

COURSE DESCRIPTION

COURSE DETAILS

Title (of the course): **LA PRONUNCIACIÓN DEL INGLÉS I**

Code: 100547

Degree/Master: **GRADO DE ESTUDIOS INGLESES**

Year: 1

Field: LINGÜÍSTICA DESCRIPTIVA DEL INGLÉS

Character: OBLIGATORIA

Duration: FIRST TERM

ECTS Credits: 6.0

Classroom hours: 60

Face-to-face classroom percentage: 40.0%

Study hours: 90

Online platform:

LECTURER INFORMATION

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PREREQUISITES AND RECOMMENDATIONS

Prerequisites established in the study plan

None.

Recommendations

None specified.

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INTENDED LEARNING OUTCOMES

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 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

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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 a segmental level (vowels and consonants) in three different levels:

- theoretical (understanding the biological principles of speech production and the scope of the disciplines of Phonetics and Phonology);
- 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).
- practical (giving the opportunity to students to practise all the aspects covered).

CONTENT

1. Theory contents

1. Theory contents

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

- Linguistics and Phonetics: letters and sounds, sounds and sound groups, syllables, words and utterances.
- Phonetics vs. Phonology.
- 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.
- The field of phonology: phonological theory and current trends.
- The phonetic alphabet: introduction to the phonetic notation.

UNIT 2: The Speech Mechanism

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



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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; pre-fortis clipping.

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

3. Sounds and spellings.

4. 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. Pedagogical priorities.

2. Practical contents

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 transcription.

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

1. Pedagogical priorities.

SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

Quality education

METHODOLOGY

Methodological adaptations for part-time students and students with disabilities and special educational needs

Part-time students must contact the lecturer at the beginning of the academic year to agree upon methodology and assessment.

Face-to-face activities

Activity	Large group	Medium group	Total
Case study	5	5	10
Lectures	25	-	25

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Activity	Large group	Medium group	Total
<i>Listening Activities</i>	5	5	10
<i>Reading Activities</i>	5	-	5
<i>Speaking Activities</i>	5	5	10
Total hours:	45	15	60

Off-site activities

Activity	Total
<i>Activities</i>	20
<i>Exercises</i>	20
<i>Self-study</i>	50
Total hours	90

WORK MATERIALS FOR STUDENTS

Case studies
Dossier
Exercises and activities
Oral presentations

Clarifications

Materials might be provided through the Moodle platform.

EVALUATION

Intended learning	Case Studies	Exams	Real and/or simulated tasks
<i>CB1</i>	X	X	X
<i>CB10</i>	X		X
<i>CB11</i>	X		X
<i>CB12</i>	X		X
<i>CB13</i>	X		X
<i>CB14</i>	X		X
<i>CB15</i>	X		X
<i>CB16</i>	X		



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Intended learning	Case Studies	Exams	Real and/or simulated tasks
CB17	X		X
CB19	X		X
CB2			X
CB3	X	X	X
CB4			X
CB5	X	X	X
CB7	X		X
CB8	X		X
CE10	X	X	X
CE11	X	X	X
CE12		X	
CE13	X	X	X
CE15			X
CE16			X
CE24	X		X
CE25	X	X	X
CE27			X
CE28			X
CE29		X	X
CE33			X
CE34		X	
CE35	X		X
CE39	X		X
CE40			X
CE41			X
CE42	X	X	
CE43	X		X
CE44		X	X
CE45	X		X

COURSE DESCRIPTION

Intended learning	Case Studies	Exams	Real and/or simulated tasks
CE51	X		X
CE52	X		X
CE53			X
CU1	X	X	X
CU2	X		X
Total (100%)	30%	60%	10%
Minimum grade	4	4	0

(*)Minimum mark (out of 10) needed for the assessment tool to be weighted in the course final mark. In any case, final mark must be 5,0 or higher to pass the course.

Attendance will be assessed?:

No

General clarifications on instruments for evaluation:

Students must comply with 80% of class attendance in order to be evaluated.

Exams(Theory test): 60% of the final mark.

Case studies (Practice test): 30% of the final mark

Real and/or simulates tasks (participation and classwork): 10 % of the final mark.

Students are required to obtain a minimum mark of 4 in both the theoretical and practical tests in order to obtain the final grade-point average but if this final grade is a fail (less than 5), then the student will have to retake both the theory and practice exams.

The minimum score/grade to pass the course is 5.

Clarifications on the methodology for part-time students and students with disabilities and special educational needs:

Final theory exam: 70%

Practical exercises: 30%

Clarifications on the evaluation of the first extraordinary call and extra-ordinary call for completion studies:

Clarifications for the extraordinary call/s of examinations:

Final theory exam: 70%

Practical exercises: 30%

Qualifying criteria for obtaining honors:

To obtain a minimum mark of 9.5

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BIBLIOGRAPHY

1. Basic Bibliography

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- Clark, J. and C. Yallop, 1990, An Introduction to Phonetics and Phonology, Cambridge, Mass.: Blackwell.
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- O'Connor, J.D., 1980, Better English Pronunciation , 2nd edition, Cambridge: Cambridge University Press.
- Pavón, V., A. Rosado, 2003, Guía de fonética y fonología para estudiantes de Filología Inglesa: en el umbral del tercer milenio, Granada: Comares.
- Roach, P., 2000, English Phonetics and Phonology, 3rd edition, Cambridge: C.U.P.**
- Diccionarios de pronunciación:
- Crystal, D., 1991, A Dictionary of Linguistics and Phonetics , 3rd edition, Oxford: Basil Blackwell.
- 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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- Hancock, M., 2003, English Pronunciation in Use , Cambridge: Cambridge University Press.
- Hewings, M., 2004, Pronunciation Practice Activities , Cambridge: Cambridge University Press.
- Hewings, M., 2007, English Pronunciation in Use (Advanced) , Cambridge: Cambridge University Press.
- 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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Pavón, V., Martínez, M., Fernández, N., 2005, Creación de imágenes articuladoras en movimiento, UCO (programa software disponible).

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

COORDINATION CRITERIA

Common evaluation criteria

Common learning outcomes

The methodological strategies and the evaluation system contemplated in this Course Description will be adapted according to the needs presented by students with disabilities and special educational needs in the cases that are required.

CONTINGENCY PLAN: CASE SCENARIO A

Case scenario A will correspond to a diminished on-site academic activity due to social distancing measures affecting the permitted capacity of classrooms.

METHODOLOGY

General clarifications on the methodology on case scenario A

A multimodal (hybrid) teaching system will be adopted, combining both on-site and remote classes via videoconference (synchronous) that will be held in the timetable approved by the corresponding Faculty or School. The time distribution of teaching activities (both on-site and remote) will be decided by the aforementioned Faculties and Schools bearing in mind the permitted capacity of classrooms and social distancing measures as established at that time.

The methodology of this course will be student-centred and aimed at enhancing students' language pronunciation. Students are expected to get actively involved in class dynamics, participate in the teaching-learning tasks proposed by the lecturer, 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.

In relation to assessment, the real/simulated tasks will be continuously assessed throughout the course and the theory exam and case studies (practice test) will be taken on the official dates for examinations established in the academic calendar.

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EVALUATION

Intended learnig	Case Studies	Exams	Real and/or simulated tasks
CB1	X	X	X
CB10	X		X
CB11	X		X
CB12	X		X
CB13	X		X
CB14	X		X
CB15	X		X
CB16	X		
CB17	X		X
CB19	X		X
CB2			X
CB3	X	X	X
CB4			X
CB5	X	X	X
CB7	X		X
CB8	X		X
CE10	X	X	X
CE11	X	X	X
CE12		X	
CE13	X	X	X
CE15			X
CE16			X
CE24	X		X
CE25	X	X	X
CE27			X
CE28			X
CE29		X	X
CE33			X

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Intended learning	Case Studies	Exams	Real and/or simulated tasks
CE34		X	
CE35	X		X
CE39	X		X
CE40			X
CE41			X
CE42	X	X	
CE43	X		X
CE44		X	X
CE45	X		X
CE51	X		X
CE52	X		X
CE53			X
CU1	X	X	X
CU2	X		X
Total (100%)	30%	60%	10%
Minimum grade	4	4	0

(*)Minimum mark (out of 10) needed for the assessment tool to be weighted in the course final mark. In any case, final mark must be 5,0 or higher to pass the course.

Attendance will be assessed (Scenario A)?:

No

General clarifications on instruments for evaluation (Scenario A):

Students must comply with 80% of class attendance in order to be evaluated.

Students are required to obtain a minimum mark of 4 in both the theoretical and practical tests in order to obtain the final grade-point average but if this final grade is a fail (less than 5), then the student will have to retake both the theory and practice exams.

Exams(Theory test): 60% of the final mark.

Case studies (Practice test): 30% of the final mark

Real and/or simulates tasks (participation and classwork): 10 % of the final mark.

Clarifications for the extraordinary call/s of examinations:

Final theory exam: 70%

Practical exercises: 30%

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Clarifications on the methodology for part-time students and students with disabilities and special educational needs (Scenario A):

Final theory exam: 70%

Practical exercises: 30%

CONTINGENCY PLAN: CASE SCENARIO B

Case scenario B will bring about a suspension of all on-site academic activities as a consequence of health measures.

METHODOLOGY

General clarifications on the methodology on case scenario B

On-site teaching activities will be held via videoconference (synchronous) in the timetable approved by the corresponding Faculty or School. Alternative activities will be proposed for reduced groups in order to guarantee the acquisition of course competences.

The methodology of this course will be student-centred and aimed at enhancing students' language pronunciation. Students are expected to get actively involved in class dynamics, participate in the teaching-learning tasks proposed by the lecturer, 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.

In relation to assessment, the real/simulated tasks will be continuously assessed throughout the course and the theory exam and case studies (practice test) will be taken on the official dates for examinations established in the academic calendar.

COURSE DESCRIPTION

EVALUATION

Intended learnig	Case Studies	Exams	Real and/or simulated tasks
CB1	X	X	X
CB10	X		X
CB11	X		X
CB12	X		X
CB13	X		X
CB14	X		X
CB15	X		X
CB16	X		
CB17	X		X
CB19	X		X
CB2			X
CB3	X	X	X
CB4			X
CB5	X	X	X
CB7	X		X
CB8	X		X
CE10	X	X	X
CE11	X	X	X
CE12		X	
CE13	X	X	X
CE15			X
CE16			X
CE24	X		X
CE25	X	X	X
CE27			X
CE28			X
CE29		X	X
CE33			X

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Intended learning	Case Studies	Exams	Real and/or simulated tasks
CE34		X	
CE35	X		X
CE39	X		X
CE40			X
CE41			X
CE42	X	X	
CE43	X		X
CE44		X	X
CE45	X		X
CE51	X		X
CE52	X		X
CE53			X
CU1	X	X	X
CU2	X		X
Total (100%)	30%	60%	10%
Minimum grade	4	4	0

(*)Minimum mark (out of 10) needed for the assessment tool to be weighted in the course final mark. In any case, final mark must be 5,0 or higher to pass the course.

Moodle Tools	Estudio de casos	Exámenes	Pruebas de ejecución de tareas reales y/o simuladas
Cuestionario	X	X	X
Foro			X
Participación			X
Pruebas simultáneas por videoconferencia	X	X	
Rúbrica de evaluación	X	X	X
Tarea	X	X	X
Videoconferencia			X

Attendance will be assessed (Scenario B)?:

No

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General clarifications on instruments for evaluation (Scenario B):

Students must comply with 80% of class attendance in order to be evaluated.

Students are required to obtain a minimum mark of 4 in both the theoretical and practical tests (case studies) in order to obtain the final grade-point average but if this final grade is a fail (less than 5), then the student will have to retake both tests.

Exams(Theory test): 60% of the final mark.

Case studies (Practice test): 30% of the final mark

Real and/or simulates tasks (participation and classwork): 10 % of the final mark.

Clarifications for the extraordinary call/s of examinations:

Final theory exam: 70%

Practical exercises: 30%

Clarifications on the methodology for part-time students and students with disabilities and special educational needs (Scenario B):

Final theory exam: 70%

Practical exercises: 30%