DETAILS OF THE SUBJECT

Title: LA PRONUNCIACIÓN DEL INGLÉS II
Code: 100548
Degree/Master: GRADO DE ESTUDIOS INGLESES   **Year:** 1
Name of the module to which it belongs:
Field: LINGÜÍSTICA DESCRIPTIVA DEL INGLÉS
Character: OBLIGATORIA   **Duration:** SECOND 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 suprasegmental level (stress, rhythm and intonation) 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 stress, rhythm and intonation 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

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1. Theoretical content

UNIT 1: Accentuation

1. The articulatory, acoustic and auditory nature of accentuation: the concept of prominence; levels of prominence within the word; pitch, length, quality and stress; types of accents.

2. Word stress: the syllable and the word (heavy and light syllables); simple and complex word stress (roots and compounds); accentuation and suffixes; distinctive accentual patterns; differences according to rhythm or emphasis.

3. Accentuation in connected speech: the nuclear stress rule; accentuation and usage; rhythmical modifications emphatic and contrastive patterns.

4. The relation between accentuation-rhythm and accentuation-intonation.

UNIT 2: Features of connected speech

1. Assimilation: historical and contextual; coalescent assimilation; progressive vs. regressive.

2. Elision: historical and contextual.

3. Other phonological processes: linking, compression, gemination, liaison and juncture.

4. Allophonic variation (similitude): features affecting lips and mouth position; devoicing; nasalization and palatalization.

5. Stylistic variation: models of pronunciation (formal, unhurried colloquial and informal colloquial).

UNIT 3: The English rhythm

1. The process of gradation: strong and weak forms; weak forms and rhythm; the use of strong forms.

2. Stress-timed vs. syllable-timed rhythm: the stress-timed rhythm of English (a tendency to isochrony); the Borrowing Rule.

3. The structure of the rhythm unit: foot, rhythm unit and breath group; rules for the assignation of syllables to rhythm units.

4. Sentence rhythm: contrastive syllables; re-occurrences; repetitions (the anaphora rule).

UNIT 4: Intonation

1. Physiological and functional nature: tone and tone-languages. 2. Intonation shapes: fall (high and low); rise (high and low); fall-rise; rise-fall; level.

3. The meanings of the tones: the semantic uses of intonation; the relation between intonation and syntactic structures.

4. The Tone-Unit: pre-head, head, tonic syllable and tail; identification of the tonic syllable; identification of the tone-unit boundaries.

5. The functions of intonation: attitudinal, accentual, grammatical, discourse.

2. Practical contents

UNIT 1: Accentuation. Contrastive analysis of English accentuation with other languages: pedagogical priorities.

UNIT 2: Features of connected speech. Transcription of phonemic and allophonic phenomena.

UNIT 3: The English rhythm. Contrastive analysis of English rhythm with other languages: pedagogical priorities.

UNIT 4: Intonation. Contrastive analysis of English intonation with other languages: pedagogical priorities.

METHODOLOGY

General clarifications on the methodology. (optional)

The methodology of this course in English will be student-centred and aimed at enhacing students' language pronuntiation. Students are expected to get actively involved in class dynamics, participate in the teaching-learning tasks proposed by the teacher, and contribute to the whole learning process in a wide range of individual, pair and group activities. The approach to English learning will be communicative, functional and pragmatic. English will be the common language of classroom management and communication.

Methodological adaptations for part-time students

Part-time students that cannot attend lectures regularly will have to do all the course activities (writing assignments, oral test) on the scheduled date. These students will have to contact the lecturer at the beginning of the course and provide her with the relevant documents that justify their lack of attendance.

Face-to-face activities

Activity	Large group	Medium group	Total
Case study	10	-	*10*
Group presentation	10	-	*10*
Lectures	22	-	*22*
Workshop	-	18	*18*
Total hours:	*42*	*18*	*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	Final exam	Oral presentations	Practical cases and examples
	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 pass the subject

¿Valora la asistencia?: *No*

General clarifications on instruments for evaluation:

The assessment of the final exam will be as follows:

Theory: 70%

Practice: 30%

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

Students attending regularly and part-time students that cannot attend lectures will be assessed following the same criteria:

- Final exam (80% of global assessment).

-Oral Presentations (10% of global assessment).

-Practical cases and examples (10% of global assessment).

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

¿Hay examenes/pruebas parciales?: *No*

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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.

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

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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Hewings, M., 2004, Pronunciation Practice Activities , Cambridge: Cambridge University Press.

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

Underhill, A., 2005, Sound Foundations , 3rd edition, London: Heinemann.

COORDINATION CRITERIA

- Common evaluation criteria
- Selection of common competencies