students active participation in order to achieve the competences required. The learning will be directed with these techniques and actions:- Phonetic correction- Oral practice in reduced groups.- Individual exercises of application of the subject contents. Collective discussions.- Courses with TIC and collective discussion- Test on the competences on the contents, the application of the knowledge to phonetic analysis, written tests in French on the topics of the subject Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

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Assessment

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Oral exam	40%	5	0.2	1, 4, 5, 16, 13, 11, 12, 19
Practical exercises	30%	5	0.2	1, 2, 6, 7, 16
Written exams	30%	5	0.2	1, 15, 2, 3, 6, 17, 7, 16, 8, 13, 9, 12, 10, 14, 18, 20

Assessment will be continuous. It will include all the tasks done during the semester (exams, exercises) and an oral exam, which is compulsory and has to be passed in order to pass the subject.

Mid-term exams will be corrected in class and students will be able to ask any doubt about assessment. In the final exam, a date of revision will be fixed.

- If a student has not done any of the mid-term exams, (s)he will not be assessed.

- Remedial exam will only be available to students who, having done the continuous assessment, have failed. But they will have not right to remedial exam if their average is inferior to 3,5 /10 or if they have not done at

least 2/3 of the required tasks. Tasks not done will not be remediated (in this case the assessment will be 0/10) or the activities done in course as well as the oral exam. If the student has not got an average of pass, he will have to do a final exam including all the topics.

Plagiarism: Total or partial plagiarism of any exercise will be automatically failed (0) of the plagiarised exercise. TO PLAGIARISE is copying from non identified sources from a text, even if it is one single phrase, which is appropriated by someone who is not the real author (it includes copying phrases or Internet passages and adding them without modification to the text which is presented as one's own). It is a serious offense.

In the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the student will be given a zero for this activity, regardless of any disciplinary process that may take place. In the event of several irregularities in assessment activities of the same subject, the student will be given a zero as the final grade for this subject.

In the event that tests or exams cannot be taken onsite (PIUNE students), they will be adapted to an online format made available through the UAB's virtual tools (original weighting will be maintained). Homework, activities and class participation will be carried out through forums, wikis and/or discussion on Teams, etc. Lecturers will ensure that students are able to access these virtual tools, or will offer them feasible alternatives.

This subject entirely prohibits the use of AI technologies in all of its activities. Any submitted work that contains content generated using AI will be considered academic dishonesty; the corresponding grade will be awarded a zero, without the possibility of reassessment. In cases of greater infringement, more serious action may be taken.

Particular cases: Students whose mother tongue is French will have to achieve the same assessment conditions than the rest of students. Students are the exclusive responsible of monitoring formative and assessment activities.

UNIQUE ASSESSMENT:

- a written exam (50 % of the final assessment) on theoretical contents and application in exercises
- an oral exam (50 % of the final assessment). It must be passed in order to pass the subject.

Bibliography

1. General works

Argod-Dutard, Françoise. (1996). *Éléments de phonétique appliquée*. Paris : Armand Colin / Masson. Carton, F. (1974). *Introduction à la phonétique du français*. Paris: Bordas.

Crystal, David (1980). *A First Dictionary of Linguistics and Phonetics*. London: Deutsch.

Escudier, Pierre et alii (éds.) *La parole : des modèles cognitifs aux machines communicantes*. Paris : Hermès. Jakobson, R. (1976). *Six leçons sur le son et le sens*. Paris: Minuit. [première leçon]

Landercy, Albert.; Renard, Raymond (1977). *Éléments de phonétique*. Bruxelles: CIPA/Didier.

Léon, Pierre (1966). *La prononciation du français standard. Aide-mémoire d'orthoépée*. Paris: Didier. Léon, P. (1992). *Phonétisme et prononciations du français*. Paris: Nathan.

Malmberg, Bertil . (1974). *Manuel de phonétique générale*. Paris: Picard.

Munot, Philippe et Neve, François Xavier (2003). *Une introduction à la phonétique*. Liège: CEFAL. Quilis, A. (1993). *Tratado de fonética y fonología españolas*. Madrid: Gredos.

Vaissière, Jacques. 2006. *La phonétique*. Paris: PUF. Que sais-je? Walter, H. 1977. *La phonologie du français*. Paris: PUF.

Wioland, François 1991. Prononcer les mots du français: des sons et des rythmes. Paris: Hachette.

2. Phonology

Delais-Roussarie, Elisabeth. et Durand, Jacques., éd. (2003). Corpus et variation en phonologie du français : méthodes et analyses. Toulouse : Presse Universitaire du Mirail.

Dell, François (1985, 2e éd.). Les règles et les sons, Introduction à la phonologie générative. Paris : Hermann.
Duchet, J.-L. (1998, 5e éd.). La phonologie. Paris : PUF, coll. «Que sais-je?».

Durand, Jacques et al., éd. (2009). Phonologie, variation et accents du français. Paris, Londres : Hermès Sciences, Lavoisier.

Durand, Jacques. et Lyche, Chantal. (2000). « La phonologie : des phonèmes à la théorie de l'optimalité », in Escudier, P. et alii. (éd.) La parole : des modèles cognitifs aux machines communicantes. Paris : Hermès.

Encrevé, Pierre. (1988). La liaison avec et sans enchaînement. Paris : éd. de Minuit.

Goldsmith, John, éd. (1995). The Handbook of Phonological Theory. Cambridge Mass. : Basil Blackwell.
Gussenhoven, C. & Jacobs H. (1998). Understanding Phonology. London : Arnold ; New York : Oxford University Press.

Troubetzkoy, Nikolai. 1949. Principes de phonologie. Paris: Klincksieck.

3. Perception

Nguyen, Noël. (2005). La perception de la parole, in N. Nguyen, S. Wauquier-Gravelines & J. Durand (éd.), Phonologie et phonétique : Forme et substance (pp. 425-447). Paris : Hermès.

Pisoni, David et Remez, Robert. E.(éd.) (2005). The Handbook of Speech Perception. Oxford : Blackwell.

4. Prosody

Delattre, Pierre 1966. "Les dix intonations de base du français", The French Review, 40.

Di Cristo, Aalbert. (2004). La prosodie au carrefour de la phonétique, de la phonologie et de l'articulation formes-fonctions, Travaux Interdisciplinaires du Laboratoire Parole et Langage, vol.23, p. 67-211. Di Cristo, A. (2016). Les musiques du français parlé. Berlin/Boston : De Gruyter.

Heinz, Jeffrey et al (éd.). (2016). Dimensions of Phonological Stress. Cambridge University Press.

Lacheret-Dujour, Anne.; Beaugendre, Frédéric. (1999). La prosodie du français. Paris: CNRS Editions.

Morel, Marie Annick; Danon-Boileau, Laurent (1998). Grammaire dell'intonation. L'exemple du français. Paris: Ophrys.

Software

Praat: <http://www.fon.hum.uva.nl/praat/>

Doulos SIL: <http://software.sil.org/doulos/>

Bibliografia: <http://liceu.uab.cat/~joaquim/>

Blog: <https://www.verbotonale-phonetique.com>

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	1	French	first semester	morning-mixed
(TE) Theory	1	French	first semester	morning-mixed