FACULTAD DE FILOSOFÍA Y LETRAS
GRADO DE ESTUDIOS INGLESES
2015/16 Year
Subject: LA PRONUNCIACIÓN DEL INGLÉS I

DETAILS OF THE SUBJECT

Title: LA PRONUNCIACIÓN DEL INGLÉS I
Code: 100547
Degree/Master: GRADO DE ESTUDIOS INGLESES   **Year:** 1
Name of the module to which it belongs:
Field: LINGÜÍSTICA DESCRIPTIVA DEL INGLÉS
Character: OBLIGATORIA   **Duration:** FIRST TERM
ECTS Credits: 6   **Classroom hours:** 60
Face-to-face classroom percentage: 40%   **Non-contact hours:** 90
Online platform:

TEACHER INFORMATION

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SPECIFICS OF THE SUBJECT

REQUIREMENTS AND RECOMMENDATIONS

Prerequisites established in the study plan

None.

Recommendations

None specified.

SKILLS

CB1   Capable of analysis and synthesis.
CB2   Capable of organisation and planning.
CB3   Knowledge of a foreign language (English).
CB4   Knowledge of ICTs for study and research.
CB5   Students have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues.

CB7	Decision making
CB8	Students can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study.
CB10	Ability to work in an interdisciplinary team.
CB11	Ability to work in an international context.
CB12	Recognition of diversity and interculturality.
CB13	Capable of self-assessment
CB14	Adapt to new situations.
CB15	Creativity.
CB16	Knowledge of other cultures and customs.
CB17	Motivation for quality, professional ambition and entrepreneurship.
CB19	Students have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.
CU1	Accredit the use and mastery of a foreign language.
CU2	User level knowledge and mastery of ICTs.
CE10	Knowledge of the specific terminology of the main linguistic disciplines.
CE11	Knowledge of the specific linguistic features of the English language with respect to the the native language, and their differences. Theoretical and practical knowledge of the Spanish/English language mediation.
CE12	Analysis, commentary and explanation of texts in English of various registers, types, genres and historical periods.
CE13	Proficiency in oral and written academic English, as well as the techniques for writing academic papers. Ability to defend and express abstract concepts, hypotheses and relationships in academic essays.
CE15	Use different resources for the study and research of English linguistics, both in print and electronic form (bibliographies, databases, relevant specialised computer applications in linguistic studies)
CE16	Knowledge of the methodologies, tools and resources of language industries and information and communication technologies.
CE24	Identify, classify, explain and evaluate the various language functions regarding units, relations and processes.
CE25	Ability to analyse the phonetic, phonological, morphosyntactic, semantic properties and discourse of the English language.
CE27	Participation in group learning activities: assignments, studies
CE28	Participation in learning forums and knowledge transfer: newsgroups, blogs
CE29	Analyse factors related to the use of language in situations that affect the final form of written and spoken text.
CE33	Ability to develop critical and independent thinking through the reading and analysis of literary texts and other cultural manifestations in the English language.
CE34	Ability to critically evaluate a bibliography and situate it within a theoretical perspective.
CE35	Ability to design and develop training materials and materials for self-learning related to the academic content of the module.
CE39	Ability to identify the cognitive and functional determinants of language structure and use.
CE40	Develop autonomy to select linguistic and methodological resources according to the objective to be pursued.
CE41	Develop an interest in linguistic theory and its application to various fields such as the study of creative texts in English and English language teaching and learning methodology.
CE42	Develop an interest in both synchronic and diachronic linguistic theory and description.
CE43	Develop an interest in the various theories of language teaching and learning in a heterogeneous context of diverse traditions, methods and approaches.
CE44	Ability to synthesize, organize, manipulate and effectively convey the knowledge acquired in the different modules.
CE45	Accept critical currents of thought that differ from that of the students.
CE51	Ability to distinguish between different theoretical/critical approaches to the same problem.
CE52	Ability to identify research problems and topics and assess their relevance.
CE53	Ability to analyse texts and discourse in English using the proper techniques of analysis.

OBJECTIVES

The main objective is to offer an introduction of the pronunciation of English at the segmental level (vowels and consonants) in three different levels:

a) theoretical (understanding the biological principles of speech production and the scope of the disciplines of Phonetics and Phonology);

b) descriptive (offering a description of the characteristics of the pronunciation of the vowels and consonants of

English, mainly of the two most relevant accents -British and American).

c) practical (giving the opportunity to students to practise all the aspects covered).

CONTENT

1. Theory contents

UNIT 1: Phonetics and Phonology: an introduction to basic concepts

1. Linguistics and Phonetics: letters and sounds, sounds and sound groups, syllables, words and utterances.

2. Phonetics vs. Phonology.

3. Articulatory, acoustic and auditory phonetics: the production of sounds; the acoustic nature of sound material

(fundamental frequency, intensity, amplitude and duration); basic mechanisms of auditory processing of speech.

4. The field of phonology: phonological theory and current trends.

5. The phonetic alphabet: introduction to the phonetic notation.

UNIT 2: The Speech Mechanism

1. Basic components of speech: the pulmonic airstream mechanism (egressive vs. ingressive); the phases of

speech; the functional components of speech (initiation, phonation, articulation and co-ordination).

2. The vocal tract: the creation of subglottal pressure; the larynx and vocal folds; supraglottal resonators (pharynx

and nasal cavity) ;the oral cavity (the role of the jaw, lips, tongue, teeth, teeth-ridge, hard and soft palate).

3. Major aspects of articulation: stop, fricative, resonant, multiple articulations.

4. Production of vowel and consonant sounds, prosodic features and co-articulation.

UNIT 3: The English vowel system

1. Description and classification: difficulties of description (dialect variation); cardinal vowels; quality (pure and

gliding); quantity (long and short); phonologically long vs. phonologically short; neutralisation of vowels (reduction

to /«/, loss of /«/ and "pre-fortis clipping"); main acoustic and auditory features (the perception of foreign

languages); vowel fluctuation.

2. Diphthongs, triphthongs and vowel sequences: falling and rising diphthongs; reduction of vowels ("smoothing" or

"levelling"); allophonic instability in vowel sequences.

3. Sounds and spellings.

4. 20th -century changes in the English vowel system.

5. Pedagogical priorities.

UNIT 4: The English consonants

1. Description and classification: voicing; fortis vs. lenis: voice and muscular effort; place of articulation (labial, dental, alveolar, palatal, velar and glottal); manner of articulation (plosive, fricative, affricate, nasal, lateral and approximant); distributional rules (the phonotactics of consonants); allophonic varieties.

2. Consonant sequences: initial and final sequences.

3. Sounds and spellings.

4. 20th -century changes affecting consonants.

5. Pedagogical priorities.

2. Practical contents

UNIT 1: Phonetics and Phonology: an introduction to basic concepts

1. Practical production and analysis of sounds.

2. Practice with phonemic and allophonic transcripcion.

UNIT 2: The Speech Mechanism

1. Production of sounds in isolation, prosodic features and co-articulation.

UNIT 3: The English vowel system

1. Pedagogical priorities.

UNIT 4: The English consonants

2. Pedagogical priorities.

METHODOLOGY

General clarifications on the methodology and methodological adaptations for part-time students

Students will have to complete 50% of additional work.

Face-to-face activities

Activity	Large group	Medium group	Total
Case study	10	-	*10*
Group presentation	10	-	*10*
Lectures	25	-	*25*
Workshop	-	15	*15*
Total hours:	*45*	*15*	*60*

Not on-site activities

Actividad	Total
Bibliographic consultations	*20*
Exercises	*10*
Finding information	*10*
Self-study	*50*
Total hours:	90

WORK MATERIALS FOR STUDENTS

Practical cases and examples
Exercises and problems
Manual of the subject

Clarifications:

None.

EVALUATION

Skills	Tools		
	Final exam	**Oral presentations**	**Practical cases and examples**
CB1	x		
CB10			x
CB11		x	
CB12			x
CB13	x		
CB14	x		
CB15	x		
CB16		x	

CB17			x
CB19		x	
CB2	x		
CB3	x		
CB4	x		
CB5		x	
CB7			x
CB8	x		
CE10	x		
CE11		x	
CE12	x		
CE13	x		
CE15			x
CE16	x		
CE24			x
CE25		x	
CE27			x
CE28		x	
CE29	x		
CE33	x		
CE34		x	
CE35	x		
CE39			x
CE40	x		
CE41	x		
CE42	x		
CE43			x
CE44	x		
CE45	x		
CE51		x	
CE52	x		
CE53			x
CU1			x
CU2	x		
Total (100%)	80%	10%	10%
Minimum grade.(*)	5	5	5

(*) Minimum grade necessary to calculate the average

Minimum score to eliminate content and period of validity for partial qualifications: *5 / Two weeks*

General clarifications on evaluation and methodological adaptation for part-time students:

Students will habe to complete 50% of additional work

Value of attendance in the final grade: *students have to complete a minimum of 80% of the total number of hours*

Qualifying criteria for obtaining honors: *To obtain 10 points out of 10*

BIBLIOGRAPHY

1. Basic Bibliography:

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Pavón, V., A. Rosado, 2003, Guía de fonética y fonología para estudiantes de Filología Inglesa: en el umbral del tercer milenio , Granada: Comares.

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Jones, D., 1997, English Pronouncing Dictionary , edited by P. Roach and J. Hartman, Cambridge: Cambridge University Press.

Pointon, G.E., 1993, BBC Pronouncing Dictionary of British Names , 2nd edition, Oxford: Oxford University Press.

Wells, J.C., 2000, Longman Pronouncing Dictionary , 2nd edition, Harlow: Longman.

Windsor Lewis, J., 1972, A Concise Pronouncing Dictionary of British and American English , London: Oxford

2. Further reading:

Bowler, B., 2005, Pronunciation Activities , London: Mary Glasgow Magazines.

Brazil, D., 1994, Pronunciation for Advanced Learners of English , Cambridge: C.U.P.

Cunningham, S. and B. Bowler, 1999, Headway Upper-Intermediate Pronunciation , Oxford: O.U.P.

Dalton, C. and B. Seidlhofer, 1994, Pronunciation , Oxford: O.U.P.

Estebas Vilaplana, E., 2009, Teach Yourself English Pronunciation: an interactive course for Spanish speakers, Madrid: Netbiblo-UNED.

García Lecumberri, M.L. and J.A. Maidment, 2000, English Transcription Course , London: Arnold.

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Marks, J., 2007, English Pronunciation in Use (Elementary) , Cambridge: Cambridge University Press.

Pavón, V., 2008, Pronunciation , dentro del Student’s CD-ROM del libro de texto para 2º de Bachillerato Tune in 2 . Madrid: Richmond Publishing.

Pavón, V. et al ., 2001, Sistema software para la contribución a la enseñanza de la fonética inglesa: vocales y consonantes.

 Pavón, V., Ríos, S., Fernández, N., 2003, Transcriptor fonémico de la lengua inglesa , UCO (programa software disponible).

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COORDINATION CRITERIA

- Common evaluation criteria
- Delivery date job
- Joint activities: lectures, seminars, visits ...
- Selection of common competencies

SCHEDULE

Period	Activity			
	Case study	Group presentation	Lectures	Workshop
1# Fortnight	0	2.5	4	1
2# Fortnight	2.5	0	3	2
3# Fortnight	0	2.5	3	2
4# Fortnight	2.5	0	3	2
5# Fortnight	0	2.5	3	2
6# Fortnight	2.5	0	3	2
7# Fortnight	0	2.5	3	2
8# Fortnight	2.5	0	3	2
Total hours:	10	10	25	15